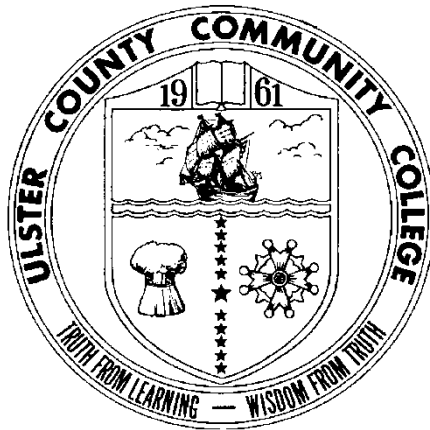


SUNY ULSTER
NURSING PROGRAM

POLICY MANUAL
AND
STUDENT HANDBOOK



Hardenbergh Hall
Room 130

Tel: 845-687-5235

Fall 2016

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Preamble

The *Nursing Program Policy Manual and Student Handbook* has been compiled by the faculty and staff to provide you with information pertinent to the SUNY Ulster Associate Degree Nursing Program. It is to be used in addition to the official SUNY Ulster Catalog for obtaining information about policies/procedures and course requirements. All policies contained in this document have been approved by the SUNY Ulster Nursing Program, **effective the beginning of the Fall semester, 2016**. This document supersedes and replaces any prior Nursing Program Policy Manual and Student Handbook. Policies within this handbook are subject to revision at any time. Students currently enrolled in NUR courses will be notified verbally, via email or by written notification of any policy changes and will be held to the standard of the new policy.

The SUNY Ulster Associate Degree Nursing Program has full status approval from the New York State Education Department Division of Professional Education and is accredited by the Accreditation Commission for Education in Nursing.

Section 1—Introduction and Welcome

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

The information, policies and regulations specific to the Nursing Program appear in this handbook as a supplement to the general college-wide policies for all students. They are designed to help achieve the goal of the Nursing Program-- to educate knowledgeable, responsible members of the nursing profession.

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

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

Each student will have electronic access to a copy of the *Nursing Program Policy Manual and Student Handbook*. All students will be expected to indicate by their signature that they understand and will abide by its contents.

Section 2—Philosophy and Program Overview

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

MISSION

Nursing Education:

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

OUR PHILOSOPHY

We believe Nursing is both an art and a science that:

- Integrates theoretical knowledge, critical thinking/clinical judgment, and skill competence
- Is compassionate, caring, and holistic with the patient at the center
- Is based on a foundation of integrity as well as ethical, legal, and moral accountability

We believe in a Nursing Education in which:

- The learning experience is a collaboration between the Program faculty and their students
- Education is a partnership involving shared accountability between faculty and students
- Student success is accomplished by accountability as well as nurturing, trusting, and caring relationships
- There is a commitment to providing a variety of resources and active learning experiences to support individual learning preferences
- Students are encouraged to be lifelong learners
- There are open lines of communication which are professional and respectful

Nursing Practice:

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

Associate Degree (AD) Nurse Practice:

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

The faculty believe that, by the completion of the Nursing Program, each SUNY Ulster graduate will practice nursing demonstrating the following competencies:

Provider of Care:

1. Integrate the nursing process and human needs approach in organizing care and assuming responsibility for a group of patients with common health problems.
2. Explain the pathophysiology of common health problems.
3. Evaluate psychosocial changes, the effects of developmental stages and culture as they relate to common health problems.
4. Determine the rationale for diagnostic and therapeutic practices used in the management of common health problems.
5. Evaluate pharmacological and nutritional therapies used in treatment of common health problems.
6. Implement prescribed diagnostic and therapeutic measures adhering to safe and effective nursing practice.
7. Assess learning needs of patients and significant others and integrate teaching into nursing care.
8. Assess cultural and religious needs of patients and provide appropriate interventions to address those needs.
9. Utilize available community resources to assist patients and families with their health problems and rehabilitation potential.

10. Promote physical and psychosocial safety.
11. Demonstrate caring behavior while implementing the nursing process.
12. Establish and maintain effective verbal and written communication.

Manager of Care:

1. Collaborate with patients, families, significant others and members of the health care team to achieve patients' goals.
2. Establish priorities and manage care for a group of patients.
3. Assume responsibility for own care and that delegated to others.
4. Utilize current technology and practice in a cost-effective manner.

Member of the Profession:

1. Discuss innovations, research, and trends affecting the past, present, and future practice of nursing.
2. Practice nursing within the guidelines set by law, by ethical standards and with respect for patients' rights and privacy.
3. Accept constructive criticism and suggestions for improvement.
4. Continue education to maintain professional competence.

PROGRAM OBJECTIVES

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

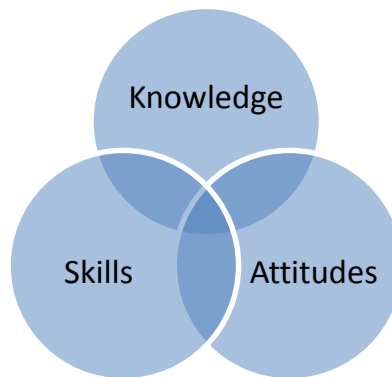
Upon program completion the student will be able to:

1. Perform safe, caring, patient-centered, evidence based nursing care to diverse populations throughout the lifespan.
2. Apply critical thinking, clinical reasoning, and judgment strategies when providing patient-centered care.

3. Demonstrate teamwork and collaboration with members of the inter-professional team.
4. Interpret informatics principles, techniques, and systems when providing nursing care.
5. Analyze the role of leadership/management in a variety of healthcare settings for the purpose of providing safe, compassionate quality care in an ever evolving healthcare system.
6. Practice within professional, ethical, and legal principles consistent with the role of the professional nurse.

THE PROGRAM OF LEARNING

The SUNY Ulster Nursing Program is based on Quality and Safety Education for Nurses (QSEN).



Quality and Safety Education for Nurses (QSEN) Competencies:

The learner examines and defines the role of the nurse in a contemporary healthcare system. Learners are introduced to the knowledge, skills, and attitudes (KSAs) associated with the Quality and Safety Education for Nurses (QSEN) competencies. Concepts of psychological, psychosocial, safe and effective care environment and health promotion/maintenance are examined. The nursing process provides a framework utilizing an interdisciplinary, collaborative care approach influencing the care of individuals involving families and communities (See **Appendix I**)

Patient Centered Care - Definition: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for the patient's preferences, values and needs.

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

Evidence Based Practice – Definition: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Quality Improvement (QI) – Definition: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems.

Safety – Definition: Minimizes risk of harm to patients and provides through both system effectiveness and individual performance.

