NURSING
STUDENT
HANDBOOK

All Handbook policies and procedures are subject to change. Students will be notified by email and on the St. Vincent's College website in a timely manner.
A Message from the Dean...

Welcome to the St. Vincent’s College Nursing Program. Careers in nursing require specialized knowledge that combines high-tech skills with art of caring that defines our profession. St. Vincent’s College Nursing Program accepts students with outstanding ability and commitment and provides them with an education that allows them to make the most of their talents and skills. Our program is designed to sharpen critical thinking skills, stimulate clinical judgment, and develop effective practice through which compassion and caring will flourish. St. Vincent’s College Nursing Program achieves these goals through outstanding faculty and students who together create innovative programs constantly advancing the fields of nursing.

The Nursing Program faculty is dedicated to recognizing and implementing the most current strategies in the education of nurses. In both traditional and web-based courses our faculty offer students a variety of opportunities for high-quality, convenient learning. In addition, nursing students experience an array of clinical learning experiences that support their choices for a life-long career in nursing. Graduates of our program are well prepared for demanding roles in health care and are well positioned to continue their education in order to attain their goals.

Once again, I welcome you to the St. Vincent’s College Nursing Program and encourage you to contact me with any questions and/or concerns. I, along with the faculty, believe in serving students to the best of our ability and take this responsibility seriously.

Karen Barnett, RN, DNP
Dean of Nursing
Administration of the Nursing Program

Organizational Chart

College President (Martha Shouldis)

Vice President Academics, Dean of Faculty (Susan Capasso)

Dean of Nursing (Karen Barnett)

RN-BSN Program Chair (Sharon Makowski)

Faculty (2 FT)

Adjunct Faculty (As needed)

Instructional Designer (Virginia Thompson)

Prelicensure-BSN Program Chair (Karen Barnett)

Proposed Faculty (2 FT)

AD Nursing Program Chair (Margo McCarthy)

Faculty (9-FT; 3-PT)

Lab Assistant (1-FT; 1-PT)

Adjunct Faculty (As needed)

Administrative Assistant (Myriam Alvarado)
# FACULTY AND STAFF

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## FACULTY – NURSING

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Mission and Goals

Nursing Program Mission

The Mission of the Nursing Programs is to promote education that is faithful to the teachings of the Catholic Church and nurture graduates who prioritize special concerns for those who are poor, vulnerable and underserved. The Mission is directly derived from the mission of St. Vincent's College and its Core Values of service to the poor, reverence, integrity, wisdom, creativity, and dedication. The Mission is further aligned with the historic commitment of the Daughters of Charity of St. Vincent de Paul to care for the sick poor and to educate others for the healthcare ministry. The mission provides a sound and stable educational environment where a diverse student population has the freedom to learn and grow intellectually and develops critical thinking skills, while adhering to a faith-based philosophy and established standards of professional nursing practice. Faculty members are qualified, caring teachers, nurse-educators, mentors and coaches dedicated to excellence in nursing education, client care, lifelong learning and the mission of the college. In keeping with the mission of the college, nursing provides associate and baccalaureate education that foster and encourage professional mobility built upon a foundation of holistic learning.

NURSING PROGRAM LEARNING OUTCOMES

Graduates of the Nursing Program:

1. Demonstrate charity and respect for the spirituality, dignity, and cultural diversity of all individuals.
2. Utilize critical thinking and decision-making skills in nursing practice using the nursing process as the basis for delivering biopsychosocial care.
3. Demonstrate proficiency in associate degree nursing competencies which include psychomotor skills, teaching-learning principles, and management of groups of clients.
4. Safely implement therapeutic nursing interventions, incorporating pathophysiological concepts.
5. Practice professionally within the ethical and legal framework of nursing.
6. Therapeutically communicate when collaborating with clients, families, and health team members to plan, implement, and evaluate plan of care.
7. Participate in continuing education programs to enhance their level of client care.
8. Contribute to society through involvement in community services and professional activities of nursing.
NURSING PROGRAM OUTCOMES
1. Graduates are successful on NCLEX-RN.
2. Graduates obtain entry level graduate nurse positions in diverse health care settings.
3. Employers positively evaluate graduates as demonstrating the competencies of associate degree nursing.
4. Graduates are satisfied with the adequacy of the curriculum, environment, learning resources, support services, and policies.

PHILOSOPHY OF THE NURSING PROGRAM
The Philosophy and the Learning Outcomes of the Program in Nursing are derived from the Mission, Philosophy and Outcomes of St. Vincent’s College.

The Faculty believes that Man, composed of body, mind and spirit, is created in the likeness of God. We believe each person as a unity of body, mind, and spirit, possesses a unique sacredness, has been endowed with human dignity, rights and responsibilities; that the sacredness, dignity and rights of each person must be protected and promoted with the utmost care, from the moment of conception through life and death. We believe that man is endowed with a free will, has adaptive mechanisms to actualize potentials, has ability to communicate, and has an awareness of the past, present and future.

We believe that Society consists of organized social systems which influence and are influenced by many factors including social behavior, interaction, perception and health. A social system is composed of groups of human beings who interact with each other on the basis of culture, shared values, and a common purpose or goal, within geographic limitations. Each social system designates roles, status, authority and power within its own structural boundaries. Society is continually changing as it adapts to advancing knowledge, technology and human resources.

We believe that Health is a dynamic state of physical, mental and social well being which is influenced by and encompasses the individual’s genetic inheritance, life experiences and resources. The relative dominance of the strengths and limitations in these areas determines an individual’s place on the health continuum. The way people perceive health will depend on their past experiences, the environment in which they have lived and their concept of health. Health is the responsibility of each individual as well as society.

We believe that Nursing is a unique and multidimensional humanitarian service whose foundation is rooted in helping individuals with their health needs throughout the life cycle. Its basic concern is to assist clients in maintaining wellness, preventing illness and restoring them to their maximum health potential, or to prepare and support them in the process of dying. Nursing form or structure is derived from actions deliberately selected and performed by nurses to help individuals or groups maintain or change conditions in themselves or their environment.
Nursing is a dynamic interpersonal process which respects the dignity and worth of the individual. It consists of diagnosing and treating human responses to actual or potential health problems and planning with other health care providers in implementing client-centered comprehensive health care. It is accomplished by utilizing the Nursing Process within an ethical and legal framework. Nursing also has a responsibility to respond to social and health problems within the community and to participate in socio-political decisions related to health care.

We believe that Learning is an individual response to both planned and spontaneous experiences. The learning process includes active participation on the part of the learner and results in behavioral changes. Learning is most meaningful when it is related to the pursuit of the individual’s own goals; when it is enhanced by positive reinforcement and reward, when it is influenced by role models, and when it takes place in a variety of ways at different rates. We further believe that learning is a lifelong, self-actualizing process which enables the individual to have a deeper understanding and appreciation of the immediate and ultimate purpose of life.

We believe that Nursing Education is an ongoing process by which judgment is developed as knowledge is accrued. Knowledge in nursing education is based on the physical, biological, social sciences and the humanities. Competencies are required for nursing education and envision application of skills, concepts and attitudes. The faculty provides for learning experiences of increasing complexity as it assesses, plans, implements and evaluates the curriculum.

Graduates of the associate degree program are prepared as accountable entry level graduates; they care for clients with common health problems in structured settings. The scope of nursing practice centers on direct client care and is defined by the roles of the nurse as a provider of care, manager of care, and a member within the discipline of nursing.

Graduates of the baccalaureate program are prepared to practice in a holistic, spiritual, culturally diverse and fiscally responsible manner; critically analyze and incorporate evidence based research into practice and to design, implement and manage plans of care in collaboration with clients, families, the community and interdisciplinary healthcare teams.

