

DOCUMENT OF  
NURSING STUDENT POLICY  
SUNY Orange  
Middletown/Newburgh, New York  
ASSOCIATE DEGREE NURSING PROGRAM

I have read this document of nursing student policy and understand that I am responsible for abiding by the contents.

I have read, understand and agree to abide by the Rules, Regulations, and Guidelines regarding the Nursing Education Program as approved by the nursing administration and faculty and published in the Document of Nursing Student Policy, including, but not limited to, the following:

- Honor Code
- Attendance Policy
- Skill Evaluation Time-line
- Grading Policy
- Purchase of Kaplan Nursing *before* the start of classes
- Drug and Alcohol Testing Policy
- Student review of Nursing Process Paper grades

I am responsible for checking the Nursing Program Web Site/ Course Blackboard daily and adhering to posted revisions and changes to the rules, regulations and guidelines.

I am aware that the syllabus for each course is presented on Blackboard and I am responsible to read and understand its contents.

I understand that the official form of SUNY Orange College communication is via the SUNY Orange email system. I have an obligation to review my email on a consistent basis to stay informed on matters related to changes within the SUNY Orange Nursing Program.

I understand that this signed statement is a requirement for continuation in the Nursing Program and that it will be filed in the Nursing Department Office.

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(Student's Signature)

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(Please Print Name)

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(Date)

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(INSTRUCTOR NAME & LEVEL)

# Honor Code

In addition to the “SUNY Orange Student Handbook” statements and policies relative to academic dishonesty, as outlined in the code of student conduct (<http://www.sunyorange.edu/studentactivities/publications.shtml>), the Department of Nursing recognizes the strong link between honesty in academic work and professional integrity. Any act of academic dishonesty is considered incompatible with ethical standards of nursing practice. **Students who engage in academic dishonesty will receive a zero on a test/quiz or an unsatisfactory on any other evaluative tool. This may result in dismissal or failure of a nursing course. In addition, if the integrity of an examination is ever in question, the faculty reserve the right to eliminate the examination in question and retesting of any or all students can occur without prior notice.**

**Examples of academic dishonesty include, but are not limited to:**

**Cheating on exams, fabrication of reports or records of interactions with clients; using prohibited study aids, e.g., accessing text book test banks which are a faculty resource from illegal website sources or otherwise obtaining a copy of a test/quiz; facilitating academic dishonesty; sharing test/quiz content with another student verbally or in writing, recording in any form any part of a question or other assessment of learning for purposes of sharing such information with current or future students; giving or receiving unauthorized aid on test/quizzes/care plans/papers; abetting another student by allowing them to copy your answers or submit your work as their own; and plagiarism.**

At the college level, there is no excuse and no tolerance for plagiarism. Students at the college level are expected to know and demonstrate skills in paraphrasing, documentation, and academic research sufficient to practice academic honesty and to avoid plagiarism in any form. According to Aaron (1995), “Plagiarism...is the presentation of someone else’s ideas or words as your own” (p. 217). There are many resources available to help students avoid plagiarism, including the required APA Manual, library staff, tutoring and writing center personnel, and faculty.

**Examples of plagiarism include, but are not limited to:**

## **Deliberate plagiarism:**

- **Copying a phrase, a sentence, or a longer passage from a source and passing it off as your own by omitting quotation marks and a source citation**
- **Summarizing or paraphrasing someone else’s ideas without acknowledging your debt in a source citation**
- **Handing in as your own work a paper you have bought, had a friend write, or copied from another student**
- **Self-plagiarism: “presenting one’s own previously published work as though it were new” (American Psychological Association, 2010, p. 170).**

## **Accidental plagiarism:**

- **Forgetting to place quotation marks around another writer’s words**
- **Omitting a source citation for another’s ideas because you are unaware of the need to acknowledge the idea**
- **Careless copying a source when you mean to paraphrase (Aaron, 1995).**

**Aaron, J. (1995). *The Little, Brown Compact Handbook*, (2<sup>nd</sup> Ed). New York: Harper Collins**

**Plagiarism can involve incidents as blatant as downloading a paper in whole or in part off the Internet, turning in a paper a friend wrote or having someone else edit and revise your paper, and as incidental as forgetting quotation marks around words or phrases copied from a source.**

Therefore, as a student in the SUNY Orange Nursing Program:

1. I agree to abide by the ANA Code of Ethics, HIPAA Privacy Rules, and College and Nursing Department's standards regarding academic and professional integrity.
2. I agree to demonstrate professional behavior at all times. This includes demonstrating civility and respect for faculty, staff, peers and self, on and off campus, including all clinical facilities.
3. I agree to demonstrate professional behavior including, but not limited to behavior presented on social media forms such as Facebook, Twitter, Instagram and YouTube and other such electronic/social media forms capable of transmitting information-this includes but is not limited to recording, posting, and social media commenting activities.
4. I recognize the strong link between honesty in academic work and professional integrity. I further understand that acts of academic dishonesty and/or unprofessional behavior will jeopardize my enrollment in the SUNY Orange Nursing Program.
5. I pledge to abstain from dishonest, deceitful, or fraudulent academic conduct and immediately report suspected observations or knowledge of such conduct to faculty.
6. I have a responsibility to notify the Department Chair immediately in writing if I am arrested or convicted of a crime any time after my acceptance to the SUNY Orange nursing program, until graduation.
7. I understand that failure to follow these guidelines and/or noncompliance with the policies and procedures of the Nursing Program or affiliating agencies shall result in immediate removal from the clinical site and/or dismissal from the Program.

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## INTRODUCTION

These policies and regulations are specific to the Nursing Program and supplement the general College policies for students. They strengthen the Nursing Program's goal to educate nurses who are knowledgeable and responsible in nursing practice.

The nursing faculty developed this document to fulfill several other purposes. It designates the policies and defines specific regulations governing students in the Nursing Program; helps assure that students will receive consistent and uniform consideration throughout the program; and serves as a guideline for nursing students.

These policies and regulations also are in accordance with several other principles, codes, and laws with which nurses and nursing students must comply. Unsafe, unethical, or disruptive behavior in the classroom or clinical setting is not only socially unacceptable, it is not professionally permitted. Refer to your SUNY Orange Student Handbook booklet.

Each student is receiving a copy of the Nursing Student Policies. All students will be expected to indicate by their signature, on the signature page, that they understand and will abide by the contents.

In addition to these policies and regulations of the Nursing Department, nursing students are expected to comply with all civil laws and regulations.

### **Mission, Philosophy and Outcomes/Goals of the Associate Degree Nursing Program**

#### **Vision Statement**

Orange County Community College will be the leader in nursing education. We will prepare our graduate nurses to meet the challenges of health promotion and disease prevention in the 21<sup>st</sup> century, through the use of evidence-based practice, demonstrating effective teaching strategies, modeling professional behavior and expressions of caring. In response to an ever-changing healthcare system, our graduate nurses will embrace the interrelationship between ethnicity, race and health; advance the newest technological applications in health care; appreciate the rewards of continuing education and aspire to seek higher level nursing degrees; demonstrate the highest levels of professional integrity and pursue the teaching and learning opportunities inherent in all contacts with clients, families and communities.

#### **Mission Statement**

The mission of the SUNY Orange Nursing Department is to facilitate a creative, innovative and supportive community for teaching and learning that values caring, healing, holism, integrity, excellence and diversity. The faculty instills in nurses a spirit of inquiry that propels them to life-long learning and energizes them to remain contemporary in their practice. The nursing faculty facilitates learning and fosters the development of sound nursing judgment by advocating for quality and safety in nursing and healthcare. The nursing program prepares registered professional nurses to provide quality nursing care to individuals, families, groups and communities with diverse health care needs.



## **Philosophy**

The nursing faculty at Orange County Community College embraces the values of human kindness, clinical expertise, openness to diverse backgrounds, and the provision of a caring presence to clients, colleagues and students alike. The expression of these values promotes the goals of contemporary nursing:

- *Human Flourishing*, that allows for continuing growth of clients, students, self and the entire Orange County community
- Application of sound *Nursing Judgment*, based on quality- and safety-driven care
- Ongoing development of *Professional Identity*, guided by current evidence-based practice and providing *impetus* for our students to seek higher degrees.
- Instilling a *Spirit of Inquiry* in students by allowing opportunities for exploratory thought through the utilization of critical thinking, analysis of clinical experiences, and use of educational technologies.

We at Orange County Community College nursing department, consider people to be bio-psycho-social-spiritual beings whose basic human needs must be met across the lifespan as they strive towards self-actualization. People constantly influence, and are influenced by, their environments as they move towards optimal levels of physiological and psychosocial health. The faculty at Orange County Community College believes that striving towards the highest levels of health and well-being is consistent with the concept of Human Flourishing. Through the application of Maslow's Basic Human Needs Theory, Erikson's Stages of Development, and the Health-Illness continuum, students learn to assist people in attaining these aspects of flourishing.

The nursing process provides a scientific problem-solving method that the student uses to develop nursing judgment and demonstrate a spirit of inquiry. Adoption of the National League for Nursing core components and competencies provides guidelines for the development of personal identity within the discipline of nursing.

The philosophy of the Associate Degree Nursing Program supports, and is congruent with, the values and beliefs of Orange County Community College: mutual respect, commitment to the highest standards of excellence; and integrity in the rigorous and honest pursuit of academic inquiry. To accomplish the mission of the College, the nursing faculty provides five sequential courses, a Pharmacology course, elective support courses and non-nursing requisites that help develop a deeper understanding based on arts, sciences and the humanities.

## **Student Learning Outcomes**

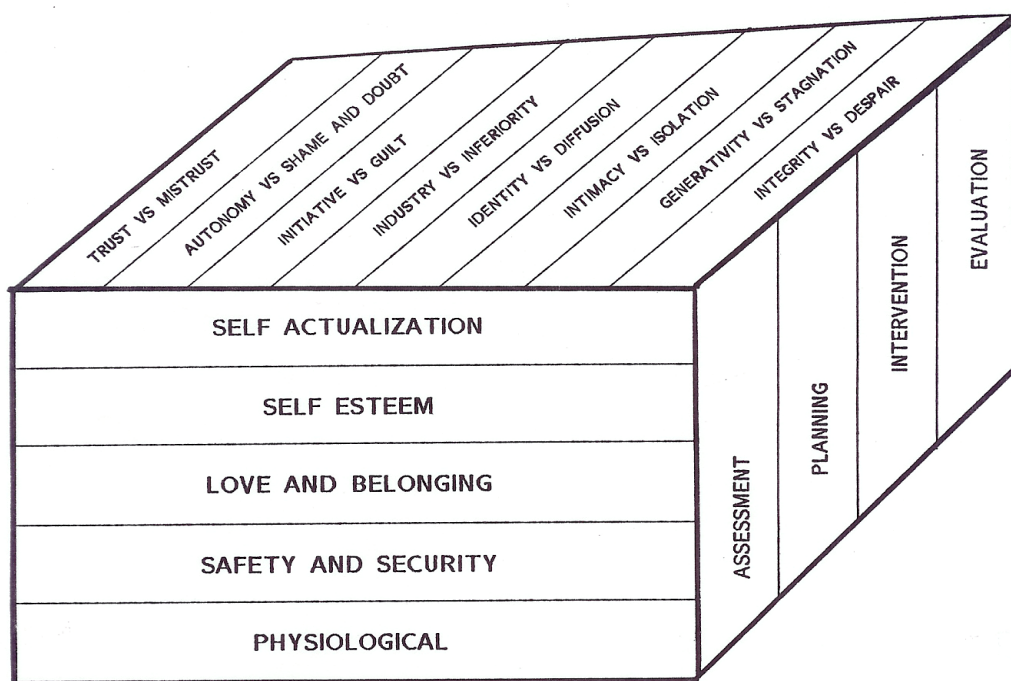
Upon completion of the Associate Degree Nursing Program the graduate will:

1. Utilize the nursing process reflecting sound nursing judgment and critical thinking skills to resolve clinical and professional problems.
2. Demonstrate effective use of interpersonal skills and informatics to ensure effective communication with client/families and the members of the health care team.
3. Apply evidence-based standards of nursing practice to provide safe quality care to a diverse population across a multitude of settings.
4. Demonstrate responsibility and accountability for self-growth with a commitment to the profession, exhibiting a spirit of inquiry and a passion for excellence.

## **Program Outcomes**

1. The NCLEX passing rate will exceed or be equal to the mean for New York State and the Nation.
2. Program completion will be 70% within three years of admission to the Nursing Program.
3. At least 90% of the graduates responding to the graduate survey will report satisfaction with the Nursing Program.
4. At least 90% of the alumni responding to the alumni survey will be employed in nursing within nine to twelve months after graduation.
5. At least 90% of the alumni responding to the alumni survey will value lifelong learning as evidenced by their stated intention to be enrolled in a Bachelor of Science in Nursing Program.
6. At least 90% of the employers responding to the employer survey distributed one year after graduation will indicate satisfaction with graduate performance.

## Conceptual Framework



This diagram provides a visual image of the interrelation of Human Needs Theory and Erikson's Developmental Stages of Man. The unifying concept is the nursing process, which is a systematic method for the organization and delivery of nursing care.

## Standards for the Nursing Program at SUNY Orange

Nursing at the associate degree level includes several essential cognitive, physical and psychosocial functions. Among the most important are providing direct care for individuals and applying verified knowledge in the skillful performance of nursing functions. This includes being able to assess, treat, and report on client conditions. These conditions include but are not limited to wounds, blood and other body fluids.

