



*American International University
West Africa
AIU Health Science Center at the Gambia*

College of Nursing

HANDBOOK

2014-2018

PREFACE

The Nursing Department Student Handbook is divided into three sections.

Part I

Expresses the purpose of College of Nursing and the philosophy, purposes and objectives of the Degree of Nursing Program. These beliefs provide a basis for the curriculum and learning activities of the nursing programs.

Part II

Describes the conceptual framework of the curriculum, the curriculum plan and course offerings along with corresponding descriptions.

Part III

Describes the policies of the nursing programs and pertinent information, which serves as a guideline for nursing students upon entrance into the program and during their progression through the program.

The nursing student is subject to the policies presented in this handbook as well as the policies in the Student Handbook of College of Nursing.

The provisions of this publication are not to be construed as a contract between the student and College of Nursing. The College reserves the right to change any provision or requirement when such action will serve the interests of the College or its students. The College further reserves the right to ask a student to withdraw when it considers such action to be in the best interest of the College.

PART I

STATEMENT OF PURPOSE

AIUWA Health Science Center: Vision Statement

AIUWA Health Science Center's vision is to train, in a spirit of collegiality and with a standard of excellence, outstanding clinicians and humane leaders in medicine, nursing and health sciences. Our vision is to foster excellence, integrity, collaboration, compassion, leadership, creativity, diversity, and life long learning.

AIUWA Health Science Center: Mission Statement

AIUWA Health Science Center supports the mission of College of Nursing. We prepare students to function effectively as members of the healthcare team by advancing healthcare through

- Innovative educational programs
- Excellence in teaching
- Clinical leadership
- Service to the community

College of Nursing:

Mission Statement

The College of Nursing is committed to meeting the educational needs of future and current professional and vocational nurses within an ever-changing healthcare system. College of Nursing promotes and encourages student achievement utilizing various teaching modalities. In our effort to serve the diverse communities and cultures within the African continent, we provide:

- Quality student-centered learning and success
- An innovative multi-dimensional learning environment that enhances learning situations
- Partnerships within the community that promote cultural enrichment and strengthen involvement in local, national and global health issues
- Commitment to excellence in nursing education, practice, and life-long learning

Philosophy:

College of Nursing believe nursing is a humanistic, scientific discipline. It is the art and science of caring that utilizes knowledge, values and skills as a foundation for practice. Nursing education focuses on articulating relationships among the following concepts: person, nursing, environment and health. Optimal learning occurs within an environment that places responsibilities of learning on the individual, provides freedom for inquiry, considers individual differences, and provides correlation between research, theory and practice. Within this educational process, the student acquires knowledge, develops self-discipline, critical thinking skills and the competencies necessary for the practice of nursing within a multidisciplinary healthcare environment.

A career in nursing can open the door to a number of professional opportunities. At AIU Health Science Center's College of Nursing we educate our students to be leaders in the healthcare system providing the highest quality nursing care.

Aims and Objectives

College of Nursing is committed to helping our students succeed in their nursing education.

The aim of the nursing programs at the various levels is to enable nurses:

- To assume responsibilities as professional competent nurses and midwives at basic level and to provide preventive, curative and rehabilitation services.
- To make independent decisions in nursing situations and to protect the rights of and facilitate individuals and groups in pursuit of health.
- To function in the hospital, community nursing services, and conduct research studies in the areas of nursing practice.
- To assume the role of teachers, supervisor & manager in clinical/public health settings.
- To assess health status, identify nursing needs, plan, implement and evaluate nursing care for patients/clients that contribute to the health of individuals, families and communities.
- To demonstrate competency in techniques of nursing based on concepts and principles from selected areas of nursing, physical, biological and behavioral sciences.
- To demonstrate skills in communication and interpersonal relationship.
- To demonstrate leadership qualities and decision – making abilities in various situations
- To demonstrate skills in teaching to individuals and groups in community health settings.
- To practice ethical values in their personal and professional life.
- To recognize the need for continued learning for their personal and professional development.

College of Nursing Degree Programs and Duration

College of Nursing offers two programs leading to Bachelor of Nursing Science (BSN) degree. (Specialization requires additional time denoted by +)

DIRECT ENTRY AFTER HIGH SCHOOL:	3+ year program
ENTRY AS STATE REGISTERED NURSE (RN):	2+ year program

CON faculty has the knowledge and expertise in evidence-based nursing practice. Our curriculum provides learning opportunities in a wide variety of nursing practice settings, including hospitals, clinics and health centers operated by Government of The Gambia.

Nursing Degree Learning Outcomes

The nursing process is the framework for clinical decision-making. Nurses holding the bachelors degree in nursing are prepared as accountable nursing care providers; they care for patients with common health problems in structured settings.

The scope of a graduate nursing practice centers on direct patient care and is defined by the roles of provider of care, manager of patient care, and member within the discipline of nursing.

The goal of the BSN Program at COLLEGE OF NURSING is the preparation of registered nurses to be able to provide direct patient care. This nursing care focuses on evidence-based knowledge, culturally relevant nursing values, and accountable and responsible nursing skills or actions. The Program has adopted the National League for Nursing's Competency Statements for Nurses. The competency statements can be reviewed in the Evaluation of Clinical Competencies located at the back of this handbook. The Degree Nurse implement evidence based findings in the roles of provider of care, manager of care, and member within the discipline of nursing.

Graduates of the Degree Program are able to demonstrate the following learning outcomes:

- Act as provider of care, utilizing the five steps of the nursing process: assessment, diagnosis, planning, implementation, and evaluation.
- Demonstrate ability as a manager of care.
- Practice as a member within the discipline of nursing.

Admission Requirements

PART II

Conceptual Framework of the Nursing Curriculum

The conceptual framework upon which the nursing curriculum is built will enable nursing students to understand their specific contribution to mankind. These concepts are basic to the understanding of nursing, and they form a framework upon which the curriculum is built. The following concepts represent the faculty's beliefs about person, health, environment, and nursing. Included in the framework are also sub-concepts related to these areas.

Person

A person is conceptualized as a human being, an individual, a bio-psychosocial being, holistic in nature, who is constantly influenced by his environment. A person is endowed with certain rights and privileges that cannot be usurped by others. A person is entitled to equitable and humane treatment at all times and under all circumstances. This entails an obligation on the part of the nurse to recognize and respect a person's individuality and dignity. Nursing care will be given unrestricted by consideration of race, color, creed, national origin, or status in life. Every person is an individual who is like all other persons, yet different. Every person has the same basic needs as all other persons, but because of the unique nature of man, there is great diversity in the expression and fulfillment of these needs.

To understand a person's uniqueness, it is also necessary to understand holistic nature. A person is a composite of physiological, psychological, socio-cultural and spiritual elements all of which are influenced by the environment. The study of a person cannot be restricted to constituent parts, because each person is more than and different from the sum of his parts (Rogers, 1986). Therefore, the focus of nursing is on the total person and reactions to a particular situation rather than on an isolated disease entity or body part. This sub-concept also helps us to understand the interaction between body and mind. Throughout the life process, a person continually changes as a result of interaction with the environment. Because of this interaction we can better understand a person's physical and sociocultural development, individuality and the complexity of his nature. This concept helps us to realize that a person cannot exist in isolation, but rather as a member of a family, a community, and a society and that the process is constantly changing.

Health

The World Health Organization defines health as a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity. This definition indicates that health is more than the absence of illness, but rather a state of optimum health or well-being. Well-being fluctuates with a person best being described on a health-illness continuum, demonstrated as a line with death at one end and optimum wellbeing on the other. There is no exact point where health ends and illness begins. Both are relative and for each individual there is considerable range and latitude within the continuum. The extent to which a person will be considered ill or well will depend on the Individual's adaptive process. Health is biological, psychological and sociological equilibrium. Wellness is the ability of an individual to make continuous adaptations within the socio-cultural and bio-physical environment in order to function at optimum levels both physically and mentally. In illness, the individual is unable to maintain equilibrium in his socio-cultural and/or biophysical environment. The extent to which an individual is able to adapt to the environment will depend on the ability to perform self-care activities,

which are essential for life and well being. When a person is unable to perform self-care activities, they become the recipient of partial or total care (Orem, 1980).

*Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference, New York, 19-22 June, 1946; signed on 22 July, 1946 by the representatives of 61 States (Official Records of the World Health Organization, no. 2, p. 100) and entered into force on 7 April, 1948. The definition has not been amended since 1948.

Environment

Environment is conceptualized as all the conditions, circumstances, and factors surrounding and affecting the development and behavior of persons or groups. Adjustments to life and health are influenced by an individual's interactions with the environment.

Nursing recognizes that the patient's environment includes external and internal variables, which are constantly changing. An understanding of the ways that human beings interact with their environment is essential for nurses to assist the patient in the attainment of health goals.

Nursing

Nursing is a humanistic, scientific discipline. The nursing process is the framework for clinical decision making. Practitioners holding the degree in nursing are prepared as accountable nursing care providers; they care for patients with common health problems in structured settings. The scope of degree nursing practice centers on direct patient care and is defined by the roles of provider of care, manager of patient care, and member within the discipline of nursing. Nursing is an evolving science and has developed certain technologies based on well-known nursing theories that form a basis for nursing service to persons. Nursing includes:

1. Assessment of the emotional and physical status of individuals as well as environmental factors.
2. Maintenance or restoration of normal life functions .
3. Assistance in meeting the basic human needs of a person.
4. Initiation and maintenance of interpersonal relationships through effective communications, and therapeutic use of self.