Informatics – Definition: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

(QSEN.org)

Section 3—Program Requirements and Progression

Program Requirements

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

- **Matriculated students**-- If you have been taking courses at SUNY Ulster prior to registering for NUR 152, you must have a 2.5 cumulative average. You are required to have a C (2.0) or better grade in all science courses (BIO 107/108 or 201). BIO courses may only be repeated once.
- **Mathematics**--You are expected to enter the Nursing Program with a strong knowledge of basic math (high school level algebra). All Nursing courses have separate math competency components which must be met each semester to continue or progress satisfactorily in the courses. Students must complete MAT105 or higher to graduate.
- **Communication skills**-- You should be able to read with a high level of comprehension and demonstrate the ability to speak English clearly and write accurately. You must have taken or be able to enroll in English 101.
- **Family members enrolled in NUR courses together**—Family members may be registered for the same lecture or lab section, but will not be placed in the same clinical rotation.
- **Transfer students**-- If you wish to transfer credits from another college, your credits will be evaluated on an individual basis. **Nursing courses will not be accepted from another institution.**
- **Clinical availability**-- Clinical laboratories are offered only in day sections. Students will not be placed on a clinical unit where they are employed.
- **Physical examination**-- All students are required to meet New York State Hospital Code requirements and agency requirements prior to admission to clinical sites. All students are required to have an annual physical examination and Mantoux testing for Tuberculosis; titers for Measles, Mumps, Rubella and Varicella regardless of age or previous immunization history; verification of Varicella immunity; proof of Hepatitis B vaccination or a signed statement of declination of the Hepatitis B vaccine. When you meet these requirements, you will receive written medical clearance from the Health Services Office. Clinical instructors must see this document before allowing you to care for patients. **You will not be allowed to enter the clinical area until you have been medically cleared through the College Health Services.** Contact the College Health Services Office for further information (845-687-5246). Any student who has a change in their health status (examples- pregnancy; illness, injury) after the submission of their physical to the health office must inform their lead instructor and the Nursing Program Chairperson. The student must submit full medical clearance (i.e. no limitations) to the college health nurse in order to attend clinical.

- **Certified Background Checks and Drug Screening**

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

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

Instances in which a person does not have a satisfactory background check and/or drug screening will be reviewed by an appointed SUNY Ulster review board. Charges and/or convictions involving, but not limited to, the following crimes may serve to disqualify a person from participating in required clinical learning experiences:

- Any felony
- Crimes involving drugs, including but not limited to, unlawful possession or distribution
- Crimes of physical violence, including but not limited to, include any type of abuse (i.e.: child, spousal or of the elderly), abduction, manslaughter, murder, robbery, sex crimes
- Possession of a restricted fire arm or any related weapons offenses, assault and battery
- Misdemeanors related to abuse, neglect or exploitation

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

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

Fees and Other Expenses:

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

BLS Certification:

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

Clinical Facility Requirements:

Clinical facilities have a responsibility to ensure that caregivers are fit for duty and provide the highest quality health care possible. To this end, all students must submit a physical examination and background checks/drug screening as described previously. We must adhere to all of the clinical facility policies and procedures, accreditation requirements, National Patient Safety Goals, and NYS Health Department and HIPAA regulations. Students who are dismissed from a clinical facility due to rule violations(s) (see above) will not be allowed to continue in clinical and therefore, **will be unable to continue in the Nursing Program.**

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

A Note to Transfer Students: Students transferring courses from other colleges or applying prior SUNY Ulster course work to a degree in Nursing need to be aware that **all physical science courses** must be within **5 years** of SUNY Ulster Nursing Program entrance. Students must have a C or better to be awarded transfer credit. In general, no more than 30 semester hours of credit are acceptable from another college and will be evaluated by the college registrar/admissions counselor on an individual basis.

PROGRESSION POLICY

Sequence of Courses and Progression Grade Requirements:

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

In addition to the general college requirements listed in the SUNY Ulster Catalog, Nursing students must earn a grade of C (75% or higher) in each Nursing course to progress in the Nursing Program. (See Grading Policy on p. 24)

Early Registration and Registering for the Next Nursing Course:

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

Program Completion Time for Nursing Students:

The Nursing Program must be completed in no more than **4** consecutive years from enrollment in the first Nursing course (Exception: military duty). Additionally, only one Nursing course may be repeated one time. (See Repeat Policy)

STRATEGIES FOR SUCCESS

Time Management:

All students should plan their schedules to allow adequate time to study, to practice in the Nursing Skills Laboratory and to watch required audiovisual materials. Generally, a realistic guide is to plan for at least two hours of study time for each hour of class. If a student is also taking other courses, these classes will require study time as well. Nursing and science courses also have laboratory components. Students who are employed, have families and are going to school need to be excellent time managers to enhance success. Students needing child care might choose to utilize the SUNY Ulster Children's Center to allow for more practice and study time.

READMISSION TO NURSING COURSES

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

- Readmission is neither guaranteed nor automatic.
- Readmission will be denied to any student who has exhibited physically or verbally aggressive behavior towards students or faculty and/or has had any violations of the SUNY Ulster Student Code of Conduct standard.
- Request for readmission must be made in writing to the Nursing Program Readmission Committee by the 2nd Friday in March for the fall semester, and December 1st for the spring semester. The request will be reviewed for consideration by the committee, which is comprised of a minimum of two Nursing faculty.
- An interview will be scheduled with the Readmission Committee to determine the student's eligibility and readiness to re-enter the program.
- Students requesting readmission to a designated semester are encouraged to complete all pre- and co- requisites prior to re-entering the program.
- Students with an F in general education courses in the curriculum must repeat and satisfactorily complete the course(s) prior to readmission.
- The student must be in satisfactory academic standing and have a cumulative GPA of 2.5 or higher in the required Nursing Program courses.
- Students who have taken a medical leave of absence must provide evidence that the original problem requiring the withdrawal or medical leave has been resolved when seeking readmission.
- The Nursing sequence must be completed within 4 years. Exception: military duty.
- Students who have a break in enrollment must submit a readmission application to the Admissions Office. This is for readmission to the College and does not ensure re-entry into Nursing courses. All of the above requirements must also be met.

READMISSION TO NURSING COURSES, cont.

To facilitate success, returning students will be required to demonstrate minimum competency as stated below. Results of this testing will be factored into a rubric (see below) and will count toward eligibility for readmission.

- The student will take a dosage test from the semester prior to the one in which the student is returning.
- The student will take a final exam from the prior semester.
- The student must perform a comprehensive skill evaluation from the prior semester.
- Exception to this policy: students who are returning to first semester.

Returning Student Rubric

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

Audit of Courses:

Auditing of courses is outlined in the SUNY Ulster Catalog however Nursing students may not audit a clinical laboratory section. Students who are auditing a Nursing course will not take examinations and will not be evaluated on skills in the Nursing Skills Laboratory.