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

- A. **Visual acuity** for the accurate preparation and administration of medications and for the critical observations in client assessment and nursing care. Visual acuity is defined as:
  - (1) near clarity of vision at 20 inches or less (corrected), and
  - (2) far clarity of vision at 20 feet or more (corrected).
- B. **Auditory perception** to receive verbal communication from clients and members of the health care team at normal conversational tone, to hear sounds depicting changes in client status, and to assess the physiologic condition of clients through the use of assessment equipment and monitoring devices (i.e.: cardiac monitors, stethoscopes, IV infusion pumps, Doptones, safety alarms).
- C. Ability to **smell** odors that indicate changes in the physiological status of the client, or unsafe environmental conditions.
- D. **Fine and gross motor coordination** to respond promptly to and to implement the skills required in meeting client health needs in all health care settings in routine and emergency care. This includes having:
  - (1) fine motor coordination, such as in assessing a client's pulse, preparing and giving an injection, administering IV therapy, maintaining asepsis, inserting a Foley catheter, or performing other nursing skills.
  - (2) gross motor coordination, with the ability to move freely while observing, assessing and performing all aspects of client care (e.g., hygiene, feeding, application of restraints).
  - (3) ability to lift and support at least 35 pounds in order to reposition, transfer, and ambulate clients safely.
- E. **Physical health** to maintain wellness at a level that promotes functioning at maximum capacity and that avoids placing clients and other health care workers at risk for illness and injury.
- F. Ability to **communicate** with clients and members of the health team, including the ability to:
  - (1) speak clearly and effectively to clients and members of the health team.
  - (2) communicate in ways that are safe and not unduly alarming to clients, family members, and other members of the health care team.
  - (3) read and comprehend written course materials, read and interpret client care documents, and read and follow health care institution policies and procedures.

(4) write in a legible, accurate and concise documentation style which is appropriate, using grammatically correct English language.

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

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

I. **Ethics** which assure the exclusion of substance abuse, and/or the use, possession, distribution of illicit drugs, engagement in illegal activities, or activities and behavior deemed unethical by the Nursing Department or the College's student conduct standards.

If a student should present with any physical or cognitive limitation(s), or develop such, during the course of the program, the limitations must be identified to the chairperson of the Nursing Department and the Wellness Center.

## **CLINICAL LABORATORY STANDARDS**

### **Standards for Clinical Laboratory Experiences:**

1. Students are not to be on the clinical unit without an instructor (unless special arrangements have been made).
2. Students must make their own transportation arrangements at their own expense on days when classes are held off campus.
3. Students are to abide by all policies of the assigned clinical facility, including, but not limited to, use of electronic devices and smart phones and use of social media.
4. Students enrolled in NUR 101 – NUR 202
  - a. No invasive nursing procedures, including but not limited to, medication administration, oxygen administration, saline intravenous lock flushing, and sterile dressing change are to be performed by a student without the presence of the nursing instructor. A student who performs procedures without an instructor present places a client in physical jeopardy and as such is at risk for clinical dismissal.
  - b. Students enrolled in NUR 203 are to refer to the NUR 203 Course Syllabus for specific nursing procedure guidelines.
  - c. The following are NOT to be performed by students in the clinical area:
    - Starting (inserting) intravenous infusion catheters
    - Administration of IV push medications/narcotics/chemotherapy (oral or parenteral)
    - Blood or Blood Products administration/confirmation
    - Readings and adjustments on machinery not familiar to them, e.g., respirators

- ECG/EKG patterns beyond simple arrhythmias
  - Flushing central venous devices
  - CPR code is to be an observational experience only (instructions will be provided by clinical instructor as to what to do in the event of a code)
  - Students should not be assigned to care for patients with TB or who are receiving radiation treatments
5. Students may not leave assigned clinical areas without the instructor's permission.
  6. Personal cleanliness is mandatory.
  7. Chewing gum is not permitted.
  8. Smoking is not permitted at any time while on agency property or college property, including e-cigarettes, or any form of devices that emit a vapor.
  9. College photo identification badge (and facility ID if required) is to be worn at all times and be visible (above waist level).
  10. Failure to notify the clinical, lab or lead instructor prior to an absence or tardiness will be considered unprofessional and be so noted on the clinical evaluation section; may result in overall grade reduction based upon the Attendance Policy outlined in each course syllabus.

### **Overall Uniform Policies**

1. Uniforms must be washed, clean, and without wrinkles for each clinical day.
2. Uniforms are not to be worn on the College Campus, except for clinical simulation day on campus.
3. Hair must be neat, clean, controlled, and off the collar; use simple hair accessories to hold hair. If a head covering is worn for religious reasons, it should be white.
4. Beards and mustaches must be neatly trimmed. If no established beard or mustache, face must be cleanly shaved.
5. Nails are to be fingertip length and clean. No nail polish may be worn. No artificial nails/wraps, gels or tips, or any solution that is intended to cover the nail beds are permitted.
6. Use conservative make-up; hair color should be natural-appearing.
7. Purses may not be brought into the clinical area.
8. If not properly attired in complete uniform with College picture ID (and clinical ID if required), the student may be sent off the clinical unit; this includes the on-campus simulation clinical experience.
9. Tattoos must be covered with clothing when in clinical, including Simulation days on campus. If tattoos cannot reasonably be covered with clothing, please consult your lead instructor for guidance.
10. Jewelry: only plain post earrings with a diameter no larger than shown here:

and only one earring per ear lobe; plain wedding bands without stones may be worn. **No other jewelry is permitted, including any visible body piercing jewelry.**

11. Teal pants or skirt and white top (ordered from the contracted vendor) with SUNY Orange emblem on left sleeve is to be worn in the clinical units (must be fully zipped). If a shirt is worn under the white top, it must be clean, white and short or no longer than  $\frac{3}{4}$  length sleeve. If a skirt is worn it must reach at least 2 inches below the knee. No clothing can be worn over uniform when in client care areas.
12. Plain white stockings or white socks.
13. White leather shoes (no nylon, mesh or canvas shoes), including shoe laces, should be clean and have white soles and no colored logos; no open backs, open toes or clogs are to be worn to protect students from slips and falls, fluid seeping through, and other injury to feet in clinical.

#### **Articles Needed for Clinical Practice for All Semesters**

Skills practice kit  
Wrist watch with second hand  
Stethoscope  
Small note book  
**Red and black pens** (no blue pens)  
Pencil with eraser  
Pen light  
Surgical scissor  
College photo identification (and clinical ID if required – there may be a charge by facility).

### **ACADEMIC PLANNING**

#### **Individual Program Planning**

Planning a program of study for successful learning is important to all students. The average college credit hour load for undergraduate students is about 14 credits. Such a credit hour load requires at least 40-45 hours per week of a learner's time.

- 14 hours of class (if no laboratories)
- 28 hours of study/homework (equates to a grade of C)
- \_\_\_ (computed: 14 credit hours x 2 hours = 28 hours)
- 42 minimum hours for success\*

Nursing students or students with laboratory credit hours require more hours for a similar credit hour load. For example:

- 7 hours in liberal arts and sciences
- 4 hours of lecture or seminar (Nursing 1)
- 9 hours of laboratory (Nursing 1)
- 28 hours of study/homework (equates to a grade of C)
- 48 minimum hours for success\*

Faculty advisors urge students to see them before registration to plan their semester course loads. Many students have out-of-college demands on their time; for example, employment, family responsibilities, other stressful endeavors, problems related to learning or study habits, etc. Planning a course load, which is realistic and balances college-going and outside commitments, is important to success in college. The curriculum for a degree program which can be completed in two academic years does not imply that it should or must be completed in two years. For some, planning might mean carrying a credit hour load of 10-12 or even less credit hours.

The faculty's main goal is to help students succeed in their goal at SUNY Orange. The nursing faculty advisors are available for this planning. Students are urged to discuss their goals with them. Faculty post their hours on their office doors as well as on the Banner System.

A schedule of clock hours of instruction per week (actual time spent in lecture, laboratory and clinical agency) follows on the next page.

**\*Faculty encourage students to devote enough time in the skills laboratory to ensure successful skill performance in the College laboratory and clinical setting.**

**ASSOCIATE DEGREE NURSING CURRICULUM**

<u>Course Titles</u>	<u>Hours of Instruction Per Week</u>			<u>Total Clock Hours Per Week</u>	<u>Total* Clock Hours Per Semester (15 weeks)</u>	<u>C</u>	
	<u>Lecture at College</u>	<u>In College Laboratory</u>	<u>In a Clinical Agency</u>			<u>R E D T</u>	<u>H O U S E S</u>
1. <u>Nursing</u>							
Nursing 1: Fundamentals (NUR 101)	4	3	6	13	195		7
Nursing 2: Fundamentals (NUR 102)	6	3	9	18	270		10
Nursing 3: Maternal and Child Health (NUR 201)	4	3	6	13	195		7
Nursing 4: Physical and Mental Illness (NUR 202)	6	2	11	19	247 (13 wks)		9
Nursing 5: Transition to Practice (NUR 203)			45		45 (2 wks)		1
Pharmacology & The Human Body (NUR 205)**	3	0	0	3	45		3
2. <u>Biological Sciences</u>							
Anatomy & Physiology I (BIO 111)	3	3	0	6	90		4
Anatomy & Physiology II (BIO 112)	3	3	0	6	90		4
Microbiology (MLT 106)	2	2	0	4	60		3
3. <u>English</u>							
Freshman English I (ENG 101)	3	0	0	3	45		3
Freshman English II (ENG 102)	3	0	0	3	45		3
4. <u>Social Sciences</u>							
Introduction to Psychology (PSY 111)	3	0	0	3	45		3
6. <u>Electives ***</u>							
Liberal Arts Elective	3	0	0	3	45		3
General Elective	3	0	0	3	45		3
					<b>Total Credits</b>		<b>63</b>



\* Plus--one week for final examinations.

One clock hour for classroom instruction is equivalent to one credit hour. Credit allocation for on-campus laboratory and clinical instruction consists of three clock hours to one credit hour. One clock hour equals 50 minutes of instruction.

\*\*\*Changes to nursing program beginning fall 2017: Elimination of PES courses and social science elective. One of the remaining two elective courses must fulfill the liberal arts requirement.

## **PROGRESSION POLICY Sequence of Courses**

The nursing courses and their requisites must follow the sequence identified here and in the college catalog. To qualify for enrollment in:

NUR 101\* Nursing 1: Fundamentals

\*\*\*Co-requisites: BIO 111: Anatomy and Physiology I ++  
MLT 106: Microbiology for the Health Professions++

NUR 102\* Nursing 2: Fundamentals

Pre-requisites: NUR 101\*  
BIO 111: Anatomy and Physiology I++  
MLT 106: Microbiology for the Health Professions++

\*\*\*Co-requisite: BIO 112: Anatomy and Physiology II++

The following first level courses must be completed prior to enrollment in NUR 201\* Nursing 3: Caring for the Growing Family (the sophomore level nursing courses):

Nursing 1 and 2, NUR 101\* and NUR 102\*  
Freshman English I and II, ENG 101 and ENG 102  
Anatomy and Physiology I and II, BIO 111 and BIO 112  
Microbiology, MLT 106

NUR 201\* Nursing 3: Caring for the Growing Family

Pre-requisites: NUR 102\* and courses listed above  
\*\*\*Co-requisites: PSY 111 Intro to Psych\*\*  
NUR 205 Pharmacology & The Human Body

NUR 202\* Nursing 4: Physical and Mental Illness

Pre-requisites: NUR 201\* and courses listed above  
(One 3 cr. General Elective and one 3 cr. Liberal Arts Elective must also be completed before or during Nursing 4 in order to graduate in that semester)

NUR 203\* Nursing 5: Transition to Practice

Pre-requisite: NUR 202\*

**++A grade of C is required in all lab science courses and all Nursing courses.**

**\*\* General Psych I (PSY 101) is acceptable in place of PSY 111 until Spring 2026.**

\*\*\*You may not withdraw from a co-requisite and remain in the nursing course. If you withdraw from a co-requisite, you must also withdraw from the nursing course.

**Note:** Student transferring courses from other colleges or applying prior SUNY Orange course work to the degree of nursing need to be aware that all science courses must be within 5 years of program entrance and Introduction to Psychology (PSY 111) within 10 years of program entrance. In general, no more than 30 semester hours of credit are acceptable from another college and credits more than ten years old (except those stated above) will be evaluated by the College Registrar on an individual basis.

### **Progression and Graduation**

In addition to the general college requirements listed in the College Student Handbook, nursing students must earn a grade of "C" (75%) or higher without rounding up in each nursing course to progress or to graduate from the nursing program. Students are strongly advised to maintain a GPA of 2.75 or higher upon graduation in order to continue their education into most BSN programs.

An AAS degree in nursing is required for certification to take the National Council Licensure Examination (NCLEX) for Registered Professional Nurse (RN).

### **Program Evaluation**

The faculty and students of the Nursing Program at Orange County Community College are continually evaluating program effectiveness. This process of evaluation is carried out through formal and informal means. At the end of each nursing course you will participate in completing online evaluation forms.

1. Course clinical evaluations will be completed on-line at the end of each semester. Nursing students will be assured of autonomy, privacy and freedom to evaluate the above according to ethical standards.
2. Students will access the surveys through a link on the Nursing Department web page.
3. Course/clinical survey results along with written comments will be compiled and distributed to faculty to review. Faculty will discuss survey data and implement changes as necessary.
4. A sample course evaluation can be found in the appendix.