The faculty believes Nursing Education mandates the practitioner of nursing to accept the responsibility for independent study, continuing education and actualization of leadership potential. Therefore we as nursing educators aim to contribute toward the development of the student as an individual, as a contributing member of the professional community and as a responsible member of society.
Admission to the Nursing Program

St. Vincent’s College Nursing Program is seeking applicants who are eager to learn a very demanding curriculum, committed to good moral character, competent to practice nursing, and are enthusiastic about helping people who are often in their most vulnerable state. The Nursing Program will consider applicants who have a recalculated core GPA from high school or beyond of at least a 2.75. Grades in sciences and mathematics must be a grade of C or better or an SAT math score of 400 or higher. The Test of Essential Academic Skills (TEAS) will be used as an admission criterion and the overall score will be a factor in your calculated overall rank. Only those students who have a TEAS score greater than 56% will be considered for admission. There are no additional factors for admission consideration.

General Statement of Student Rights and Responsibilities

Students are expected to adhere to the St. Vincent’s College and Nursing Program policies and procedures currently in effect. It is the responsibility of each student to be aware of and to comply with current policies. Failure to stay informed is not an acceptable reason for non-compliance. St. Vincent’s College and Nursing Program polices are located in the Student and Nursing Program Handbooks. You can access the St. Vincent’s College Student Handbook related to policies and student conduct at http://www.stvincentscollege.edu/current-students/student-handbook/.

Please pay particular attention to:

- Academic Integrity
- Attendance Policies
- Withdrawal from Courses
- Student Complaints and Rights to Access to Records
- Services for Learning Disabled Students (Access and Success)
- Student Conduct
Professional Nursing Competency

The faculty have a professional obligation to SVC and the public to ensure that nurses graduating from its programs are competent to practice within the nursing profession. Part of professional competence is having a knowledge base that allows practitioners to make sound clinical decisions. Professional competence is the habitual and judicious use of effective communication, knowledge, technical skill, reasoning, emotions, values and reflection in daily practice for the benefit of the individual and community being served (Epstein & Hundert, 2002).

The SVC Nursing Program has determined that the standards below are essential to the nursing profession. Therefore, students entering the nursing program at SVC are expected to meet these standards for progression in the program to graduation.

A. Communication and Observation Skills

Students are expected to sufficiently demonstrate the following: verbal, non-verbal, written, computer assisted entry, and observational skills during professional interactions with others during their professional nursing practice. Communication includes not only speech, but also seeing, reading, writing, and computer literacy abilities in the classroom and clinical on and off—campus settings; the ability to communicate with a wide variety of people, and the ability to be easily understood. The following are examples of communication and observation skills. The nursing student needs to be able to:

- Speak clearly and effectively in English
- Hear and observe clients in order to elicit information, describe changes in mood, activity and posture, and to perceive nonverbal communications
- Communicate in writing or computer entry, as well as orally using standard, professional nursing and medical terminology
- Communicate effectively and sensitively with clients’ family members and other members of the healthcare team, as well as faculty and peers in a 1-to-1 or group situation.
- Elicit, convey or exchange information at a level that allows for the implementation and evaluation of the nursing process
- Communicate in ways that are safe and not unduly alarming to clients, family members, and members of the healthcare team
- Relay appropriate information to clients: teach, explain, direct and counsel a wide variety of individuals, as well as provide clear, direct communication in English during highly stressful, crisis situations.
B. **Cognitive Abilities**

Nursing students on admission and throughout the program are expected to sufficiently demonstrate cognitive abilities which include intellectual, conceptual, integrative, quantitative, critical thinking and comprehension skills that allow her/him to carry out the nursing process in the care of clients. The following examples include, but are not limited to nursing students demonstrating these related cognitive skills:

- Sufficient skills to read and understand written documents in English
- Sufficient skills in problem solving including measurements, calculations, reasoning, memory, analysis, and synthesis of subjective and objective data as well as critically appraise the best available research evidence Sufficient skills to comprehend three-dimensional relationships and to understand the spatial relationships of structures
- Critical thinking ability sufficient for academic and clinical judgments demanded of nurses which require the intellectual abilities to critically appraise, to synthesize knowledge, integrate and prioritize all aspects of client care in a prompt, timely fashion; synthesis of objective and subjective findings and diagnostic studies in order to formulate nursing diagnoses and initiate a plan of care integrating client preferences
- Incorporate data from multiple client sources (e.g. physical assessment, vital signs, lab values, interdisciplinary documentation) in a prompt manner in order to provide appropriate, safe client care
- Recognize, make decisions quickly, and respond rapidly and safely to changes in a client’s status based on a variety of sources, such as physical assessment and pertinent laboratory findings, and ability to revise care to promote appropriate client outcomes

C. **Gross Motor Skills, Strength, Mobility, and Physical Endurance**

The student is expected to be able to perform gross and fine motor movements required to provide comprehensive nursing care. Examples of care that the student must be able to perform safely include, but are not limited to:

- Lifting as described below:
- Turning and positioning clients as needed to prevent complications due to bed rest or minimal movement
- Transferring clients in and out of bed
- Transporting and exercising clients
- Pulling and pushing clients and/or equipment
- Administering cardiopulmonary resuscitation (CPR)
The student is expected to have the psychomotor skills necessary to perform or assist with procedure treatments, administration of medications, and emergency interventions. On a regular day whether in the classroom or clinical (on-campus simulation or on or off campus clinical), the student may be expected to sit, walk and stand. Examples include but are not limited to, the ability to:

- Stand and/or sit for long periods of time (e.g., minimum of 3-4 hours)
- Stand and maintain balance while transferring clients, reach below the waist and overhead while providing client care procedures
- Walk without a cane, walker, casts, walking boots, or crutches, as well as, arms free of casts or other assistive/restrictive devices in order to ambulate client and provide bedside or general nursing care
- Have two hands, real or prosthetic

D. Behavioral and Social Attributes/Abilities

Nursing students must exhibit the professional behavioral and social attributes embedded in NLN’s Standards and Criteria for Associate Degree Nursing Programs. They must possess the emotional and mental health required for full use of their intellectual, communication/observational, motor and sensory abilities in order to exercise appropriate judgment and promptly complete all responsibilities attendant to the diagnosis and care of clients in a variety of settings and from different cultures. The following are examples, which are not limited to, the behavioral and social attributes and abilities that nursing students need to demonstrate:

- Ability to relate to clients, family members, as well as work cooperatively with other members of the healthcare team and colleagues with honesty and integrity, and with non-discrimination in relation to the client’s race ethnic group, age, gender, religion or political preference, ability to pay, gender or sexual orientation
- Ability for the development of a mature, sensitive and effective therapeutic relationship with clients
- Ability to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many clients
- Ethical behavior reflecting adherence to the professional nursing code of ethics, students nurse’ code of ethics and student academic integrity policy
- Sufficient emotional and mental stability to:
  - Tolerate physically taxing workloads
- Handle emotions that might affect practice performance
- Function effectively when stressed

- A level of consciousness and attentiveness that guarantees client safety
- Ability to participate in the professional care of a client, before and after procedures that he/she may be in disagreement with
- Ability to care for clients with communicable diseases using appropriate standard precautions and/or guidelines
- Ability to accept and integrate constructive criticism given in the classroom and clinical settings
- Ability to examine and change his/her behavior when it interferes with productive individual or team relationships and/or the care of clients
- Ability to work in close quarters with clients, healthcare team members and nursing faculty