REPEAT POLICY

If a student **withdraws** from a Nursing (NUR) course, he or she may repeat the course, following readmission criteria.

If the student **fails** a Nursing course, he or she may repeat the course, following readmission criteria. However, **after two unsuccessful Nursing course attempts, the student will not be allowed to return to the SUNY Ulster Nursing Program.**

Student Withdrawal from Nursing Course

Nursing faculty follow the College policy for withdrawal. Students are to discuss “Withdrawal” and “Instructor Withdrawal” policies with their Nursing faculty advisor and to follow deadlines for withdrawals as presented in the SUNY Ulster Catalog.

GRADUATION

Graduation Requirements:

Nursing students must meet both the general requirements for graduation from SUNY Ulster and the Nursing Program requirements for graduation which include:

- A cumulative overall grade point average of at least a 2.0
- Successful completion of all Nursing Program courses, with a C or better
- Successful completion of 30 credits at SUNY Ulster
- Meeting the College's General Education requirements

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

Eligibility for NCLEX-RN and Requirements:

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

The NCLEX-RN is a computerized examination. All questions are individually selected for each candidate based on responses to previous questions. Computer knowledge is not required to take this examination; candidates receive instructions and time for practice prior to taking it. The process for application, the fee for the exam and further information about the NCLEX-RN is given to fourth semester students prior to graduation. After passing this examination and receiving state licensure, graduates may practice as Registered Nurses in New York State or apply for licensure to practice in other states.

Any Nursing student who has been convicted of a serious crime (felony or misdemeanor) may take the licensing exam after successful completion of the Nursing Program; however, the license may be withheld pending results of an investigation by the State Board of Nursing, office of Professional Licensing. Students are encouraged to go to <http://www.op.nysed.gov/nurse.htm> for more information and are encouraged to discuss any such concerns with the Nursing Chairperson before beginning Nursing courses. When completing the application for the licensure exam, **all** graduates must state whether they ever had any felony or misdemeanor convictions. (See also p. 11-12)

Continuing Education/Articulation Agreements:

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

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

Chamberlain College of Nursing 3005 Highland Parkway, Downers Grove, IL 60515 Phone: (877)751-5783 Email: info@chamberlain.edu	Maria College 700 New Scotland Ave., Albany, NY 12208 Phone: (518)438-3111 Email: www.mariacollege.edu	Mount Saint Mary College 330 Powell Ave., Newburgh, NY 12550 Phone: (845)561-0800 Email: www.msmc.edu
Russell Sage College 65 First Street, Troy, NY 12180 Phone: (518)244-2000 Email: www.sage.edu	SUNY Delhi 454 Delhi Drive, Delhi, NY 13753 Phone: (607)746-4000 or (800)-96-DELHI Email: www.delhi.edu/bsn	SUNY Empire State College 2 Union Ave., Saratoga Springs, NY 12866 Phone: (518)587-2100 Email: www.esc.edu

Section 4—Curriculum/Course of Study

SUNY ULSTER ASSOCIATE DEGREE NURSING CURRICULUM

Course Number	Course Title	Credits
	First Semester	
BIO 107	Human Anatomy & Physiology I	4
NUR 152	Nursing One	7
NUR 153	Nursing Dosage Calculations	1
PSY 101	General Psychology	3
ENG 101	College English I	3
	Semester Credits	18
	Second Semester	
BIO 108	Human Anatomy & Physiology II	4
PSY 210	Life Span Development	3
NUR 154	Nursing Two	8
ENG 102	College English II	3
LIB 111	Information Literacy	1
	Semester Credits	19
	Third Semester	
BIO 201	Microbiology	4
SOC 101	Introduction to Sociology	3
NUR 252	Nursing Three	8
	Semester Credits	15
	Fourth Semester	
NUR 254	Nursing Four	9
MAT 105 or higher	College Algebra	3
	Semester Credits	12
	Total Credits	64

NURSING COURSE DESCRIPTIONS

NUR 152 - Nursing One (7 credits)

The learner examines and defines the role of the nurse in a contemporary healthcare system. Learners are introduced to the knowledge, skills and attitudes associated with the Quality & Safety Education for Nurses (QSEN) competencies. Concepts of psychological, psychosocial, safe effective care environment and health promotion/maintenance are examined. The nursing process provides a framework utilizing an interdisciplinary, collaborative care approach influencing the care of individuals involving families and communities.

Lecture: 4 hours

Lab: 3 hours

Clinical: 4 hours

This course is offered in the fall only.

Prerequisites or co-requisites: ENG 101, BIO 107, PSY 101, NUR 153

NUR 153- Nursing Dosage Calculations (1 Credit)

This course prepares the student for dosage calculations used in the administration of medications. Beginning level students acquire knowledge and develop proficiency in computing medication dosages. Strong student calculation competency is but one of the ingredients required for the achievement of positive patient outcomes. Among the QSEN skills competencies are demonstrating effective use of technology and standardized practices that support safety and quality; demonstrating effective use of strategies to reduce risk of harm to self or others; and using appropriate strategies to reduce reliance on memory (e.g., checklists) (QSEN, 2011, "Safety" section).. The QSEN attitudes have to do with qualities such as valuing the contributions of standardization/reliability to safety; appreciating the cognitive and physical limits of human performance; and recognizing one's own role in preventing errors (QSEN, 2011, "Safety" section).

Co-requisite: NUR 152

NUR 154 - Nursing Two (8 credits)

The learner builds upon previous concepts of Nursing One with emphasis on applying the knowledge of pathophysiology towards the management of care of individuals. The concepts of physiological, psychosocial integrity, a safe effective care environment, health promotion/maintenance are examined. A continued exploration of the nursing process is utilized to assist the learner to think critically and apply theory to practice. An interdisciplinary, collaboration of care approach, focuses on restoring optimal functionality of individuals involving families and communities.

Lecture: 5 hours

Lab: 3 hours

Clinical: 5 hours

This course is offered in the spring only.

Prerequisites: NUR 152, NUR153, BIO 107

Co-requisites: BIO 108, PSY 210, ENG 102, LIB 111

NUR 252- Nursing Three, (8 credits)

The learner continues examining concepts of nursing care with a greater emphasis on health promotion/maintenance, physiological, and psychosocial alterations of individuals across the life continuum. The plan of care expands application and integration of knowledge, skills, and attitudes required to ensure safe and effective patient care in an evolving healthcare environment.

Lecture: 5 hours

Lab: 2 hours

Clinical: 7 hours

This course is offered in the fall only.

Prerequisites: NUR 154, ENG 102, PSY 210

Co-requisites: SOC 101, BIO 201

NUR 254- Nursing Four (9 credits)

The learner develops and evaluates patient centered holistic approach to nursing care utilizing previous theory and knowledge with emphasis on quality outcomes and seamless transitions of care. The plan of care is operationalized focusing on analysis, evaluation, and modification of individual needs involving families and communities. Concepts of leadership and development are explored using an interdisciplinary approach.