At the end of the program, a graduate survey is completed by each student to evaluate the effectiveness of the entire program. This questionnaire asks for an overall review of the nursing program by the student. As alumni, students will be asked to complete a postgraduate survey within 12 months of graduation. This information is then used to make curriculum, policy, and/or learning assignment changes based on feedback from you – the consumers of the program! Your commitment and participation in this process of program evaluation is essential to our mission.

### **Nursing Club**

1. The Nursing Club is an organization for students in nursing. Students have the opportunity to participate in the Nursing Club on the Newburgh and Middletown campuses.
2. Students are encouraged to take advantage of the Club and its activities. Through the Nursing Club, students have an opportunity to serve the community, develop leadership skills and be active participants in program decision making.
3. Nursing departmental committees seek student involvement through club membership.
4. Students are encouraged to offer input into the Nursing Program by attending department and ACEN committee meetings.
5. A student representative from each semester will be asked to serve on committees and act as a liaison between their class and the Nursing Committees.
6. Student liaisons will share information with their peers through the Nursing Club.

## **CPR/BLS**

Basic Life Support (BLS) for Healthcare Provider is a required entrance skill for NUR 101. Students must present documentation of completion of the skill during the first week of the semester in order to attend clinical classes and care for clients. This documentation must include BLS of infants, children and adults. The required course is the American Heart Association Basic Life Support for Healthcare Provider. This documentation must be current through Nursing 5: NUR 203. The American Red Cross CPR course will **NOT** satisfy this requirement.

## **Physical examination and drug/alcohol/substance test:**

All students are required to meet New York State Hospital Code requirements and agency requirements prior to admission to clinical sites. All students must have an annual physical examination and Mantoux or Quantiferon Gold testing for Tuberculosis, and the Flu vaccination; proof of Hepatitis B vaccination must be submitted or a signed statement of declination form of refusal of the Hepatitis B vaccine must be submitted. Documented age-appropriate measles, mumps, rubella, and varicella vaccination is needed. Acceptable presumptive evidence of immunity against measles, mumps, rubella and varicella includes:

- Written documentation of adequate vaccination:
    - Two doses of measles and mumps vaccine administered on or after the first birthday and at least 28 days apart
    - Two doses of varicella (chickenpox) vaccine administered on or after the first birthday and at least 28 days apart
    - One dose of rubella vaccine on or after the first birthday
- OR**
- Laboratory evidence of immunity (titers) against measles, mumps, rubella, and varicella

Please contact the Wellness Center (341-4870) or [wellnesscenter@sunyorange.edu](mailto:wellnesscenter@sunyorange.edu) with any questions.

All students must submit a negative urine drug screen as part of their initial admission or readmission physical. Random alcohol/drug testing may be required during enrollment in the nursing program. A student who refuses to submit to the alcohol and drug test, or one who tests positive for the presence of alcohol, any illegal drug(s), an unauthorized controlled substance(s), or prescribed scheduled/controlled substance medications that could interfere with the judgment or motor coordination, will not be admitted to the nursing program and/or will not be allowed to continue in the Program.

## **Procedure for drug/alcohol/substance testing:**

1. If the student is suspected of being impaired, he/she will be immediately removed from the area of occurrence.
2. Student will be required to report immediately for witnessed drug/alcohol testing.
3. Students are responsible for expenses accrued with transportation (if location of witnessed testing is different than location of occurrence) and drug/alcohol testing expenses.
4. The faculty member will notify the Chairperson immediately and he/she will notify the Wellness Center.
5. The refusal to be drug/alcohol tested is deemed to be the equivalent of a positive test and will result in immediate dismissal from the Program.
6. The results of drug/alcohol testing will be forwarded to the Wellness Center and the Chairperson of the Nursing Department will be notified. Students will meet with appropriate parties to discuss results and further actions. A positive test (drug and/or alcohol) will result in dismissal from the Program. In addition, the presence of a prescribed medication that may interfere with the judgement or motor coordination, may be grounds for dismissal from the Program.

7. The Nursing Department recognizes its responsibility to provide a safe and effective environment conducive to learning on the College's premises and at all affiliated clinical agencies.
8. The Nursing Department, with cooperation of the Wellness Center, offers resources for all students. The resources available can be provided to students at any time.
9. Physicals submitted late will be subject to a late fee that is set by the SUNY Orange Wellness Center. Submission dates are determined by the Wellness Center.

Any student who has a change in their health status as described in the 'Standards for the Nursing Program', including the condition of pregnancy after the submission of their physical must inform their lead instructor and the Department Chairperson. A Change in Health Status Form (See appendix) will need to be completed and submitted to the Department Chairperson and the Wellness Center in order to return to clinical rotation. A new clinical clearance will be issued by the Wellness Center.

Flu Vaccine – All students are to submit proof of flu vaccination by **October 1<sup>st</sup>** for students enrolled on the Middletown campus. For students enrolled in NUR 101 in Spring on the Newburgh campus, proof of vaccination is to be submitted with physical form according to submission timelines.

Latex Policy – Student must self-identify a latex allergy to Department and Wellness Center for a latex action plan to be developed with student, and complete latex allergy response form signed by their healthcare provider (see appendix).

### **Criminal Background Policy**

An individual who has charges pending or has been convicted of a felony or misdemeanor and/or has been found guilty of professional misconduct or negligence may not be eligible to be licensed as a Registered Nurse. These matters may be discussed before applying for admission or during the enrollment in the Nursing Program, at the Office of Professional Discipline, New York State Education Department. Students seeking admission to the Nursing Program who have been convicted of a felony or misdemeanor will be subject to the SUNY Orange-Health Professions Division: Criminal Background Check Policy. Students have a responsibility to notify the Department Chair immediately in writing if they are arrested or convicted of a crime any time after acceptance to the SUNY Orange nursing program, until graduation.

### **Clinical Facility Requirements**

Clinical facilities have a responsibility to ensure that caregivers are "fit for duty" and provide the highest quality health care possible. To further the goal of providing the highest quality health care for clients, all students must submit a physical examination and background check as described above. The cost of a background check, physical examination, urine drug screen, and additional credentialing requirements of the clinical agencies (such as Symplr or other credentialing service), and Flu vaccine is the responsibility of the student. Failure to comply with this requirement will result in separation from the program.

We must adhere to all of the clinical facility policies and procedures, accreditation requirements and NYS Health Department and HIPAA regulations. Students who are dismissed from a clinical facility due to rule violations(s) (including those listed above) will not be allowed to continue in clinical.

Due to limited availability of clinical experiences, day students may be assigned to evening or Saturday clinicals. Evening students may be assigned to weekday or Saturday clinicals. In addition, there may be times when your assigned clinical day of the week will change during the semester. Every effort will be made to keep you informed of these changes in a timely manner.

**A student dismissed from a clinical facility will not be assigned to any other clinical facility for that semester and will be unable to continue in the Program.** A student may not graduate from a Program in the Health Professions without passing all clinical courses.

## College Facility Requirements

No food or drinks are permitted in College laboratories. Only bottled water, with cap in place, is allowed in a lecture room.

## Program Completion Time for Nursing Students

Beginning in fall 2004, the Program must be completed in no more than 3 consecutive years of enrollment from entrance into the first nursing course. If you are no longer enrolled in nursing courses, an official change in curriculum must be completed to either Liberal Arts, Math & Science (220N) or to another eligible curriculum through student services.

## Evening Part-Time Nursing Program

The evening program is only for part-time students taking 11.5 credits or less. It is strongly recommended that all General Education courses be completed before admission to NUR 101. Once you are in the evening program, you can only move to a day schedule during subsequent semesters if there is seat availability and with permission of the Department Chairperson.

## Repeat Policy

Only one required clinical Nursing Course may be repeated one time (NUR 101, NUR 102, NUR 201, NUR 202 & NUR 203). Repeating a clinical Nursing course is defined as retaking a course after having received a grade of A, B, C, D, F, W, MW or Z. Students who have failed twice from a clinical Nursing course are not eligible for readmission. The only exception is for students who complete an accredited LPN program after failing twice from the AAS Nursing program. These students are eligible to apply for the LPN-RN program provided they meet the criteria for advanced standing into Nursing 2. These students have one opportunity only to complete the program.

## Readmission to Nursing Courses

Students seeking to return to the Nursing program are subject to the admission criteria in effect at the time of the request. Readmission to Nursing 1 is handled through the admissions department. If you wish to return to Nursing 102, 201, 202, or 203 you must inform the Nursing Chairperson of your intentions in writing. Readmission to the Nursing Program is never guaranteed. Therefore, consideration for readmission will be as follows:

Students who are unable to progress in the Program (Nursing 102, 201, 202, or 203) due to withdrawal, a final course grade of "C-", "D" or "F", or a clinical evaluation of "Unsatisfactory" are required to complete an Exit Interview Survey and participate in an Exit Interview Conference. The Exit Interview Conference is to be scheduled within one week of your departure from the Program and will be conducted by the Nursing Department Chair or designee.

In addition, the exit interview conference is a **condition of eligibility for consideration of readmission to the Nursing Program.** Readmission to the nursing program is on a space available basis. Therefore, consideration for readmission will be as follows:

1. Reason for separation from program with priority given to students who:
  - a. Separated from the program because of Military deployment
  - b. Received a medical withdrawal from the College
  - c. Withdrew from the nursing course with a passing theory grade, satisfactory clinical performance, satisfactory skill performance evaluations and satisfactory CCSE score.
  - d. All others will be considered on an individual basis.
2. Cumulative G.P.A. (minimum GPA to apply is 2.75).

3. A letter requesting readmission must be submitted to the Department Chair outlining your reason for separation from the Program and why you should be considered for a seat, as well as strategies you have implemented in order to be successful should you be readmitted.
4. Readmission applicants for Nursing 2, 3, 4 and 5 will be considered on an individual basis through review by a Nursing Faculty Readmission Committee. Factors that will be considered include the content of the readmission request letter, grades in the previous Nursing course passed and the Nursing course failed, previous performance in skill testing, scores on the TEAS test, grade in Anatomy and Physiology I, and current GPA. In addition, students who have been found to be in violation of ethical standards or exhibiting unprofessional behavior may be denied readmission.
5. If you have been separated from the Nursing Department for more than one year, your readmission in sequence is at the discretion of the chairperson. Students requesting readmission are only eligible for the day programs.
6. Students who have been out of the program for a semester or more and are readmitted into NUR 102, 201, 202, or 203, are required to successfully pass the Nursing Bridge I Course (non-credit) in the Winter or Summer break period just before re-entering the Program. The class runs for 20 hours over 4 days, and a course fee will be charged. You will be allowed to register for Nursing classes after passing this course.

## **LPN TO RN**

LPN-RN students requesting advanced standing into nursing 2 (NUR 102) must complete an application through the admissions office by May 1<sup>st</sup> for the fall semester or October 1<sup>st</sup> for the Spring semester. LPN-RN students enrolled in Nursing 2 who are requesting advanced standing into Nursing 4 (NUR 202) must do so in writing to the Department Chairperson by May 1<sup>st</sup> for fall and by December 1<sup>st</sup> for spring, and are required to achieve a B or better on the Excelsior exam for Maternal-Child Nursing, with official transcripts sent to the college. The complete advanced standing process is outlined on the Nursing Department webpage and is based on seat availability. LPN to RN students may be given priority over repeating students for available seats.

## **Audit of Courses**

Nursing Courses (NUR 010 - NUR 205) are *not* subject to audit.

## **Children**

No children are permitted in the laboratory classes or skills lab at any time.

## **Student Withdrawal from Nursing Course**

The Nursing program follows the College policy for withdrawal. Students are to discuss Withdrawal policies with their lead instructor and to follow deadlines for withdrawals as presented in the College catalog. See academic policy, "Official Withdrawal from Non-Developmental Courses," listed in College catalog. When a student withdraws from a clinical Nursing Course, they must also withdraw from all elective Nursing Courses that are designated as requiring concurrent enrollment. Students who withdraw should contact financial aid for information on the effect of withdrawal on their financial aid and repayment obligations.

## **Withdrawal from Non-Developmental Courses**

During the semester a student may withdraw from a course by completing a withdrawal (drop) form that is available at the Records and Registration Office with an advisor's signature. No record of the course appears on the student's transcript if the course is dropped by the deadlines published in the appropriate course schedule. From these dates forward, the student would need to do an Official Withdrawal by the appropriate deadlines (see Official Withdrawal from College section).

## **Rights and Responsibilities**

Academic Grievance Procedures are available to students and can be found in the Student Handbook: [https://sunyorange.edu/studentservices/student\\_handbook.html](https://sunyorange.edu/studentservices/student_handbook.html). Students may also communicate their complaints and concerns by contacting the Accreditation Commission for Education in Nursing, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326 (404) 975-5000.

## **Communication**

All nursing courses utilize the Blackboard Course System. Information and announcements related to specifics of the course are posted by the faculty throughout the duration of the course. Campus offices and faculty will communicate with you via the official method of communication through the SUNY Orange College e-mail system. Notices, deadlines, student events and personalized e-mail will be sent to your account. You are expected to utilize the SUNY Orange College e-mail system and Blackboard Course System and you will not be excused from any omission or failure to respond to an e-mail.