In providing these services, the nurse functions as a professional member of the interdisciplinary health team through independent, dependent and collaborative action. These actions, known as the nursing process, are accomplished through a problem-solving approach. Elements of the nursing process include:

1. Assessing the needs of patients who have potential or actual health problems and identifying the related health problems.
2. Making nursing diagnoses relative to patient problems, and the nurse's ability to alleviate the problems.
3. Developing individualized nursing care plan in terms of data collected and use of nursing principles.
4. Exercising judgment in implementing the care plan to provide optimum quality of nursing care.
5. Evaluating the effect of nursing interventions on the status of the patient, revising the plan to assist patients in restoring and/or maintaining health and achieving their potential for self-care.

References

Orem, D. E. (2001) Nursing Concepts of Practice. St. Louis: Mosby
Rogers, M. E. (1975) An Introduction to the Theoretical Basis of Nursing. Philadelphia: F. A. Davis Co.

Conceptual Threads

The nursing program, utilizing a human systems approach, incorporates the following threads throughout the curriculum. The concepts presented are a basic framework into which the student must add theories and facts presented in the various courses. Curriculum is augmented by research findings and best practices included in the curriculum.

Pathophysiology

Abnormal physiological functioning (pathophysiology) is defined as the changes that emphasizes the cause of the condition and the changes that occur within the body.

Nursing assessment, diagnosis, and effective planning of care is dependent upon the understanding of the pathophysiology of the various conditions.

Nursing Technical Skills

Nurses utilize specialized data collection, communication, and teaching. Other skills are required in the many nursing procedures performed. These skills are based on principles of nursing, biological, psychological and social sciences. Nursing competency depends in part upon the degree of proficiency with which these skills are performed, and mastery of skills requires repetition. The principles underlying nursing skills are learned early in the program; students then practice the techniques throughout the program until they are mastered.

Nursing Process

The nursing process is utilized at each course level in the assessment of patient needs, in the diagnosis of nursing problems, and in the planning, implementation and evaluation of nursing care. Prioritization and management of nursing care are emphasized throughout the curriculum.

Professional Responsibilities

Nurses participate as a professional member of the health care team and as a member within the discipline of nursing. Members of the nursing profession value and demonstrate qualities of professionalism: honesty, respect, accountability, nonjudgmental attitude, trustworthiness, caring, professional appearance, confidentiality, tact and teamwork.

Psychosocial, Cultural and Spiritual Beings

Individuals are influenced by their environment. The understanding of psychosocial and cultural components is important to nurses. All of these are addressed throughout the curriculum.

Nutrition

Nutrition, the pattern of food and fluid consumption, is considered a vital part of an individual care. Nutrition is integrated into the nursing curriculum.

Pharmacology

Pharmaco-therapeutics is incorporated into the study of each human system.

Legal and Ethical Concepts

Legal and ethical concepts are emphasized throughout the curriculum. Ethics are rules and principles that govern behavior. Legal concepts include rules of conduct recognized as binding by authority.

Community

Care of the client is considered within the context of their family, community and culture. The curriculum exposes the student to different community practice settings (e.g. homecare, rehabilitation centers, doctor's offices, clinics, hospice) while focusing on health promotion and the three levels of prevention (primary, secondary, and tertiary).

Gerontology

The older adult has unique health care needs related to psychological/physiological and sociological changes that have occurred in an individual's lifetime. The nursing implications related to these needs are addressed in all nursing courses.

Disaster Preparedness

Basic disaster preparedness is incorporated into every course with the goal of providing the student the knowledge, skills, and abilities required during man-made and natural disasters.

CURRICULUM

Program Summary

Entry Levels	Program	Trimesters	Credits
WASC/GCSE	BSN – General	9	126
"	BSN – Psychiatry	11	156
"	BSN – Anaesthesia	11	156
"	BSN – Perioperative	11	156
Registered Nurse / Diploma	BSN – General	6	84
"	BSN – Psychiatry	8	114
"	BSN – Anaesthesia	8	114
"	BSN – Perioperative	8	114

One credit unit is equivalent to one lecture hour/week/12 weeks = 12 hours

One credit unit is equivalent to 2 hours of practical/15 weeks = 30 hours

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BACHELOR OF SCIENCE- NURSING (BSN) – General (126 Credit Hours)

Courses	Prerequisite	Credits
First Trimester (15 credits)		
English 1	None	2
General Chemistry I	None	2
Environmental Science	None	2
General Biology	None	2
Introduction to Sociology	None	2
French 1	None	2
Orientation	None	1
Introduction to Computer Science I	None	2
Second Trimester (13 credits)		
General Physics	None	1
Sport & Culture	None	1
English II	None	2
General Chemistry II	Chem 1	2
French II	None	2
Computer science II	CS 1	2
Fundamentals of Nursing	None	3
Third Trimester (14 credits)		
English III	None	2
French III	None	2
Psychology	None	2
Med Surg 1 (Theory)	FUN Nur	2
Med Surg Practicum	Med Surg T	1
Human Anatomy I	Gen Bio	2
Physiology I	Gen Bio	3

Fourth Trimester (14 credits)

Only students who have successfully completed all subjects in trimester 1-3 shall be promoted to Trimester 4. Students who have RN certificates will join this trimester

Human Anatomy II	2
Physiology II	3
General Biochemistry	3
Med Surg Practicum (exempt for RN)	2
Intro to Maternal Child Nursing	2
Life Span	2

Fifth Trimester (15 credits)

Patho-Physiology	2
Microbiology and Parasitology	3
Clinical Applications (Practicum)	2
Midwifery: Embryology	2
Alterations in Health 1	2
Nutrition	2
Clinical Practicum 2	2

Sixth Trimester (15 credits)

Research Methodology	1
Psychiatric Nursing	3
Psychiatric Nursing (Practicum)	1
Health assessment	2
Practicum 3 Clinical	2
Pathology 1	2
Alterations in Health II	2
Community Nursing	2

Seventh Trimester (13 credits)

Introduction to Pharmacology	2
Women's Health Nursing	3

Health Promotion and Psychosocial Nursing	2
Bioethics	2
Clinical Application Practicum	3
Seminars	1

Eight Trimester (14 credits)

Pharmacology II	3
Healthcare Management	2
Nursing and IT	2
Clinical Practicum 3	4
Midwifery Theory and Practicum	2
Role Transition (Wards)	1

Ninth Trimester (13 credits)

Pathology II	2
Research	3
Clinical Practicum 4	6
Clinical Application III	2

BACHELOR OF SCIENCE- NURSING (BSN) – Anaesthesia

Trimesters One to Nine as per the BSN – General

Tenth Trimester (15 credits)

Fundamentals of Nurse Anaesthesia	2	
Pharmacology for Nurse Anaesthesia	3	
Professional Aspects of Nurse Anaesthesia	2	
Advanced Physiology 1	2	
Technology & Techniques in Anaesthesia		1
Clinical Practicum for Nurse Anaesthesia		3
Anaesthesia & Co-Existing Disease	2	

Eleventh Trimester (15 credits)

Advanced Principles of Anaesthesia II	3	
Pharmacology for Nurse Anaesthesia II		2
Theatre Practicum	6	
Research	3	
Evidence Based practice & Informatics	1	

BACHELOR OF SCIENCE- NURSING (BSN) – Psychiatry

Trimesters One to Nine as per the BSN – General

Tenth Trimester (15 credits)

Mental Health and Illness	3
Assessment and Intervention	3
Applied social sciences for Psychiatric nursing	2
Clinical Practicum	4
Management of psychiatric nursing in practice	2
Research Paper	1

Eleventh Trimester (15 credits)

Basic skills of drug management	3
Schizophrenia, Bipolar, and Psychosis	2
Depression	3
Clinical psychiatry practicum	4
Research paper	1
Medical and therapeutically alliances	2

BACHELOR OF SCIENCE- NURSING (BSN) – Perioperative

Trimesters One to Nine as per the BSN – General

Tenth Trimester (16 credits)

Fundamentals of Nurse Anaesthesia	2
Surgical Techniques	2
Instrumentation for Perioperative nursing (Practicum)	2
Environment and recovery room	2
Aseptic and infection control	2
Basic skills of scrub and circulating	2
Preoperative and post-operative care	2
Clinical Perioperative Nursing 1	2

Eleventh Trimester (14 credits)

Orthopedic Surgery	2
General Surgery	2
Gynecology	2
Pediatrics	2
Clinical perioperative nursing	4
Management of OR	2

Nursing Courses

For those who enter with RN diplomas should demonstrate proficiency and pass tests for the following pre-requisite courses to join 4th trimester of BSN program

English 1

Introduction to Sociology

French 1

Information Technology

English II or Medical terminology

Psychology

General Description of Nursing Courses for General and Specialization

Fundamentals of Nursing

This course introduces concepts related to the practical nurse's roles and responsibilities in today's society. Emphasis is placed on effective communication, microbiology concepts, basic human needs and nursing concepts, critical thinking, research, and ethical-legal and professional issues. Health promotion and disease prevention concepts are introduced. Focuses on the development of critical- thinking skills in order to formulate independent judgments, make decisions essential for nursing practice, and develop fundamental professional attitudes and values. To this end, students are introduced to critical thinking skills, nursing theory, the nursing process, role socialization and the nursing curriculum's conceptual model of caring as it applies to the well elderly population

Practical Nursing- Med Surg I

This course introduces students to core concepts of pharmacology, nutrition, and health assessment as they relate to the nursing profession. Students will learn basic pharmacological principles, safe administration of medications, health promotion and disease prevention related to nutrition, and the data collection processes of health assessment. This course focuses on selected health needs on adult clients and integrates physiologic, socio cultural and behavioral alterations throughout. A broad scientific knowledge base is presented with an emphasis on prevention, caring, empowerment and critical thinking. Current nursing therapies for managing care of adults with patho-psychological alterations are presented.