E. Sensory Skills

Nursing students must have hearing, visual and tactile skills sufficient to monitor, access, and respond to client health needs. Nursing students must possess these skills in connection with the other identified technical skills in order to observe and learn from demonstrations in the on-campus clinical simulation laboratory and in the off-campus clinical client care areas, and to make observations accurately at a distance and close at hand of the client and the client’s environment. Observation necessitates the functional use of the senses of vision and other sensory modalities; it is enhanced by the functional use of the specimens; and obtains information from digital, analog, and waveform representations of treatment/therapy. Examples of the necessary sensory skills include, but are not limited to:

- Normal tactile feeling and use of touch to feel sensitivity to heat, cold, pain, pressure, etc.
- Use of auditory sense to detect sounds related to bodily functions using a stethoscope; to hear and interpret many people and correctly interpret what is heard; i.e., physicians’ or nurse practitioner orders whether verbal or over telephone, client complaints, physical assessment (especially heart and other body sounds), fire and equipment alarms, etc.
- Auditory sense to communicate clearly in telephone conversations and respond effectively with clients and with other members of the healthcare team
- Acute visual skills necessary to detect signs and symptoms, body language of clients, color of wounds and drainage, and possible infections anywhere; interpret written words accurately, read characters and identify colors on the computer screen
• Observation skills to observe lectures, demonstrations, research and client situations in the practice of healthcare professions; observation is necessary to perform competent health assessments and interventions and necessitates functional use of vision, hearing, tactile and somatic senses

• Capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and client care activities.

Normative difficulties. The policy is not intended to address the common and expected difficulties experienced by a majority of nursing students particularly as they start a new clinical course. These normative difficulties might include, but are not limited to, mild emotional reaction and adjustment difficulties, mild or transient difficulty keeping up with academic work and normative conflict with professors, fellow students, supervisors and administrators in clinical placements.

Services for Learning and Disabled Students (Access and Success). Students who qualify for, and have appropriate documentation on file with the College’s ADA officer for special needs during class or test accommodations, must contact the instructor and show the documentation immediately upon beginning the course. Requests for special accommodations will not be honored without documentation. (See SVC student handbook for details)

Reasonable accommodations will be considered on a case by case basis for individuals who meet eligibility under applicable statutes. Any person needing accommodations should request them prior to beginning the program, as some accommodations may not be considered reasonable and may impact an applicant’s ability to complete all components of the program.

Applicants and students with disabilities seeking accommodations under the ADA should refer to the Department of Education Office for Civil Rights document titled, Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities (US Department of Education. September 2007) at http://www2.ed.gov/about/offices/list/ocr/transition.html

Good Moral Character. Another part of competence is what has been called Good Moral Character (GMC) to practice nursing. GMC is defined for practical purposes as the ability to practice nursing in a safe and competent manner and with minimal risk to the public health, safety or welfare. The term “GMC” generally includes character and health as well as functional abilities that may impact a professional’s ability to practice in a competent manner. Good Moral Character (GMC) is
demonstrated through reliable evidence of good conduct. The policy described herein is based on these ethical standards and requirements. Examples of such good conduct are as follows:

- honesty;
- trustworthiness;
- integrity;
- accountability;
- reliability;
- distinguishing between right and wrong;
- avoidance of aggression to self and others;
- taking responsibility for one’s own actions and other similar attributes found relevant by SVC and the Nursing Program

Examples of absence of such good conduct are as follows:

- Hostile or destructive conduct to another or to self;
- Conduct that demonstrates disregard for the welfare, safety or rights of another;
- Conduct that demonstrates disregard for honesty, integrity or trustworthiness
- Inability and/or unwillingness to acquire and integrate professional standards into professional behavior
- Inability to control personal stress, interpersonal difficulties, significant psychological dysfunction, and/or excessive emotional reactions that interfere with professional function.
- Inability or unwillingness to acknowledge, understand or address the impairment when it is identified
- Failure to report absence of GMC evidenced by another student to a SVC faculty member.

**Student Code of Conduct**

Testing Policies

1. All student possessions (backpacks, cell-phones, water bottles, hats, etc.) must be left at the front of the room. The student may have nothing but a pencil during the testing period.
2. Students are not permitted to sit at their desk with notes prior to the test. Any last minute studying must be conducted outside the classroom.
3. The procedure for classroom tests should be as follows:
   - Students take the test and submit an individual scoring sheet.
   - Students who disagree with the keyed answer may provide a written document to explain their rationale for their chosen answer and corresponding page in the textbook. These forms will be submitted to the faculty for consideration.
   - There will be no discussion of test items between students and faculty on the day of the test.
4. If a student is absent from a test, the student will take a different test than the one administered to the class. This test may be of a different format as well (essay, short-answer, etc.)
5. Simple, non-graphing, calculators without memory can be used for dosage calculations questions as part of unit exams. No cell phones are permitted.
6. Calculators are not permitted to be used on Math Assessments.
7. Students must pass a dosage calculation test at 80% for all clinical nursing courses by a date established by the faculty. Failure to obtain these scores results in failure to meet course objectives.

Test Review

1. Group review:
   a. It is at the faculty's discretion if a group review is conducted.
   b. Students will not be allowed to take any notes; they can only read the exam booklet and discuss questions with other students or the faculty.
2. Individual review:
   a. Each student has the right to review his/her own test and have questions addressed by the faculty member who developed the test.
   b. All students earning less than 80% on an exam should make an appointment with the faculty for an individual review of the test.
   c. For each item missed, the student will use the “Individual Student Test Analysis” worksheet to identify the reason for the missed item.
   d. Students who do not follow this policy will be at risk for failure of the nursing course and potential dismissal from the nursing program.

ATI Content Mastery Series Policy

The ATI Content Mastery Series, based on the NCLEX-RN blueprint, includes books, Nurse Logic, Learning Systems, online practice and proctored testing over the major content areas in nursing. The ATI books are to supplement the course content and enhance student learning. They are not to replace the course textbooks. Topic areas include:

- Nursing fundamentals
- Medical/surgical nursing
- Maternal/newborn nursing
- Nursing care of children
- Mental health nursing
- Pharmacology,
- Community health nursing
- Nursing leadership
- Nutrition
- Nursing management

Used as a comprehensive program, ATI tools can help students prepare more efficiently, as well as increase confidence and familiarity with content. It also includes testing of indicators of academic success in nursing school, critical thinking, and provides a comprehensive prediction of how well a student will perform on the NCLEX state board exam.

Participation in NCLEX-RN preparation must begin early in the education process rather than be viewed as an activity to be completed in the final semester of the program (Davenport, 2007). To that end, in order to successfully complete the nursing program at St. Vincent’s College the following policy has been instituted.

Policy:

- ATI Content Mastery Exams (Proctored exam) will be utilized as a midterm and/or final exam in each nursing course and account for 10% of total course grade.
- Before taking the proctored Content-Mastery exam, students are required to prepare by completing two (2) ATI-non proctored exams on the same content.
- Once the ATI non-proctored exams are completed, students are provided with resources for self-directed remediation that must be completed prior to taking the proctored Content-Mastery exam.
- ATI non-proctored exams and evidence of completed remediation are the student’s “ticket in the door” to the proctored exams.
- Completion of the two (2) ATI-non proctored exams and participation in remediation accounts for 10% of your course grade.
- Students must take the proctored ATI Content Mastery Exams at the scheduled time. Students failing to take the exam at the scheduled time will receive grade of zero (0) for the exam.
- Students repeating a course will take the ATI Content Mastery exam again when they repeat the course in any of the following semesters.
- The ATI Content Mastery exam may be taken only once per course. Students are expected to achieve a score that equates to a Level 2 or higher on all proctored ATI content mastery exams. Students whose scores fall at or below level 2 are required to participate in individualized remediation efforts.
- Students who fail to achieve the designated benchmark on the proctored ATI Content Mastery exam will receive an incomplete for the course and will be required to complete designated remediation. A grade change form will be sent to the Registrar’s Office once the designated remediation is submitted to the course coordinator.
- Remediation must be completed by the following dates:
  - Fall semester-complete the remediation 1 week before official start of spring semester
- Spring semester: complete the remediation one week prior to the beginning of the next course student is registered for.
- The remediation required will be course specific and provided by ATI. The online remediation will need to be completed by each student.
- It is the student's responsibility to complete the required remediation. Faculty will be able to access remediation activity for each student online within the ATI program. Students may not progress to the next nursing courses without completing the required remediation.
- The cost of the ATI Content Mastery Series is the responsibility of the student and will be billed to the student's account on a semester to semester basis. The cost includes the end of program review course.