## **Early Registration and Registering for the Next Nursing Course**

Students who are continuing in the nursing program must register during the early registration period (April for fall and November for spring) in order to assure placement in the next nursing course. There are many requests for readmission to a Nursing Course, and those individuals will be given a seat after continuing students have had an opportunity to register during early registration. Failure to comply with this requirement will cause students in nursing not to have a seat in the next semester courses.

In addition, when registering for nursing courses with a clinical component, please be advised that the day and time are subject to change prior to the start of a semester and potentially during the semester. Our goal is to provide all students with a clinical experience that meets course outcomes. Every effort will be made to notify the student in a timely manner when such changes become necessary.

## **Taping of Classes and Audio-Visual Materials and the Copyright Law**

No nursing student is permitted to audiotape, videotape, or take pictures in any nursing class. The only exception is for students with a documented accommodation. The documented need for recording must be presented to the instructor and used exclusively by said student.

Use of audiotape, videotape, or any electronic device capable of recording and/or transmitting information in the clinical areas is strictly prohibited.

Copyright law prohibits the reproduction of audio-visual materials without permission of the company. The Department of Nursing does not have permission from any of the companies for reproduction of any kind. A student will be held in violation of the copyright law and departmental rules.

## **Electronic Devices**

The active use of any device classified as a “communications device,” including but not limited to pagers, cellular phone, smart phones, smart watches, and messaging devices, cameras, audio & video recorders is prohibited in classrooms and during testing, as well as in other areas where a classroom atmosphere is assumed (e.g. libraries, labs, theaters, faculty offices, off campus clinical sites in client care areas).

## Academic Dishonesty

Academic dishonesty will not be tolerated. Per Academic Policies and the College's Code of Student Conduct, academic dishonesty includes but is not limited to: (a) cheating, including cyber-cheating; (b) fabrication; (c) facilitating academic dishonesty; (d) plagiarism, including internet plagiarism; (e) forgery; (f) bribery; or; (g) multiple submission (submitting the same assignment to more than one instructor without the permission of the instructors).

In addition to the "SUNY Orange Student Handbook" statements and policies relative to Academic Dishonesty, as outlined in the code of student conduct, the Department of Nursing recognizes the strong link between honesty in academic work and professional integrity. Acts of academic dishonesty, such as those listed in the preceding paragraph, are considered incompatible with ethical standards of nursing practice. In this program, **students who engage in academic dishonesty will receive a zero in any test/quiz or an unsatisfactory in any other evaluative tool. This may result in dismissal or failure of a nursing course.**

**The following testing policies will be enforced by faculty:**

1. Students must not have any electronic devices on their person during tests or quizzes.
2. Students are to remove hats and heavy outerwear during tests or quizzes.
3. Students who leave a classroom during a test will not be permitted back into the classroom until the test is completed by all students.
4. Students are not to have any food or drink during tests and quizzes.
5. For the written exam, the Scantron is the official record for determining student scores Exam booklets and scratch paper are not used as documentation of student's answers and exams should not be written on. In order to receive a grade on an exam, the student's name must be on the Scantron and the exam booklet. Any writing on the exam booklet other than the name or as specified by the instructor, and any quiz or Scantron submitted without the student's name will result in a zero grade.
6. Blackboard will be the official electronic record for all exams and quizzes administered via the Blackboard Testing Platform.
7. Any exam or quiz may be administered written or electronic.

Any instance of academic dishonesty may result in the referral to the Vice President for Student Services for appropriate disciplinary action pursuant to the College's Code of Student Conduct.

## Professional Integrity

Students must conduct themselves in a professional manner as to reflect favorably upon themselves and the program they represent. Students are expected to assume responsibility for their actions and will be held accountable for them. If at any time a student behaves in a manner which is inappropriate, unprofessional, disrespectful, argumentative, or endangers the health or safety of fellow students, instructors, clients and the health care team, they will be disciplined for unprofessional conduct and will be subject to immediate dismissal from the Program.

Classroom behaviors, such as sleeping, eating, engaging in side conversations, studying for another class, or any other activity that interferes with learning, are unacceptable and the disruptive student will be asked to leave the classroom. An absence will be recorded.

Unprofessional Conduct includes, but is not limited to:



- Verbal or non-verbal language, voice inflections, actions, or insubordination which compromise rapport or working relations with peers, faculty, clients, families/significant others, or health care team members
- Any behaviors that may compromise contractual agreements and/or working relations with affiliating clinical agencies, or constitute violations of legal or ethical standards
- Any behavior which interferes with or disrupts teaching/learning experiences. This includes but is not limited to:
  - Emotional outbursts, exhibiting signs of increasing restlessness, being easily irritated or overly sensitive to constructive criticism
  - Using or being under the influence of any drug (OTC/prescription and/or illegal) or alcohol that may alter judgment and/or interfere with safe performance
  - Breach of confidentiality in any form (HIPAA)

### **Professional Behavior Action Plan:**

Failure of students to consistently demonstrate professional behaviors (including unsatisfactory clinical evaluation) will result in the following actions:

- First occurrence – a verbal conference with appropriate faculty member(s) that outlines the behavior demonstrated, why it is an inappropriate behavior, and the consequences of further unprofessional behaviors being exhibited. A written report will be completed with a copy for the student, faculty member, and original to the Nursing Department Chair.
- Second occurrence – a verbal conference with the appropriate faculty member that outlines the behavior demonstrated, why it is an inappropriate behavior, and the consequences of further unprofessional behaviors being exhibited. A written behavioral action plan will be completed with a copy for the student, faculty member, and original to Nursing Department Chair. Included will be a written warning from the Nursing Department Chairperson stating that another occurrence of unprofessional behavior being demonstrated will result in dismissal from the Program.
- Third occurrence – dismissal from the Program.

Unprofessional or unethical behaviors which place any other individual in jeopardy of harm or interfere with clinical facilities' contractual agreements will result in immediate dismissal.

### **Informal Appeal**

Faculty strive to create an atmosphere conducive to learning. There should be mutual respect between faculty and students. It is expected that the chain of command will be followed as part of the problem solving process.

### **Problem Solving Process:**

1. The problem is first presented to the student(s)' clinical and/or classroom instructor verbally or in writing. ALL WRITTEN CONCERNS MUST BE SIGNED AND DATED.
2. If the student(s) is not satisfied with the response, the student(s) may then make an appointment to see the Assistant Chairperson. The Assistant Chairperson will review the verbal and/or written concerns and may request, as necessary, additional information from the student or instructor.

3. If the problem is still not satisfactorily resolved, the student(s) may then make an appointment to see the Chairperson of the Nursing Department to verbally express the concern and/or submit a written, signed, and dated statement with supporting evidence. The Chairperson may share the concerns/problems with the Associate Vice President of the Health Professions and/or the appropriate college administrator.
4. If the student(s) has used all available avenues in the Department of Nursing to address the problem and is still not satisfied, the student(s) may then make an appointment to see the Associate Vice President for Health Professions to discuss the matter, as part of the College's informal grievance procedure.
5. If the informal appeal is not resolved informally, the student may file a formal, written appeal/grievance following the College's Student Grievance Procedure:  
<http://www.sunyorange.edu/catalog/documents/registration-policies-procedures-suny-orange.pdf>

### **Americans with Disabilities Act (ADA)**

SUNY Orange is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance in this course and require accommodations, you must first register with the Office of Accessibility Services. Accessibility Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to your instructor's receipt of an Accommodations Notice, signed by the Office of Accessibility Services. You can reach the Office of Accessibility Services at the Middletown Campus at (845) 341-4077 and at the Newburgh Campus at (845) 341-9034 or by email at [accessibilityservices@sunyorange.edu](mailto:accessibilityservices@sunyorange.edu). Any student requiring accessibility services must self-identify and present appropriate documentation 1 week in advance of an exam or quiz. Provision of accommodations is not retroactive. Any grades earned prior to notifying the instructor of your accommodations will be counted in the calculation of final grades. Students requiring extended test time accommodations are advised to not register for classes immediately following a nursing course, as students can not miss lecture due to extra time needed for exams.

### **Faculty Office Hours**

All full-time faculty have office hours which change each semester. Hours are posted on their office door and in Banner.

### **Technical Support:**

For assistance with BLACKBOARD Distance Learning: <http://www.sunyorange.edu/ol> or call 1-844-673-6786 (1-844-OPENSUNY) \*Press 1

Online Learning Phone support is available during hours are:

Monday - Thursday	8am - 9pm EST
Friday	8am - 5pm EST
Saturday	10am - 5pm EST
Sunday	1pm - 9pm EST

For assistance with all other Technical issues like MySUNYOrange, email, banner, or other SUNY Orange related service:

SUNY ORANGE Technical Services: 1-[845-341-4749](tel:845-341-4749) Phone and Chat Support available 24/7.

<https://itservice.sunyorange.edu>

ON-CAMPUS IT department hours are:

Monday – Friday                      8am – 4pm EST

After hours Phone/Chat: provided by Blackboard Answering Services.

For faster service when contacting support, have your Student ID or username available and whenever possible be at a computer with internet access. During high call volumes, you may be asked to hold for support. The *average* call takes approximately 10-15 minutes so please call when your schedule permits.

### **Scholarships**

Students who have successfully completed two semesters of nursing may be eligible for scholarships. Application is made at the Financial Aid Office. Both full-time and part-time (minimum of ten credits) students are eligible to apply. The link is:

<http://www.sunyorange.edu/financialaid/scholarships.shtml>

### **College Laboratory Procedures when Handling Sharps**

1. Students in both levels will be issued syringes for practice on manikins and injection pads. These syringes are to be kept in specially marked individual zip-locked bags to only be used in the lab/skill lab. **STUDENTS ARE NOT TO SHARE PRACTICE SYRINGES OR TO REMOVE SYRINGES AND NEEDLES FROM THE LAB!** If an individual needs additional equipment, it will be supplied. Since practice syringes are not in contact with blood or body fluids, they may be recapped using the one-handed technique.
2. During a practice period with syringes, if a student punctures skin with the practice equipment, the laboratory instructor or technical laboratory assistant should be notified. **THE SYRINGE IS TO BE DISPOSED OF IN THE SHARPS CONTAINER.** The area should be cleansed and the gauze disposed of. A Laboratory Incident Report should be completed and given to the chairperson. The student should then be referred to the campus nurse.
3. During skill evaluations, the syringes are not recapped and are disposed of in the proper sharps container. The evaluation laboratory simulates the clinical laboratory, and syringes should not be recapped. Additional syringes will be issued for further practice.

### **Medical Insurance**

The College does not carry accident insurance. If you become ill or injured in clinical classes, any visits to the agency's emergency room will be self-pay or may be submitted to your personal medical insurance company. Be aware that most medical plans may deny coverage for an emergency room visit unless it is for an accident or life threatening illness. Students are strongly encouraged to carry medical insurance.

### **Attendance Policy**

The faculty at SUNY Orange is committed to facilitating your success and learning, as you prepare for a career as a registered professional nurse. As a student in a professional program, your attendance is expected at all classes, labs, and clinicals. Your full participation in all learning activities is

necessary for developing the knowledge base and skills necessary 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. The following policies detail the consequences of absence and tardiness:

1. A classroom, laboratory or clinical tardiness or unexcused absence of 15 minutes or more constitutes an absence for the entire class period. A student who is late 30 minutes or more to clinical or Simulation will be sent home to prevent disruption of the learning experience for the other students.
2. **Two or more occurrences of tardiness (between 1 and 15 minutes for that class or clinical) will be considered an absence for the entire class period. No call/no show will be considered an unexcused absence for the entire class period. Excessive absences will result in lowering of your final grade. Any absences adding up to one or more week(s) of classroom, laboratory, or clinical experience will be reported to the department chair and a conference will be requested to review student's progression in the program.**
3. Clinical outcomes must be met in order to receive a satisfactory clinical evaluation. Attendance is mandatory. ***Arrangement for clinical make-up is not possible.***
4. Students who miss a College laboratory may ask instructor permission to attend another scheduled lab for that week. The absence is recorded, but no points are deducted. A student may only do this one time. If a student is unable to attend another scheduled lab, they are **required** to make up the missed material and skills in the skills lab with faculty or staff within one week of the absence. The absence will be recorded and points will be deducted according to policy.
5. **In the case of unavoidable absence such as illness, bereavement, or other similar reason, the student must call the instructor, and then submit a written statement and supporting documentation (such as a note from a physician) explaining the reason for the absence within one week of absence.**
6. 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.
7. Absences in excess of 6 hours per semester for all nursing courses (NUR 101 – NUR 203) are subject to a point deduction from the final grade. For every 3 hours of absence in excess of 6 hours, one point will be deducted from the final grade\*\*.

***In accordance with College and Department policies, a faculty member has the prerogative to lower grades or withdraw a student for excessive absences and tardiness (see the SUNY Orange Student Handbook and the SUNY Orange Catalog.) Refer to your nursing course syllabus for specific guidelines regarding absences and their impact on your final grade. Any absences adding up to one or more week(s) of classroom, laboratory, or clinical experience will be reported to the department chair and a conference will be requested to review student's progression in the Program and may result in dismissal from the Program.***

***\*\*When a change in grade will result due to excessive absences, the student's attendance record will be referred to the Nursing Department's Attendance Committee for review.***

## GRADING REQUIREMENTS

- I. A minimum grade of C must be obtained in NUR 101, NUR 102, NUR 201, NUR 202, and NUR 205.