Clinical Practicum I

This course takes place in the nursing laboratory and in health care facilities. The student will apply social, biological, behavioral and nursing science principles as they are acquired in the Foundations of Nursing and Practical Nursing I courses. Basic nursing skills and procedures are demonstrated and applied in a supervised laboratory/clinical setting. Beginning Practical Nursing students will begin to participate in the nursing process for clients across the lifespan.

Clinical Practicum II

This course takes place in the nursing laboratory and in health care facilities. Complex nursing skills are introduced in the laboratory and applied in the clinical setting utilizing current technology. Clinical experiences will include nursing interventions, pain management, nutrition and drug therapy for disease and infectious processes of culturally diverse clients across the lifespan. Health promotion activities and disease prevention techniques will be incorporated into nursing care of the culturally diverse client. Mental health and therapeutic communication concepts are applied in caring for clients along the health illness continuum. Evidence-based practice is applied in the holistic care of clients across the lifespan. Upon completion the student will assist in the nursing process as a member of the interdisciplinary health care team

Clinical Practicum III

The Clinical Practicum takes place in a variety of clinical settings. The student will apply evidence-based nursing knowledge and skills in caring for clients across the lifespan with stable or predictable health problems and assisting with those whose conditions are critical or unpredictable. Critical thinking, effective and therapeutic communication, nursing process, management of nursing care, and delegation of unlicensed assistive persons are incorporated into the clinical experience. The student will provide safe and effective nursing care in a legal and ethical manner for clients along the health-illness continuum as an interdisciplinary member of the health care team. Upon completion of this clinical course, the student will have the knowledge and experience to practice in the role of a practical nurse.

Practical Nursing II: Medical/Surgical Nursing II

This didactic course expands on prior learning to increase evidenced based knowledge of nursing interventions, pain management, surgery, cancer, trauma and drug therapy for disease and infectious processes of the bio psychosocial individual along the health-illness continuum. This course will integrate teaching and learning activities that enhance critical thinking skills, involvement of clients in decision-making, self-care, health promotion, disease prevention and intervention to responses to illness. Upon completion the student will describe the application of the nursing process in caring for culturally unique clients

across the life-span in an ethical and legal manner.

Practical Nursing III

This course will continue the study of evidence-based nursing interventions, nursing process, nutrition and drug therapy for disease processes of the culturally diverse client across the lifespan along the health-illness continuum. Additional course information will include accountability, roles, responsibilities and ethical, legal and professional issues of the entry level Practical Nurse. The principles of therapeutic communication are expanded and the impact of technology on nursing care is addressed

Nutrition

Nutrient requirements and recommended daily calorie requirement. Food in relation to the life cycle. Dietetics and diet in illness. Nutrient quality of local foods and diets.

Maternal and Child Health Nursing I

This didactic course focuses on nursing care of the culturally diverse woman, infant, and child. Emphasis is placed on health maintenance and selected study of diseases and disorders affecting women, infants, children, and families. Growth and development of the infant and child, and common childhood illnesses are presented. The importance of family centered care and therapeutic communication is addressed. Integrated Management of Neonatal Childhood Illnesses (IMNCI) as derived from the MoHSW IMNCI Guidelines. This course will integrate teaching and learning activities that enhance involvement of clients in decision-making, self-care, health promotion and disease prevention.

Alterations in Health I

This course introduces concepts related to the nursing care of individuals experiencing acute and chronic alterations in health that build on knowledge and skills introduced in practical nursing programs and the supporting sciences. Emphasis is placed on utilizing scientific principles and the nursing process as a framework for providing and managing nursing care to individuals along the health-illness continuum. Upon completion, students will incorporate basic decision-making skills and therapeutic communication to meet basic human needs for individuals experiencing acute and chronic alterations in health across the lifespan including end-of-life issues

Clinical Application I

Utilizing the nursing process, the associate degree nursing student will administer care to meet the needs of individuals across the lifespan. The student will demonstrate assessment skills and apply scientific principles and aseptic technique in caring for individuals across the lifespan along the health-illness continuum. The student will apply therapeutic communication in the management of patient care and as a member of the interdisciplinary health care team.

Alterations in Health II

This course continues the study of acute and chronic alterations in health. Nursing care of individuals experiencing complex alterations in health is discussed. Emphasis is placed on the nurse's role as a member of an interdisciplinary team and as a manager of care for individuals across the lifespan. The student will analyze personal and professional values, leadership and management, and quality improvement processes. Upon completion, students will be able to provide comprehensive nursing care for individuals with acute, chronic, and complex alterations in health.

Health Promotion and Psychosocial Nursing

This course includes concepts related to the nursing care of individuals experiencing alterations in social and psychological functioning. Utilizing the nursing process, the students will explore human needs of individuals with mental health alterations. Utilization of therapeutic communication techniques, use of self and cultural awareness is stressed. Emphasis is also placed on health promotion, health maintenance, and accident/illness prevention for diverse individuals across the lifespan.

Clinical Application II

Utilizing the nursing process, the associate degree nursing student will meet the needs of individuals experiencing complex alterations in health as well as psychiatric/mental health issues across the lifespan along the health-illness continuum. Critical thinking, nursing process, group dynamics, and management of nursing care are incorporated into the clinical experience. Students will apply evidence-based nursing knowledge and skills in the implementation of health promotion activities. The student will utilize therapeutic communication and effective management skills in providing nursing care according to legal/ethical and professional standards.

Introduction to Pharmacology

A fundamental discussion of the scope of pharmacology, including terminology utilized. Drug laws, dosage forms, and patient variability that affect drug usage will be covered. Important drugs used in practice will be studied, including basic principles, therapeutic uses, and adverse effects.

Health Assessment

The major focus of this course is the development of comprehensive Health Assessment skills. Measures of physical and functional status and health promotion strategies for each body system will be discussed.

Medical Microbiology and Parasitology

Characterizations and classification of characteristics of bacteria, fungi and viruses and their morphology, physiology, reproduction, metabolism and host-parasitic relationship. Techniques in microbiology.

General Biochemistry

Brief history and development of Biochemistry. Prokaryotic versus Eukaryotic organisms. Types of cell and their characteristics. Chemistry and brief classifications and functions of carbohydrates, lipids, amino acids and protein, nucleic acids and nucleo-proteins. Enzymes. Acidity and alkalinity, pH and PKa values and their effects on cellular activities. Buffers and Buffer systems.

Human Anatomy I

This course examines the body as a whole; basic anatomical terminology, general organization of the body which include cell structure, structure of membranes, fundamental body tissues, organs and gland; it covers the digestive system, nutrition and food metabolism. The musculo-skeletal and gastro-intestinal system.

Human Physiology I

The major focus of this course is the functions of the components of the cells, tissues, organs and gland in the body hematology, whilst also covering the functions of the circulatory system, process of digestive system, nutrition and metabolism.

Maternal and Child Health Nursing II

The students are introduced to nursing care of patients with complications of pregnancy, labour, delivery and puerperium. Concentrated Clinical for eight weeks: Medical / Surgical wards for three weeks, Community Health Nursing outfit for three weeks, and Special Clinical posting for two weeks.

Pathology I

This course focuses on alterations in biologic processes that affect the body's homeostasis, including etiology, pathogenesis, clinical manifestations and treatment of selected health problems. Knowledge of basic and clinical sciences is applied to simulated clinical nursing practice situations.

Life Span

This course provides a foundation for students to understand and deliver comprehensive health care to individuals and families at all stages of development. The course covers the individual from birth to death and the physical, psycho- social, cognitive, societal and cultural influences that affect them within the context of their families. Factors that influence individual and family development are examined. Promotion of optimum nutrition at various points in the life cycle are discussed.

Psychiatric Nursing

Within the context of exploding knowledge, increasing client acuity and increasing demand for professional accountability, the focus of this course is on application of crucial theoretical and clinical issues essential to the practice of psychiatric- mental health nursing in the 21st century.

Women's Health Nursing

This course focuses on women's health and its impact on families. Students address the health care needs of women throughout their life span, and nursing care needs of the child bearing family, from conception through the puerperium. Among the topics covered are the reproductive years, women's interface with the health care system, health problems unique to women, health care issues that affect women and women's role within the family.

Community Health Nursing

This course emphasizes holistic care of clients in the community, considering families and individuals in a variety of settings, e.g., home, workplace, school, and clinics.

Health Care Management

An exploration of the current health care environment with implications for beginning-level managers. The course is designed to introduce the student to the philosophy, theory principles and techniques of management as they relate to nursing care services. Essential tools for the management of nursing care and the evaluation of response to care will be discussed. The healthcare delivery system of the Gambia (national) and international models, tools of management and communication and interpersonal relationship, interviewing skills, concepts of guidance and counseling elements of Nursing management, standards of nursing practice, management of human and material services, budgeting and staffing, supervisory process, concepts of evaluation of clinical settings, accountability and the role of research in practice.