Proficiency and Grading:

The proficiency level is printed on the student’s ATI results sheet. The goal of SVC Nursing Program is for students to achieve a proficiency level 2 or 3. The grade assignment for each proficiency level is listed below:

<table>
<thead>
<tr>
<th>ATI Practice Tests and remediation – completion is required as “ticket in the door”</th>
<th>Contribution to Student Grade (10% of total course grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Complete Practice Assessment A</strong>&lt;br&gt;<strong>B. Spend a Minimum two hours in the Focused Review.</strong>&lt;br&gt;<strong>C. Complete flashcards with three critical points to remember for each topic missed</strong>*&lt;br&gt;<strong>D. Complete Practice Assessment B</strong></td>
<td>The assignment must be completed from the first attempt of practice test A and be completed by one week prior to the date of the proctored ATI content mastery exam in order to achieve the total points available. 100 pts.</td>
</tr>
</tbody>
</table>

*This is explained as shared in steps 1-3 of the ten steps for success document below. This written assignment can be completed while in the focused review.

Proctored Content Mastery Assessment: Assignment below is worth 10% of the final grade

<table>
<thead>
<tr>
<th>Proficiency on Proctored Assessment</th>
<th>Points awarded for achievement</th>
<th>Time in focused remediation</th>
<th>Total points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficiency Level Three:</strong>&lt;br&gt;• Very likely to exceed NCLEX standards in this content</td>
<td>100</td>
<td>None</td>
<td>100</td>
</tr>
<tr>
<td>Proficiency Level Two:</td>
<td>Fairly certain to meet NCLEX standards in this content area</td>
<td>60</td>
<td>2 hours=20 points</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------</td>
<td>----</td>
<td>--------------------</td>
</tr>
<tr>
<td>Proficiency Level One:</td>
<td>Likely to just meet NCLEX standards in this content area</td>
<td>50</td>
<td>3 hours=20 points</td>
</tr>
<tr>
<td>Below Proficiency Level One:</td>
<td>Not currently meeting NCLEX standards in this content area</td>
<td>30</td>
<td>4 hours=20 points</td>
</tr>
</tbody>
</table>

### Utilization of Data for Curricular Improvement

Faculty in the courses where ATI testing is placed throughout the Associate Degree Nursing Program will access aggregate reports of student performance for their respective courses. For exams that test content covered in multiple courses, faculty should share the report with other relevant course faculty. The data will then be used for course improvement.

Aggregate reports will be available to the nursing faculty and Dean of Nursing. Aggregate data may be used as the basis for course and/or other curricular changes.

### End-of-Program Testing Requirements

#### NCLEX-RN Live Review

At the completion of NUR 270 students will attend a mandatory Live Review Course by an ATI representative. Attendance is mandatory and required for completion of the NUR 270 course. A daily roster, distributed at random times is the official documentation for attendance. Students must attend all classes and be present for the entire class period in order to be considered in attendance. Final grade for NUR 270 will be posted only after attendance at the Live Review is confirmed.

#### Virtual-ATI NCLEX Review

Students in NUR 270 will take the *ATI Comprehensive Predictor Test*, which is a 180-item assessment designed to reflect the content areas of the current NCLEX® (RN licensing examination) blueprint. This tool provides information on the student’s probability of NCLEX® success, as well as detailed information about strengths and weaknesses. This test is part of the mandatory NCLEX review program for students in NUR270 and will be taken during the N270 class. **You will not receive a grade for this test.** Results of this test will be used to provide individualized online tutoring for NCLEX.

Each student will be assigned an *online coach* and will be engaged in a personalized, assessment-driven NCLEX review in an online classroom that provides you with access to a variety of on-demand resources. You will receive feedback and encouragement from your own *personal online coach*. A calendar is provided to guide your daily review. The review is individualized as you progress, so special focus is given to topic areas that need more attention. It works. NCLEX pass rates are nearly 100% when students follow their coach's recommendations.
• You will be assigned a coach, provided by ATI, who is a qualified Nurse Educator with at least 5 years of teaching experience and a minimum of a Master’s degree in Nursing. The Nurse Educator acts as a coach to facilitate your progress with NCLEX® preparation by providing individual support.
  o Detailed diagnostic reports are generated immediately after an individual practice assessment is taken. You will receive feedback from your coach after each assessment.
  o Online assessments include over 500 questions with rationales for correct and incorrect answers.
• You will have access to on-demand classroom features including over 250 online learning activities, links that support learning, NCLEX® Question of the Day forums, and an online virtual bookshelf.
• You will take a Comprehensive Predictor Exam at the completion of the review.
• You will receive review materials in both print and video formats.
• The Nursing Program will receive weekly progress reports for each student, so that we can follow your progress.

The length of the review is student driven and will adjust based on your individual needs. The personal online coach will identify when you demonstrate a high probability for NCLEX® success. Only when the coach notifies St. Vincent’s College that you are ready to test, will your transcripts be sent to the State Board of Nursing for eligibility to register for the NCLEX® exam.

Grading Policy for Final Exam (NUR 270)

• Students Grades for the Final Exams will utilize the ATI Predictor test Score. The score is a weighted percentage score that considers the average difficulty of the exam and the average difficulty of the test items. It is set on a traditional 0----100 scale.
• A minimum score of 80% is required on the ATI Predictor test in order to successfully complete NUR270 and receive a passing grade (B- or higher).
• Students are permitted a total of 3 attempts, scheduled at least 2 weeks apart in order to achieve a passing score. Test dates will be scheduled by the course faculty.
• If the students fails to receive a passing grade of 80% or higher on the ATI Predictor test, after three attempts, the grade in the course will reflect the highest grade received on the test(s) and the nursing program policy on Guidelines for Progression in the Nursing Program will be followed.

All exams will be administered on the dates given to students. These dates are not flexible.

Procedure on Rounding of Grades

The process of rounding course grades will be used consistently throughout the Nursing Program and will follow common mathematical convention:
  1. Scores on each quiz/examination, assignment or clinical assessment tool will be recorded as received with no rounding (i.e. 86.75 will be recorded as 86.75 and not rounded up to an 87).
  2. Final course grades will be rounded once.
     a. To determine final course grades, use the value in the tenths column only; do not carry out any further (82.459 would be recorded as 82 because only the tenths column is looked at).
     b. 0.5 and above will round to the next higher number (84.6 becomes 85).
     c. 0.4 and below will be rounded by dropping the tenth and leaving the whole number (i.e. 84.3 becomes 84).
  3. A grade of 80% is needed to pass nursing courses.

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Dismissal from the Nursing Program

If dismissed, the student will not continue in the Nursing Program from the date of dismissal and will not be permitted to enroll at a later date. Students may apply for transfer to another program at the college. In all of the decisions above, the student will receive a copy of the actions taken which will include:

- Finding of the facts, conclusions and recommendations.
- A copy will also be placed in the student’s confidential file.