### Grading:

A	=	94-100%	=	4.0
A-	=	90-93.99%	=	3.67
B+	=	87-89.99%	=	3.33
B	=	83-86.99%	=	3.0
B-	=	80-82.99%	=	2.67
C+	=	77-79.99%	=	2.33
C	=	75-76.99%	=	2.0
C-	=	70-74.99%	=	1.67
D+	=	67-69.99%	=	1.33
D	=	65-66.99%	=	1.0
D-	=	60-64.99%	=	0.67
F	=	below 60%	=	0.00

### ZF Grade Policy

A grade of ZF (or ZVF for developmental courses) will be assigned to students who stop attending before the end of the 10<sup>th</sup> week of semester and do not withdraw themselves.

- II. A grade in any Nursing Course will be based on knowledge and skills acquired in the classroom, clinical setting, and College laboratory.
- A. Each student's classroom performance is evaluated by the classroom instructor in collaboration with the College laboratory/clinical instructor. The quizzes, tests, nursing process paper and total theory grades will not be rounded. The total average grade must be at least the whole number **75 % or above without rounding**. (e.g., a final average of 74.8 will be considered a C- as it does not meet the threshold of 75% **without** rounding).
- B. A final clinical evaluation of satisfactory must be obtained in the following five Nursing Courses:  
NUR 101, NUR 102, NUR 201, NUR 202, NUR 203
- The final clinical evaluation is determined by the classroom instructor in collaboration with the clinical instructors.
- C. Tests must be taken as scheduled. Tests missed must be made up within one week. The highest grade that can be received on a make-up test is **80%**. The student may be given a different version of the exam than the one administered to the class, but at the same level of difficulty.
- D. Standardized Nationally Normed Tests will be administered throughout the Nursing Curriculum. **Students are required to purchase the Kaplan Nursing Product prior to the start of each Nursing course: NUR 101, 102, 201, and 202.** This product is only available in the College Bookstore. The cost of this product, course textbooks and supplies are listed on the College Bookstore website. The proof of purchase for the Kaplan Program must be

presented to the lead instructor or Nursing Office by the end of the first week of classes each semester.

The Nursing Program is committed to providing resources designed to assist graduates to be successful on the NCLEX-RN examination. These resources include participation in the Kaplan Comprehensive Assessment and Review Program (CARP). The CARP incorporates assessment of entry and exit critical thinking skills, a self-assessment inventory, content mastery exams throughout the curriculum, content area review modules, and the RN Comprehensive Predictor exam prior to graduation. This program is intended to help students prepare systematically for NCLEX and become familiar with the content and testing process. All nursing students are required to participate in the Kaplan Program while enrolled in Nursing Courses. The Kaplan Program is one mechanism used by faculty to evaluate the curriculum.

### **GUIDELINES:**

1. Student participation in the Kaplan Testing Program serves multiple purposes:
    - a. Kaplan testing provides feedback on individual student performance throughout the curriculum.
    - b. Students can use feedback from results of their Kaplan Testing to identify knowledge strengths and potential knowledge deficits.
    - c. Specific remediation plans may be developed by the student.
    - d. It is expected that students who perform well and remediate when needed, will be better prepared for the NCLEX.
  2. The Kaplan Examinations are a course requirement. Failure to complete a course requirement will result in receiving an *Incomplete* for the course and will not be allowed to progress to the next Nursing Course. The following Kaplan Examinations will be administered:
    - a. Content Mastery Exams:
      - Fundamentals of Nursing – Nursing 101
      - Medical/Surgical Nursing – Nursing 102
      - Maternal-Newborn Nursing – Nursing 201
      - Nursing Care of Children – Nursing 201
    - b. Comprehensive Predictor – After successfully completing Nursing 202, students are required to take the Comprehensive Predictor test in order to progress to Nursing 203.
  - E. Simulation Grading Policy - Students are expected to consider Simulation as a real clinical experience, including being prepared with pre-simulation assignments and the proper clinical attire and equipment. Students who are unprepared for simulation will receive a U and 1 point will be deducted from your grade (e.g., late, incomplete, unsatisfactory or missing assignments, or failure to comply with the clinical uniform policies). A Clinical Deficiency may also be generated = Unsatisfactory for that clinical day.
  - F. Grades in Blackboard are theory grades only and may not accurately reflect a student's final grade which takes into account attendance, lab, simulation and clinical performance.
- III. The student's final grade will be based on the following guidelines:
- A. **Theory Performance Grade**

The grade for theory performance is calculated as follows:

- Quizzes (averaged as one-unit test)
- Unit tests (primarily multiple choice questions)
- Nursing Process Paper
- Simulation laboratory graded assignments
- Comprehensive final exam

For any student who receives a grade of less than 80%, it is recommended that you attend a tutoring session in the Nursing Department's Tutoring and Advising Center. Any student who receives a grade of less than 75% should make an individual appointment with the lead instructor to discuss their personal improvement plan.

Completed unit examinations are never reviewed in the classroom. Unit examination and quiz grades will be given to students no later than one week after the test is administered. Students wishing to review a unit examination or quiz must make an individual appointment with their lead instructor for a one-time review within 2 weeks of receiving their grade. No more than 15 minutes per student will be allowed for the review of exams and 10 minutes for quizzes. No exam or quiz will be reviewed after that time frame. If a student disputes the keyed answer on an exam, they must individually complete a Student Test Item Review Form to explain their rationale for their chosen answer. These forms must be submitted to the nursing faculty within the guidelines provided in the specific course. All students request forms must be submitted to the instructor within the exam review period (see appendix: *Student Exam Item Review Form*).

Final examinations are secure exams and will not be reviewed. Standardized tests are nationally normed online examinations and not subject to review. In order to accommodate large numbers of students, standardized tests may be administered outside of regularly scheduled class times. Specific grading criteria for Kaplan Nursing Tests are outlined in course syllabi.

**A FINAL THEORY GRADE OF 75 % MUST BE OBTAINED IN EACH NURSING COURSE.**

B. **Clinical Performance Grade:** To achieve a satisfactory clinical evaluation, the student must achieve a satisfactory clinical agency performance evaluation, complete all assigned clinical papers satisfactorily, pass all college laboratory skill evaluations for the semester by the end of the 13<sup>th</sup> week, and pass the clinical calculations examination.

1. **Clinical Agency Performance:**

- a. Student's evaluation will be based on performance as described on specific clinical evaluation tools (in Clinical Packet). A satisfactory evaluation means that the student has met the critical elements of the stated student learning outcomes.
- b. If the student receives an instructor referral form for the skill lab, the skills must be remediated before the next week's clinical class or the student cannot return to clinical. In order to remediate, the student must give the referral form to the skill instructor to sign and then the student submits the completed referral form to the clinical instructor. Clinical deficiencies will be documented (see appendix: *Report of Student Clinical Performance*).
- c. Two over-riding considerations will be evaluated. These include the prevention of physical jeopardy to the client and the prevention of emotional jeopardy to the client. If, in consult with the clinical instructor, the Chairperson determines the student is unsafe for clinical classes, the student will not be permitted in clinical classes. If deficiencies cannot be corrected in a timely manner, the student will risk receiving a failing clinical evaluation and failure for the course (see appendix: *Report of Student Clinical Performance*).
- d. **Clinical Nursing Process Nursing Paper/ Concept Mapping assignment:** Students in each nursing clinical course are required to complete a Nursing Process Assignment/Concept Mapping Assignment, which is a college level paper and *must* be typed. Instructions and grading are included in the clinical assignment packet for each Nursing Course. Papers are

graded by part-time (adjunct) instructors will be reviewed by the lead instructor and may be adjusted before being recorded and returned to the student. The lead instructor has final authority on grading. All papers must be submitted to the lead instructor's electronic Turnitin drop-box (paper only), as well as via email to the clinical and lead instructor, including all articles and supporting documents (such as concept maps and Docucare assessments), within 2 weeks of being assigned (even if it falls on a date when the College is closed, including weekends, holidays, and College closings due to inclement weather. A physical copy is also due to be turned in at the beginning of clinical pre-conference (8:00 am) on the date due. Late papers are subject to point deduction of 10 points per day for each day late if submitted after 8 am on the due date. No instructor may assign extra time for completing papers.

- e. Students wishing to review/dispute their Nursing Process Paper grade/rubric must make an individual appointment with their lead instructor within 1 week of receiving their grade. No papers will be reviewed after that time frame. If a student disputes the grade received they must submit a written explanation of why they feel the grade was not appropriate within 1 week of the review. The Department Chairperson, in conjunction with the lead instructor, will review paper in its entirety within 1 week, and the grade may be adjusted in either direction based on this review.

### **A CLINICAL FAILURE CONSTITUTES A COURSE FAILURE REGARDLESS OF THE THEORY GRADE**

- f. Skill Performance Evaluation: In each semester, critical skills are identified by faculty to be evaluated. Students are to pass skills, with two retakes permitted, within the identified time frame. Students will have the opportunity to practice the skill with faculty or the technical assistants. All skill evaluation sessions are subject to videotaping.
  - i. In order to be skill evaluated, the student must be able to provide a College Photo ID. Professional behavior and appearance is expected throughout the duration of the skill evaluation process. Procedures must be completed within the time allocated.
  - ii. Students must pass skills in sequence. Students cannot attempt next skill until previous skill is satisfactory. Students can only cancel skill appointments with the approval of faculty or technical assistants. A changed or cancelled appointment without approval and/or notification will be recorded as a NO SHOW and a forfeited attempt. To cancel call Middletown 845-341-4107 or 845-341-4168/Newburgh 845-341-9035 or 845-775-2656.
  - iii. If student does not pass skill the first time, he/she must make an appointment to demonstrate remediation before the retest. Remediation must occur on a day separate from the retest. A student who fails a skill test cannot retest on the same day. If a student fails the skill two times, a "Risk for Clinical Failure" letter is signed by the student and skill tester (see appendix: *Risk for Clinical Failure Letter*). The student must remediate before the third and final skill evaluation attempt. The third and final skill attempt will have 2 evaluators present and will be videotaped for Department's Chair review to ensure fairness in the testing process. Student review of videos is not permitted. A third failure will result in a clinical failure and a final grade of F for the course.
  - iv. Students must complete all skills by the end of the 13<sup>th</sup> week (10<sup>th</sup> week for NUR 202) or the student is at risk for a clinical failure. All skills must be completed in



sequence; signing up for skill evaluation on time is essential to successfully completing Nursing Course (see appendix: *Skill Completion Letter*).

**FAILURE TO HAVE SKILL PROFICIENCY VALIDATED WILL RESULT IN A CLINICAL FAILURE FOR THE COURSE**

g. Clinical Calculation Skill Examination

All students **must use Dimensional Analysis Equation Formula** that is taught in classroom and clinical. The formula must also be shown on all quizzes and exams. All computations must be shown on the exam booklet to receive credit for the answer. This formula is demonstrated in your Clinical Calculation Textbook.

All students must demonstrate preparation for safe practice of medication administration by passing a clinical calculation skill examination each semester in nursing.

<u>Course</u>	<u>Passing CCS grade</u>	<u>Retakes</u>
Nursing 101	90%	2
Nursing 102	95%	2
Nursing 202	100%	2
Nursing 203	100%	2

Calculators are permitted. Only calculators provided by the department are permitted to be used. Two retakes will be permitted; the minimum passing grade designated for each course by the third attempt must be met before progressing to the next course or graduation. If this standard is not met, the student will receive a clinical failure for the course. When a student misses the exam or a retake, they forfeit one of the exams. Group remediation is mandatory for students who took the Clinical Calculation Skill Exam and did not meet the minimum passing grade. Individual remediation will only be done if the student has a class schedule conflict at the time of the group remediation. If the student misses the scheduled Clinical Calculation Skill Exam remediation due to class conflict, he/she should see the Lead Instructor for remediation.

Remediation is mandatory for all students who do not meet the minimum passing grade for CCS Retake #1. See your Lead Instructor to make an appointment for remediation if you need to take CCS retake #2.

**FAILURE TO ATTAIN A PASSING GRADE BY THE THIRD ATTEMPT WILL RESULT IN A CLINICAL FAILURE (F) FOR THE COURSE**

Failure of One Component of a Clinical Nursing Course

If a student fails the clinical evaluation, clinical calculations, skills, or laboratory component of a clinical nursing course prior to the end of the course, the student will not be permitted to continue to attend or participate in any of the course components (lecture, lab, clinical). Termination of student participation in course activities will be effective on the day they receive notification of the failure.

IV. Nursing 5- Transition to Practice (NUR 203) is a one-credit course; all students must obtain a satisfactory grade in order to graduate. Students are required to take a Kaplan Predictor Examination as a part of this course. Students will receive an individualized profile on how they performed on the exam. The profile identifies strengths and weaknesses and can be used as a study guide to prepare for NCLEX-RN.

## **Make-Up For Cancelled Classes:**

In the event that classes are cancelled due to inclement weather or other unanticipated events, instructors will notify students how and when instruction time will be made up, as appropriate. Clinical classes cannot be rescheduled due to agency issues.

## **Snow Days/Inclement Conditions**

In the event of inclement weather, the College will announce delays and closings in the following ways:

- Posting on College website
- Direct email to students/faculty/staff via SUNY Orange account (@sunyorange.edu)
- Usage of New York Alert that delivers notices via land line, cell phone, text message, voicemail and FAX available (sign up via Banner at MySUNYOrange)
- Direct email to College “alert” list (sign up at [www.sunyorange.edu/alert/email/subscribe.shtml](http://www.sunyorange.edu/alert/email/subscribe.shtml))
- Posting on College’s Facebook and Twitter pages
- Audio announcement on College switchboard (845-344-6222)
- Announcement on local radio stations (see current Student Handbook for a list of local radio stations)

The same directions as for all other College students and College instructors apply to nursing students and nursing faculty.