Research Methodology

The professional nurse as a research consumer. Critical appraisal skills developed as a basis for evaluating research finding for application to clinical practice. Learning activities designed to facilitate students' understanding of nursing research and professional role development.

Human Anatomy II

This course covers the integumentary system that maintains, integrate and control body functions. The course also covers the cardiopulmonary and immune system, digestive systems, nutrition and metabolism. Other aspects to be covered include the endocrine system, the sensory organs as well as the anatomy of the urinary system. The nervous system of the human body will also be covered

Human Physiology II

The physiology of the endocrine, reproductive and urinary systems will be covered. Also to be covered includes the physiology of the nervous system and sensation, physiology of the muscular – skeletal system and the sensory organs.

Bioethics for Nursing

An interdisciplinary exploration of ethical issues in today's health care practice with particular emphasis on the role of the professional in ethical decision making. Topics include: values clarification, ethical theories and principles, human subjects in research, informed consent, advance directives, euthanasia, and physician assisted suicide. Work assignments include case analysis using ethical decision-making models Code of Safety Practises..

Professional Communication Skills: Individual/Family/Group: This course, which builds on the development of critical thinking skills, assists students to define who they are, as individuals, in relation to attitudes of self and interactions with others, including one's family. Topics covered include an assessment of self, stress- management, empowerment, family-systems concepts, cultural awareness and bereavement.

Pathology II

This course critically analyzes the theories and research from biological and social sciences and the humanities which explain/ predict human responses to health and illness. The patho-physiological changes will be related to the cues and symptoms for diagnosis of episodic, common, and recurring health problems. Students will explore traditional and non-traditional approaches care. The focus of this course is nursing interventions that

promote health, prevent illness, ameliorate pathological responses, and foster quality of life.

Role Transition

1

This course assists nursing student to prepare for professional examination and to become a member of the RN workforce. The theoretical component of this course will reinforce and complement prior knowledge gained in the nursing curriculum. Students will utilize the nursing process and critical thinking skills to review previously learned nursing concepts. The course will also provide the student with opportunities to apply basic interview techniques and resume preparation and develop skills for successful employment as a health care professional. It assists the student in making decisions concerning job choices and educational growth. The course stresses the requirement of ongoing education for the RN as a member of the health care team and benefits of professional organizations. Completion of the course will assist students to further prepare for NCLEX.

Clinical Application III

This is a continuation of NUR330 into highly advanced nursing process. Policy applications in daily working activities and decision making in environments where independency has to be exercised. What determines working independently? Advance critical thinking, nursing process, group dynamics, and management of nursing care are incorporated into the clinical experience. Students will apply evidence-based nursing knowledge and skills in the implementation and application of health promotion activities. The student will utilize therapeutic communication and effective management skills in providing nursing care according to legal/ethical and professional standards.

Clinical Practicum IV

This clinical takes place in a variety of clinical settings and emphasis will be on health status assessment. Further laboratory placement will allow Interpretation of laboratory results and purpose of various tests. The student will further apply evidence-based nursing knowledge and skills in caring for clients across the lifespan with stable or predictable health problems and assisting with those whose conditions are critical or unpredictable. Upon completion of this clinical course, the student will have the knowledge and experience to practice in the role of a practical nurse.

Clinical Practicum V

This clinical takes place in a variety of clinical settings with emphasis on health care management. Managing of wards, clinics and departments. Role of department matrons. The student will apply evidence-based nursing knowledge and skills in caring for clients across the lifespan with stable or predictable health problems and assisting with those whose conditions are critical or unpredictable. Upon completion of this clinical course, the student will have the knowledge and experience to practice in the role of a practical nurse.

Advanced Health Assessment

The major focus of this course is the development of advanced Health Assessment skills. Measures of physical and functional status and health promotion strategies for each body system will be discussed in relation to pre- and post-operation procedures.

Specialization Courses:

BSN Nursing with specialization in Anaesthesia

Bachelor of Science in Nurse (Anaesthesia)

Program Description

The Nurse Anaesthesia program is a full-time, front-loaded program that includes a clinical anaesthesia residency. The curriculum is devoted to advanced science courses, graduate core courses and specialty courses which form the basis for advanced specialty concepts later in the program, this is then followed by clinical component. During the clinical experiences, increasing responsibility for anaesthesia patient care under tutorial guidance is afforded. The application of theoretical knowledge to the realities of clinical practice is a dynamic process that enhances and enriches learning as well as prepares the graduate to function effectively and competently as a professional. The sequential design of the program permits the student to acquire the skills necessary to move along this continuum.

The program is as per requirements by the Council on Accreditation of Nurse Anaesthesia Educational Programs (COA) for accreditation.

The Nurse Anaesthesia Program is an integral part of the College of Nursing and the curriculum reflects the belief that graduate nursing education is based upon a firm foundation in arts and sciences, professional nursing education and clinical experiences in critical care environments. Nurse anaesthesia students develop competencies in the evaluation and treatment of patients throughout the peri-anaesthetic period as well as in all other environments where pain management and airway management expertise is required. These competencies matter to a great extent in the planning, implementation and evaluation of anaesthetics care in relation to the

physiological and psychosocial needs of the patient. The student will also acquire adequate clinical reasoning and expertise in order to continually assess and modify the plan of care, and intervene as needed. The student's ability to obtain informed consent, determine the requirements for pre-medication and select the appropriate anaesthetic agents would be based on the physical and psychological assessment. The socio-cultural aspect of human beings is also addressed in anaesthesia practice. Critically relevant to developing the anaesthesia care plan are the various attributes of ethnicity and education. These attributes include the ability to communicate assertively and participate in learning as it relates to peri-anaesthetic care, pain management and airway management to predict the stress response to interventions and the patient's interpersonal and family support system.

Aims of the Course

1. The purpose of this program is to prepare qualified candidates to function as advanced practice nurses in anaesthesia.
2. Prepare the nurse anaesthetist to provide safe, evidence- based, and competent anaesthesia care for patients of all age groups and physical status categories undergoing a variety of diagnostic and surgical procedures.
3. Provide a positive and supportive learning environment with a focus on meeting the needs of adult learners.
4. Meet the societal need for safe and competent anaesthesia care.
5. The student will be able to demonstrate advanced knowledge and specialized practice in the nursing care of individuals, families, or communities.
6. The student will be able to use the research process to investigate clinical problems and to improve clinical practice.
7. Prepare students with the ability to practice advance nursing through leadership in practice and professional activity.

Specialist Course Descriptions

Advanced Pharmacology

This is an advanced course in the pharmacodynamics and pharmacokinetics of drugs used in the therapeutic management of common pathophysiological states.

Advance Pathophysiology

Initially, the course will focus on normal human anatomy and physiology. Once this understanding has been acquired, students will study how health is disrupted by disease and disorder. Changes to structure and function of the human body will be explained, allowing the student to apply their physiological knowledge toward an understanding of the disease process. A small number of key disorders will be examined concentrating on whole body disruption to homeostasis. Simple pathophysiological and biochemical changes will be discussed in conjunction with the role of nutrition in health and disease. Successful completion of the course will lay the foundation of physiological function essential to underpin the delivery of quality nursing care.

Fundamentals of Nurse Anaesthesia Practice

This course introduces the student to the basics of anaesthesia, which includes pre-anaesthetic assessment, the general process of anaesthesia, recovery and patient management at the Intensive Care Unit.

Professional Aspects of Nurse Anaesthesia I (3), II (3), III (3)

The professional role of the nurse anesthetist will be examined through discussions, writings / presentations and clinical observation. Standards of care, patient safety, legal considerations current topics in health care delivery and policy as they relate to nurse anaesthesia will be emphasized. Advance modules will put emphasis on the professional components of nurse anaesthesia practice including socialization, regulation, culture, ethics, law, employment, advocacy, and contemporary practice issues

Pharmacology for Nurse Anaesthesia I (3), II (3)

This course provides an overview of anaesthetics, adjuvants and critical care medications commonly used in anaesthesia practice with emphasis on application of theoretical foundations.

Advanced Principles of Anaesthesia I (4)

This is the first of three courses that discuss techniques for anaesthetic administration and related technologies in the context of various surgical and diagnostic interventions in diverse anesthetizing locations.

Focus is monitoring modalities and pre-, intra-, and post-anaesthesia (perioperative) management for less complex surgical and diagnostic interventions.

Advanced Principles of Anaesthesia II (4)

This is the second course of three that discusses the various methods and basic techniques of anaesthesia administration, with an emphasis on physiological basis for practice. This course will emphasize the function and maintenance of technologies employed during peri-anaesthetic period.

The development of peri-anaesthetic plans for specific surgical procedures as well as the psychomotor skills specific to practice will be evaluated.

Advanced Principles of Anaesthesia III (4)

This is the third course that discusses the various methods and techniques of anaesthesia administration, with an emphasis on physiological basis for practice. Alterations in homeostatic mechanisms and advanced anaesthetic management of obstetric and pediatric populations and patients undergoing cardiac surgery are emphasized. The course also discusses various methods and techniques of anaesthesia administration, with an emphasis on advanced surgical procedures and the anaesthetic implications in the peri-anaesthetic period will be explored.