Ineligibility for Readmission

A student is not eligible for readmission to the St. Vincent’s College Nursing Program, under any status (including admission as a new, transfer or readmitted student) for the following reasons:

1. The student earned a final clinical grade of “Not Met” in the clinical component of any nursing course.
2. The student earned two academic failures in one or more nursing courses with a clinical component.
3. The student earned an academic failure in NUR 101.
4. The student had two withdrawals from a nursing course(s) with a clinical component with a failing theory grade at the time of withdrawal.
5. The student had one withdrawal from a nursing course with a clinical component while on Clinical Warning.
References and Bibliography


Accreditation

St. Vincent’s College Associate Degree in Nursing Program is accredited by:

Accrediting Commission for Education in Nursing (ACEN)
3343 Peachtree Road, NE
Atlanta, GA 30326
Phone: (404) 974-5000
http://acenursing.org/

Accreditation will be sought in Fall 2017.
CONCEPTUAL FRAMEWORK
Our conceptual framework is an integration of concepts and principles drawn from the natural, the biological, and behavioral sciences and the Nursing Faculty's Concepts of Nursing and Nursing Care. It is based on the concepts of man and health and the nursing relationship to them. It views Man as a rational being capable of critical thinking and ultimately responsible for personal actions for health promotion and health maintenance. Factors of age, stage of development, psychosocial support systems and general health status will impact on the individual’s ability to meet health needs. In addition, established patterns of responding to internal and external stimuli will affect decisions and actions relative to health care. Each person possesses strengths and weaknesses resulting from the interaction of environmental and hereditary forces, which impact on functioning in social roles.
It views Health as an individual's level of wellness. This level of wellness is a dynamic process in which the individual is functioning in a manner that allows attainment of the individual’s full potential. Health reflects a person’s biologic, psychologic, and sociologic state. The biologic, or physical, state refers to the individual’s structure of body tissues and organs, as well as to the biochemical interactions and functions within the body. The psychologic state includes the individual's mood, emotions, personality and interaction styles. The sociologic, or social state, involves the interaction between the individual and the environment. Factors that affect the individual’s biologic, psychologic, or social well-being require additional energy expenditures and thus alter the level of wellness. Therefore, a high level of wellness is achieved when the biopsychosocial needs of a person are met.
Nursing is defined as the diagnosis and treatment of human responses to actual or potential health problems. It is derived from actions which are deliberately selected and performed by nurses to help individuals or groups under their care to maintain or change conditions in themselves or their environment.
The nurse may enter the health care picture as needed. The crucial determination which must be continually re-evaluated is the degree to which the client needs assistance in promoting and maintaining health. From this need arises the establishment of parameters of nursing care. Nurses sometimes manage and maintain required care continually for persons who are totally incapacitated. In other instances, nurses help persons to maintain required care by performing some but not all care measures, by supervising and delegating to others who assist clients and by instructing and guiding both clients and significant others as they gradually move toward self-care. The design of a system of nursing assistance is realized through the use of the nursing process. The process consists of:
• Assessment is the phase of the nursing process which involves the collection and examination of data about the client's actual or potential health care needs. This phase leads to the determination of a nursing diagnosis.

• Nursing Diagnosis is a critically defined statement based on examination of data about the client's health status. If the assessment reveals a health problem or a risk for one, there is a need for nursing intervention.

• Planning is the determination of what can be done to assist the client to achieve an optimal level of wellness. It involves mutual setting of goals, making judgments about priorities and designing methods to cope with deficits.

• Implementation is the action oriented phase necessary to accomplish defined goals.

• Evaluation is the appraisal of the results achieved against results specified in the nursing plan. It indicates the degree to which goals have been met and when reassessment is indicated.

The conceptual framework is based on the art and science of nursing and builds in opportunities to eclectically select content from supporting disciplines, including biology, psychology, sociology, chemistry, the humanities, and religion. Content and process strands support the conceptual framework and are sequenced throughout the nursing curriculum. Content strands include pathophysiology, psychosocial aspects, spiritual dimensions, legal-ethical issues. Process strands include communication, psychomotor skills, teaching-learning and management of client care. [Pharmacology, nutrition and diet therapy are integrated in the content.]

Graduates of the nursing program are prepared through their basic nursing education to assume an entry-level graduate role within the nursing profession. The entry-level graduate role is basic to nursing practice and includes provider of care, manager of care, and member within the discipline of nursing. It is the responsibility of the entry level graduate to continue self-development by participating in continuing education, to make contributions to the community and to work within the policies of the employing agency to improve client care.
Nursing Program Plan

The ASN-RN-BSN

St. Vincent's College's three-step process allows you to move into the nursing profession in manageable steps, with earlier employment and opportunities than traditional programs. Step one is the associate in science degree in Nursing (ASN), leading to eligibility for the NCLEX-RN licensure examination (step two). Step three is the baccalaureate (RN to BSN) program.

Some students decide to work as an RN once the associate degree component is complete and not continue on to get their BSN. This is a personal choice...all students are encouraged to continue on to earn their BSN. The BSN component is designed to be as flexible as possible for the working nurse and can be done in the 15 month option or 29 month option.

Completion of the BSN program, will equip you to handle the full scope of professional nursing responsibilities, making you eligible for a wider range of career options and to be far more competitive in the application process. Many hospitals now require a bachelor of science in Nursing (BSN) as an entry-level credential.

Step One: The ASN

The associate in science in Nursing degree combines nursing theory and hands-on clinical experience with courses in general education which focus on broad areas of humanities, science, mathematics, and social sciences.

Step Two: NCLEX-RN

Upon successful completion of the ASN program, you will be qualified to take the NCLEX-RN licensure examination. Once you hold the credential RN, you can be employed as a nurse and are eligible to continue into the RN to BSN Completion Program.

Step Three: The BSN

The bachelor's of science in Nursing degree is predominantly online allowing for flexibility for working nurses yet maintains interaction with faculty and fellow RN's. Our innovative curriculum will prepare you for the demands of today's nursing career. Once you have your BSN, career opportunities will be wide open.
Plan of Study

1. **Associate in Science in Nursing**
   - Professional Courses
     - NUR 101 Intro to Nursing
     - NUR 123 Family Concepts in Nursing
     - NUR 124 Adult-Child Nursing I
     - NUR 230 Adult-Child Nursing II
     - NUR 231 Adult-Child Nursing III
     - NUR 232 Adult-Child Nursing IV
     - NUR 270 Nursing Seminar
   - General Education Courses
     - Bio 211 A&P I
     - Bio 212 A&P II
     - Bio 235 Microbiology
     - Eng 101 English Composition
     - Mat 140 College Algebra
     - Psy 101 General Psychology
     - Psy 212 Lifespan Development
   - Humanities Elective
   - Phi 201 Philosophy
   - Rel 101 Religion
   - Soc 101 Sociology

2. **NCLEX-RN Examination**
   - Professional Courses
     - NUR 310 Informatics
     - NUR 311 Physical Assessment
     - NUR 312 Theory
     - NUR 322 Research
     - NUR 333 Transcultural
     - NUR 303 Alternative Nursing
     - NUR 345 Community
   - Humanities elective
   - NUR 467 Leadership/Management

3. **Bachelor of Science in Nursing for RNs**
   - Professional Courses
     - NUR 270 Nursing Seminar
     - NUR 345 Community
   - General Education Courses
     - INF 101 – prereq to BSN courses
     - SOC 213 – prereq to BSN courses
     - Bio 334 Pathophysiology
     - Mat 212 Statistics
     - Humanities electives (6 cr. @300 level or higher)
   - Non-Humanities elective (3 cr.)
   - Lang 101 Language
   - Eng 213 Communications

**Nursing Program Course Descriptions**

*In clinical settings, students may be exposed to adverse situations or conditions.*