## **When it is a clinical day:**

1. The College President has indicated that he/she expects to make decisions as early as possible. Continue listening to the local radio station between 6:30 and 7:00 A.M. If College classes are cancelled, your clinical laboratory is cancelled. Check college e-mail, text, SMS alert system and website before leaving for clinical.
2. For full day clinicals: hospital clinical instruction will be cancelled if the College closes for the day. If the College closes during the clinical day, the clinical day will end the same time that the College closes. If the College makes the decision to close the college at 1:00 pm and all evening classes are cancelled that also includes evening clinical.

For full day hospital clinicals the following will occur:

*Nursing 101 and 201:*

If College opens between 9 am & 10 am – clinical will start at College opening time.

If College opens at 11 am or later, clinical will be cancelled.

*Nursing 102 and 202:*

If College opens between 9 am & 12 pm – clinical will start at College opening time.

If College opens at 1 pm or later - clinical is cancelled.

*For evening clinicals:*

If College opens between 4 pm & 6 pm – clinical will start at College opening time.

If College opens at 7 pm or later, clinical will be cancelled.

3. If College classes are not cancelled, your clinical laboratory is not cancelled. Use your own judgement about traveling. Inform clinical/lead instructor if you will be late or absent.

**When it is a multisensory laboratory (MSL) day:**

In the event of weather or unexpected circumstances that results in closing of the College, students are expected to make up the multisensory lab experience. The student may attend another laboratory that same week or if none is available, contact lab coordinator for further direction on making up the lab within the week. Proof of lab completion must be submitted within one week of the missed lab. WAIT for the College announcement. DO NOT CALL ANY INSTRUCTOR, THE HOSPITAL OR THE COLLEGE. Telephone lines will be busy enough.

**GUIDE TO NURSING ACTION WHEN AN INCIDENT\* OCCURS TO A CLIENT**

1. The nursing student reports immediately to the nursing instructor.
2. The nursing student and instructor notify the nurse in charge. The physician is notified by the nurse in charge of the unit.
3. The supervisor of the unit and nursing administrator of the agency are notified by the nurse in charge.
4. The student and instructor assess the client's condition. Any necessary nursing measures to be taken are determined by the instructor (in cooperation with the nurse in charge of the unit) who guides the student to implement them. The client is to receive maximum physical and emotional support. The student is to remain with the client during any critical period (if appropriate and applicable).
5. The student and instructor attend the client when the physician arrives if practical and/or possible. The physician may wish to ask questions about the incident. He/she should be informed as to exactly what happened.
6. The agency policy is to be followed concerning the completion of INCIDENT REPORTS. The student responsible for the incident is to write the report. The report is to be clear, correct, and as concise as possible, utilizing quote from involved person as much as possible. Complete all information required. Pay particular attention to times, sequential order of facts.
7. The Chairperson of the Nursing Department is to be notified as soon as it is convenient for the student and/or instructor to do so. This is to be followed by a meeting with the Chairperson of the department. A copy of the incident report is to be given to the chairperson of the department.
8. The student involved in the incident is not to talk to anyone about the incident except her instructor, the physician, a representative of nursing administration of the agency, or the Department Chairperson. If further direction is needed, the student should contact the Nursing Department Chairperson.

\* "An incident is any happening which is not consistent with the routine operation of the hospital or the routine care of a particular client. It may be an accident or a situation which might result in an accident."

## GUIDELINES ON STANDARD/UNIVERSAL PRECAUTIONS

### Purpose

The following departmental guidelines serve as policies on infection-control precautions. They should be used rigorously when caring for all clients in order to decrease risk for exposure to bloodborne pathogens.

### Guidelines

1. Appropriate barrier precautions include the following:
  - a. Gloves must be worn for touching blood and body fluids, mucous membranes or non-intact skin, for items soiled with blood or body fluids, and for any vascular access (IV) site.
  - b. Gloves must be changed after contact with each client and handwashing must be implemented.
  - c. Masks/protection goggles must be worn during procedures that may generate splashing of blood and body secretions to prevent exposure of mucous membranes of mouth/nose/eyes.
  - d. Gowns must be worn during procedures that may produce splashes.
2.
  - a. Hands and other skin surfaces must be washed immediately and thoroughly if contaminate with blood and body fluids.
  - b. Hands must be washed immediately after gloves are removed.
3.
  - a. Contaminated needles cannot be recapped, purposely bent or broken by hand.
  - b. Contaminated disposable syringes and needles must be placed in puncture resistant containers. If necessary, used needles and syringes should be placed in puncture-resistant container for transport to disposal container. All syringes and needles must be handled cautiously to prevent sticks to self or others.
4. Students who attend vaginal or cesarean deliveries must use appropriate barrier precautions (e.g., gloves, gowns and eye protection) when handling the placenta or the infant until blood and amniotic fluid have been removed from the infant's skin (first bath).
5. Students who have exudative lesions or weeping dermatitis should refrain from direct client care and from handling client care equipment until the condition resolves.
6. Pregnant health care workers: Students are not known to be at greater risk for bloodborne pathogen infection, but the infant is at risk of transmission from prenatal infection. Pregnant students must strictly adhere to guidelines.

### Information from State Education Department, The University of the State of New York (Effective 3/92)

“It is considered unprofessional conduct for a health professional to fail to use infection prevention techniques appropriate to each profession for the cleaning and sterilization of instruments and devices, materials and work surfaces, for utilization of protective garb, for use of covers for contamination-prone equipment, and for handling of sharp instruments.” (This could be interpreted to include handwashing).

# RECOMMENDED PROTOCOLS FOR DOCUMENTATION AND MANAGEMENT OF CLINICAL PRACTICE BLOODBORNE PATHOGENS EXPOSURES

## SUNY Orange Policy

### Purpose:

As a student in the Nursing Program, you have increased potential exposure to the bloodborne pathogens that cause Hepatitis and HIV. To protect yourself from these pathogens you have been instructed in the use of Standard/Universal Precautions. However, should these precautions fail and you suffer an exposure, certain protocols are to be followed. These protocols are recommended by the CDC and are codified in college and agency policy. For your protection, the faculty strongly urge you to review these protocols now. In this way you will be prepared to handle any bloodborne pathogen exposure that might occur.

As a student at Orange County Community College, you are covered by a secondary accident insurance policy. This policy will cover medical expenses related to any documented accidental injury that occurs while in class or in the clinical setting, which is not covered by your own primary health insurance. However, to activate this coverage, you must file an accident report in Wellness Center. The Director of the Wellness Center or one of the campus nurses will provide you with specific information about the policy, its limits and benefits, claim forms and instructions for filing a claim.

### Definition of Terms:

HBV	=	Hepatitis B Virus
HCV	=	Hepatitis C Virus
HIV	=	Human Immunodeficiency Virus
PEP	=	Post-exposure Prophylaxis
HCW	=	Health Care Worker
OPIM	=	Other Potentially infectious material

Bloodborne Pathogens Exposure = exposure to blood or visibly bloody body fluid, or OPIM that results in a percutaneous injury, mucous membrane or non-intact skin exposure, and bites resulting in blood exposure.

The CDC recommends that PEP for HIV be initiated as soon as possible after an exposure, preferably within the first hour. This does not give one much time to consider options, therefore the faculty would like you to consider this information ahead of time. If you have personal health concerns that would limit the use of PEP, you may wish to discuss the use of and choice of PEP with your personal physician.

### Protocols:

Any student who experiences a Bloodborne Pathogens exposure as defined above must:

1. Provide immediate care to the exposure site, flushing mucous membranes with water or washing wound with soap and water.
2. Immediately notify the clinical instructor and charge nurse/nurse manager at the assigned agency. The student must also meet with the Nursing Department Chairperson and the Director of the Wellness Center.
3. The student will complete an Agency Incident Report (with a copy to the College – if applicable), a Nursing Department Incident Report and a College Accident Report.

4. The student will follow agency policy for post-exposure evaluation and treatment. The student should expect to be seen either in the agency emergency department or employee health office for evaluation of the exposure to determine risk based on the type of exposure and the source individual. A baseline blood test may be drawn on the student for HIV, HBV and HCV. This baseline along with source evaluation will help to determine treatment and follow-up options.
5. PEP for HIV will be either offered or recommended based on the medical evaluation of the student, the source and the type of the exposure. Students should consult with the Director of the Wellness Center for assistance in obtaining PEP if they cannot obtain the prescribed medications beyond the initial doses through the agency or their own health insurance.
6. Latex Allergy Policy: Students who are known to have allergy to latex should self-report this information to the campus nurse and complete a Latex Allergy Response Plan. It is the students' responsibility to inform all nursing faculty of a latex allergy and your plan to handle a reaction.

See Appendix for *Latex Allergy Response Policy and Plan*

### **OTHER NURSING DEPARTMENT POLICIES**

Other nursing department policies which apply to specific nursing courses will be distributed by nursing faculty.

## REFERENCES AND ACKNOWLEDGMENTS

1. Several college and university catalogs and nursing program policy handbooks, besides the SUNY Orange Handbook, were reviewed and used in the revisions of the policies for nursing students at Orange County Community College; such as, Manatee Community College, Florida; Berkshire Community College, Massachusetts; New York's Marist College; Pace University; Jamestown Community College; The College at Brockport; Dutchess Community College; and St. John's University.
2. Aaron, J. (1995). *The Little, Brown Compact Handbook*, (2nd Ed). New York: Harper Collins
3. American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: Author.
4. Laws, Rules and Regulations Governing the Practice of Nursing.  
<http://www.op.nysed.gov/prof/nurs/nurselaw.htm>
5. "Standards of Clinical Nursing Practice," American Nurses Association. <http://www.nursingworld.org>
6. NYS – Division of Administrative Rules: Title 10 Department of Health Chapter V, Medical Facilities
7. Center for Disease Control and Prevention, Morbidity and Mortality Weekly Reports.  
<http://www.cdc.gov/mmwr>
8. Numerous articles on nursing student and nurse practice policies and legal implications.
9. National League for Nursing [www.nln.org](http://www.nln.org)
10. Quality and Safety Education for Nurses [www.QSEN.org](http://www.QSEN.org)
11. Center for Disease Control and Prevention [www.cdc.gov](http://www.cdc.gov)
12. National Client Safety Goals. 2015; The Joint Commission [www.jointcommission.org](http://www.jointcommission.org)
11. Code of Ethics for Nurses with Interpretive Statements 2015; American Nurses Association

# *Appendix*



## Code of Ethics

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

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

Conduct violating these statements will constitute reason for departmental warning or for dismissal from the nursing program.

### **American Nurses Association Code of Ethics for Nurses (ANA, 2015)**

#### **Provisions:**

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

## **American Nurses Association Clinical Standards**

Standards describe the profession's responsibility to the public and the outcomes for which nurses are accountable.

### **American Nurses Association Scope and Standards of Practice**

**Standards of Practice:** The six Standards of Practice describe a competent level of nursing care as demonstrated by the nursing process.

1. Assessment – Collects comprehensive data pertinent to the client's health or the situation.
2. Diagnosis – Analyzes the assessment data to determine the diagnoses or issues.
3. Outcomes Identification – Identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.
4. Planning – Develops a plan of care that prescribes strategies and interventions to attain expected outcomes.
5. Implementation – Implements the interventions identified in the plan. Elaborating this standard are four others: 5A. Coordination of Care, 5B. Health Teaching and Health Promotion, 5C. Consultation, 5D. Prescriptive Authority and Treatment.
6. Evaluation – Evaluates progress toward attainment of outcomes.

### **Standards of Professional Performance**

The ten Standards for Professional Performance describe a competent level of behavior in the professional role.

1. Ethics –Practices ethically.
2. Education –Attains knowledge that reflects current nursing practice.
3. Evidence-Based Practice and Research – Integrates evidence and research findings into practice.
4. Quality of Practice – Contributes to quality nursing practice.
5. Communication – Communicates effectively in a variety of formats in all areas of practice.
6. Leadership – Demonstrates leadership in the professional practice setting and the profession.
7. Collaboration – Collaborates with the healthcare consumer, family and others in the conduct of nursing practice.
8. Professional Practice Evaluation – Evaluates her or his own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules and regulations.
9. Resource Utilization – Utilizes appropriate resources to plan and provide service that are safe, effective and financially responsible.
10. Environmental Health – Practices in an environmentally safe and healthy manner.

# National League for Nursing Competencies/Core Values

## Competencies for Graduates of Associate Degree Programs

<b>Human Flourishing</b>	Advocate for clients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.
<b>Nursing Judgment</b>	Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of clients within a family and community context.
<b>Professional Identity</b>	Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse clients within a family and community context.
<b>Spirit of Inquiry</b>	Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for clients, families, and communities.

## National League for Nursing Core Values

<b>Caring</b>	Promoting health, healing, and hope in response to the human condition.
<b>Diversity</b>	Recognizing differences among "persons, ideas, values and ethnicities," while affirming the uniqueness of each.
<b>Excellence</b>	Creating and implementing transformative strategies with daring ingenuity.
<b>Integrity</b>	Respecting the dignity and moral wholeness of every person without conditions or limitation.
<b>Ethics</b>	Involves reflective consideration of personal, societal, and professional values, principles, and codes that shape nursing practice.
<b>Holism</b>	Is the culture of human caring in Nursing and health care that affirms that human person as the synergy of unique and complex attributes, values, and behaviors, influenced by that individual's environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs, within the context of a wellness-illness continuum.
<b>Client Centeredness</b>	Is an orientation to care that incorporates and reflects the uniqueness of an individual client's background, personal preferences, culture, values, traditions, and family. A client-centered approach supports optimal health outcomes by involving clients and those close to them in decisions about their clinical care. Client-centeredness supports the respectful, efficient, safe, and well-coordinated transition of the client through all levels of care.

