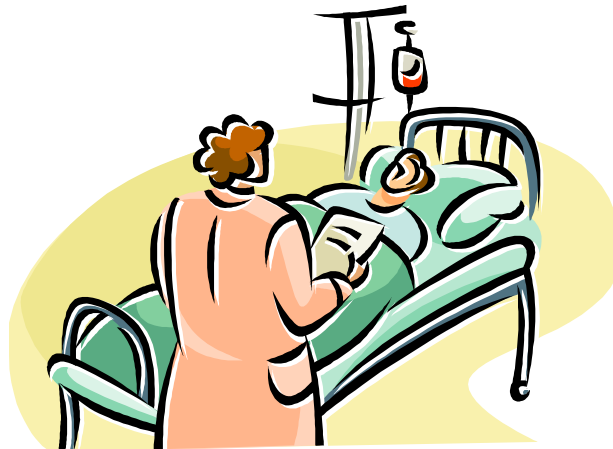




THE SCHOOL OF HEALTH PROFESSIONS

DEPARTMENT OF NURSING

NURSING STUDENT HANDBOOK



FOR USE DURING THE SPRING 2012 SEMESTER ONLY

**ALL POLICIES AND COURSE REQUIREMENTS ARE SUBJECT TO
REVISION ON A SEMESTER BY SEMESTER BASIS.**

**STUDENTS WILL BE NOTIFIED OF ANY REVISION(S) AT THE
BEGINNING OF THE SEMESTER IN WHICH THE POLICY OR
REQUIREMENTS IS/ARE TO BE IMPLEMENTED
DURING THE FIRST MEETING OF THE APPROPRIATE NURSING
CLASS.**

TABLE OF CONTENTS

I.	WELCOME.....	1
II.	LIST OF FACULTY CONTACT INFORMATION.....	2-3
III.	NURSING FACULTY PRACTICE ACT – NJ.....	4
IV.	ADMISSION	
	Abilities and Skills Required.....	5
V.	CURRICULUM	
	Philosophy.....	6-7
	Educational Outcomes.....	7
	Conceptual Framework.....	8
	Program Goals.....	9
	Definitions of Curriculum Components.....	10
	Orem’s Theory.....	11-13
	Day Program.....	14
	Evening Program.....	14
VI.	POLICIES	
	Progression.....	15
	Grading.....	15-16
	Grading Scale.....	16
	Safe/Unsafe Clinical Performance.....	16
	Graduation.....	17
	Attendance Policy.....	17
	Academic Conduct.....	17-18
	Testing Policies.....	18
	Nursing Skills and Computer Laboratory.....	18
	Nursing Skills Validation.....	19
	Pharmacological Math Computation Exam.....	19-20
	Clinical Lab Requirements.....	20
	Uniform Policies.....	20-21
	Attendance Requirements.....	21
	Change in Health Status.....	22
	Fitness for Class and Clinical.....	23-24
	Appeal Process.....	25
VII.	Nursing Student Association/Financial Aid.....	26
VIII.	Addendum	
	Student Clinical Evaluation.....	27-33
	Nursing Study Handbook Policy Sign-off Form.....	34

Dear Nursing Student,

As Directors of the Nursing Program, it is our pleasure to welcome you on behalf of the faculty and staff. We wish you success in your professional and personal goals. To that end, we are all committed to assist you as you begin this incredible journey culminating in your entry into the profession of nursing.

All students are assigned a Nursing Faculty Academic Advisor. Please be sure to check the posted list on the first day of class and be sure to see your advisor within the first few weeks of the semester.

This nursing program prepares its graduates to become leaders of tomorrow by integrating classroom content with real life interaction with patients in a variety of healthcare facilities. The program uses cutting edge technology such as the Human Child and Adult Patient Simulator to provide simulated experiences. This amazing learning tool enables you to practice your clinical skills before embarking into the clinical areas.

Graduates of the Bergen Nursing Program are sought after by every healthcare facility in the college`s service area. Graduates of the program consistently report that they “were extremely well prepared to begin their nursing career”. Other indicators of success are that the program has been in operation for more than 40 years and that the National League for Nursing Accreditation Commission granted full ongoing accreditation status for the maximum number of years based on their findings of no deficiencies.

Your future begins here and now. Best wishes for success.

Sincerely,

Sharon Zaucha, MSN, RN, CNE
Associate Dean, Department of Nursing

This Nursing Program is approved by the New Jersey State Board of Nursing, 124 Halsey Street, Newark, NJ 07101, 973-504-6430, and accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE, Suite 500, Atlanta, Georgia 30326, (404-975-5000).

The contents of this handbook are subject to revision on a semester by semester basis. Students will be notified of any revision at the beginning of the semester in which the policy or requirements is/are to be implemented during the first meeting of the nursing course.

CONTACT INFORMATION FOR NURSING FACULTY AND STAFF

ASSOCIATE DEAN

SHARON ZAUCHA, MSN, RN, CNE
Office: B-302, 201-447-7181
E-mail: szaucha@bergen.edu

SECRETARY

ANGIE MCVETTY
Office: B-302, 201-447-7181
amcvetty@bergen.edu

FACULTY

MARYANNE BAUDO

Office: B-308; 201-493-3523
E-mail: mbaudo@bergen.edu

LILLIAN OSTRANDER

Office: B-317; 201-447-7952
Office E-mail: lostrander@bergen.edu

LINDA BOWERSOX

Office: B-315; 201-447-7531
E-mail: lbowersox@bergen.edu

CARRIE POLNYJ

Office: B-312; 201-493-3525
Office E-mail: cpolnyj@bergen.edu

JOANNE DIAMANTIDIS

Office: B-308; 201-493-3751
E-mail: jdiamantidis@bergen.edu

SHARON PUCHALSKI

Office: B-312; 201-493-3526
E-mail: spuchalski@bergen.edu

PATRICIA DURANTE

Office: B-316; 201-493-3629
E-mail: pdurante@bergen.edu

MELISSA L. SALORT

Office: B-309; 201-493-3670
E-Mail: msalort@bergen.edu

MARIA FRESSOLA

Office: B-308; 201-493-3524
E-Mail: mfressola@bergen.edu

NATALIE TIMME

Office B-317; 201-493-3528
Office E-Mail: ntimme@bergen.edu

MARIE GRIFFO

Office: B-317; 201-493-3614
E-mail: mgriffo@bergen.edu

TONI TORTORELLA

Office: B-315; 201-493-3527
E-mail: ttortorella@bergen.edu

MARGARET HAYES

Office: B-309; 201-493-3644
E-mail: mhayes@bergen.edu

JEAN UNDERWOOD

Office: B-316 – 201-447-7958
E-mail: junderwood@bergen.edu

PATRICIA KELLY

Office: B-316, 201-447-3613
E-mail: pkelly@bergen.edu

LAB MANAGER

MARY SINGLETARY

Office: B-306; ext. 201-612-5364
E-Mail: msingletary@bergen.edu

MARYELLEN MCHALE

Office: B-312; 201-447-7956
E-mail: mmchale@bergen.edu

JOAN MCMANUS

Office: B-315; 201-447-7951
E-mail: jmcm Manus@bergen.edu

ADJUNCT FACULTY

Office: B-302
201-447-7181

BONARD, NANCY

Office E-mail: nbonard@bergen.edu

COLLINS, MARY

Office E-mail: mcollins@bergen.edu

CORTINA, CECILIA

Office E-mail: ccortina@bergen.edu

CYRIAX, CLAIRE

Office E-mail: ccyriax@bergen.edu

FINNERTY, GIUSEPPINA (JOSEPHINE)