Anaesthesia & Co-existing Disease (3)

History and physical examination techniques aimed at identifying pathology and its effect on the anaesthetic process rather than diagnose disease entities will be stressed. Students will evaluate the information obtained in their physical and psychological assessment and synthesize that knowledge to formulate individualized peri-operative anaesthesia management plans. Emphasis will be placed on management of patients with altered cardiovascular, pulmonary and neural-renal status.

Clinical Practicum II (2)

Clinical experiences provide the opportunity for students to integrate theory within the clinical setting. Students move along continuum from healthy adults to patients with multi-system failures. The focus is on peri-operative theory transfer, development of assessment skills, and the developmental implementation and evaluation of an individualized plan of care. Patient interviews and teaching are integral to the process. Basic principles of decision-making are emphasized throughout. Mastery to the specific level of competency is required within a specific time framework. Practice settings include operating rooms, emergency rooms, and diagnostic suites.

Clinical Practicum III (3)

Clinical experiences provide the opportunity for students to integrate theoretical basis of practice within the clinical setting. Students move along a continuum from healthy adults and children to patients with multi-system failures. The focus is on peri-operative theory transfer, development of assessment skills, and the implementation and evaluation of a plan of care. Patient interviews and teaching are integral to the process. Basic principles of decision making are emphasized throughout. Mastery to the specific level of competency is required within a specific time framework. Practice settings include operating rooms, emergency rooms, and diagnostic suites. Anaesthesia department staff of the various hospitals act as facilitators of learning. Clinical conferences and professional meetings help to reinforce and evaluate learning. This is the second of four required residencies.

Clinical Practicum IV

Clinical focus is on the delivery of anaesthesia care in a broad range of clinical settings to patients with multi-system problems. Emphasis is placed on refinement and perfection of decision-making skills in patient care management and rapid assessment of health status of patients. Collaborative practice within a team structure is emphasized. In addition to direct patient care, clinical case reports, and in-service presentations to a multidisciplinary audience provide the environment for the student to enact his or her role as a clinical nurse specialist. Experience in surgery and anaesthesia includes obstetrics, neurosurgery, and pediatrics. Clinical staff act as guides.

Clinical Practicum V (3)

Clinical focus is on the delivery of anaesthesia care in a broad range of clinical settings to patients with multi-system problems. Emphasis is placed on refinement and perfection of decision-making skills in patient care management and rapid assessment of health status patients. Collaborative practice within a team structure is emphasized. In addition to direct patient care, clinical case reports, and in-service presentations to a multidisciplinary audience provide the environment for the student to enact his or her role as a clinical nurse specialist. Experience includes obstetrics, neurosurgery, cardiothoracic surgery, pediatrics, post anaesthesia care and critical care units. Clinical staff act as guides.

Psychiatric (Mental Health) Nurse Program

Bachelor of Science in Nurse (Psychiatric)

Program Description

The curriculum for the BSN in Psychiatric Nursing takes an innovative approach aimed at ensuring students adopt an approach to care which is grounded in an appreciation for the human experience. The course provides a strong foundation in traditional nursing skills and practices, and more importantly heightens awareness of a broad range of issues, including different age groups and multicultural perceptions on Psychiatric and social inclusion and behavior. It addresses the concepts of community and family involvement into care resulting in positive change towards patient recovery and management. Work placements in primary and secondary care settings provide supportive exposure to a broad range of Psychiatric care environments. Students are prepared to understand and respond to Psychiatric issues in the various healthcare settings.

The aims of the course are to:

At the end of the training and with a view to reaching those competencies, the Psychiatric nurse will be able to:

1. Develop the student's intellectual and imaginative abilities in order to facilitate the development of independent judgment and problem-solving skills to deliver high quality essential care to all, and deliver complex care to service users in Psychiatric nursing.
2. Provide an educational framework that will encourage the student to develop her/his skills of analysis and critical awareness in order to stimulate an enquiring and creative approach to both the theory and practice of Psychiatric nursing.
3. Develop the student's ability to respond to changing needs in Psychiatric care in an analytical way.
4. Seek out every opportunity to promote health and prevent illness.
5. Develop the student's ability to critically analyse research findings and apply best evidence to Psychiatric nursing practice.
6. Develop her/his knowledge and understanding of health policies and systems relevant to the development and provision of Psychiatric services of the country and their impact for the population
7. Provide leadership, supervise and manage others and contribute to planning, designing, delivering and improving future nursing services as appropriate in the context of Psychiatric nursing.

Specialist Course Descriptions

Advance Pathophysiology

Initially, the course will focus on normal human anatomy and physiology. Once this understanding has been acquired, students will study how health is disrupted by disease and disorder. Changes to structure and function of the human body will be explained, allowing the student to apply their physiological knowledge toward an understanding of the disease process. A small number of key disorders will be examined concentrating on whole body disruption to homeostasis. Simple pathophysiological and biochemical changes will be discussed in conjunction with the role of nutrition in health and disease. Successful completion of the course will lay the foundation of physiological function essential to underpin the delivery of quality nursing care.

Clinical Psychiatric Nursing I: Mental Health and Illness

This course will introduce the concepts of mental wellbeing and disorder, and critically evaluate the biological, psychological and socio-cultural contexts influencing Psychiatric from birth to death. It will identify appropriate multi-professional interventions and skills to promote recovery and wellbeing. The course will also provide an introduction to legislation for the protection of vulnerable people.

Applied Social Sciences for Psychiatric Nursing

This course is designed to introduce students to a variety of major themes and concepts from the disciplines of social policy and sociology, selected with particular reference to locating and understanding contemporary Psychiatric nursing practice in relation to social issues/problems.

Students explore the concept of welfare pluralism, or the mixed economy welfare, in order to indicate that social welfare needs are not simply met via state provision. The role welfare provision plays in contemporary Britain will be examined in policy and functional terms. Social issues pertinent to Psychiatric nursing will be investigated, including social exclusion and poverty, power and hierarchies, stigma, self harm, immigration and asylum seekers, domestic and sexual violence, the ageing population, masculinity, the pathologising of women survivors of sexual abuse, crime and disorder, and grief and loss.

Students are encouraged to recognise that understanding both social issues and the operation and outcome of welfare activities is subject to considerable ideological debate. Accordingly, the main ideologies of welfare will be covered.

Clinical Psychiatric Nursing II: Assessment and Intervention

This course will enable effective collaborative communication and reflective skills as well as knowledge of a range of resources to enhance wellbeing, recovery and putting values into practice using value based frameworks.

Management of Psychiatric Nursing in Practice

This course will facilitate the consolidation of practice and management of care skills. It will provide support for the practice learning placements in the third year, together with support for the final management placement. The course will facilitate achievement of the standards of competency required for entry onto the NMC register.

Clinical Psychiatric Nursing III: Management and Collaborative Practices

This course builds on previous courses within the program and seeks to develop knowledge and skills in a range of key therapeutic approaches for working with people with serious Psychiatric problems or complex needs, and appropriate service approaches.

Perioperative Nurse Program

Bachelor of Science in Nurse (Perioperative)

Program Description

The curriculum for the BSN in Perioperative Nursing takes an innovative approach aimed at ensuring students adopt an approach to care which is grounded in an appreciation for the human experience. Perioperative nurses – often referred to as Operating Room (OR) nurses - work in hospital surgical departments, day-surgery units and clinics. Their main role includes all critical patient care nursing activities performed in the preoperative (before), intraoperative (during) and postoperative (after) phases of surgery. The BSN (Perioperative) course provides a strong foundation in traditional nursing skills and practices, and more importantly heightens awareness of a broad range of skills and techniques necessary to delivering quality perioperative care for different age groups.

The aims of the course are to:

At the end of the training and with a view to reaching those competencies, the perioperative nurse will be able to:

1. Develop the student's intellectual and imaginative abilities in order to facilitate the development of independent judgement and problem-solving skills to deliver high quality essential care to all, and deliver complex care to service users in Perioperative nursing.
2. Take control and charge of patients during the perioperative period
3. Demonstrate professionalism in handling the patient and ensure their safety on a moral and physical level in the respect to their rights
4. Conduct all procedures in hygienic conditions and be familiar with different methods of disinfection and sterilization of the environment and equipment
5. Act professionally and competently as a circulating nurse and a scrub nurse in the basic techniques of the main specialties of surgery
6. Operate skillfully and maintain the main instruments and devices used in the Operating room
7. Provide leadership, supervise and manage others and contribute to planning, designing, delivering and improving future nursing services as appropriate in the context of Perioperative nursing.

Specialist Course Descriptions

Orthopedics

This course covers the knowledge underpinning orthopedic practice and its relevance to Nursing. Course content includes neuro-musculo-skeletal anatomy & physiology, disease processes (congenital, inflammatory, malignant, degenerative and metabolic), infection, pain management, traction and casting principles etc.

Clinical Perioperative Nursing I - Surgical Techniques

Students must show an understanding of the concepts of surgery and sterile technique and a proficiency with surgical procedures. Pre-operative considerations such as preparation of packs, preparation of surgical area, and assessment of patients.