**NUR 101 Intro to Nursing Practice (7 credits) 60 hours theory; 135 hours clinical**
This course is designed to introduce students to selected concepts and theories which will be used as a foundation throughout the curriculum. Emphasis is placed on the use of the nursing process as well as teaching-learning concepts, basic communication, pharmacological concepts, nutrient dosage calculations, assessment and technical skills, deficits and disorders related to the musculoskeletal and sensory systems and pain management.
Co-requisite: BIO 211, MAT 140, PSY 101

**NUR 122 LPN Transition Course (1 credit) 7 hours theory, 21 hours clinical**
This course is designed to introduce students to the basic tenets of the program in nursing as well as the conceptual framework. Emphasis is placed on a health needs assessment and the implementation of the nursing process through the use of the nursing care plan. This course is open to licensed practical nurses who are participating in the Connecticut Articulation Model for Nurse Education Mobility.
Prerequisites: LPN Bridge Course; BIO 211; MAT 140; PSY 101
Co-requisite: BIO 212, PSY 212

**NUR 123 Family Concepts in Nursing (4 credits) 30 hours theory; 90 hours clinical**
This course is designed to offer the student the opportunity to utilize the nursing process in the care of the family during the childbearing and the child-rearing years through adolescence. Concepts of nutrition and pharmacology are integrated throughout the course.
Pre-requisite: BIO 211; MAT 140; PSY 101; NUR 101
Co-requisite: BIO 212, PSY 212

NUR 124 Adult Child Nursing I (5 credits) 37.5 hours theory; 112.5 hours clinical
This course is designed to offer the student the opportunity to utilize the nursing process to care for clients with disorders and dysfunction in specific physiological systems: gastro-intestinal, endocrine, reproductive, and peripheral vascular. Students are offered experience in pre-, peri-, and post-operative nursing care. Concepts of nutrition and pharmacology are integrated throughout the course.
Pre-requisite: MAT 140, PSY 101, NUR 101, BIO 211
Co-requisite: BIO 212; PSY 212

NUR 230 Adult Child Nursing II (5 credits) 37.5 theory hours; 112.5 hours clinical
This course is designed to offer the student the opportunity to use the nursing process to care for clients with disorders and dysfunctions in specific psycho-physiological systems: neurologic and psycho-social. Students are offered experiences in specialized care units. Concepts of nutrition and pharmacology are integrated throughout the course.
Pre-requisites: BIO 212; BIO 235; ENG 101; NUR 101; NUR 124
Co-requisites: SOC 101; REL 101

NUR 231 Adult Child Nursing III (6 credits) 45 hours theory; 135 hours clinical
This course is designed to offer the student the opportunity to use the nursing process to care for clients with disorders and dysfunction in specific physiological systems: hepatic-biliary, immune and hematologic. This course also presents opportunities to care for clients with fluid and electrolyte imbalance, abnormal cell proliferation, and burns, with clinical experience in emergent care offered. Concepts of nutrition and pharmacology are integrated throughout the course. Also included are disaster nursing and bioterrorism.
Pre-requisites: BIO 212; BIO 235; ENG 101; NUR 101; NUR 124
Co-requisites: SOC 101, REL 101

NUR 232 Adult Child Nursing IV (6 credits) 45 theory hours; 135 hours clinical
This course is designed to offer the student the opportunity to use the nursing process to care for clients with disorders and dysfunctions in specific physiological systems: cardiovascular, pulmonary, and renal. Concepts of nutrition and pharmacology are integrated throughout the course.
Pre-requisites: BIO 212; BIO 235; ENG 101; NUR 101; NUR 124; NUR 230; NUR 231
Co-requisites: PHI 201; Humanities Elective

NUR 270 Nursing Seminar (3 credits) 15 theory hours; 90 clinical hours
This course facilitates student synthesis of total program content and experiences. Students are offered opportunities to fully incorporate the values of the profession, principles of leadership and management, and legal-ethical concepts in their nursing care.
Pre-requisites: NUR 101; NUR 123; NUR 124; NUR 230; NUR 231; NUR 232
Co-requisites: PHI 201; Humanities elective

NUR 101 AND 124 MUST BE SUCCESSFULLY COMPLETED PRIOR TO TAKING 200 LEVEL NURSING COURSES.
Required Progression Policies

- All science courses must be successfully completed (with a grade of B or better) prior to enrolling in/progressing to the 200-level nursing course sequence.
- NUR 101 and NUR 124 must be successfully completed prior to enrolling in/progressing to the 200 level courses.
- All science courses, NUR 100-level courses and NUR 230, 231 and 232 courses must be successfully completed prior to enrolling in/progressing to NUR270.

Guidelines for Progression in the Nursing Program

1. Students must achieve a grade of B or better (84 or better) in all science courses.
2. The minimum passing grade for all nursing courses taken is a B- (80 or better).
3. A student may repeat a course only once, only as space is available, and with consent of the program chairperson and the student's academic advisor.
4. A second failure in the same course (grade below B- in nursing or B in science courses) or a second nursing course will result in dismissal from the Nursing Program.
5. When the repeated course has been retaken, the student will progress in the nursing program only as space is available. Selection of students eligible for progression may be limited by the availability of faculty and/or clinical placements. In the event that the number of eligible students exceeds available resources, students will be selected on the basis of academic standing.
6. At the end of each program year, the student must have an overall cumulative GPA of 2.0.
7. Failure to meet these criteria will result in academic probation according to the college policy. See the SVC Catalogue.

Academic Dishonesty and Misconduct

Examples of academic dishonesty include but are not limited to,
- cheating on examinations,
- submitting written material that is the work of others,
- purchasing papers over the Internet,
- seeking unauthorized use of computer files of a student or faculty member.

Examples of misconduct includes, but are not limited to,
- furnishing false or inaccurate information,
- disruptive conduct,
- theft and damage to college or hospital property.

Plagiarism and cheating are serious offenses and are not tolerated by the College or Nursing Program. Strict policies and procedures for dealing with these offenses are in place at the College. Students can view St. Vincent’s College Student Conduct Policies and Procedures by visiting: http://www.stvincentscollege.edu/
Graduation
As you enter your final year and courses in the Nursing Program you will begin to prepare for graduation and the NCLEX-RN examination. The Nursing Program will certify students for graduation only after all final grades have been received and the student has attained a 2.0 GPA for 126 required credits. Additionally, other requirements for certification are listed below.

- Commencement ceremonies take place once a year, in May. The date is listed in the College calendar. Commencement is held in the Merton Theater at the University of Bridgeport. Students and faculty have reserved seating and will process in academic attire. Tickets for family and friends are required. Details of this event are handled by the college, and students are notified as to procedures by mail.

- During the fall and spring term, the Program Chair will meet with all graduating students to discuss State Board Licensing requirements. Information about the examination (NCLEX-RN) and application forms will be distributed at that time.

- All students are required to take the ATI Predictor examinations during their final semester. Students who fail to achieve acceptable performance (80% or higher) on these exams will not meet the requirements for graduation.

- During the last week of the semester, a face-to-face NCLEX review class will be held on campus and full attendance of all students during this class is required. Both formal and informal preparation is required in order to pass the NCLEX-RN.

- Until required student participation and remediation demonstrates satisfactory effort and results as determined by the faculty, the one page certificate needed to apply for the NCLEX-RN exam will be held by the Registrar’s office. Ongoing information about this will be provided throughout the curriculum.

- Please note that if you plan to sit for the NCLEX-RN Exam in any state other than Connecticut, you are responsible for contacting the Board of Registration in Nursing in the state of your choice to obtain an application.
Clinical Requirements. A professional appearance reflects pride in oneself, the professional image of the St. Vincent’s College Nursing Program and communicates competence to those you care for. All students are expected to follow these guidelines. Clinical faculty will advise the student of any additional guidelines that are specific to the clinical agency, nursing unit, or learning experience.