Office E-mail: gfinnerty@bergen.edu

HANNIGAN, KATHLEEN

Office E-mail: khannigan@bergen.edu

HERNANDEZ, DIANA

Office E-mail: dhernandez@bergen.edu

IMBROGNO, MAUREEN

Office E-mail: mimbrogno@bergen.edu

JOSEPH, RHONDA

Office E-mail: rjoseph@bergen.edu

LANG, MICHAEL

Office E-mail: mlang@bergen.edu

MEYER, TERESA

Office E-mail: tmeyer@bergen.edu

OKONIEWSKI, GAIL

Office E-mail: gokoniewski@bergen.edu

PASCARELLI, PAMELA

Office E-mail: ppascarelli@bergen.edu

PELLER, SUZANNE

Office E-mail: speller@bergen.edu

RUDESYLE, DONNA

Office E-mail: drudesyle@bergen.edu

SANTELMO, ERICA

Office E-mail: esantelmo@bergen.edu

SCHWEIGER, BARBARA

Office E-mail: bschweiger@bergen.edu

STANLEY, ELLEN

Office E-mail: estanley@bergen.edu

TOUW, MARGARET

Office E-mail: mtouw@bergen.edu

**Nursing Practice Act
State of New Jersey**
(P.L. 1947, c. 262, as amended)

45: 1-21 Grounds for refusal to admit to examination, refusal to issue or to suspend or revoke any certificate, registration or license.

The New Jersey Board of Nursing may refuse to admit a person to an examination or may refuse to issue or may suspend or revoke any certificate, registration or license issued by the Board upon proof that the applicant or holder of such certificate, registration or license;

- Has obtained a certificate, registration, license or authorization to sit for an examination, as the case may be, through fraud, deception or misrepresentation;
- Has engaged in the use or employment of dishonesty, fraud, deception, misrepresentation, false promise or false pretense;
- Has engaged in gross negligence, gross malpractice or gross incompetence;
- Has engaged in repeated acts of negligence, malpractice or incompetence;
- Has engaged in professional or occupational misconduct as may be determined by the Board;
- Has been convicted of any crime involving moral turpitude or any crime relating adversely to the activity regulated by the Board. For the purpose of this subsection a plea of guilty, non vult, nolo contendere or any such disposition or alleged criminal activity shall be deemed a conviction;
- Has had his authority to engage in the activity regulated by the Board revoked or suspended by any other state, agency, or authority for reasons consistent with this section;
- Has violated or failed to comply with the provisions of any act or regulation administered by the Board;
- Is incapable, for medical or any other good cause, of discharging the functions of a licensee in a manner consistent with the public's health, safety and welfare.

**ABILITIES AND SKILLS REQUIRED
FOR SUCCESS IN THE DEPARTMENT OF NURSING**

A successful candidate for nursing at Bergen Community College must possess certain abilities and skills necessary to administrate safe and effective care.

The candidate must be able to function on an independent level without an intermediary. These skills and abilities include: observation, communication, motor skills, cognitive and intellectual skills, behavioral and social attributes.

- **Observation**

The candidate must have the ability to observe a patient. In order to observe a patient, the nurse must possess the ability to utilize the senses skillfully. The nurse must have the ability to see, hear, smell, touch, the patient.

- **Communication**

The candidate must be able to speak, read, comprehend, write and listen attentively in the English language. These abilities are essential in patient contact as well as with the patient's family and when collaborating with members of the health team. A candidate whose second language is English is required to successfully complete the American Language Studies Program.

- **Motor**

The candidate must be able to administer physical care to patients in different settings (i.e. assisting the patient in the activities of daily living, feeding, bathing, assisting the patient to get out of bed, lifting and transferring) operate various equipment utilized in the patient's care; have stamina for clinical work; possess gross and fine movements for the operation of certain equipment (i.e. taking blood pressure, handling syringes and needles or maintaining aseptic technique, i.e. dressings). Ability to push, pull, support, roll, patients as well as the ability to lift infants and children is required.

- **Cognitive-Intellectual**

The candidate must possess the ability to think critically (i.e. comprehend, interpret, analyze, and synthesize and evaluate) which is essential to the problem-solving technique necessary in patient care. Application of theory to practice is mandatory in affording the patient safe, quality care.

- **Behavioral and Social Attributes**

The candidate must possess emotional stability which includes adapting quickly to changing environments, focusing attention on task, accountability for monitoring/controlling own emotions, dealing with the unexpected, and performing multiple responsibilities concurrently. In addition, the candidate must possess honesty and integrity that provides the capacity to function effectively in a healthcare setting.

- **Hearing and Visual**

The candidate must be able to hear normal speaking levels, faint noises, faint body sounds, hear in situations when not able to see lips, hear auditory alarms and to see objects up to 20 feet away such as computer screen or client in a room.

CURRICULUM

PHILOSOPHY

The Department of Nursing is an integral part of Bergen Community College and subscribes to the Philosophy, Vision, Mission, and Goals statements of the College. The Program of Nursing is designed to comply with the definition of professional nursing practice as stated in the Nurse Practice Act of the State of New Jersey. The Nursing faculty recognizes the impact of our highly developed, technological, culturally diverse society upon the health care delivery system. The Nursing Program emphasizes the health care practitioner's mandate to be responsive to the needs of individuals in our ever changing society. The nursing curriculum, designed by the faculty, utilizes Orem's Self-Care Model as a framework to plan and implement the educational program.

The focus of professional nursing is the promotion, maintenance, and restoration of a person's health. A **PERSON** is defined as a biological, psychosocial, spiritual, holistic being with potential for growth and change, who achieves HEALTH by meeting universal health care requisites. Individuals are capable of making decisions and taking independent actions to achieve optimal health for themselves or dependents. Individuals exist in a complex **ENVIRONMENT** consisting of constantly changing internal and external factors which influence their self-care requisites and abilities.

People, as individuals and groups, have universal health requisites as well as those that are associated with developmental states and deviations from health. Self-care ability is the practice of activities that individuals perform on their own, or on behalf of dependents, in order to maintain life, health, and well-being. Nursing intervention is seen as a key element in improving a person's self-care abilities.

HEALTH is a state of integrated structural and functional wholeness which allows for successful responses to physical, psychological, cultural, spiritual, and economic life events. Individuals achieve this state through continuous, deliberate self-care actions. A change in any of the factors that affect health can overwhelm a person's self-care agency and result in self-care deficits that produce a state of illness which generates a need for nursing intervention.

NURSING is a caring profession which assists individuals and groups to attain their highest level of wellness while experiencing various health states throughout the life cycle. Nurses possess the specialized abilities necessary to help people prevent or overcome self-care deficits and to maximize their self-care abilities. Nursing practice encompasses a broad base of knowledge drawn from natural, biological, psychological, social sciences, and humanities. Using therapeutic communication and critical thinking skills, the nurse applies the nursing process to determine the level of nursing system. Nurses provide wholly compensatory, partially compensatory and/or supportive/educative care to address self-care demands depending on the individual's own self-care abilities. The nurse as a member of the health care team practices within the legal and ethical framework of the profession.

LEARNING is a life-long process comprised of cognitive, affective, and psychomotor components. The teacher is a facilitator and a role model who creates an environment of respect and inquisitiveness, fosters self-direction, and promotes learner responsibility. We believe that students acquire knowledge and problem solving ability through a planned sequence of experiences. Learning is enhanced with the active involvement of the learner as a self-directed, responsible partner in the teaching-learning process. Students learn best when teaching builds on prior knowledge, correlates classroom with clinical experiences, recognizing individual strengths and learning styles.