Clinical Practicum II – Perioperative

Anesthetic considerations, suture techniques, choosing appropriate anesthesia, analgesia judging depth of anesthesia, monitoring anesthesia

Clinical Perioperative Nursing II - Environment & Recovery Room

Patient care: monitoring, fluid loss, hypothermia. Recovery responsibilities: heat source, warm, quiet, analgesia, type of bedding, additional fluids, single house, follow up patient care

Clinical Perioperative Nursing III - Aseptic Technique and Infection Control

Sterile technique: scrub, gowning, gloving, and draping. Intra-operative procedures eg. cannulations, laparotomy, and suture techniques.

Instrumentation for Perioperative Nursing

This course introduces students to a wide range of equipment for use in surgery. Types of Instruments – Basic identification and usage and overview of most common surgical instruments utilized for all surgical procedures. Universal Case Setup, minor vs major setup. Separation of clean and dirty, care and handling of Instruments. It also looks at the importance of electrical safety within the medical environment, and the rules governing equipment. It also aims to cover the principles of operation of a number of important monitoring devices and some of the major electronic equipment used within a surgical environment.

Clinical Practicum III – Perioperative

Instrumentation. Applications of the principles of safe surgery. Preparation of the surgeon and patient for surgery. Applications for the principles of sterile techniques. Safe administration of appropriate local anaesthetic agents.

Clinical Practicum IV- Perioperative

The Preoperative Process, Intraoperative Phase, and Postoperative Phase in General Surgery Service, Gynecological Surgery Service, Laparoscopic Surgery Service, Genitourinary Surgery Service, Orthopedic Surgery Service, Otorhinolaryngological Surgery Service.

Clinical Sites

Clinical sites are available at Edward Small Teaching Hospital, Banjul, Serekunda Hospital, Tanka Tanka Psychiatric Hospitals as well as other public health facilities including some private clinics. Students will be on permanent or rotating basis at these clinics.

PART III

POLICIES AND INFORMATION

Admission to the Nursing Programs

Individuals interested in the BSN Degree Nursing Program can obtain information on the application procedure from www.aiu.edu.gm

Falsification of information in the application process may result in rejection or invalidation of the application. Application for admissions can be done online at www.aiu.edu.gm website.

Advanced Placement

All information regarding advanced placement is provided in the application booklet.

Core Performance Standards for Admission and Progression

Nursing involves the provision of direct care for individuals and is characterized by the application of knowledge in the skillful performance of nursing functions. Therefore, in considering application to the nursing programs, interested students need to be aware that for progression and completion of a nursing program the nursing faculty unit will evaluate the following areas of competency: emotional, perceptual, cognitive, functional and physical.

No area hospital will accept a student with physical restrictions for clinical patient care experiences. All health care agencies reserve the right to refuse any student without reason.

Examples of Necessary Activities (not all-inclusive)

Critical Thinking: Critical thinking ability sufficient for clinical judgment. Identify cause-effect relationships in clinical situations, develop nursing care plans.

Interpersonal: Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. Ability to cope with stress.

High degree of flexibility: Establish rapport with patients/clients and colleagues.

Communication: Communication abilities sufficient for interaction with others in verbal and written form. Ability to cope with anger/fear/hostility of others in a calm manner. Explain treatment procedures, initiate health teaching, documents and interpret nursing actions and patient/client responses.

Mobility: Physical abilities sufficient to move from room to room and maneuver in small spaces. High degree of flexibility: Move around in patient rooms, work spaces, and treatments areas; Administer cardiopulmonary procedures.

Motor Skills: Gross and fine motor abilities sufficient to provide safe and effective nursing care.

Calibrate and use equipment; position patients/clients.

Hearing: Auditory ability sufficient to monitor and assess health needs. Hear monitor alarms, emergency signals, auscultatory sounds, and cries for help.

Visual: Visual ability sufficient for observation and assessment necessary in nursing care. Observe patient/client responses. Accurately prepare and administer medication.

Tactile: Tactile ability sufficient for physical assessment. Perform palpation, functions of physical examination and/or those related to therapeutic intervention, e/g. sense temperature change, assess peripheral pulses, and insert a catheter.

Strength/Stamina: Sufficient stamina to provide patient care and related responsibilities for extended periods of time (8-12 hours). Adapt to shift work. Lift without restrictions, from standing positions.

Students with weight restrictions cannot be accepted into clinical courses.

** Adapted from the Board of Directors of the Southern Council on Collegiate Education for Nursing (SCCEN) guidelines for Nursing Education*

Academic integrity and professional conduct is vital in the college environment. Certain behavior is required of the students, staff and faculty at all times. Students should review the Student Standards of Conduct found in the COLLEGE OF NURSING Student Handbook. Students, staff and faculty should also review the Code of Academic and Clinical Professional Conduct described in the BSN Student Handbook.

Students and faculty may also be asked to sign a contract at the beginning of each course that outlines student and faculty responsibilities toward a common goal of student success. There will be repercussions for any student, staff or faculty member who violates academic integrity or exhibits any unprofessional conduct/behavior. Students may discuss concerns with their instructors or the department chair. Faculty and staff have the responsibility to counsel any student they have observed violating academic integrity or exhibiting unprofessional conduct.

First occurrence- Any unprofessional conduct will be explained to the student and a counseling form written and remediation will be required.

Second occurrence- Any unprofessional conduct will again be explained, a counseling form written, the student will be placed on probation and the student will be required to discuss these occurrences with the department chair or the Administrative Director of Nursing, and remediation will be required

Third occurrence- Any unprofessional conduct that occurs for a third time, the student will be permanently dismissed from the program.

As a result of completing the registration form at College of Nursing, students have agreed to conduct themselves in an honest and honorable manner. Any student found guilty of cheating or plagiarism will receive an F for the course and be reported to the Vice President of Student Affairs for disciplinary action up to and including expulsion from the College.

Grievance/Complaint Procedure

A formal process for resolving complaints/grievances has been established. A student should always discuss the issues with the involved parties, i.e. instructor, program director, before initiating this process.

Academic and disciplinary decisions may be appealed through the following sequence of review hearings:

Step 1 Arrange a conference with the instructor.

Step 2 Arrange a conference with Department Chairperson.

Step 3 Administrative Director of Nursing/ Department Chairperson by written request and arranged conference.

Step 4 Associate Dean of Health Science by written request and arranged conference.

Step 5 Vice President / Director of Student Affairs by written request and arranged conference.

Step 6 President by written request and arranged conference.

College of Nursing Health Science Appeals Process

1. Student must initiate this process within five (5) business days following a written sanction, or notification of a grade which the student disputes.
 - The student must submit a written statement to the instructor, and a copy to the instructor/designee of the program outlining the basis for the appeal, along with the appropriate documentation.
 - The instructor/designee of the program must respond in writing to the student within five (5) business days.
2. If unresolved at Step 1, it is the student's responsibility to proceed, in writing, to the instructor/designee of the program within one (1) business day of receiving the instructor's written response.
 - The Program Director/Department Chair/designee of the program will review the student's documentation and respond to the student, both in writing and in arranged conference.
 - The Program Director/Department Chair/designee of the program must respond, in writing to the student within five (5) business days.
3. If the student is dissatisfied with the outcome of Step 2, he/she may appeal to the Associate Dean of Health Science within one (1) business day following receipt of written response from the Program Director/Department Chair/designee of the program.
 - The student must submit in writing the basis for the appeal, along with the appropriate documentation and outcomes of the previous steps.
 - The Associate Dean will respond, in writing, to the student within five (5) business days.
4. If the student is dissatisfied with the outcome of Step 3, he/she may submit a written Request for a hearing with the Health Science Appeals Committee within one (1) business day following receipt of written response from the Associate Dean.
 - The student must submit a written request for the hearing, detailing the outcomes of the previous steps, along with a basis for the appeal.
 - The Program Director/Department Chair/designee of the program will arrange a meeting of the Committee within five (5) business days of the request.

- The Health Science Appeals Committee will render a decision at the close of the hearing.
 - The student will be given a written copy of the decision of the Health Science Appeals Committee.
5. If the student is dissatisfied with the decision of the Health Science Appeals Committee, he/she may submit a written appeal to the Dean* of Health Science. In the absence of the Dean of Health Science, the final decision will be made by the Vice President.
- This decision will be rendered within five (5) business days. The student will receive written notification of the decision.

Readmission/Dismissal Policy

Written request to be readmitted/transferred into the BSN program should be addressed to the Department Chair. Students requesting readmission/transfer must complete the Nursing Department

Readmission/Transfer Request Form, and a copy of their transcript. Transfer students will also need to provide a letter from the Director of Nursing at their current Nursing Program indicating they are in good standing and are eligible to continue at the current school. The Nursing Department Chair, based on the following will make approval of a readmission/transfer request:

1. Students requesting to transfer into the BSN program; students who withdraw for personal/health reasons, students who withdraw with an average grade below 76%, or students who have failed or who have received a D in nursing, general education and/or science related courses will be readmitted/transferred subject to the following:
 - a. Completion of readmission form and date of application.
 - b. Documentation of any required remediation.
 - c. Completion of nursing course pre-requisites.
 - d. Completion of health requirements, current CPR card, updated drug and criminal background check, updated history and physical. Must be repeated if student is out of the program longer than six months.
 - e. Documentation of skills for all previous nursing courses.
 - f. Documentation of GPA above 2.5 (overall cum).
 - g. Documentation of Attendance History.
 - h. Recommendation of clinical and course instructor.
 - i. Review of NLN percentile scores if applicable.
 - j. Documentation that advised remediation or resolution of barriers to academic success has been accomplished or a written plan has been submitted.
 - k. Space availability.
2. A student who withdraws from or earns a failing grade during the Nursing Fundamentals course, must reapply and will be given the same consideration as other applicants applying. If withdrawal or failure occurs after the application deadline, the student will be added to the end of the alternate list.