National League for Nursing. (2010). Outcomes and Competencies for Graduates of Practical/Vocational, Master's, Practice Doctorate, and research Doctorate programs in nursing. New York: Author.

# 2019 Hospital National Patient Safety Goals

The purpose of the National Patient Safety Goals is to improve patient safety. The goals focus on problems in health care safety and how to solve them.

## Identify patients correctly

- NPSG.01.01.01 Use at least two ways to identify patients. For example, use the patient's name *and* date of birth. This is done to make sure that each patient gets the correct medicine and treatment.
- NPSG.01.03.01 Make sure that the correct patient gets the correct blood when they get a blood transfusion.

## Improve staff communication

- NPSG.02.03.01 Get important test results to the right staff person on time.

## Use medicines safely

- NPSG.03.04.01 Before a procedure, label medicines that are not labeled. For example, medicines in syringes, cups and basins. Do this in the area where medicines and supplies are set up.
- NPSG.03.05.01 Take extra care with patients who take medicines to thin their blood.
- NPSG.03.06.01 Record and pass along correct information about a patient's medicines. Find out what medicines the patient is taking. Compare those medicines to new medicines given to the patient. Make sure the patient knows which medicines to take when they are at home. Tell the patient it is important to bring their up-to-date list of medicines every time they visit a doctor.

## Use alarms safely

- NPSG.06.01.01 Make improvements to ensure that alarms on medical equipment are heard and responded to on time.

## Prevent infection

- NPSG.07.01.01 Use the hand cleaning guidelines from the Centers for Disease Control and Prevention or the World Health Organization. Set goals for improving hand cleaning. Use the goals to improve hand cleaning.
- NPSG.07.03.01 Use proven guidelines to prevent infections that are difficult to treat.
- NPSG.07.04.01 Use proven guidelines to prevent infection of the blood from central lines.
- NPSG.07.05.01 Use proven guidelines to prevent infection after surgery.
- NPSG.07.06.01 Use proven guidelines to prevent infections of the urinary tract that are caused by catheters.

## Identify patient safety risks

- NPSG.15.01.01 Find out which patients are at risk for suicide.

## Prevent mistakes in surgery

- UP.01.01.01 Make sure that the correct surgery is done on the correct patient and at the correct place on the patient's body.
- UP.01.02.01 Mark the correct place on the patient's body where the surgery is to be done.
- UP.01.03.01 Pause before the surgery to make sure that a mistake is not being made.



This is an easy-to-read document. It has been created for the public. The exact language of the goals can be found at [www.jointcommission.org](http://www.jointcommission.org).

# 2019 Nursing Care Center National Patient Safety Goals

The purpose of the National Patient Safety Goals is to improve patient safety. The goals focus on problems in health care safety and how to solve them.

## Identify residents correctly

NPSG.01.01.01

Use at least two ways to identify patients or residents. For example, use the patient's or resident's name and date of birth. This is done to make sure that each patient or resident gets the correct medicine and treatment.

## Use medicines safely

NPSG.03.05.01

Take extra care with patients and residents who take medicines to thin their blood.

NPSG.03.06.01

Record and pass along correct information about a patient's or resident's medicines. Find out what medicines the patient or resident is taking. Compare those medicines to new medicines given to the patient or resident. Make sure the patient or resident knows which medicines to take when they are at home. Tell the patient or resident it is important to bring their up-to-date list of medicines every time they visit a doctor.

## Prevent infection

NPSG.07.01.01

Use the hand cleaning guidelines from the Centers for Disease Control and Prevention or the World Health Organization. Set goals for improving hand cleaning. Use the goals to improve hand cleaning.

NPSG.07.03.01

Use proven guidelines to prevent infections that are difficult to treat.

NPSG.07.04.01

Use proven guidelines to prevent infection of the blood from central lines.

NPSG.07.04.01

Use proven guidelines to prevent infections of the urinary tract that are caused by catheters.

## Prevent residents from falling

NPSG.09.02.01

Find out which patients and residents are most likely to fall. For example, is the patient or resident taking any medicines that might make them weak, dizzy or sleepy? Take action to prevent falls for these patients and residents.

## Prevent bed sores

NPSG.14.01.01

Find out which patients and residents are most likely to have bed sores. Take action to prevent bed sores in these patients and residents. From time to time, re-check patients and residents for bed sores.

# 2019 Ambulatory Health Care National Patient Safety Goals

The purpose of the National Patient Safety Goals is to improve patient safety. The goals focus on problems in health care safety and how to solve them.

## Identify patients correctly

- NPSG.01.01.01 Use at least two ways to identify patients. For example, use the patient's name *and* date of birth. This is done to make sure that each patient gets the correct medicine and treatment.
- NPSG.01.03.01 Make sure that the correct patient gets the correct blood when they get a blood transfusion.

## Use medicines safely

- NPSG.03.04.01 Before a procedure, label medicines that are not labeled. For example, medicines in syringes, cups and basins. Do this in the area where medicines and supplies are set up.
- NPSG.03.05.01 Take extra care with patients who take medicines to thin their blood.
- NPSG.03.06.01 Record and pass along correct information about a patient's medicines. Find out what medicines the patient is taking. Compare those medicines to new medicines given to the patient. Make sure the patient knows which medicines to take when they are at home. Tell the patient it is important to bring their up-to-date list of medicines every time they visit a doctor.

## Prevent infection

- NPSG.07.01.01 Use the hand cleaning guidelines from the Centers for Disease Control and Prevention or the World Health Organization. Set goals for improving hand cleaning. Use the goals to improve hand cleaning.
- NPSG.07.05.01 Use proven guidelines to prevent infection after surgery.

## Prevent mistakes in surgery

- UP.01.01.01 Make sure that the correct surgery is done on the correct patient and at the correct place on the patient's body.
- UP.01.02.01 Mark the correct place on the patient's body where the surgery is to be done.
- UP.01.03.01 Pause before the surgery to make sure that a mistake is not being made.

# 2019 Behavioral Health Care National Patient Safety Goals

The purpose of the National Patient Safety Goals is to improve patient safety. The goals focus on problems in health care safety and how to solve them.

## Identify individuals served correctly

NPSG.01.01.01

Use at least two ways to identify individuals served. For example, use the individual's name *and* date of birth. This is done to make sure that each individual served gets the correct medicine and treatment.

## Use medicines safely

NPSG.03.06.01

Record and pass along correct information about an individual's medicines. Find out what medicines the individual served is taking. Compare those medicines to new medicines given to the individual served. Make sure the individual served knows which medicines to take when they are at home. Tell the individual served it is important to bring their up-to-date list of medicines every time they visit a doctor.

## Prevent infection

NPSG.07.01.01

Use the hand cleaning guidelines from the Centers for Disease Control and Prevention or the World Health Organization. Set goals for improving hand cleaning. Use the goals to improve hand cleaning.

## Identify individuals served safety risks

NPSG.15.01.01

Find out which individuals served are at risk for suicide.

The faculty supports and incorporates into the curriculum the National Client Safety Goals and the Quality and Safety Education for Nurses (QSEN) competencies, the Joint Commission’s National Patient Safety Goals, TeamSTEPPS, and Institute of Medicine (IOM) in preparing our graduates to provide safe, high quality client care in today’s complex health care environment.

### QUALITY AND SAFETY EDUCATION FOR NURSES (QSEN) COMPETENCIES

Competency	Definition
Client-Centered Care	Recognize the client or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for client’s preferences, values, and needs.
Teamwork and Collaboration	Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality client care.
Evidence-Based Practice	Integrate best current evidence with clinical expertise and client/family preferences and values for delivery of optimal health care.
Quality Improvement	Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
Safety	Minimizes risk of harm to clients and providers through both system effectiveness and individual performance.
Informatics	Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.



## TeamSTEPPS Competencies

TeamSTEPPS targets four competencies:

**Team leadership** focuses on team direction and coordination, as well as fostering a positive environment for the team.

**Situation monitoring** calls for the entire team to be aware of the environment and team performance at all times. For example, in a surgical suite the circulating nurse traditionally monitors the operating room and the surgeon monitors activities within the sterile field. Situation monitoring shifts the responsibility from two individuals acting independently to the entire team. All team members share the responsibility for patient safety and are encouraged to intervene when any team member's action or inaction jeopardizes it.

**Mutual support** holds that team members should anticipate and meet each other's needs, as when an obstetrics nurse assumes responsibility for another nurse's patient while that nurse assists with a delivery. Although nurses commonly help one another, mutual support ensures that nurses don't have to request assistance because the team automatically supports its members.

**Communication** is required among all team members, including the patient. Positive and conflict-free communication is encouraged. The focus is on concisely exchanging information. TeamSTEPPS communication tools include: Pass the Baton, Cad-Out, SBAR and check-book.

## Institute of Medicine IOM Competencies

The model delineates five core competency areas:

- Provide patient-centered care

Identify, respect, and care about patients' differences, values, preferences, and expressed needs; listen to, clearly inform, communicate with, and educate patients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles, including a focus on population health.

- Work in interdisciplinary teams

Cooperate, collaborate, communicate and integrate care in teams to ensure that care is continuous and reliable.

- Employ evidence-based practice

Integrate best research with clinical expertise and patient values for optimum care, and participate in learning and research activities to the extent feasible.

- Apply quality improvement

Identify errors and hazards in care; understand and implement basic safety design principles, such as standardization and simplification; continually understand and measure quality of care in terms of structure, process and outcomes in relation to patient and community needs; and design and test interventions to change processes and systems of care, with the objective of improving quality.

- Utilize informatics

Communicate, manage knowledge, mitigate error and support decision making using information technology.

SUNY Orange  
DEPARTMENT of NURSING

REPORT OF STUDENT ABSENCE/TARDINESS

On \_\_\_\_\_ Nursing Student \_\_\_\_\_  
Date Name

was  absent \_\_\_\_\_ hours  tardy \_\_\_\_\_ minutes

for  classroom  College laboratory  clinical

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

I have reviewed the Attendance Policy set forward in the "Document of Nursing Student Policy."

Absences in excess of 6 hours per semester for all nursing courses (NUR 101 – NUR 203) are subject to a point deductions from the final grade. For every 3 hours of absence in excess of 6 hours, one point will be deducted from the final grade

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

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

(Students wishing to offer an explanation for their absence or tardiness may do so within one week of the absent day. However, students must understand that clinical laboratory outcomes must be met in order to receive a satisfactory clinical evaluation. Therefore, any clinical or laboratory absence may be considered excessive. A doctor's letter or note is required for all absences).

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

# REPORT OF STUDENT CLINICAL PERFORMANCE

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name

**INSTRUCTOR'S OBSERVATION:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**UNMET CLINICAL OUTCOME** (# \_\_\_\_\_ on evaluation sheet): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ACTION PLAN /  
REMEDIAION:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Clinical Warning**

*This is intended to be used by the clinical instructor when the student is not meeting the clinical outcomes and is in jeopardy of failing the clinical rotation.*

**Action Plan / Remediation will be completed by** \_\_\_\_\_  
**Date**

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

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

SUNY Orange – DEPARTMENT of NURSING		
INSTRUCTOR REFERRAL – SKILL LAB _____		
		Date
_____ Student's Name	_____ Nursing Course	_____ Lead Instructor
PRACTICE NEEDED IN:		
PROBLEM OBSERVED:		
		_____ Clinical Instructor
COMMENTS BY SKILL EVALUATOR:		

SKILL COMPLETION LETTER

DATE: \_\_\_\_\_

\_\_\_\_\_ is at risk for clinical failure for having

Student name

failed to sign up for the \_\_\_\_\_ skill for the first time

Name of Skill Test

by the posted date on the Student Appointment Sign-Up Sheets.

According to the Document of Nursing Student Policy on skill performance evaluation, "Failure to have skill proficiency validated will result in a clinical failure for the course".

If the student does not complete skill performance evaluation for the first time by

\_\_\_\_\_, the student will not be permitted to attend clinical class

Date

until the evaluation is done. This may result in loss of points on the final average and/or

clinical failure for \_\_\_\_\_.

Nursing Course

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

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

# SKILL EVALUATION

## Risk for Clinical Failure Letter

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

\_\_\_\_\_ is at risk for clinical failure for having failed  
Student Name

to pass the \_\_\_\_\_ skill for the second time. He/She will be  
Name of Skill Test

given a third\* and final opportunity to pass the skill. According to the Document of Nursing Student Policy on skill performance evaluation, "Failure to have skill proficiency validated will result in a clinical failure for the course". Student may NOT sign up for next skill until this skill is satisfactory.

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

\_\_\_\_\_  
Skill Evaluator

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

\*Prior to the third skill evaluation attempt, the student is to receive skill remediation.