Lecture: 6 hours

Lab: 2 hours

Clinical: 7 hours

This course is offered only in the spring.

Prerequisites: NUR 252, BIO 201, SOC 101

Co-requisite: MAT 105 or higher

Section 5—Standards and Expectations

STANDARDS FOR THE NURSING PROGRAM AT SUNY ULSTER

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

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

- A. **Visual Acuity** for the accurate preparation and administration of medications and for the critical observations in patient assessment and nursing care. Visual acuity is defined as:
 - Near clarity of vision at 20 inches or less (corrected), and
 - Far clarity of vision at 20 feet or more (corrected).

- B. **Auditory Perception** to receive verbal communication from patients and members of the health care team, to hear sounds depicting changes in patient status, and to assess the physiologic condition of patients through the use of assessment equipment and monitoring devices (i.e., cardiac monitors, stethoscopes, intravenous (IV) infusion pumps, Doptones, safety alarms).

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

- D. **Fine and gross motor coordination** to respond promptly to and to implement the skills required in meeting patient health needs in all health care settings in routine and emergency care. This includes having:
 - Fine motor coordination, such as in assessing a patient's pulse, preparing and giving an injection, administering IV therapy, maintaining asepsis, inserting a urinary catheter, or performing other nursing skills.

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

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

- E. **Physical health** to maintain wellness at a level that promotes functioning at maximum capacity and that avoids placing patients and other health care workers at risk for illness and injury.
- F. Ability to **communicate** with patients and members of the health team (in English), including:
- the ability to clearly and effectively speak to patients and members of the health team.
 - the ability to read and comprehend written course materials, read and interpret patient care documents, and read and follow health care institution policies and procedures.
 - the ability to construct documentation that is legible, accurate, concise, appropriate and grammatically correct.
- G. **Intellectual function, cognitive ability, and emotional capacity** to plan and provide care for individuals, implementing skills and new technology.
- H. **Psychological stability** to perform at the required levels in the clinical portions of the Nursing Program. When students exhibit conduct and behavior which the Nursing faculty determine to be inconsistent with providing effective and safe nursing care, the faculty reserve the right to remove students from the immediate setting. Follow-up actions will be consistent with Nursing Program and/or college policies and procedures
- I. **Ethics** which exclude substance abuse, and/or the use, possession, distribution of illicit drugs.

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 Program and accommodations will be considered on a case by case basis.

METHODS OF ASSESSMENT

To successfully complete a Nursing course, the student must demonstrate competency in **all components** of the course—

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

Clinical: Satisfactory clinical performance is required to pass the course and to sit for the final exam. Clinical performance will be evaluated utilizing the Clinical Evaluation Tool. Students are expected to demonstrate a satisfactory level of competence. An unsatisfactory clinical rating results in a course grade of F. Any student demonstrating **consistently unsafe behaviors** in the clinical area may be removed from the course and assigned a failing grade. Also, in the event that a student is asked to revise or redo clinical paperwork, all clinical paperwork revisions must be satisfactorily completed by three business days after the final clinical date, or as specified by the clinical instructor.

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

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

Note: Please refer to **Administrative Policy: Dosage Calculation Testing Procedure (Appendix E)** for full details of student expectations for dosage testing.

All course requirements (Classroom, Clinical and Nursing Skills Laboratory readings, experiences, demonstrations and evaluations) must be completed by the end of week 14 for admission to the final exam **OR** special arrangements must be made with the instructor. All written assignments must be submitted on the date and time specified by the instructor. Proper grammar and spelling is expected, as well as a neat, legible presentation of all assignments in APA format. The academic grade will be based on course objectives and determined by exams, clinical written assignments, and satisfactory completion of all course requirements.

GRADING POLICIES FOR NURSING COURSES

As stated above, a student must achieve a minimum **final** course grade of 75% (C). The final course grade is subject to upward rounding at the 0.5 point. For example, grades between 74.50 and 74.99 round up to 75, or the nearest whole number.

NOTE: A student must have a passing (75% minimum) **test grade average** to pass the course. This average includes all exams and the final exam, but does **not** include quizzes or other graded projects. If the student does not earn 75% on exams, the test grade average will be their final grade for the course.

*The method by which an instructor calculates a course grade is explained during the first class session and appears on each course outline.

Grading Equivalents:

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

Exam Review policy: Students have two weeks after a written exam to make an appointment and meet with the instructor to review the exam. If the student wishes to submit evidence to support their rationale for an alternative answer, this must be done within two weeks of the exam. Alternate answer supportive information must come from a peer reviewed scholarly source. Final exams are not subject to review. (See Post Test Review form **Appendix H**)

EXPECTATIONS:

Student Responsibility for Academic Honesty

Academic honesty is defined as the expectation that students do their own work and not commit acts of cheating and plagiarism. Ignorance of the standards of academic honesty is not an acceptable excuse for breaking these ethical standards. Academic dishonesty is taken very seriously by the College and will result in immediate disciplinary consequences (see College catalog). Academic dishonesty includes, but is not limited to, the following actions:

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

Students can refer to www.sunyulster.edu/programs_courses/academic_policies.jsp for more information.

Assistive Devices and Faculty Assistance During Testing Sessions (Examinations and Quizzes)

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

Assistive devices, such as PDA's, translators or other electronic devices are not allowed in any testing session for use by students, unless the full faculty has approved use of these devices for all students prior to the session. One exception of this is the use of assistive devices that have been approved by Student Services to assist students who have disabilities and in accordance with the Americans With Disabilities Act, Sections 12102 and 12103.

In instances where an assistive device has been approved by Student Services, the student must contact the Learning Center in advance to schedule an examination and inform the course faculty prior to the testing session. Nursing faculty cannot assist students during testing by providing them with a definition of a term or explanation of the meaning of a testing question that would in any way provide the student with an unfair advantage. Any clarification of test questions must be shared with the entire class. Use of translation devices is also not permitted during performance testing.

Recording and Sharing Instructional Sessions

If a student wishes to record (audiotape or videotape) an instructional session, he/she must first ask permission of the instructor. Recording without permission of the instructor is expressly forbidden. If permission is granted, the student must record the session in such a way as to not distract their classmates or the instructor. The recording is solely for the personal viewing of the student. **Under NO circumstances** is the student to post the recording for public viewing (e.g. social media such as You Tube). The student must understand that amateur recording of the instructional sessions may not present the most accurate view of skill demonstrations.