NURSING EDUCATION in a College setting facilitates student growth through interaction with a variety of disciplines, experiences, and individuals. The associate degree nurse is able to design and implement direct care to individuals, families, and groups with common, recurrent health problems in a variety of health settings. As a provider of care, the associate degree nurse practices nursing that is characterized by critical thinking, clinical competence, accountability, client advocacy, and a commitment to the value of caring. The graduate will be prepared to assume an entry level registered nursing position. The associate degree nurse is responsible for organizing, delegating, and managing care in accordance with the Nurse Practice Act. As a member of the profession of nursing, associate degree nurses will collaborate with other health care team members. The graduate will demonstrate a lifelong commitment to professional development and continued educational growth.

Reviewed/Approved by Department Faculty – 5/16/06

EDUCATIONAL OUTCOMES

The graduate of this program:

- Uses Orem's self-care model as a basis for providing nursing care in a variety of settings.
- Uses the nursing process to assist individuals and families in the promotion, maintenance, and restoration of optimum health by fostering self-care.
- Demonstrates professional communication skills in working with individuals, families, and other health team members.
- Incorporates knowledge of biological, psychological, cultural, spiritual, and economic factors in providing nursing care.
- Demonstrates responsibility for personal, professional, and educational development.
- Acts in a manner consistent with professional ethics and current legal standards of practice.
- Interacts with individuals according to their developmental capabilities.
- Uses a variety of technological resources.
- Demonstrates critical thinking by reasoning, analyzing, synthesizing, and evaluating of information from which conclusions are drawn and problems are solved.
- Demonstrates quantitative reasoning skills in nursing practice.

Revised 5/06



Caring
Competency
Critical Thinking
Technology

PROGRAM GOALS

The Bergen Community College Nursing Program will:

- ❖ Maintain accreditation from the New Jersey Board of Nursing.
- ❖ Maintain accreditation from the National League for Nursing Accrediting Commission.
- ❖ Collaborate with college-wide efforts to maintain accreditation from the Middle States Association of Colleges and Schools.
- ❖ Graduate individuals, 80% of whom will pass the NCLEX-RN on the first testing.
- ❖ Graduate individuals, 80% of whom will obtain employment in nursing within 12 months of successful completion of the NCLEX-RN based upon geographical norms for ADN employment.
- ❖ Graduate individuals who demonstrate involvement in continuing education.
- ❖ Graduate individuals prepared to safely deliver care in a variety of health care settings.
- ❖ Graduate individuals capable of administering care in a technologically complex environment.
- ❖ Graduate individuals who are competent when assuming the role and responsibilities of the registered nurse.
- ❖ Graduate individuals who demonstrate computer literacy by utilizing computers in the course of study.

DEFINITIONS OF CURRICULUM COMPONENTS

Caring: Interaction of the nurse and client in atmosphere of mutual respect and trust. In this collaborative environment, the nurse provides hope, support, and compassion to help achieve desired outcomes.

Communication: A dynamic process by which one human being influences another, both verbally and non-verbally.

Competency: The attitudes, skills, knowledge, and behaviors used to make accurate nursing judgments.

Critical Thinking: The deliberate process of reasoning where one analyzes, synthesizes, and evaluates information from which conclusions are drawn and problems are solved.

Ethical Dimensions: Parameters of nursing roles derived from professional ethical concepts which define the scope and practice of nursing and guide clinical decision-making.

Growth and Development: The physical, emotional, cognitive, and spiritual changes which occur in a sequential pattern from infancy through maturity.

Human Diversity: Beliefs, habits, and practices which characterize the group to which an individual belongs and which influence self-care activities.

Legal Concepts: Those laws and regulations, both Federal and State that govern personal conduct and nursing practice.

Nursing Process: The nursing process is a systematic analysis which is used to assess, plan, implement, and evaluate care.

Self Care: Actions directed to self or to the environment in order to regulate one's functioning in the interests of one's life, integrated functioning and well being.

Technology: The application of scientific knowledge to support classroom learning and clinical practice; including the acquisition of skills in using learning and medical assistive devices.

OREM: CONCEPTS WITHIN HER THEORY

- HEALTH:**
- State that is characterized by soundness of bodily and mental functioning and well-being (not just the absence of illness)
 - Responsibility of society and all its members
- PERSON:**
- The person (individual) is self-reliant and responsible for self-care and the well being of dependents (i.e. take care of yourself and those dependent upon you)
 - A biologically, symbolically (uses ideas and words), socially integrated whole
- ENVIRONMENT:**
- Any factors in the external surroundings that have an impact on the health needs of the patient.
- NURSING:**
- Field of knowledge and a practice discipline
 - Helps individuals when they can no longer care for themselves to recover from illness or injury, to achieve and maintain health or attain a peaceful death
- NURSING REQUIRES:**
- practitioners
 - educators
 - researchers
- NURSING PROVIDES:**
- human services: personal, family, community

OREM'S SELF-CARE DEFICIT THEORY OF NURSING

- SELF-CARE:**
- an adult's ongoing contribution to their health and well being
 - is learned through family, culture, society
 - is goal oriented
 - is a right and a responsibility
 - is deliberate - patient choose actions necessary for the continuance of life and health
- DEPENDENT-CARE:**
- care to the unborn, infants, children and socially dependent adults
- SELF-CARE REQUISITE:**
- the activities performed to maintain life and health are needed to meet
- UNIVERSAL SELF-CARE REQUISITES (USCR):** (needs common to all)
- air
 - water
 - food
 - elimination
 - activity and rest
 - prevention of hazards
 - normalcy (promotion of human functioning)
 - solitude and social interaction

BASIC CONDITIONING FACTORS (BCF):

The USCR's need to be adjusted (individualizes the plan of care) according to:

- age
- gender
- developmental state
- health state
- sociocultural orientation
- health care system factors (medical, diagnostic, and treatment modalities)
- family system factor
- patterns of daily living
- environmental factors
- resource availability and adequacy

SELF-CARE AGENCY: ability to practice self-care (taking care of yourself)

SELF-CARE DEFICITS: what exists when the patient is unable to perform self-care or lacks self-care agency

NURSE AGENCY: the nurse's abilities to help
Methods of helping:
1. acting for another
2. guiding another
3. providing physical support
4. providing a developmental environment
5. teaching

NURSING SYSTEMS: How nurses help or perform their role:

Wholly compensatory (WCNS) - nurse compensates for total inability of the patient (#1)

Partially compensatory (PCNS) - when both nurse and patient perform activities (#1-5)

Supportive-Educative (SENS) - patient can do but doesn't know how (#2-5)

When an imbalance exists between the individual's self-care agency and the required self-care actions, the patient needs a nurse.