Remediation Appointment for: \_\_\_\_\_  
Date/Time

Skill Test Appointment for: \_\_\_\_\_  
Date/Time

**Orange County Community College**  
**HEALTH PROFESSIONS: DEPARTMENT OF NURSING**  
**Change in Health Status Form**

Any student who has a change in their health status, while enrolled in the Nursing Program, including the condition of pregnancy, must **resubmit medical** clearance from their health care provider (HCP), in order to remain in the clinical setting. **(Only this form will be accepted for change in health status)**

The submitted medical clearance must state that there are no medical conditions that will restrict the student from attending clinical, such as, but not limited to: lifting restrictions, caring for a specific type of an infectious client and/or disease due to a lowered immune system, or an infectious process the student may have developed that prevents contact with clients.

**Section 1: Personal Information**

**PROGRAM:** \_\_\_\_\_ **SEMESTER** \_\_\_\_\_ / **A#** \_\_\_\_\_

\_\_\_\_\_  
 Last Name                      First                      Middle Initial                      Date of Birth (MM/DD/YY)

\_\_\_\_\_  
 Street Address                      City                      State                      Zip code

\_\_\_\_\_  
 Phone number where you can be reached                      Email address

\_\_\_\_\_  
 Health Care Provider Name                      Address                      Phone

**Section 2: DESCRIBE YOUR CHANGE IN HEALTH STATUS** (To be completed by student): \_\_\_\_\_

**Section 3: REQUIRED EVALUATION FOR CLINICAL PARTICIPATION (To be completed by HCP):**

<ul style="list-style-type: none"> <li>• Is there any limitation in normal activity?( e.g. Ability to walk, lift 35 lbs, sit or stand for prolonged periods of time) [ <input type="checkbox"/> ] <b>NO</b> [ <input type="checkbox"/> ] <b>YES</b>                      If "Yes " clarify the nature of the limitation and the length of time you estimate it will exist, using specific dates.</li> </ul>
<ul style="list-style-type: none"> <li>• For the condition of PREGNANCY, are there any clinical restrictions? ( e.g. Ability to walk, lift 35 lbs. , sit or stand for prolonged periods of time, be exposed to noxious fumes) [ <input type="checkbox"/> ] <b>No</b> [ <input type="checkbox"/> ] <b>YES</b>                      If "Yes " clarify the nature of the limitation and the length of time you estimate it will exit, using specific dates.</li> </ul>
<ul style="list-style-type: none"> <li>• Is there any limitation in caring for a client in the hospital setting in an isolation precaution room? [ <input type="checkbox"/> ] <b>NO</b> [ <input type="checkbox"/> ] <b>YES</b>                      If "YES" Please explain nature of the limitation and the length of time you estimate it will exist, using specific dates.</li> </ul>

[  ] **YES**, I have performed a complete medical examination as indicated on the above named student and found to the best of my knowledge that he/she is free from physical or mental impairment which would impose a potential risk to: clients, self, others, or might interfere with the performance of his/her duties, including the habituation or addiction to depressants, stimulants, narcotics, alcohol, or other drugs, or "substances" which may alter the individual's behavior.

[  ] **NO**, The following active problems were identified which may interfere with the performance of his/her duties

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

**Signature and STAMP of Examining Physician, Nurse Practitioner, or Physician's Assistant:**

\_\_\_\_\_  
 date

Address: \_\_\_\_\_

\_\_\_\_\_  
 Phone Number

## LATEX ALLERGY RESPONSE POLICY

**PURPOSE:**

When working in the clinical setting or Health Professions skill/simulation labs, students and faculty may be exposed to latex and other allergens. This policy is intended to ensure that there is a plan in place to deal with potentially dangerous allergic reactions in students or faculty.

**POLICY:** Students with a latex or other serious allergy must have documentation from a primary care provider that outlines the treatment to be administered in the event of an allergic reaction. The allergy and response plan must be disclosed and provided to all instructors working with the student, either in campus labs or clinical settings. Latex-free gloves will be provided for use in the college laboratories. However, the lab environment and clinical facilities are not latex-free; the healthcare environment contains many latex products.

**PROCEDURE:**

For individuals with known sensitivity/allergy to latex or any other element that may be encountered in the lab or clinical environment, it is required that you:

- Obtain consultation from your health care provider about your sensitivity/allergy, risks and treatment.
- Complete an allergy response plan which outlines the treatment to be administered, signed by the provider. Inform the Skills Lab Coordinator and all of your instructors of your sensitivity. Inform your faculty member of your plan to handle a reaction.
- Sign this form, indicating your understanding of this policy.
- A copy of this form and your allergy response plan will be kept on file in the Nursing department and the Wellness Center.
- It is the student/faculty member’s responsibility to carry and have available at all times any medications needed to treat the allergy symptoms according to the response plan.

**In case of a life-threatening reaction in the lab or classroom, an ambulance will be summoned immediately. In clinical settings, the emergency code system of the facility will be activated.**

- Any faculty member or student **may dial 911, state that you have a life threatening allergic reaction or “Latex emergency” and that you need an ambulance.**
- After calling 911, **notify Security at x4710 in Middletown or x9533 in Newburgh.** Security will notify the Wellness Center.
- Do not handle the victim with any latex products.
- Student/faculty member will be transferred to a hospital by ambulance at their own or their insurance’s expense. It is helpful for the ambulance personnel to know the victim’s allergies, current medications and any medical conditions.

If a student or faculty member has a reaction requiring medical attention, an Incident Report is to be completed and forwarded to the department chair and Wellness Center.

*I have reviewed and discussed the above policy with faculty and staff and I understand that latex products are very common in the health care setting and that I must remain extremely vigilant to avoid contact.*

Student Signature \_\_\_\_\_ Printed Name \_\_\_\_\_

Faculty Signature \_\_\_\_\_ Printed Name \_\_\_\_\_

Wellness Center Signature \_\_\_\_\_ Printed Name \_\_\_\_\_

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



# ALLERGY RESPONSE PLAN

Name: \_\_\_\_\_ D/O/B: \_\_\_\_\_

Allergy to: \_\_\_\_\_ Asthmatic: YES \_\_\_\_\_ \* No \_\_\_\_\_ \* High Risk for severe reaction

### SIGNS OF AN ALLERGIC REACTION:

SYSTEMS:	SYMPTOM:	SYSTEMS:	SYMPTOM:
<b>Mouth</b>	Itching & swelling of lips, tongue or mouth	<b>Throat</b>	Itching and/or a sense of tightness in the throat, hoarseness & hacking cough
<b>Skin</b>	Hives, itchy rash and/or swelling about the face or extremities	<b>Gut</b>	Nausea, abdominal cramps, vomiting and/or diarrhea
<b>Lung</b>	Shortness of breath, repetitive coughing and/or wheezing	<b>Heart</b>	“thready” or rapid pulse, “passing-out”

EMERGENCY CONTACTS NAME:	RELATIONSHIP:	PHONE NUMBER:
1.		
2.		
3.		

### \*INDIVIDUAL MUST CARRY AND HAVE AVAILABLE AT ALL TIMES THE FOLLOWING MEDICATIONS TO SELF-ADMINISTER:

#### ACTION FOR MINOR REACTION:

- If only symptom(s) are: \_\_\_\_\_  
take \_\_\_\_\_  
*(Medication/Dose/Route)*

#### ACTION FOR MAJOR REACTION:

- If anaphylaxis is suspected and/or symptom(s) are: \_\_\_\_\_  
take \_\_\_\_\_ **IMMEDIATELY!**  
*(Medication/Dose/Route)*
- Call 911
- If victim continues to have these symptoms after \_\_\_\_\_ minutes, and help has not yet arrived, take the following:  
\_\_\_\_\_

**DO NOT HESITATE TO CALL “911” !**

Signature & Stamp of Examining Physician, Nurse Practitioner and/or P.A.

Signature \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Phone: \_\_\_\_\_

DATE: \_\_\_\_\_

STAMP

FOR INDIVIDUALS WITH **MULTIPLE ALLERGIES**, USE **ONE** FORM FOR EACH ALLERGEN.

05/30/18





# Student Exam Item Review Form

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

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_

I am requesting to review the following exam item:

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---

Rational (explain why you believe your exam item answer is correct):

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---

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Reference source (list up to three classroom resource):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**SUNY Orange Department of Nursing  
Student Exit Survey**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Course (circle):**                **N I**                **N II**                **N III**                **N IV**                **N V**

**Primary reason for exit from Nursing:**  
\_\_\_\_\_

**At the Time of Exit from the Nursing Program please indicate your approximate:**  
**Theory Grade:** \_\_\_\_\_ **Clinical Performance:** \_\_\_\_\_

**Directions: Check all that apply and record answers. Your comments would be appreciated.**

**Other factors contributing to your departure from the program: (check all that apply)**

- |   |   |
|---|---|
| <input type="checkbox"/> My academic performance  | <input type="checkbox"/> My clinical performance              |
| <input type="checkbox"/> No longer interested in Nursing  | <input type="checkbox"/> My skills performance evaluations    |
| <input type="checkbox"/> Nursing policies for course progression and repeat/ readmission to program | <input type="checkbox"/> Availability of Practice Skill Hours |
| <input type="checkbox"/> Transportation issues  | <input type="checkbox"/> Financial issues                     |
| <input type="checkbox"/> Health reasons   | <input type="checkbox"/> Family/ Relationship Concerns        |
| <input type="checkbox"/> Transferring to a different curriculum                                     | <input type="checkbox"/> Military Deployment                  |
| <input type="checkbox"/> Other, please indicate _____   | <input type="checkbox"/> Transferring to a different College  |

**Please answer the following:**

**Was the level of difficulty in your classes what you expected? (check answer)**  
 More difficult    Somewhat difficult    As expected    Less difficult    Easy

**Was SUNY Orange Nursing what you expected? \_\_\_\_\_ Yes   \_\_\_\_\_ No (check answer)**

**Please explain:** \_\_\_\_\_

**How can the Nursing Department and Faculty help students who are having difficulty to be more successful?**

**Please explain:** \_\_\_\_\_

**What are your future educational plans?**

**Please explain:** \_\_\_\_\_

**Are you planning to reapply to this program? \_\_\_\_\_ Yes   \_\_\_\_\_ No.   If yes, please submit your written request for readmission according to the guidelines in the ‘Document of Nursing Student Policies.’**

**Note: This Survey is to be completed and an interview conference scheduled with the department secretary within one week of your departure from the program. The conference will be conducted by the Nursing Department Chair or designee. In addition, the exit interview conference is a Condition of Eligibility for consideration of readmission to the nursing program.**

**Nursing 2 (NUR 102-Course Evaluation: Theory, Clinical Practice, and**

**\*1. Campus**

- Middletown
- Newburgh

**\*2. Program**

- Day
- Evening

# Nursing 2 (NUR 102-Course Evaluation: Theory, Clinical Practice, and

**3. Please read each statement below and select your response as it relates to the Lecture portion of the course.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The course objectives were consistent with the program outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Course objectives and expectation were clearly stated and reviewed at the beginning of each course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Concepts presented in the classroom and skills laboratory were reinforced in the clinical area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. This course met all of my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The text had a useful and understandable format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The text complemented lecture content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The text was useful in facilitating my learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The instructional material (handouts, media, web-postings) served as a guide for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The course grading policy was clearly stated and reviewed at the beginning of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Course content was presented in a clear and understandable manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The classroom environment was conducive to students learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Students were encouraged to ask questions and participate in class discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Students were encouraged to seek additional assistance as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. The homework assignments reinforced theoretical concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Exams/Quizzes reflected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Nursing 2 (NUR 102-Course Evaluation: Theory, Clinical Practice, and  
the course content.**

**4. Please indicate agency of your currently assigned Clinical Rotation**

- St. Anthony's Hospital 1st Floor
- ORMC 4th floor North Hall
- ORMC 5th Floor North Hall
- ORMC 5th Floor South Hall
- ORMC Oncology 2nd Floor
- SLCH 3 North
- SLCH 4 North
- SLCH 5 North

## Nursing 2 (NUR 102-Course Evaluation: Theory, Clinical Practice, and

### 5. Please read each statement below and select your response specific to the Clinical Agency assigned.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The client population was appropriate and met the clinical objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The clinical objectives and expectations were clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Students had the opportunity to perform skills learned in lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students were encouraged to use critical thinking to organize and implement client centered care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students were encouraged to ask questions and seek guidance as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Students had access to clinical records, agency guidelines and informative materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Students were able to obtain sufficient supplies needed to care for their clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Pre and Post Conferences provided opportunities to review plan of care and share information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The Clinical Unit demonstrated Evidence Based Practice and National Patient Safety Goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. The nursing staff was helpful, supportive and professional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Collaboration between the nursing staff and college faculty provided a positive learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. The ONE day clinical met all clinical objectives and afforded me the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Nursing 2 (NUR 102-Course Evaluation: Theory, Clinical Practice, and

opportunity to practice  
learned skills.

### \*6. Please read each statement below and select your response specific to the College Laboratory

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The lab environment was conducive to student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students were encouraged to ask questions and practice skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. There was a direct correlation between the classroom content and the lab content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The written assignments facilitated my understanding of critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students were given sufficient time to practice skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Students were encouraged to seek additional practice and assistance in the skills laboratory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Students were able to transfer skills into clinical practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Nursing 2 (NUR 102-Course Evaluation: Theory, Clinical Practice, and

**\*7. For the following items, please indicate how effective each component was for your learning experience.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
a. Lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Small Group Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Guest Speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Computer Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Video Streaming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Video's/DVD's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Reference Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Overhead Projector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Anatomical Models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Handouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Online Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Patient Care Stations and Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. Strengths of the course were:**

**9. Suggestions for improvement of the course:**