Professional Behavior

As stated in the Introduction, students in the Nursing Program are expected to demonstrate professional and ethical behavior in their nursing practice and on campus. Expected behaviors include: honesty, confidentiality of all patient information, accountability for one's actions and attentiveness. These concepts (and others) will be explored throughout the Nursing Program. (A copy of the American Nurses' Association Code of Ethics, the National Student Nurses' Association, Inc., Code of Academic and Clinical Conduct and New York States' Article 139 are provided in **Appendix A, B and C**).

Social Networking

Social media provide new and potentially valuable means of assisting the Nursing Program and its students. The profession of nursing demands confidentiality, responsibility and ethical concern for individuals and institutions. The purpose of this policy is to maintain the high professional and ethical standards of the SUNY Ulster Nursing Program as they relate to the use of social media.

Social media are a category of Internet-based resources that integrate user-generated content and user participation. This includes, but is not limited to, social networking sites (e.g. Facebook, MySpace), micro-blogging sites (e.g. Twitter), video-sharing sites (e.g. Flickr, You Tube), wikis (Wikipedia), blogs and general email.

This policy is not meant to address one particular form of social media-- rather social media in general-- as advances in technology occur and new tools emerge. *SUNY Ulster Nursing students should expect that any information created, transmitted, downloaded, exchanged or discussed in a public online forum may be accessed by the Nursing Program and the SUNY Ulster administration at any time without prior notice.*

SOCIAL NETWORKING POLICY:

1. SUNY Ulster Nursing students are free to express themselves as private citizens on social media sites to the degree that their speech or postings:
 - Do not violate the American Nurses' Association Code of Ethics (refer to Appendix A)
 - Do not violate confidentiality implicit in their roles as Nursing students
 - Do not impair working relationships among students and staff of the Nursing Program

- Do not ridicule, malign, disparage or otherwise express bias against any race, religion or protected class of individuals
 - Do not reflect behavior that would reasonably be considered reckless or irresponsible as members of the SUNY Ulster Nursing Program
 - Do not contain false information that harms the reputation of another person, group or organization (defamation)
 - Do not cause harm or injury to another or to the SUNY Ulster Nursing Program
 - Do not negatively affect the public perception of the SUNY Ulster Nursing Program
2. SUNY Ulster Nursing students shall not post, transmit or otherwise disseminate any information to which they have access as a result of their attendance without written permission from the Nursing Program Chairperson and the instructor of the course. This includes but is not limited to audio or videotaping of lectures and lab.
 3. SUNY Ulster Nursing students may be required to access their social media sites at the request of the Nursing Program or SUNY Ulster administration to verify compliance with the above stated policies. Failure to comply may result in immediate dismissal from the Nursing Program.
 4. Failure to comply with this social media networking policy may be grounds for disciplinary action, including but not limited to dismissal from the SUNY Ulster Nursing Program.

NURSING SIMULATION CENTER POLICY

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

Students are expected to abide by all lab policies (as outlined in this Handbook), including but not limited to proper clinical attire while in simulation labs. Pictures or audio/video taping by students are not permitted in the simulation lab without permission of the instructor. Health Insurance Portability and Accountability Act (HIPPA) and Family Educational Rights and Privacy Act (FERPA) rules apply. Students may be video-recorded during simulations for debriefing purposes. Students will be notified and be asked to sign a release form.

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

- Apply FERPA and HIPPA rules
- Always wash hands before and after working with the manikins
- Not use markers, ink pens, pencils, or any staining material near the manikins
- Not place personal items on the beds
- Stay off the beds except when conducting certain procedures

- Not eat or drink in the simulation areas
- Use a reasonable voice level
- Treat manikins with the same respect as would be given a real patient
- Follow Standard Precautions
- Not disconnect or move the patient simulators

All incidents or accidents must be immediately followed up with First Aid and Standard Precautions and notify the Instructor immediately of the incident.

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

SUNY Ulster Nursing Program Dress Code- Clinical Setting

ID Badge	A SUNY Ulster student picture ID must be worn on the uniform
Insignia	A SUNY Ulster emblem must be worn on the right side of the uniform top. The insignia patch is sold in the SUNY Ulster bookstore. If a student wishes, their name may be embroidered in white on the left front pocket, maximum 1” height
Uniform	A Caribbean blue scrub top and uniform pants with plain white socks. Uniforms must be clean and unwrinkled. A plain white T-shirt under the scrub top if needed to conceal the chest.
Shoes	Clean, white leather shoes, with low, rubber heels must be worn. They should be in good condition, polished and clean at all times. Clean, white leather sneakers without writing or added color are acceptable. No open backs, open toes or clogs.
Jewelry	NO dangling earrings are permitted; only 1 pair of earrings may be worn. Size should be no larger than: ● Rings must be a plain, smooth band. The watch should have a second hand. Visible body piercing jewelry must be removed or covered.
Hair	Hair should be clean and neat and with minimal ornamentation. Hair should not fall into the eyes. Hair that is long enough should be gathered in the back. Beards and mustaches must be neatly trimmed.
Nails	Nails must be fingertip length and clean. Clear polish only. Acrylic nails may not be worn in clinical (includes no artificial nails/wraps, gels or tips).
Tattoos	No visible tattoos
Fragrances/Makeup	No fragrances are appropriate. Conservative makeup only.
Hygiene	Deodorant is required. No noticeable smell of cigarettes.
Bandage Scissors	Required
Penlight	Required
Stethoscope	Required
Other helpful items	Small pocket-sized notebook, red and black pens
Miscellaneous	Chewing gum—of any type—is not allowed in the clinical setting.

NOTE: For infection control purposes, uniforms are to be worn **ONLY** in the clinical area or while traveling between home and the hospital. They are **NOT** to be worn on campus or elsewhere. If not properly attired, the student may be sent off the clinical unit. It is recommended **NOT** to bring pocketbooks or valuables to clinical.

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

Student Identification in the Nursing Skills Laboratory: Only students with current SUNY Ulster Nursing Student Identification cards are allowed to practice in the Nursing Skills Laboratory. Students must be able to produce this ID for Security personnel at all times. This policy also includes returning students.

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

Tobacco Free Policy: SUNY Ulster is a Smoke Free campus (see SUNY Ulster Catalog). The Nursing Program adds to this policy by banning the use of chewing tobacco in any NUR course (including lecture, lab or clinical experiences).

Punctuality and Attendance Policy

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

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

Late arrivals, early departures or absences will result in a warning conference with the instructor. More than two late arrivals, early departures or absences may result in a decrease in your final grade and may result in course failure. (see Appendix F for specific guidelines).

Students are responsible for any assignments or announcements missed due to lateness, early departure or absence. Absences will be evaluated by the instructor on an individual basis and may involve make-up work. In the clinical setting, if a student cannot be adequately evaluated by the clinical instructor, the result will be an unsatisfactory rating and a final course grade of F.