BASIC CONDITIONING FACTORS

- *1. Age
- 2. Gender
- *3. Developmental state
 - a. physical
 - b. functional
 - c. cognitive
 - d. psychosocial
- *4. Health state
 - a. current
 - b. health history
 - c. allergies
 - d. medical history (personal and family)
 - e. general health state (from review of systems)
 - f. current problem and complaint
 - g. diagnostic and treatment data
 - h. patient's perception of health
 - i. meaning and impact of health state on life style
- 5. Health care system
 - a. measures instituted by what institution
 - b. roles and actions of the health team
- 6-7. Sociocultural-spiritual orientation/ family system
 - a. living context
 - b. language
 - c. education
 - d. occupation
 - e. life experiences
 - f. ethnic-cultural background and practices
 - g. health beliefs
 - h. religion and practices related to spirituality
 - i. place in family constellation
 - j. roles/relationships of family members
 - k. impact of health state on family as unit, family members, and economics of the family
 - l. cultural prescriptions and acceptability
- 8. Patterns of living
 - a. what self-care actions are performed daily or at other regular intervals
 - b. amounts of time devoted to self-care
 - c. person's priority rating of self-care actions
 - d. individual's perceptions of adjustment/changes in self-care actions caused by health state, health care system
- 9. Environment
 - a. usual place of residence
 - b. home environment (space, location, crowding)
- 10. Available resources
 - a. available resources within and without living environment which are currently needed and used
 - b. economic, personal, and organizational resources
 - c. patient's perception of resource adequacy

* 3 most critical to assess

Adapted from Dennis, CM, Self-Care Deficit Theory of Nursing. St. Louis: Mosby, 1997: 26-27.
EFA 5/28/95

CURRICULUM

NURSING CURRICULUM (DAY SESSION)
Code: AAS.NURS.DAY

Fall Semester

BIO 109 Anatomy & Physiology	4
PSY 101 General Psychology	3
WRT 101 English Composition I	3
NUR 181 Physical Assessment	1
NUR 182 Pharmacology for Nurses	1
NUR 183 Basic Concepts & Skills for Nsg	6
	<u>18</u>

Spring Semester

BIO 209 Anatomy & Physiology II	4
PSY 106 Developmental Psychology	3
WRT 201 English Composition II	3
NUR 281 Adult Health Nursing - A	4
NUR 282 Adult Health Nursing - B	<u>4</u>
	18

Fall Semester

BIO 104 Fundamentals of Microbiology	4
SOC 101 Sociology	3
WEX 101 Dynamics of Health & Fitness	2
NUR 284 Maternal/Child Health Nursing	5
NUR 285 Mental Health Nursing	<u>4</u>
	18

Spring Semester

_____ Humanities Elective +	3
_____ Humanities Elective +	3
WEX__ Dynamics of Health & Fitness	1
NUR 290 Adult Health Nursing - C	4
NUR 291 Adult Health Nursing - D	<u>4</u>
	15

+ General Education Elective - see College Catalog.

The day nursing program accepts students for Fall only.

The total number of credits required for the AAS degree is 69: 33 nursing credits and 36 general credits.

Note: Students enrolled in this program ARE REQUIRED to successfully complete a course in basic algebra if indicated by the Basic Skills Placement Test.

NURSING CURRICULUM (EVENING SESSION)
Code: AAS.NURS.EVE

Spring Semester

BIO 109 Anatomy & Physiology I *	4
PSY 101 General Psychology *	3
WRT 101 English Composition I *	<u>3</u>
	10

Summer Semester

WEX 101 Dynamics of Health & Fitness *	2
SOC 101 Sociology *	<u>3</u>
	5

Fall Semester

BIO 209 Anatomy & Physiology II *	4
PSY 106 Developmental Psychology *	3
WRT 201 English Composition II *	<u>3</u>
	10

Spring Semester

NUR 181 Physical Assessment	1
NUR 182 Pharmacology for Nurses	1
NUR 183 Basic Concepts & Skills of Nsg	<u>6</u>
	8

Summer Semester

WEX ___ Dynamics of Health & Fitness Exp+	1
BIO 104 Fundamentals of Microbiology	<u>4</u>
	5

Fall Semester

NUR 281 Adult Health Nursing-A	4
NUR 282 Adult Health Nursing-B	<u>4</u>
	8

Spring Semester

NUR 284 Maternal/Child Health Nursing	5
NUR 285 Mental Health Nursing	<u>4</u>
	9

Summer Semester

___ Humanities Elective +	3
___ Humanities Elective +	<u>3</u>
	6

Fall Semester

NUR 290 Adult Health Nursing - C	4
NUR 291 Adult Health Nursing - D	<u>4</u>
	8

* Evening Nursing applicants cannot be accepted until general corequisites (8 courses) have been completed. Evening nursing program accepts students for Spring only.

+ General Education Elective - see College Catalog.

Note: Students enrolled in this program ARE REQUIRED to successfully complete a course in basic algebra if indicated by the Basic Skills Placement Test.

PROGRESSION POLICIES

The faculty of the Department of Nursing upholds the Bergen Community College Policy regarding limiting attempts to complete a course as stated in the Bergen Community College Catalog.

Repeating of Courses.

- A "W" (withdrawal) is considered an attempt. A student who fails and/or withdraws from two (2) nursing courses will be dismissed from the program.
- A student who is dismissed from the Nursing Program may apply for admission to nursing after six consecutive semesters (exclusive of summer sessions).
- A student who does not complete all degree requirements within four consecutive years from enrollment in the first required nursing course will no longer be considered a student in the Program and will be dismissed.
- A student who fails to enroll in all first level nursing courses forfeits their seat. Requests for deferment for a maximum period of one year should be in writing to the Director, Nursing Program, but will only be granted for extraordinary circumstances.
- A nursing student who withdraws from a nursing course, or who is requesting a Leave of Absence or has received an "F" grade MUST NOTIFY THE NURSING PROGRAM DIRECTOR IN WRITING ABOUT THEIR INTENTION TO REPEAT A NURSING COURSE if eligible.
- A student must follow the withdrawal process indicated in the **COLLEGE CATALOG**. Failure to follow the policy may result in forfeiture of the seat in the program.
- Level I, II, III, & IV nursing courses must be taken consecutively.
- Students must achieve a C or higher in BIO 109, BIO 209, and BIO 104 in order to progress in the nursing program.
- Students following normal progression will be given first priority for enrolling in a given nursing course.
- A student who chooses to withdraw from the Nursing Program may be required to apply for readmission.

GRADING POLICY

Nursing students must achieve a minimum grade of "C+" in each nursing course in order to progress to the next level. The evaluative measures and method of calculating the grade are determined on a course by course, semester by semester basis, as detailed in the course outline for each level of nursing as distributed on the first day of class.

Theory: If less than a "C+" is achieved in the theory component of the course, the student will be given an "F" grade.

Clinical: The clinical component of a nursing course will have a final rating of either Pass or Fail. A failing rating in clinical practice will be assigned an "F" grade for the course regardless of achievement in the theory component.

Grading Policy continued

Page 16

Math: Passing a math examination is required at each level of the nursing program. If a student receives a final grade of "F" for any nursing course, he/she must repeat the theory, clinical skills validation, and math components of the failed course.

Students must satisfactorily complete all pre- and co-requisite courses in order to progress in the program.

GRADING SCALE

A	= 89.5% and above
B+	= 84.5% to 89.4%
B	= 79.5% to 84.4%
C+	= 74.5% to 79.4%
F	= 74.4% and below

Tutoring Center with materials and staff with expertise in nursing is available to nursing students. Days and hours are posted each semester on various nursing bulletin boards.