Personal Appearance
- Students shall be neat and clean at all times.
- Good personal hygiene is expected.

Fingernails
- In accordance with infection control standards, fingernails should be well manicured and kept at a short/active length (just beyond the tip of the finger).
- Artificial nails (acrylic, sculptured, or wraps) are not allowed.
- If wearing nail polish; clear or a pale colored nail polish only. Nail polish should not be chipped.

Hair Styles
- Hair styles should be neat and clean.
- Hair is to be above the collar of your shirt.
- Beards and moustaches should be neatly trimmed and well groomed.

Jewelry
- Jewelry that creates a potential safety or infection control hazard and/or does not reflect a professional image is not allowed. Students will be asked to remove any jewelry that impairs safe and effective nursing practice.
- Jewelry is limited to a wedding band/ring and a watch.
- No dangling earrings; bracelets; necklaces; rings on index fingers are allowed.
- With the exception of jewelry on pierced ear lobes, no visible facial or body piercing jewelry is allowed, e.g., lip, tongue, nose, eyebrow(s), belly button.

Tattoos
- Tattoos are not to be visible.

Perfume
- Staff, peers, clients, and guests may be allergic to or find some odors offensive.
- Perfume, aftershave, strongly scented lotion and strongly scented hair spray is not to be worn.

Gum Chewing
- No gum chewing during clinical or on nursing lab days.
Clinical Policies

1. Student behavior must comply with policies/expectations of the facility where the clinical experience takes place.

2. SVC Nursing Program clinical cell phone use policy:
   a. The inappropriate use of cell phones is not permitted in the clinical setting. Inappropriate use is defined by clinical faculty and may vary by clinical setting.
   b. Prohibited activities include: texting, social telephone calls, telephone use during pre/post conferences, use of social networking, and photography of any kind.
   c. Phones should be set to “vibrate” or “off” while in the clinical setting.
   d. In any case of cell phone use, if the policy of the clinical institution is more prohibitive than the policy of the St. Vincent’s College, the policy of the clinical setting shall supersede the College policy.

3. Students are responsible for being certified for cardiopulmonary resuscitation (CPR) prior to the beginning of each academic year in which they enroll in clinical courses. A copy of the certification must be on file with the College. Students without CPR certification may not attend clinical sessions.

4. Students are responsible to have appropriate immunizations during the summer preceding each academic year in which they enroll in clinical courses. The written reports must be on file at the College prior to the student’s receiving a clinical assignment. Students who do not have complete documents on file may not attend clinical sessions.

5. Some clinical settings may require for all employees and student affiliates urine or hair screening (for drug use) conducted once before the first agency clinical course.

6. Students participating in community based clinical may be subject to a Criminal Background Check in the State of Connecticut. Students must submit the permission form prior to the start of clinical sessions. Should a background check result in a positive finding (evidence of a criminal record,) the report will be reviewed by the Dean and the student will be required to submit a written explanation of the criminal offense, the outcome and subsequent activity. The Dean will determine if the student may continue in the program. The outcome of their deliberation cannot be appealed. This may result in an additional charge for students at these facilities.

7. All students must wear the official student uniform when in the clinical agency. The faculty may make alterations in requirements as appropriate to the clinical activity. At all times students are to present themselves in a professional manner.
8. All students must read and understand the clinical information and policies related to infection control and exposure contained in this handbook.

9. Students are responsible to provide their own transportation to clinical agencies.

**Professional Appearance Guidelines**

Uniform unless otherwise instructed by your clinical faculty.

The SVC Nursing Program uniform is available for purchase through a designated uniform store (information will be provided upon admission). All students are required to purchase the following:

- There is a minimum of 2 clinical/lab days each week.
- Recommend: One (or two) navy SVC Nursing Program uniform top.
- One (or two) pair of unisex navy uniform pants
- Iron-on “St. Vincent's Student” label for each uniform top

Uniform is to be neat and clean (ironed if needed).

**Equipment**

- Wrist watch with sweep second hand. Any brand of watch is acceptable. A waterproof watch is recommended.
- Stethoscope
- Bandage scissors

**Shoes**

- Plain, all white shoes are to be worn.
- Sneakers are allowed as long as they are all white with white rubber soles (minimal color is allowed on the sneaker logo).
- Clogs are not allowed.
- Shoes that are not allowed include: open-toe shoes, shoes without backs, high heel shoes (heels above 2 inches high), sandals, Crocs, and flip-flops.

**Socks & Stockings**

- Plain white, clean socks or white stockings must be worn.
- You are not allowed to wear shoes without socks or stockings.

**Student Identification**

- It is required that you be legally identified as a student nurse.
- Always introduce yourself by name and title (“Student Nurse”) when entering a nursing unit and/or client’s room.
NOTE: Faculty will advise the student of additional guidelines that are specific to the clinical agency or nursing unit.

**Agency/Hospital Badge**

- Students may be issued a clinical agency “student identification” badge. This badge is to be worn visibly at all times while on hospital/agency property.
- Badges are to be returned to your clinical instructor at the end of your clinical experience.

**Health Requirements in the Nursing Major**

ALL students who are admitted to St. Vincent’s College must comply with the College’s health requirements. Students must be compliant with the health requirements in order to register for courses.

- Students will not receive a clinical assignment in a clinical course until the immunization requirements have been met.
- Failure to meet immunization requirements may result in a failing grade in the course.

The clinical instructor for each section of a clinical “NUR” course will exercise the authority to defer clinical assignment until the student completes the stipulated health requirements. Protracted delay could result in the student’s inability to meet course objectives within that semester. If you have any questions about health services, forms, or health insurance, please call the Dean’s Office.
CLINICAL IMPROVEMENT POLICY

PURPOSE:

The purpose of the Clinical Improvement Policy is to identify students enrolled in the clinical courses who are not meeting the clinical learning outcomes and to provide them with additional instruction to improve their performance. The policy is not meant to be punitive, but to identify those students, who may need extra assistance with clinical skills, provide them with a clear plan to improve those skills in a non-threatening environment, and to provide feedback of demonstrated improvement or need for additional practice back to the clinical instructor. This policy establishes clear expectations regarding student performance in the clinical area and/or clinical laboratory setting and to explain the consequences of unsatisfactory, unsafe or unethical practice.

ACCOUNTABILITY:

This policy shall be implemented under the direction of the Clinical Instructor/Faculty, in conjunction with the Course Leader, Program Chair, and Academic Dean(s).

APPLICABILITY:

This policy shall apply to every student enrolled in the nursing program at St. Vincent's College.

DEFINITIONS:

I. Unsatisfactory or Unsafe clinical practice is defined as failure to perform up to the minimum standards established according to specific clinical nursing course experience.

Examples of unsatisfactory or unsafe clinical practice include but are not limited to:

- Tardiness and Absences
- Ongoing unsatisfactory performance documented by the Clinical Instructor/Faculty
- Failure to adhere to the principles of safe nursing practice (i.e. safe medication administration)
- Medication administration without direct supervision from the Clinical Instructor/Faculty
- Inadequate preparation for clinical responsibilities
- Inability to recognize limitations and/or failure to seek appropriate help
- Incomplete documentation in the client’s record
- Inadequate communication with clients/patients, Clinical Instructor/Faculty, staff, peers, or agency personnel
II. **Unethical clinical practice** is defined as behavior observed by or reported to the Clinical Instructor/Faculty that is actually or potentially detrimental to the client/patient, family, staff, peers, health care agency personnel and/or to the College Faculty. Every student in the program is expected to act in a safe and ethical manner consistent with the **ANA Code of Ethics**.