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

Absences and Lateness on Examination or Quiz Days

If a student is absent on the day of a scheduled exam or quiz, the student must make up the exam or quiz on the day they return to class. The make-up exam or quiz may be in a different testing format than the original. **If a student fails to notify the instructor of the absence, the student will receive a grade of zero.**

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

Absences on Skill Demonstration and Skill Evaluation Days

See Policy for Skill Demonstration and Skill Evaluation (**Appendix D**).

Class Courtesy

Cell Phone Use: Cell phones *must* be turned off (or to "vibrate") in all on campus and clinical classes. The active use of any device classified as a "telecommunications device," including but not limited to pagers, cellular phones, PDA's and, messaging devices, is prohibited in classrooms, as

well as in other areas where a classroom atmosphere is assumed (e.g. libraries, labs, theaters, administrative offices, off campus clinical sites), except by special permission of the instructor. If these devices are used without permission of the instructor, the student will be asked to leave the class and will be counted as absent.

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

Clinical Safety Expectations

Incidents in the Clinical Setting: An incident is defined as any happening which is not consistent with the routine operation of the hospital or the routine care of a particular patient. It may be an accident or a situation which might result in an accident. **Actions taken should include:** The student and instructor assess the patient's condition and take any necessary nursing measures to give the patient maximum physical and emotional support. The Nursing student reports the incident immediately to the Nursing instructor. The Nursing student and instructor notify the nurse in charge, who will notify the physician, the supervisor of the unit and nursing administrator of the agency as needed. The student and instructor should be with the patient when the physician arrives if practical and/or possible to answer questions about the incident and explain what happened. The agency policy is to be followed concerning the completion of an Incident Report. The student witnessing or involved in the incident is to write the report, with the instructor's assistance. The report is to be clear, correct, complete and as concise as possible utilizing quotes from involved persons as much as possible. Particular attention must be paid to the sequential order of facts and events.

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

Section 6—Student Rights, Protection and Support

Student Rights

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

Accommodations and services for students with Disabilities:

Services for students with disabilities are coordinated through the **Student Support Services TRiO Program**, located in the Learning Center.

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

All buildings and classrooms on the Stone Ridge campus are wheelchair accessible. An elevator is available in the library and Library staff will retrieve materials from the mezzanine for students unable to access that area. All other levels of the campus are made accessible by elevators. Restrooms designed to accommodate individuals with disabilities are located in each building throughout the campus. Parking lots offer preferred parking spaces for vehicles displaying the symbol for the disabled. Campus parking stickers for students with disabilities are issued by Campus Security located in the Hasbrouck Hall (HAS 106).

Transition from high school to college can offer special challenges for students with disabilities. The Transition Specialist works closely with area high schools and is available to assist students with disabilities as they work through the process of transferring from high school to college. Requests for assistance can be made by calling the Transition Specialist at 687-5043.

Students needing classroom and testing accommodations are required to request these services at, or before, the beginning of the academic semester so that the necessary arrangements can be made (see College catalog). Requests should be made to the Director of Student Support Services who is located in the Learning Center (VAN 241), 845: 687-5057 or 800: 724-0833, extension 5057.

NOTE: “Extra Time” accommodation does NOT apply to skill laboratory activities since patient safety depends on timely performance of skills by the nurse.

The College works cooperatively with such outside agencies as Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR—formerly VESID), the Mental Health

Association of Ulster County, Ulster County Mental Health, and the New York Department of Labor to provide an accessible learning environment for its student population.

Student Advocacy:

The Dean for Student Development, located in the Senate Gymnasium (SEN113), coordinates all of the College's Student Services. The Dean and the staff of the Student Development Center (Vanderlyn Hall--VAN128) are advocates for the student. Whether one is experiencing difficulty with an academic matter or a personal problem, the Student Development staff offers expert assistance or can quickly direct the student to the office which can offer that assistance.

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

In the event a student has a complaint or concern regarding an academic matter, they are encouraged to discuss the matter with the instructor(s) and/or Nursing Program Chairperson. Every effort will be made to resolve the issue at this level.

Students may also communicate their complaints, concerns or academic appeals through the procedures outlined in the SUNY Ulster Catalog. If a student has a disagreement over a grade (lecture, lab or clinical), they are to follow the College's **academic appeals process** as outlined in the College catalog. If the formal appeals process has been initiated by the student, in addition to the procedure outlined in the College catalog, the Nursing Program has the following criteria in place:

1. The student may attend lecture and lab classes during the appeals process.
2. The student may practice skills in the Nursing Skills Laboratory.
3. For patient safety, the student may NOT participate in clinical rotations.
4. The student will NOT participate in skill demonstrations or assessments.
5. The student will NOT take quizzes or examinations.
6. In the event that the appeals process finds in favor of the student, arrangements will be made to make up any missed course requirements.

Unresolved Nursing student issues may also be conveyed to:

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

Student Protection

Infection Control:

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

Latex Allergy Policy

Students who are known to have allergy to latex should self-report this information to the college Nurse and to the Nursing Program. Latex-free products will be provided.

Nursing Skills Laboratory Procedures when Handling Sharps:

1. All Nursing students should have their own personal skill equipment packs. STUDENTS ARE NOT TO SHARE PRACTICE SYRINGES. 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 should be notified. THE SYRINGE IS TO BE DISPOSED OF IN THE SHARPS CONTAINER. The area should be cleansed. The student should then contact the College Nurse for evaluation.

Nursing Skills Laboratory Injury:

In the event someone is injured while in Nursing Skills Laboratory, proper emergency measures should be taken. Available resources include the College Health Nurse (ext. 5246), Security Personnel (ext. 5221), the individual’s own health care provider, or local EMS services (dial 911 from any campus phone), depending on the extent of the injury. An incident report should be filed with the College Nurse. Any defective equipment should be isolated and reported to the Nursing Program. A first aid kit is available in the Nursing Skills Laboratory.

College Accident Insurance:

The college's accident insurance is only for accidents (example, needle-stick injection in clinical). If you become ill 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.

Snow Days/Inclement Conditions:

Dangerous driving conditions during the winter may cause cancellation of classes for the day, or for part of the day. If the occasion should occur, the decision to cancel will be broadcast, beginning at 6 A.M., over all area radio and TV stations. If highways are hazardous where you live, stay home, even if the College is in session, and notify your instructor.

Updated information is also available on the College website: www.sunyulster.edu and the College portal at my.sunyulster.edu (see College catalog).

When it is a clinical day--

The College President has indicated that it is expected that a decision will be made as early as possible. Continue listening to the local radio and TV stations between 6:30 and 7:00 A.M. If College classes are canceled, your clinical laboratory is canceled. If the College delays opening, clinical will start at the delayed opening time. Keep in mind that students may already be in the clinical setting before the decision to delay or cancel classes is made. Students are not required to remain in clinical if classes are canceled.