SAFE/UNSAFE CLINICAL PERFORMANCE POLICY

- Safe clinical performance is defined as clinical behavior that exhibits consistent progress toward fulfillment of course objectives. i.e. increasing skill in the utilization of the nursing process.
 - The student is expected to be prepared academically, mentally, and physically for the simulated laboratory and/or actual clinical experience. The instructor may dismiss a student from simulated laboratory and/or clinical setting at any time.
 - Unsafe clinical performance is defined as behavior which jeopardizes the patient's safety even though actual harm to the patient may not occur. Behavior that is potentially harmful to the patient shall be termed unsafe includes but is not limited to failure to:
 - Protect the patient from physical and emotional harm
 - Accurately report and document
 - Communicate effectively
 - Exhibit honesty and responsibility
- A pattern of clinical behavior that, in the professional judgment of the faculty member, is either unsatisfactory and/or inconsistent.
- A student who is judged by the faculty member to be unsafe will be removed from the clinical setting. The instructor will meet with the student to provide information regarding the basis for her professional judgment. The faculty of the nursing program reserves the right to terminate students at any time for unsafe clinical performance.
 - To ensure patient safety in administration of medications, all nursing students will demonstrate math competency throughout the nursing program by passing the PMCE for each level of the nursing program.

GRADUATION

To graduate, a student must achieve an over-all grade point average of 2.0 and satisfactorily complete all requirements of the nursing program.

Revised 5/07

GENERAL ATTENDANCE POLICY

Bergen Community College's attendance policy states, "All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructors for each section of each course. These will be established in writing on the individual course outline."

When a student is unable to take examinations on scheduled dates, he/she must notify the instructor. An appointment to take a retake or makeup examination must be made with the course faculty. The type of makeup examination given will be at the instructor's discretion.

Students who need to request time off from clinical for religious holiday observance must do so in writing to the Director of the Nursing Program at the beginning of the semester. Should the student exceed the maximum of two absences during the course, the faculty will try to provide reasonable accommodation to the student. If this cannot be accomplished within the semester and/or the student does not complete all requirements of the course, the student may be assigned a grade of Incomplete.

Clinical and Clinical Conference Policies/Attendance and Absence Policy

- The Program will make every effort to offer clinical learning experiences in accordance with the published schedule. However, due to limited clinical resources it may be necessary to offer these clinical experiences for a full 10 hour day on a Saturday or Sunday or weekday.
 - All students are reminded at the beginning of each clinical experience that they are required to attend ALL clinical laboratory AND clinical conference meetings or be in jeopardy of receiving a failing clinical grade.
 - All students are expected to be on time for clinical. Students who are more than 15 minutes late will be sent off duty resulting in a clinical absence. Day students will proceed to the college and meet with the Nursing Program Director. Evening students will be required to see the Director the next school day.
 - In order to pass clinical, the final grade must reflect an average of **3.0 (75%)** or greater on all areas of the clinical evaluation. A student who receives a cumulative grade of less than **3.0 (75%)** on all areas will not pass the clinical component and will receive a final grade of "F" in the clinical nursing course regardless of the theory grade. The final grade calculation will not be rounded up. For example, 2.76 remains 2.76. Attendance is a part of the scoring of the clinical grade. In the category regarding professional behaviors, the following rules apply:
 1. No absences = rating of 4
 2. One absence = rating of 3
 3. Two absences = rating of 2 and a make-up assignment
 4. Three absences = rating of 1 and failure of course
- Exceptional circumstances for clinical absences may be reviewed by the clinical instructor, team, and Director of the Nursing Program at the request of the student.
 - A student should not call the College to report an absence. Faculty will inform students of the procedure to follow to report an absence for clinical laboratory or conference.
 - Absence from a full day clinical rates as 2 absences (10 hours).

ACADEMIC CONDUCT

The Nursing Faculty adheres to the policy statement governing academic conduct as outlined in the Bergen Community College Catalog. The Faculty of Nursing strongly supports this policy and considers ethical behavior the basis of all nursing practice. Therefore, any nursing student who is found to have cheated, plagiarized or behaved unethically will be subjected to discipline. Faculty will monitor testing so that all students can be assured that every effort is made to support the College policy regarding academic conduct.

Academic Conduct Continued

Page 18

Policies:

- All electronic devices must be turned off, put on vibrate, and put away.
- Permission from the lecturing professor must be obtained to tape the lecture.
- Children are not permitted in the classroom, skills labs, or on the clinical area.
- Faculty may not accept gifts from individual or groups of students.
- Students will exhibit appropriate professional behavior toward the professor and their peers.
- Specific policies relevant to each course will be published and/or discussed by each professor.
- Lap tops / PDAs are permitted in the classroom at the discretion of the instructors.

TESTING POLICIES

- All students are expected to take the exam on the day and time scheduled.
- Lateness will be handled by the nursing faculty member administering the exam.
- Students may not use English translator computers during exams.
- All electronic devices must be turned off and put away.
- No hats may be worn.
- Seating will be random at the discretion of the instructor.
- Students take exams once except for PMCE. PMCE is the only exam that may be taken more than once.
- Students who are ill will confer with the course instructor.
- Cheating will be addressed via the BCC written policy found in the [College Catalog](#) and [Nursing Student Handbook](#).
- Exams will be reviewed at the discretion and convenience of the course faculty.
- Faculty may not post exam grades due to privacy laws.
- Faculty reserve the right to delay the return of exam grades until all students have taken the exam and faculty review of the exam has been completed.
- 60 minutes will be allowed for each 50 question test.

Revised 5/07

NURSING SKILLS AND COMPUTER LABORATORY

The Nursing Skills Laboratory (NSL) is open daily 8 am to 4 pm, selected evenings and Saturdays as needed. Hours/times are posted on the NSL door as well as on the calendar located in the NSL. Students are encouraged to practice procedures whenever a class is not scheduled in the NSL. Regulations for the NSL and Computer Laboratory are as follows:

- Children are not permitted in the laboratories.
- All accidents, no matter how minor, must be reported to the Nursing laboratory manager.
- Eating or drinking is not permitted in the NSL.
- Pagers, beepers, and cell phones must be turned off.
- Professional behavior must be maintained at all times.
- Student uniforms must be worn for skills testing.

Students using the laboratories are responsible for care of equipment and restoring order to areas utilized.

Audio-Visual/Computer Resource Access

Page 19

- Videos are available for your use in learning nursing theory and skills through the LLRC (Media Center in the Library)
- All students enrolled in the BCC Nursing Program have a 24 hour/ 7 day-a-week access to the Nursing Skills Video Series produced and taped by BCC Nursing Faculty. Students have access to these videos for the duration of their studies in the Nursing Program and may be accessed as follows:

Go to the BCC Home Page: www.bergen.edu

Bottom right of screen, move mouse over: online services

Click on: Enter Course WebCT

Click: ok

WebCT ID: Last name, first two letters of first name, all lower case, no spaces

Password: Last name, last 4 digits of social security number, all lower case, no spaces

Click: yes

Click on: Nursing Skills Videos

Note: If you have a common name there may be a change in your WebCT ID. Notify a faculty member if you have this problem.

- The computers in B-307 and L-222 have computer software installed for student and faculty use. See specific course syllabi for further information.

SKILLS VALIDATION POLICY

- All new nursing students must purchase a skills kit. This kit will be utilized throughout the course of study.
- During the process of validation, students will arrive at scheduled intervals. During validation, students will perform skills with evaluation by nursing faculty.
- Those students who cannot perform the skill will be directed to attend the Nursing Laboratory for practice. Students will obtain a signed note from the Laboratory Manager stating that they have been validated in the skill. Re-validation must be accomplished before the NEXT SKILL VALIDATION SESSION.
Students MUST be successfully validated in all skills in order to pass the course. Video cameras will be used.
- Students must wear complete uniforms for **ALL** skills validations.