3. Students who have failed the clinical part of any nursing course (at COLLEGE OF NURSING or another institution) by placing the health and safety of patients in jeopardy will not be admitted/readmitted/transferred into the BSN Program.
4. For purposes of reentry, a course withdrawal with an average grade below 76% is considered a course failure if the student has completed 75% of the course. A student may only register for the same nursing course twice. A second nursing course failure will require that the student be dismissed from the nursing program. The student will not be eligible for reentry at the point of withdrawal.
5. A student will be dismissed from the program for the following:
 - a. Two (2) course failures (less than 76%).
 - b. Two (2) course withdrawals.
6. Any student who has been out of nursing classroom and/or clinical courses for two or more years or who is unable to complete the total program within four academic years must re-apply to the program as a new student.
7. Students who are out of the program for six months or longer will be required to pass a skills challenge exam before readmission.
8. Courses eligible for transfer credit in the BSN program must have a minimum grade of C, been completed within the past two years and contain the same information as the parallel course at COLLEGE OF NURSING.
9. Students may request a grade of **I** if more than 75% of the course has been completed. An **I** grade means incomplete work. The student must speak with the instructor immediately and make arrangements to complete the course within one calendar year from the time the **I** grade was earned. Otherwise, the **I** grade will convert to an **F** grade. Incomplete grades are given on a case-by-case basis at the discretion of the instructor.
10. Students may register only once for the advanced placement (fast-track) courses.

The need to repeat a course will necessitate transfer to the generic BSN program. A student may take the challenge exam one time.

Grades

Letter grades range (non-negotiable)

A + 94 - 100

A 90 - 93

B+ 85 - 89

B 80-84

C+ 75 - 79

C 70 - 74

D+ 65 - 69

D 60 - 64

F below 60

Clinical experience will be graded satisfactory or unsatisfactory.

A written summary of clinical performance and the student's theory grade will be placed in the nursing department files at the end of each nursing course.

Calculated grades will not be rounded to the next whole number. Minimum satisfactory grade for all nursing courses is a 76.0.

Promotion and Retention

Grading practices and policies in the Department of Nursing reflect the high level of competence required for the nursing profession. Students in the BSN Nursing Program are subject to all rules and regulations as described in the COLLEGE OF NURSING catalog. In addition to the general requirements, nursing students must meet the academic requirements of the nursing department.

Upon entering College of Nursing, each student inherently agrees to accept the responsibility and trust granted to the nursing profession by society. When a particular behavior is questioned, the student must be able to justify all behavior as ethical. Failure to do so may result in disciplinary action which may include dismissal from the program.

Confidentiality

Students will not under any circumstances discuss any client, hospital, or staff information outside the confines of the classroom, clinical, or post conference area and/or without the direction and guidance of the respective instructor or other nursing faculty or department director supervision. It is illegal for students to photocopy, print, or electronically transmit any part of the client's chart computerized record. If at any time a student has a concern regarding an occurrence in the clinical setting, the student is to discuss the concerns with the clinical instructor, course coordinator, or the department chair. Failure to comply with confidentiality policy will result in dismissal from the program and possible legal proceedings. Clinical agencies may require students to sign an agency confidentiality agreement prior to clinical experience in that facility.

All cell phones, PDAs and any other technical equipment, except for laptop computers, are to be turned off and kept in a purse or bag under the student's desk. Audio recording devices may be used in the classrooms only with the instructor's permission. Under no circumstances, are visual recording devices or cameras to be used in the classroom or clinical setting.

Failure to maintain confidentiality as outlined in this policy will result in immediate dismissal from the nursing program and possible legal proceedings.

Probation

The Nursing Faculty will counsel and place a student on probation for any of the following reasons including, but not limited to:

1. Failure to follow College, Division, and Nursing Department policies.
2. Unprofessional conduct in clinical and/or classroom.

3. Incivility to faculty, peers, and/or others.
4. Unsatisfactory or marginal clinical performance.
5. Inability to function adequately with members of health and nursing teams.

Repeat episodes and/or frequent infractions of any or all of the examples result in dismissal from the program. The student must be able to successfully remediate within two consecutive courses after having been placed on probation. The student cannot register for practicum if they are currently on probation.

Health Requirements

1. Good physical and mental health are required for safe patient care by clinical facilities; therefore, all

NURSING students must provide assurance that they are in good physical and mental health upon entrance into the program and each year thereafter.

2. The assurance shall be from a licensed physician or A.R.N.P./P.A who conducts a physical examination and reports his/her findings on the Student Health Record. The physical exam must be dated no earlier than one year prior to the end of semester classes. The student's health record is considered valid, for one year.

3. Upon entrance to the nursing program, student's health record must verify:

- a. evidence of a negative tuberculin test (result valid for one year from testing date.). If chest x-ray has been completed, a screening questionnaire must be completed yearly.
- b. documentation of two MMR immunization or of a positive rubella titer, rubella titer and mumps titer .
- c. documentation of all three immunizations and positive titer or signed declination for Hepatitis B vaccine.
- d. documentation of varicella status
- e. documentation of medications/drugs taken/dosage/route
- f. recommendations for unlimited physical activity
- g. evidence of negative drug screen
- h. evidence of tetanus immunization within the past ten years

4. The medical examination tests and immunizations will be conducted at the student's expense.

5. Proof of negative TB results and CPR certification must be valid through the program. TB results are valid for one year from test date. CPR expiration date is listed on CPR card.

Students not in compliance with this policy will be dropped from the roster on the first class day. If records are not submitted by the required time, students will be dropped from class. If a seat is not available once the record is cleared, the student will have to wait until the next semester when there is an available seat. All health information must be valid for one year.

6. Changes in medical condition and/or drug regimen should be promptly reported in writing to the nursing department office. Failure to do so may result in dismissal from the program.

7. The COLLEGE OF NURSING recognizes that a student nurse who is not physically and mentally healthy to safely perform client care:

- a. Students who have a change in health status/injury while enrolled in the program will be expected to report the nature of their change in status to their instructor and/or the Department Chair.

- b. Any student who exhibits symptoms of illness/injury which pose such a threat and/or who is under the influence of alcohol or illegal drugs may be immediately removed from the clinical area and will be referred to their private physician. COLLEGE OF NURSING guidelines will be followed as outlined in the Substance Use/Abuse Policy.
 - c. After any change in health status, the student must submit a statement from his/her physician to the effect that his/her condition is not detrimental to the safety or health of himself/herself, nor patients before returning to the program.
 - d. In cases where absences caused by a change in health status interfere with student's progress, students will be asked to withdraw from the program.
 - e. Students who withdraw from the program due to a change in health status may apply to re-enter the program after resolution of the health problem and submission of an updated health record. (See provisions a and b in item 1 of Readmission Policies).
8. Students who become pregnant while enrolled in the nursing program are expected to:
- a. notify the instructor and Department Chair when the diagnosis is confirmed.
 - b. Provide documentation from their health care practitioner that the student has no restrictions/limitations.
 - c. Seek advice from the department chair/director of nursing about reentering the program after their maternity leave is completed.

Substance Use/Abuse Policy

Area health care agencies are drug free places of employment. All health care agencies require a negative drug screen prior to hiring a new employee. College of Nursing requires a drug screen for program applicants who will be placed in area health care agencies for clinical rotations. Program applicants are required to obtain a substance abuse drug screen. These results are important for clinical rotations, and subsequent completion of this health science program. Applicants with an adulterated or positive result on the drug screen will be given a reasonable opportunity to explain the confirmed positive test result. If the explanation is unacceptable and/or cannot be satisfactorily documented by the applicant's physician or the Medical Review Officer (MRO), the applicant will not be accepted into the program. The applicant may reapply and be considered for application to a Health Science program after positive reference from a treatment team who has followed the applicant for at least two (2) years, and has dealt specifically with the applicant's problem of chemical dependence. College of Nursing is committed to maintaining high standards of health science education and practice. Safe practices include efficient, reliable, and unimpaired performance in the clinical setting. Students are expected to perform patient care activities without the use of any chemical substance that could alter or impair thinking. These chemical substances may be alcohol or illicitly obtained drugs. Students who are taking prescribed medications are expected to submit a written statement from the attending physician prior to the first day of each clinical course to be included in their record. Committed to excellence in health care, College of Nursing must report any student who is currently licensed or certified as a health care provider who refuse drug screening or if the results of drug screen is positive to their respective state or national agency. It is the responsibility of the COLLEGE OF NURSING faculty to observe student behaviors, which could threaten the safety and well being of patients. Reasonable suspicion that a student is impaired will be documented by the observing faculty member or a licensed or

certified professional at the clinical facility where the student is assigned. Whenever possible, such observation shall be corroborated.