WAIT for the radio/TV announcement or check the College web site. You might also be notified by your instructor through a “call chain” established the first day of clinical. Please do not call the clinical facility.

Student Support

Student Support Services:

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

Students Activities and Nursing Club:

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

Study Groups:

Many students find studying within groups increases their success. Students are encouraged to seek classmates to form study groups and to try to meet weekly. The study group also becomes a good support system during high stress periods.

Tutoring

The Learning Center, located in Vanderlyn Hall, is available to assist students with study skills, test taking strategies, and arrangement of tutorial services. The Gary and Janaki Patrik Math Center (ALG122) assists students with math concerns, and “The Writing Center” helps students with writing

assignments (consult the College website or catalog for locations).

Nursing Program peer tutors are also available to work with students. They are upper-class Nursing students who are chosen for their strong clinical skills and ability to relate to other students. They provide valuable assistance with skill practice. Peer tutor schedules are posted on the bulletin boards near the Nursing Program offices.

Standardized Testing:

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

Faculty Office Hours:

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

Advisors:

Each student is assigned a Nursing faculty member as an advisor. Students must meet with their advisor to plan their schedule and to add, drop, or withdraw from a course. The advisor is also available for academic counseling and will assist students with academic and personal problems, provide guidance and support, and refer the student to other support services. Students can leave messages for faculty and/or advisors by email or voice mail, by placing a note in the faculty mailbox, or by leaving a message with the Nursing Program Assistant. It is imperative that the student meet face to face with their own advisor (versus a random faculty member) whenever possible to assure continuity and individualized attention to their scheduling needs.

The staff and faculty of the Nursing Program are committed to supporting you in your efforts for successful completion. Please feel free to ask questions or discuss concerns with the Chairperson of Nursing or any of the Nursing faculty and staff.

Scholarships:

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

Internet access to SUNY Ulster

Students may access the SUNY Ulster website home page at: www.sunyulster.edu. This website provides information on college activities, weather cancellations, links to departments and class information. Nursing students will need to have reliable access to the World Wide Web. Having internet access allows the enrolled student entrance to the SUNY Ulster Portal where they may personalize their information and resources available at SUNY Ulster. The portal may be accessed

at: <http://my.sunyulster.edu/>. The Nursing Program Faculty utilize the Blackboard platform through SUNY Ulster as an enhancement to their courses. Blackboard provides the enrolled student access to their specific courses where instructors enhance learning, communicate and provide resources. Blackboard may be accessed through the Portal or the SUNY Ulster website. Please refer to **My.SUNYUlster.edu** in the College catalog for more information.

Appendices

APPENDIX A

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

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

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

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

ANA Provisions:

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

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

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

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

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

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

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

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

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

APPENDIX B

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

PREAMBLE

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we;

1. Advocate for the rights of all patients
2. Maintain patient confidentiality.
3. Take appropriate action to ensure the safety of patients, self, and others.
4. Provide care for the patient in a timely, compassionate and professional manner.
5. Communicate patient care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of patient care
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.

11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the patient, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from patients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001

APPENDIX C

ARTICLE 139

NURSING

(Truncated Version)

NEW YORK STATE

Definitions:

1. “Diagnosing” in the context of nursing practice means that identification of and discrimination between physical and psychosocial signs and symptoms essential to effective execution and management of the nursing regimen. Such diagnostic privilege is distinct from a medical diagnosis.
2. “Treating” means selection and performance of those therapeutic measures essential to the effective execution and management of the nursing regimen, and execution of any prescribed medical regimen.
3. “Human Responses” means those signs, symptoms and processes which denote the individual’s interaction with an actual or potential health problem.

DEFINITION OF PRACTICE OF NURSING. The practice of the profession of nursing as a registered professional nurse is defined as diagnosing and treating human responses to actual or potential health problems through such services as case-finding, health teaching, health counseling, and provision of care supportive to or restorative of life and well-being, and executing medical regimens prescribed by a licensed physician, dentist or other licensed health care provider legally authorized under this title and in accordance with the commissioner’s regulations. A nursing regimen shall be consistent with and shall not vary any existing medical regimen.

From www.op.nysed.gov

APPENDIX D

Policy for Skill Demonstration And Skill Evaluation

RATIONALE: To foster safe, competent nursing care to real human patients, demonstration and evaluation of skill performance will occur in the Nursing Skills Laboratory to assess minimum competency.

STUDENT RESPONSIBILITIES:

Students are responsible for reading the policies below prior to skill demonstrations and evaluations, and asking for clarification of areas they do not understand as needed. *Participation in the SUNY Ulster Nursing Program implies acceptance of these policies.*

DEFINITIONS:

Skill Demonstration will occur in the Nursing Skills Laboratory as outlined in the course lab packet. This demonstration will be done to assess minimum competency with individual skills.

Skill Evaluation will occur in the Nursing Skills Laboratory as outlined in the course lab packet. Skill evaluations are more comprehensive and complex than skill demonstration and will involve multiple skills, critical thinking and priority-setting.

OVERVIEW:

Skill Demonstration will occur throughout the four semesters of NUR courses. Students will be advised each semester which skills will be demonstrated.

Skill Evaluation will occur throughout the following Nursing courses; NUR 152, NUR 154, NUR 252, NUR 254. Students will be advised each semester which skills will be demonstrated and which will be evaluated.

NOTE—Students with accommodations: “Extra time” accommodation does **NOT** apply to skill demonstration and evaluation since patient safety depends on timely performance of skills by the nurse.

SKILL DEMONSTRATION

- The student shall be given an opportunity to successfully complete their skill demonstration during scheduled Nursing Skills Laboratory time.
- If a student is not successful during the allotted lab time, she/he must make an appointment with the lead Nursing Skills Laboratory instructor for re-demonstration at a mutually agreed upon time.
- The re-demonstration must be completed successfully prior to the next skill demonstration or evaluation.
- The inability to demonstrate competency in a skill within the specified time frame will result in a failure of the Nursing Skills Laboratory component of the class, and therefore failure of the course.
- If the student is unable to attend a skill demonstration day due to illness or emergency, they must notify the Nursing Skills Laboratory instructors before the class if possible. It is the student's responsibility to make other arrangements for demonstration with the lead Nursing Skills Laboratory instructor.