PHARMACOLOGICAL MATH COMPUTATION EXAMINATION

Level I

A Pharmacological Math Computation Examination (PMCE) will be given in NUR 182. The passing score is 80%. Students who fail to demonstrate proficiency on the first test will be permitted two retake opportunities. Therefore, students will have three opportunities to achieve a passing score of 80%. Failure to achieve a passing score on the PMCE will result in a failure in NUR 182.

Level II, III and IV

Passing a Pharmacological Math Computation Examination (PMCE) with a score of 80% is a Level requirement. The PMCE will be given in the first course of each Level. If the student does not attain the required 80%, he/she will be provided with the opportunity to retake the examination twice within the confines of that first course. Failure to achieve an 80% in the PMCE will result in an "F" for the course in which the test was administered.

Students may not administer medications in the clinical area until the level PMCE is successfully completed.

PMCE continued**Cell Phones, Calculators/Personal Digital Assistant (PDA):**

- All electronic devices must be turned off and put away.
- Calculators may not be used when taking Pharmacological Math Computation Examination (PMCE) in NUR 182. Calculators may be used at Levels II, III and IV.
- PDA's may not be used for any PMCE at any level.

CLINICAL LABORATORY REQUIREMENTS

- Appropriate street clothing is required for certain clinical experiences. The specific guidelines will be discussed by the clinical instructor.
- Professional behavior is required.
- No eating, drinking or chewing gum or candy in the patient areas.
- Parking and smoking policies of the clinical agency must be followed.
- Because each lecture, college, and clinical laboratory is designed to prepare students to function effectively and safely as practitioners of nursing, continuous attendance, and adequate preparation is required.
- Each student will be responsible for his/her transportation to and from the clinical agency.
- A student who receives an unsatisfactory preliminary estimate of performance (theoretical grade less than C+ and/or poor clinical performance) is expected to schedule a conference with her/his instructor as soon as possible following notification of her/his failing grade.
- Any student who is performing at a failing theoretical and/or clinical level is expected to complete any and all remedial programs which are developed to provide assistance.
- Students must adhere to the policies of the clinical agency to which they are assigned.
- Students are required to comply with HIPPA both within and outside of the agencies.
- All pagers, cell phones, and beepers must be turned off and put away.
- All students are required to adhere to the Uniform Policy.
- Students are reminded that they have an obligation to respect the privacy rights of all patients.
- Students are to follow the policies of the clinical site including not recording any conversations with patients, families, or staff regardless of any verbal approval that might be given except as required for Process Recordings and NCP's in which only initials may be used.

UNIFORM POLICY

Uniforms are to be purchased through Belle Uniforms. Students are expected to be properly attired and act in a professional manner according to the following regulations when in the clinical agency. Students improperly attired will not be admitted to the clinical agency and will be considered absent for that day.

The Uniform Code is as follows:

- Students are expected to wear the regulation white Bergen Community College Uniform.
- Female students may choose dress and/or pant suit uniforms.
- Male nursing students wear white trousers and a white clinical top.
- A white jacket with the Bergen Community College Patch is an optional item which may be worn over the uniform for warmth.
- Uniforms are to be clean and in good repair.
- White or skin tone underwear, without logos, should be worn underneath the uniform.
- Uniforms are to be of a reasonable length.
- Shoes are to be clean, all white, with rubber soles, and good support.
- White or flesh tone stockings or white socks are to be worn with the uniform pants. White or flesh tone stockings are to be worn with the dress uniform.
- Hair should be neatly arranged so that it does not fall on the face or hang over the shoulders. No elaborate hair fasteners or hair bands are allowed. No extreme hair styles or extreme colors. Religious headwear is permitted.
- No rings other than a wedding band may be worn with the uniform.
- Only one pair of tiny round earrings for pierced ears may be worn and no other body piercing jewelry is allowed. No other jewelry is permitted.

Uniform Policy Continued

- Nails must be short, clean and well-manicured. Only clear or light color nail polish will be acceptable.
- No artificial nails of any kind.
- Make-up, when worn, must be applied subtly. Tattoos, wherever possible, should be covered.
- A regulation name pin will be worn on the left side of the uniform.
- Bandage scissors, black or blue pen, penlight, stethoscope, and wrist watch with a second hand are required equipment.
- Perfume or colognes are not to be worn.

REQUIREMENTS FOR ATTENDANCE IN CLASS AND THE CLINICAL SETTING

Malpractice Insurance: All students are required to carry Malpractice Insurance in the amount of \$1,000,000. to \$3,000,000 and submit verification of the policy to the program office secretary in B-302 PRIOR TO the beginning of each semester. Students may not attend clinical experience without proof of coverage.

Health Records: All nursing students are required to complete the health examination form upon admission to the Program and fulfill the requirement for a Mantoux test done within 6 months of entering the Program. A chest x-ray is required of all persons who have a positive Mantoux test. Other requirements are: Rubella, Rubeola, Varicella, Mumps titers or current MMR immunization. For your protection these, as well as proof of up-to-date Tetanus immunizations, are required. As of July 1992, all health care workers are urged to take the series of injections to immunize them against Hepatitis B.

The nursing department will receive validation from the College Nurse when ALL requirements have been met. NO STUDENT IS PERMITTED INTO ANY CLASS OR CLINICAL SETTING UNTIL A "COMPLIANCE REPORT" FROM THE COLLEGE HEALTH OFFICE IS ON FILE.

Medical Insurance Coverage: ALL students are required to have medical insurance which provides basic coverage for hospital care. Information about student health insurance coverage can be obtained from the Office of Health Services (HS-100).

CPR Certification: Each student must maintain current certification to attend clinical experience. This certification is available from the American Heart Association – Health Care Provider Certificate or from the American Red Cross- Professional Rescuer Certificate. Students who are unable to meet this requirement must submit proof of exemption from a physician and must attend the theory component of one of the above courses.

Demographic Data: Each student is required to provide to the college accurate demographic data. Correct information for each nursing student is essential so that the student can be contacted. Students are responsible for following college procedure to provide any change in name, telephone number, and/or address that occurs during the course of the semester.

CHANGE IN HEALTH STATUS POLICIES

- **Clinical Illness or Injury** - If a student becomes ill or is injured during a clinical laboratory experience, the following steps are to be followed:
 1. Instructor must be notified. Instructor will determine course of action.
 2. A determination will be made as to how the incident should be reported and any necessary agency incident report will be filed.
 3. Students will be advised to seek medical care either to their private physician or to the hospital emergency room according to need.
 4. As soon as possible, a report must be filed with the Office of Health Services (HS-100).
 5. Upon returning to the clinical unit, a written note form from a physician may be required in order to return to clinical experience.

- **Serious Illness, Injury or Pregnancy**

Nursing students must notify the Director of the Nursing Program when there is a change in health status including but not limited to an injury due to an accident, diagnosis of illness, confirmation of pregnancy. Documentation of medical clearance to attend class and clinical experience must be provided to the Director of the Nursing Program who may share the information with other college employees on a need to know basis. Should the student require a medical leave of absence to recover, a medical clearance to return to class and clinical experience is required.

Revised 5/09

The colleges in the State of New Jersey have been in compliance with laws requiring a "Drug Free Workplace" since 1988. The abuse of drugs is an increasingly serious problem within our society and this abuse represents a serious threat to the health of present and future citizens of our country. In terms of nursing students' health, drug abuse is known to impair the ability of students to learn. Violations of law will often keep a student and graduate nurse from obtaining or retaining professional licensure.