**Examples** of unethical clinical practice include but are not limited to:

- Unprofessional behavior in the clinical laboratory or at any of the facilities the student is assigned
- Neglect of duty with actual cause or potential to cause patient/client harm
- Exhibiting aggressive or disruptive behavior (i.e. profanities, verbal or non-verbal threat, loud talking, rudeness, verbal coercion) toward or in the presence of Clinical Instructor/Faculty, staff, peers, patients/clients or health care personnel
- Violation of HIPAA regulations (i.e. breach of patient/client’s confidentiality and security)
- Denying responsibility and accountability for one’s actions and behavior

**PROCESS:**

Students have the responsibility to practice safely in a competent, satisfactory, and ethical manner without undue risk to themselves or to others under the supervision of the Clinical Instructor/Faculty. The following steps for remediation will take place if a student demonstrates unsatisfactory, unsafe, or unethical clinical practice:

**Step 1:** As a framework for remediation, a Clinical Prescription and/or Notice of Clinical Warning (see form) will be initiated by the Clinical Instructor/Faculty with the recommended course of action for the student. The Notice of Clinical Warning describes the identified clinical deficiency that corresponds to the weekly clinical objective used for student evaluation. The Clinical Instructor/Faculty must notify the Course Leader and/or Program Chair of Nursing of the situation.

**Step 2:** The student will complete a Clinical Performance Improvement Plan (CPIP) and specify “Strategies for Success” for each of the clinical deficiencies identified.

**Step 3:** The Clinical Instructor/Faculty will review the outcome of the Clinical Performance Improvement Plan (CPIP) with the student to determine if the student has met the clinical outcome(s). If the student fails to adhere and complete the remediation plan as written in the Notice of Clinical Warning, clinical failure is possible, which can lead to a Dismissal from the nursing program.

**Step 4:** Since it is difficult to set an exact minimum and maximum disciplinary action for every clinical violation without considering all the circumstances of each particular case, the following factors must be considered prior to taking any disciplinary action leading to a dismissal from the nursing program:
A. The severity of the current clinical warning.
B. The time interval from the last clinical warning.
C. The emerging or continuing pattern of clinical violations.
SVC Nursing Program Policy for Blood Borne Pathogens

To Prevent Transmission of Blood Borne Pathogens in Health Care Settings

The increasing prevalence of blood borne pathogens increases the risk that health-care workers will be exposed to blood/body fluids from clients infected with blood borne pathogens, especially when blood and body-fluid precautions are not followed for all clients. Thus, this document emphasizes the need for health-care workers to consider ALL clients as potentially infected with blood-borne pathogens and to adhere rigorously to infection-control precautions for minimizing the risk of exposure to blood and body fluids of all clients.

The Center for Disease Control (CDC) has issued guidelines regarding occupational exposure to blood borne pathogens (including HIV, Hepatitis B and Hepatitis C). The Nursing Program has adopted the following concepts and principles in conformity with CDC guidelines. The following principles are your first line of defense against HIV, Hepatitis B and Hepatitis C, but also against all Blood Borne Pathogens. The key concepts and principles are as follows:

1. Body substances of all clients are to be considered infectious.
2. Hand washing is the major preventive technique. It should be used:
   a. Prior to and following any client contact.
   b. Immediately, if contact with any body substance onto the skin or mucous membranes occurs.
   c. After removing contaminated gloves, gowns, or equipment.
3. Needles should not be recapped or broken; deposit in a puncture-resistant container.
4. Gloves should be worn if contact with body substances is anticipated. These include:
   a. Handling of blood, urine, feces, vaginal drainage, saliva, tears, amniotic fluid, breast milk, or wound drainage, including wet dressings and laundry.
   b. When potential contact with body substances is anticipated (IVs, irrigations).
   c. When carrying body substances in containers (bedpans, urinals, specimen containers).
   d. Added precautions should be taken if splashing of body substances is anticipated, or if contact with eyes or mouth is expected (masks, goggles, and gown).
5. Students should be knowledgeable of the nature and risks of body substance transmitted diseases, the mode of transmission, and the appropriate preventive techniques.
6. Students with cuts, sores or other broken skin areas on their hands should not be in direct contact with clients. Clinical instructor must be notified immediately to determine if clinical practice can be carried out by wearing gloves or by applying an occlusive dressing.
7. Any needle-stick injuries with contaminated needles, cuts with contaminated sharp objects, body substance splashes or contact with mucous membranes should be managed following CDC guidelines.
   a. Immediately wash area, report to agency and seek medical attention.
   b. Clinical instructor must be notified immediately.
8. Spills of body substances should be immediately cleaned from the surface using soap and water then follow agency procedure. Gloves should be worn during cleaning and hands washed when gloves removed. The agencies’ recommended bactericidal cleaning procedure should be followed.

The following principles should also be recognized:
1. Body substance transmitted diseases are not transmitted by ordinary contact with clients (bathing, feeding or touching). They are not transmitted through the air.
2. Body substance guidelines are for the protection of clients as well as the health care worker.
3. Gloves shall be worn when it can be reasonably anticipated that the student may have hand contact with blood, other potentially infectious materials, mucous membranes, and non-intact skin; when performing vascular access procedures and when handling or touching contaminated items or surfaces.
4. When needed equipment or supplies are not available in the clinical area, the instructor should use his/her judgment as to how the student should proceed.
5. After caring for a client, students should not put hands to face, especially eyes or mouth, prior to washing hands.
6. Students are accountable for the correct implementation of the above procedures.
7. Students are responsible for reviewing agency procedure/policy manual.

CPR* Certification Requirement
1. Every nursing student is required to submit a photocopy of both sides of a current signed CPR Certification to their Clinical Faculty prior to beginning the clinical course.
2. Courses are offered by American Heart Association, The Red Cross, local hospitals, local community groups, and local colleges.
3. The course that students must take is CPR for Health Care Provider from the American Heart Association or First Aid, AED, CPR for Professional Rescuers from the Red Cross (course for Lay Persons are not acceptable).

* Cardiopulmonary Resuscitation
Nursing Skills Laboratory
The Nursing Skills Laboratory is open for the practice of skills each week. Skills Laboratory hours and sign-up sheets for practice, re-demonstrations, and prescriptions related to nursing skills are posted inside the Skills Laboratory by lab personnel. The Simulation lab requires instructor assistance, but the vital-sims, located in the nursing skills lab, can be used without an instructor present.

Faculty Committees with Student Representation
The Nursing Program welcomes student participation on all faculty committees. Having students involved and participating in these committees enriches the process and offers opportunities for valuable student feedback. Students do not necessarily have to attend each meeting (which are generally held on a monthly basis). If several students participate, they can rotate their attendance; in this way, students can share the burden on their time. While several students are encouraged to attend committee meetings, the vote of only one student member, on committee actions, will be counted. Times for these committees vary by semester. A list of the committees and the times of their meetings will be posted on the College website each semester. If you are interested in participating on one or more of these committees, please email the Dean of Nursing. We look forward to your participation.

Nursing Student Organizations
All nursing students and pre-nursing students are invited to join the SVC Student Nurses Association. The Student Nurses Association mentors the professional development of future registered nurses and facilitates their entrance into the profession by providing educational resources, leadership opportunities, and career guidance. The Student Nurses Association is a professionally run student association that focuses time on improving the health and quality of life of our community, while providing support and collegiality to our peers.

The American Nurses Association (ANA) recognizes that nursing students are not only the nurses of tomorrow; they are the ANA members of tomorrow! Nursing students can access all resources on ANA, including members only content, by signing up for a free subscriber account. All students need to do is e-mail their name, school, and current year in school to students@ana.org and a promo code will be sent immediately. Then go to the Join page, enter email address and hit "Join Now," and sign up, using the code.