SKILL EVALUATION

- Students will be notified by their instructors regarding dates and times of evaluations. Evaluations may occur during or outside of Nursing Skills Laboratory time as outlined by the instructors.
- Students are responsible for keeping their evaluation appointment, whether during lab time or other times. **Any appointment made outside of lab class time must not conflict with any other class time, clinical time, or scheduled learning activity.**
- In the event that a student cannot keep their scheduled appointment due to illness or unforeseen emergency, he or she must contact the Nursing Program **prior** to the evaluation. **A “No Call/ No Show” will be counted as an UNSUCCESSFUL ATTEMPT.**
- Each evaluation must be completed within the specified amount of time (see Nursing Skills Laboratory packet for time allotted for each evaluation). If the evaluation is not completed within the specified time frame, the student will be stopped and given an unsatisfactory rating. Exceeding the time limit will necessitate a complete re-demonstration of a skill evaluation on the next attempt and it will involve an entirely different scenario.
- Students will be allowed three attempts to pass a skill evaluation. An unsuccessful third attempt will result in an unsatisfactory grade for the Nursing Skills Laboratory component of the course. A student must pass all three components of the course (lecture, lab and clinical) to pass the course. Therefore, an unsatisfactory rating in the Nursing Skills Laboratory will result in a failing grade for the course.

SKILL EVALUATION, cont.

- Students should be aware that their evaluator is present in the role of objective observer, not as teacher. Questions asked of the evaluator that are of a teaching nature cannot be answered. As much as possible, the evaluator will remain silent, allowing the student to better focus on their skill performance.
- To allow the student to demonstrate competency, the student may be asked to actually get new equipment in the event they state they have contaminated.

Special Guidelines for 2nd and 3rd attempts:

- If a student is unsatisfactory in performing any element(s) on the skill evaluation check list, the student may have to re-demonstrate part or all of the skill on the next attempt at the discretion of the evaluator.
- In the event of multiple performance errors (errors in more than one skill, in critical thinking, in priority-setting, etc.), the student will be required to do another entire random skill evaluation scenario on their next evaluation attempt. Students will also be required to do another entire random skill evaluation scenario if they take more than the time allotted for the evaluation. The time allotted will be the same as for the first attempt.
- First attempts will be observed by one evaluator and second attempts will be observed by a different evaluator. All final attempts will be observed by two evaluators, with at least one of the two not being involved in the prior attempts. Whenever possible, final attempt decisions will be discussed first with the Nursing Program Chairperson and/or other Program faculty.
- In preparation for 2nd and 3rd attempts, students are encouraged to make an appointment for remedial assistance from the faculty and staff as needed.

APPENDIX E

SUNY Ulster Nursing Program Dosage Calculation Testing Procedure

Developed: 04/09, revised 12/09, 06/10, 5/11, 12/11, 5/12, 11/12, 8/14, 5/15, 9/15

PROCEDURE:

1. The first dosage exam will be given in the lab.
2. Students who do not achieve 100% on dosage exam 1 must take dosage exam 2.
 - Faculty will reschedule exam times.
 - Retesting days and times will be posted in the course shells and the Lab.
 - Students must sign up for a scheduled test time with the Program Assistant in the Nursing office and notify the lead instructor what day and time they will be retesting.
 - Students must allow 1 week between tests for review. Students are advised to review the failed test with the faculty. Dosage review/tutoring is available at the Patrik Math Center.
3. Students who do not achieve 100% on dosage exam 2, must retake dosage exams until a grade of 100% is achieved (see #2 above).
4. Students must achieve 100% on the dosage test. First semester students must accomplish this by the last scheduled day of Nursing classes for Week 14. Second, third and fourth semester students must accomplish this by the last scheduled day of Nursing classes for Week 7. A student who has not met the dosage requirement will not pass the course.
5. Students may not administer medications in clinical until they have met the dosage exam requirement.
6. All tests will be ten questions with 60 minutes allowed for completion. Different tests will be given for each attempt.
7. Students must show all their work on the test paper. Calculators will be provided.
8. Tests remain the property of the Nursing Program and must be returned by the student after review.

APPENDIX F
Attendance Form

This form will be initiated by the lecture instructor, the lab instructor and the clinical instructor upon the first incidence of lateness (L), absence (A) or early departure (ED) in their area.

Instructions:

- **1st incident:** student given a verbal warning and this form will be initiated and kept by the instructor.
- **2nd incident:** student/instructor conference using this form. Student is informed in writing that further lateness, absence or early departure will result in a one point reduction in their final grade with each incident. Student and instructor will sign this form.
- **Further incidents:** will result in a one point reduction in their final grade with each incident.
- At the end of the semester, all of these forms will be given to the lecture instructor to tally the grades.

[Specify L, A, or ED for each incident]

Student:
1 st incident and date:
2 nd incident and date:
3 rd incident and date:
4 th incident and date:
5 th incident and date:

Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

APPENDIX G
Counseling-Guidance Record

Initiated by:
Student: _____
Instructor: _____
Other: _____

Name of Student: _____

Purpose of Conference:

Recommendations:

Student's Response:

Signature of Student _____

Signature of Faculty _____

Date of Conference _____

APPENDIX H

SUNY Ulster Nursing Program
Post Test Review
Request for Test Question Review

Course: _____ Date of Submission: _____

Test: _____ Student Name: _____

Faculty: _____

Exam Review Policy:

Students have two weeks after a written exam to make an appointment and meet with the instructor to review the exam. If the student wishes to submit evidence to support their rationale for an alternative answer, this must be done within two weeks of the exam. Alternate answer supportive information must come from a peer reviewed scholarly source. Final exams are not subject to review.

PROCESS:

- Substantiate request with appropriate rationale with references from professional resources. Copies must be included.
- Responses will be returned from the faculty to the student after the review period ends.
- Faculty will not make answer/grade adjustments during these sessions.

Test Question #: _____

Rationale: _____

Test Question #: _____

Rationale: _____

Test Question #: _____

Rationale: _____

APPENDIX I

QSEN OVERVIEW

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

Quality and Safety Education for Nurses (QSEN)		
Pre-licensure Knowledge, Skills, Attitudes		
Patient-centered Care		
Definition: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.		
Knowledge	Skills	Attitudes
<p>Integrate understanding of multiple dimensions of patient centered care:</p> <ul style="list-style-type: none"> o patient/family/community preferences, values o coordination and integration of care o information, communication, and education o physical comfort and emotional support o involvement of family and friends o transition and continuity <p>Describe how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values</p>	<p>Elicit patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluation of care</p> <p>Communicate patient values, preferences and expressed needs to other members of health care team</p> <p>Provide patient-centered care with sensitivity and respect for the diversity of human experience</p>	<p>Value seeing health care situations "through patients' eyes"</p> <p>Respect and encourage individual expression of patient values, preferences and expressed needs</p> <p>Value the patient's expertise with own health and symptoms</p> <p>Seek learning opportunities with patients who represent all aspects of human diversity</p> <p>Recognize personally held attitudes about working with patients from different ethnic, cultural and social backgrounds</p> <p>Willingly support patient-centered care for individuals and groups whose values differ from own</p>

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

Teamwork and Collaboration

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

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

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

Evidence-based Practice (EBP)

Definition: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

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

Quality Improvement (QI)

Definition: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

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

Safety

Definition: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

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

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

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