Bergen Community College views substance abuse as a behavioral - medical problem which can be treated. Research demonstrates that the approaches to utilize with these kinds of problems are education, identification, and treatment. A student who seeks assistance to correct a substance abuse problem will be evaluated so that the appropriate referral can be made for treatment. However, no student will be excused from disciplinary actions or given special privileges if he/she fails to meet school standards for behavior and/or educational objectives.

- **Purpose** of a Fitness for Class and Clinical Practice Policy: To provide guidelines for the assessment of impairment in order to identify the impaired student and refer him/her for treatment/rehabilitation.
- **DEFINITIONS:**
 1. **Fit for Class and Clinical Practice:** Student's ability to carry out responsibilities in accordance with the program of nursing standards set forth in the Student Handbook under clinical attendance and performance (see above).
 2. **Student:** Anyone presently enrolled in the Bergen Community College Nursing Program.
 3. **Instructor:** The individual responsible for establishing clinical objectives, making assignments, and supervising students in the clinical setting.
 4. **Supervisor:** College and/or agency administrative personnel deemed qualified to validate the instructor's observation.
 5. **Substance Abuse:** The use or abuse of any chemical which has the potential for impairing the performance of a student which either jeopardizes his/her safety or the safety of others.
 6. **Drugs:**
 - a. Any over-the-counter medications.
 - b. Any prescription medications.
 - c. Any illegal or unprescribed controlled chemical substances.
 - d. Any substances (drugs, including alcohol) which potentially affects the student's ability to perform duties or which potentially affects the health and/or safety of any person.
 7. **Treatment/Recovery Program:** A period of time during which the student participates in structured and monitored activities under professional supervision for the purpose of overcoming dependency, per referral of physician.
 8. **Confidentiality:** Discussions with the student will be conducted in private. Results of medical evaluation will be maintained in the student's health file in the medical office of the College. Information relative to the medical evaluation, or any medical test, possible disciplinary action, etc. will be communicated in accordance with the College policies published in the Catalog and student handbook.
 9. **Relapse:** After a period of treatment/rehabilitation, if a student again experiences legal, medical or emotional problems which affect performance, there will be a re-evaluation of the student's status. The following factors will be considered during re-evaluation:
 - a. Prior history and treatment response
 - b. Past performance evaluation
 - c. Current performance evaluation

PROCEDURE

- When a faculty member ascertains that a student is having performance problems and substance abuse is suspected, the instructor will:
 1. Observe and document deficiencies in the student's performance.
 2. Confront the student with specific observed indicators of the student's substandard performance. Examples of indicators may include but not be limited to:
 - a. Absenteeism and/or tardiness.
 - b. Drowsiness or lassitude.
 - c. Smell of alcohol on the breath/body.
 - d. Inability to complete clinical assignments.
 - e. Slurred/incoherent speech or speech pattern different from normal speech.
 - f. Unusual aggressive behavior (verbal/physical).
 - g. Unexplained change in mood.
 - h. Change in appearance.
 - i. Lack of manual dexterity.
 - j. Lack of or decreased coordination in body movement.
 - k. Inappropriate responses to stimuli- verbal/non-verbal.
 - l. Unexplained work-related accident or injury.
 - m. Inattentiveness to work.
- If the student's observed behavior or performance raises any questions about the student's fitness to perform the clinical assignment safely, the instructor will:
 1. Stop the student's participation in clinical assignment immediately.
 2. Interview the student regarding observations and ask for an explanation.
 3. Seek concurrence from a second registered nurse that the student is unfit for duty.
 4. Concurrence of two RNs will result in the student being sent home with a clinical absence.
 5. Appropriate follow-up will occur.
- If the student is in the classroom and is deemed unfit, the instructor will:
 1. Notify the Office of Health Services (HS-100) that a student is being referred for evaluation.
 2. Refer the student to Student Services counselor for evaluation.
- When a student is found to be in possession of or using alcoholic beverages, illegal or unprescribed controlled chemical substances on College property, the student must be reported to Public Safety and may be dismissed and reported to the local authorities for the illegal activities.
- Any student who withdraws or is dismissed from school in order to obtain treatment will be placed on a medical leave of absence. In order to return to the Nursing Program, the student must apply in writing to the Nursing Program Director. The student will be informed of any requirements which must be met in order to re-enter the program and of special conditions which might be required.

APPEAL POLICY AND PROCEDURE

COURSE GRADE APPEAL PROCESS

Nursing students who want to appeal a grade received in a nursing course should follow the BCC Course Grade Appeal Policy as printed in the College`s Catalogue.

APPEAL FOR REINSTATEMENT TO THE NURSING PROGRAM

- **POLICY**

In accordance with Nursing Program grading and progression policies, nursing students who fail and/or withdraw from two nursing courses will be dismissed from the nursing program.

- **Student Responsibilities**

1. A second nursing course failure and/or withdrawal results in immediate dismissal from the program.
2. Students who have been dismissed may apply to the program as a new student after six consecutive semesters (exclusive of summer sessions).

NURSING STUDENT ASSOCIATION

All students are expected to join the **BCC NURSING STUDENT ASSOCIATION (NSA)**. All students are eligible and encouraged to join the state and national nursing student organizations, that is, the **NEW JERSEY NURSING STUDENTS (NJNS)** and **NATIONAL STUDENT NURSE ASSOCIATION (NSNA)**, respectively. Membership information for the NJNS and NSNA will be distributed at orientation.

The purpose of the NSA is to assist in the professional development of the student. Meetings will be held at least twice each semester. The BCC NSA will participate in an orientation program for new students at the beginning of each semester.

FINANCIAL AID/SCHOLARSHIPS

- Federal and State grants and loans are available to you (as well as all matriculated students at Bergen Community College) by filing a New Jersey Financial Aid Form. The grants are based solely on financial need. In particular, we encourage students who have dependent children to apply as the federal student aid law makes these students much more eligible for grants than before. You must be enrolled for at least 6 credits to receive a grant.
- Private scholarships offered by the Bergen Community College Scholarship and Financial Aid Committee are most often based on academic achievement at Bergen as well as financial need. Some require full-time attendance. A single application for the private scholarships entitle you to be considered for all scholarships for which you meet the criteria. The dates for submission are April and October.

Students must have earned at least 15 credits at Bergen before applying; sometimes the earned number of credits and the GPA requirements are higher. The awards are usually tuition scholarships ranging from \$100 to \$2500.

PLEASE CHECK WITH FINANCIAL AID OFFICE (A-123) FOR APPLICATION DEADLINE DATES AND OTHER INFORMATION.

- A number of area hospitals are offering scholarship programs to students in an RN Nursing AAS program. If you are currently employed at a hospital, ask about their programs.

**BERGEN COMMUNITY COLLEGE
DEPARTMENT OF NURSING
EVALUATION OF CLINICAL PERFORMANCE**

Student: _____
Faculty: _____
Semester/Year: _____
Dates of experience: _____
Mid-Course Grade/Average: _____

Course Number: _____
Course Name: _____
Agency: _____
Absences: _____
Final Grade/Average: _____

General Guidelines

- There will be a minimum of two (2) written clinical evaluations given for each clinical nursing course. The instructor may also provide the student with additional feedback about clinical performance at any time during the clinical rotation.
- The clinical evaluation form lists five (5) Central Objectives for clinical Practice (Patient Care Planning, Patient Care Management, Medication Administration, Communication, and Professional Qualities). Listed under each clinical objective are a number of behaviors which describe student activities related to the objective. Faculty evaluate student behaviors through clinical validation procedures such as observation of patient care, interactions with patient, families, health team member and peers, participation in clinical conference discussions, oral and written clinical assignments, and through direct interaction with students.
- A rating of less than 3.0 (**75%**) in any area requires documentation.
- Each of the items in the individual 5 categories (Patient Care Planning, Patient Care Management, Medication Administration, Communication, and Professional Behaviors) will be assigned a number grade of 1, 2, 3, or 4 based on the definition of evaluation criteria. Each category is subtotaled and then an average is determined for the category. A final grade is obtained by averaging the subtotals from each of the individual categories.
- In order to pass clinical, the final grade must reflect a minimum average of **3.0 (75%)** in each category of the evaluation. A student who receives a cumulative grade of less than **3.0 (75%)** will not pass the clinical component and will receive a final grade of "F" in the clinical nursing course regardless of the theory grade. Individual category and/or cumulative scores will not be rounded up to achieve the score of 3.0.

Definition of Evaluation Criteria

4=Above average: Performs above level expectation

3=Average: Performs at level expectation

2=Below average: Performs below level expectation

1=Criteria "not met" or "places the patient at risk for injury" * Failure

*** NOTE: The presence of a "1" on any area of the clinical evaluation tool indicates that the student placed the patient in irrevocable danger and indicates the student will receive an "F" for the clinical component of the course. The student will automatically fail the course and will not be allowed to continue in the course.**

CATEGORIES TO BE EVALUATED	MID-COURSE		FINAL	
	Number	N/A	Number	N/A
B. PATIENT CARE MANAGEMENT				
1) Identifies patient before initiating nursing interventions.				
2) Prioritizes care for assigned patients.				
3) Follows accepted procedures when performing nursing techniques.				
4) Correlates scientific theory to practice.				
5) Provides and manages nursing care within appropriate time period.				
6) Protects patient from physical jeopardy (any action or inaction on the part of the student which threatens patient physical well-being).				
7) Protects patient from emotional jeopardy (any action or inaction on the part of the student which threatens the emotional well-being of the patient).				
8) Utilizes the nursing process in the supportive-educative role in patient/family teaching (Level 2, 3, 4)				
9) Identifies appropriate health care resources in the community (Level 2, 3, 4)				
COMMENTS: All areas with a subtotal average less than 3.0 require documentation.				
	Subtotal		Subtotal	
Average for Patient Care				
Management				

CATEGORIES TO BE EVALUATED	MID-COURSE		FINAL	
	Number	N/A	Number	N/A
EDUCATIONAL OUTCOMES:				
10. Demonstrates quantitative reasoning skills in nursing practice.				
C. MEDICATION ADMINISTRATION				
1) Identifies patient allergies prior to medication administration.				
2) Selects and prepares the prescribed medication using the hospital medication records.				
3) Recognizes drug classification, purposes for administration, and the nursing implications.				
4) Checks the validity and accuracy of the ordered medication.				
5) Computes the dosage accurately.				
6) Identifies patient correctly.				
7) Uses correct technique in administering medication.				
8) Accurately records all administered medications.				
9) Assesses and documents patient response to administered medications.				
10) Pharmacology Computation Test: Test Score _____ Test Score _____ Test Score _____				
COMMENTS: All areas with a subtotal average less than 3.0 require documentation.				
	Subtotal		Subtotal	
Average for Medication				
Administration				

CATEGORIES TO BE EVALUATED	MID-COURSE		FINAL	
	Number	N/A	Number	N/A
EDUCATIONAL OUTCOMES: 3. Demonstrates professional communication skills in working with individuals, families, and other health team members. 4. Incorporates knowledge of psychosocial, cultural, spiritual, and economic factors in providing nursing care. 7. Interacts with individuals according to their developmental capabilities.	X	X	X	X
D. COMMUNICATION 1) Demonstrates ability to use and analyze therapeutic communication techniques in patient interactions, as documented in the Process Recording. Adapts communication techniques according to the patient's/family's health care state, social, cultural, developmental, and spiritual needs.				
2) Reports pertinent observations within an appropriate time period.				
3) Accurately records patient data on appropriate form.				
4) Communicates/collaborates effectively with nursing staff, instructor, and healthcare team to insure quality patient care.				
5) Verbally contributes relevant information to clinical conference.				
COMMENTS: All areas with a subtotal average less than 3.0 require documentation.	Subtotal		Subtotal	
Communication Average for	_____		_____	

CATEGORIES TO BE EVALUATED	MID-COURSE		FINAL	
	Number	N/A	Number	N/A
EDUCATIONAL OUTCOMES:				
5. Demonstrates responsibility for personal, professional, and educational development.				
6. Acts in a manner consistent with professional ethics and current legal standards of practice.				
E. PROFESSIONAL QUALITIES				
<u>Professional and Ethical Behaviors</u>				
1) Exhibits honesty and assumes responsibility/accountability for nursing actions in the clinical area.				
2) Prepares for clinical experiences and clinical conferences.				
3) Punctual for clinical laboratory or notifies instructor and/or agency of any lateness or absence.				
4) Seeks/accepts supervision when warranted.				
5) Completes verbal and written assignments on time and according to established guidelines.				
6) Demonstrates self-direction and critical thinking skills in completing learning activities.				
7) Relates to patient, family, staff, peers, and instructor in a professional manner.				
8) Adheres to BCC uniform policy.				
9) Attendance (No absences = 4, one absence = 3, two absences = 2, 3 or more absences = 1 and failure of course) "+"				
10) Maintains patient confidentiality.				
COMMENTS: All areas with a subtotal average less than 3.0 require documentation.				
	Subtotal		Subtotal	
Average for Professional				
Qualities				

"+" Exceptional circumstances for clinical absences may be reviewed by the clinical instructor, team & Program Director at the request of the student.

The student signature on the evaluation form acknowledges review of the evaluation with the instructor.

MID-COURSE EVALUATION

STUDENT SIGNATURE

DATE

INSTRUCTOR SIGNATURE

DATE

FINAL EVALUATION

STUDENT SIGNATURE

DATE

INSTRUCTOR SIGNATURE

DATE

NURSING STUDENT HANDBOOK POLICY SIGN-OFF FORM

I, hereby certify that I have read each page of the Nursing Student Handbook, that I am fully familiar with the contents of the document, and that I understand and have agreed to the terms and provisions. Any questions that I had about the nursing program and its handbook have been fully explained to my satisfaction.

NAME: _____
(please print)

SIGNATURE: _____

DATE: _____

INFORMED CONSENT

I understand that the nursing program will include academic, laboratory, and clinical experiences and will include direct care or exposure to clients with a variety of illnesses and diseases, and will include the handling of and/or contact with human bodily fluids and tissues. I therefore understand that I may or will be exposed to disease causing bacteria and microorganisms.

In consideration of being permitted to participate in the Bergen Community College Nursing Program, I, the undersigned, in full recognition and appreciation of the dangers and hazards inherent in the health care field and in particular medical facilities, assume all of the risks and responsibilities surrounding my participation in the nursing program or my independent activities undertaken as an adjunct thereto and further I do for myself, my heirs and personal representatives hereby agree to defend, hold harmless, indemnify and release and forever discharge Bergen Community College and all of its officers, agents and employees from and against all claims, demands and actions, or causes of action on account of damage to personal property, or personal injury, disease, death, which may result to me from my participation in this program and my exposure to the risks inherent in this program.

NAME: _____
(please print)

SIGNATURE: _____ DATE: _____