1. When an instructor has reason to suspect that one of his/her students is under the influence of alcohol, narcotics, or controlled drugs, the student's behavior should be verified with the Program Director or Director of Clinical Education to determine what action should be taken.
2. If the health care professional/COLLEGE OF NURSING faculty deems unsafe behavior is a possibility, the student will be relieved of responsibilities.
3. The student will be given the opportunity to discuss the suspicious behavior with the person(s) who witnessed the behavior. It is the student's responsibility to disclose any prescription or non-prescription medications that the student is taking as well as any other relevant medical information.
4. If it is determined that a blood or urine specimen may be necessary, the Program Director or Director of Clinical Education will contact the COLLEGE OF NURSING Health and Wellness Office or affiliating agency emergency room administrator to authorize mandatory testing. The Program Director or Director of Clinical Education will:
 - . Take the student to a private setting and explain that he/she feels the student may have a problem.
 - . Inform the student that testing is being required and that refusal will result in dismissal from the program.
 - . Obtain from the student a signed informed consent for release of information regarding results of testing to COLLEGE OF NURSING.
 - . Notify the COLLEGE OF NURSING Health and Wellness Office or affiliating agency emergency room administrator of the problem, by telephone prior to arriving in the Health and Wellness Office/ER.
 - . Accompany the student to the Health and Wellness Office/ER and remain until the testing is completed.
 - . Contact security if the student becomes loud or abusive.
 - . Excuse the student from class/clinical assignments until the results of the blood and/or urine tests are available and appropriate disciplinary action is determined.
 - . Arrange for transportation home if the student is judged to be physically or mentally impaired by the Health and Wellness Office/ER staff.
 - . Initiate appropriate disciplinary action if necessary, after receiving the Health and Wellness Office/ER report.
5. Disciplinary action may include warning, probation, suspension, or permanent dismissal from the Program.
6. All efforts will be made for the student to continue in the Program provided the student follows recommendations and meets the requirements set forth by faculty and a counseling center. Should the student elect not to participate fully in a treatment program (attend all meetings, counseling sessions, etc.) she/he will be administratively withdrawn from the Program.
7. Should behaviors be exhibited again related to substance abuse, she/he will be withdrawn immediately from the Program whether in treatment or not.
8. Should it become necessary to withdraw the student for problems related to chemical dependency, she/he will not be considered for readmission without an unconditional

positive reference from a treatment team who has followed the student for at least two years, and has dealt specifically with the student's problem of chemical dependence.

INFECTIOUS DISEASE POLICY

FOR HEALTH SCIENCE STUDENTS

HEALTH SCIENCE STUDENTS DOING HEALTH CARE WORK

The risk of contracting an infectious disease is greater for the healthcare worker than the general public.

However, recommendations for the control of infectious diseases will effectively prevent their spread.

Because of the epidemiologic and immunologic link between TB, HIV and AIDS, persons co-infected with

HIV and TB have an increased risk of developing active TB.

1. Sharp items, (needles, scalpel blades, and other sharp instruments) shall be considered as potentially infective and be handled with extraordinary care to prevent accidental injuries. Proper disposal of sharp items according to OSHA guidelines shall be followed.
2. Disposable syringes and needles, scalpel blades and other sharp items should be placed in puncture resistant containers located as close to practical to the area in which they were used. To prevent needle stick injuries, needles shall not be recapped, purposely bent, broken, removed from disposable syringes, or otherwise manipulated by hand.
3. When the possibility of exposure to blood or other body fluid exists, routinely recommended universal precautions should be followed. The anticipated exposure may require gloves alone, as in handling items soiled with blood or other body fluids, or may also require gowns, masks and eye coverings when performing procedures or post-mortem examinations. Hands should be washed thoroughly and immediately if they accidentally become contaminated with blood or body fluids.
4. To minimize the need for emergency mouth-to-mouth resuscitation, mouth-pieces, resuscitation bags, or other ventilation devices should be located and available for use in areas where the need for resuscitation is predictable.
5. Pregnant health science students engaged in health care are not known to be at greater risk for contacting infectious diseases than students who are not pregnant. However, if a student develops an infection during pregnancy, an infant has an increased risk of infection through prenatal or perinatal transmission. Because of this risk, pregnant students should be especially familiar with precautions to prevent contracting infectious diseases.
6. For health science students engaged in health care who have been diagnosed as HIV positive, there is an increased danger from infection due to disease. Students who are HIV infected are at risk of acquiring or experiencing serious complications of such diseases. Of particular concern is the risk of severe infection following exposure to patients with easily transmitted infectious diseases (e.g. tuberculosis or chicken pox). HIV infected students will be counseled about potential risk associated with exposure to or taking care of patient with transmissible infections and should continue to follow universal precautions to minimize their risk of exposure to other infectious agents.
7. All health science students will receive an annual Tuberculosis screening. Participation in patient care services is contingent on a negative PPD. In the event of a positive PPD reading, the student must submit a Chest Radiograph as part of the initial evaluation. Current CDC guidelines will be followed regarding further evaluation and management.

8. The determination of whether a student with an infectious disease should be excluded from providing health care shall be made on a case-by-case basis by the student's physician and the appropriate college officials.

9. Students who are exposed to infectious body fluids in the clinical area must report to the instructor immediately. If at a clinical site, the health care agency shall be notified and the agency protocol for such exposure followed. Additionally, a report must also be submitted to the college Health & Wellness Center via the instructor and the college post exposure protocol will be discussed with the student.

10. In the event of exposure to infectious body fluids occurring either during clinical practicum or classroom practice of medical procedures, the source person and exposed individual will be requested to submit to baseline testing for HBV, HIV, PPD and RPR as appropriate.

College of Nursing

Post-Exposure Protocol

All students must report to the Health & Wellness Coordinator immediately following a blood borne pathogens exposure obtained via needle stick, puncture with a contaminated sharp object, or through mucus membrane contact. After hour exposure must be reported as soon as possible following the injury. The Health & Wellness Coordinator will examine the wound, assess, evaluate, and perform any emergency treatment involving control of bleeding, cleansing, and dressing the wound. If the exposure occurs off of the Main Campus (i.e., clinical education sites), the injured person should:

- . Notify the appropriate instructor or supervisor.

- . Obtain emergency treatment at the hospital, clinical site, or exposure site, if treatment at the

COLLEGE OF NURSING health & Wellness Center is not feasible.

- . Contact the Health & Wellness Center via telephone (220) 439 9207 and report the injury to the Health

& Wellness staff immediately, or as soon as possible.

- . Following emergency treatment and notification of the College the student must be treated by a physician for possible blood borne pathogen exposure. The COLLEGE OF NURSING Health & Wellness

Center may coordinate medical intervention and treatment required after accidental exposures.

- . An incident/accident report must be filed out and sent to the Dean of Auxiliary Services & Facility Planning. The Health & Wellness staff and/or instructor can assist with this process.

- . After obtaining essential information for incident report and administration of emergency care, the exposed person if referred for baseline testing, which may include but not limited to HIV/HBV/HCV screening and further treatment as indicated by a physician.

- . The injured person will receive a Physician Information Form and Post Exposure Report, which must be submitted to the physician.

- . The injured person may opt to see their own physician for treatment.

- . The exposed person must give the Physician Information Form and Post Exposure Report to the attending physician at the clinic or hospital where treated.

- . The hospital or clinic at which the individual is treated will be informed that all bills should be submitted to the COLLEGE OF NURSING Risk Management Office.
- . If injury or exposure occurs at a time when the Health & Wellness Center is closed the supervisor or instructor must assure that the exposed person receives immediate medical treatment at the closest medical facility.
- . The Health & Wellness Coordinator will follow-up with the individual and the attending physician and maintain confidential records of necessary follow-up testing and treatment.
- . Students are encouraged to follow through with appropriate recommended treatment.
- . The Health & Wellness Coordinator is responsible for verifying that the initial medical treatment and any recommended follow-up treatment is carried out.

The physician receives a Physician Information and Post Exposure Report completed by the Health & Wellness Coordinator. Information pertaining to vaccination status, job duties, and circumstances of the exposure are listed. The physician evaluates the significance of the exposure, arranges for the testing of the exposed person, and the source patient. The individual receives pre- and post-testing Counseling.

Usually HIV, HBV, and HCV baseline tests are preformed, but other exposure specific testing may be done. Post-exposure prophylaxis should be initiated as indicated. The attending physician is required to send a written evaluation with recommended treatment to the Health & Wellness Center within 15 days. The physician will also inform the individual of any needed follow-up.

Criminal Background Checks

AIUWA Health Science Center (COLLEGE OF NURSING) involved in direct patient care during internship/externship/clinical in a hospital or related medical facility are required to request and submit their individual Civilian Criminal Record to the University.

Any student who has been found guilty of, regardless of adjudication shall be disqualified from the program. All records must be sent directly to the Office of the Assistant Dean of Health Science, and will be kept in a confidential file, and not made part of the student's College record. No other college faculty or staff will have access to the records without the written permission of the student. The results of screenings may be audited by healthcare agencies that are COLLEGE OF NURSING affiliates. Student who are arrested for any reason while enrolled in the degree nursing program must immediately notify the nursing department of the arrest. The nursing department has the discretion to request that the student pay for a background check and/or provide documentation related to the event. If the student is enrolled in a course that has a clinical component, the Administrative Director of Nursing will notify the facility without revealing any identifier related to the student. The facility has the right to refuse the student based on the information provided. In addition, the student may be dismissed from the program based on the information on the background check and/or the outcome of the event.

When submitted, these records will become the property of the College, and will not be available for copying or for use to meet the requirements of outside employers. Students who are out of the program for six months or more must submit new records.

BSN Dress Code

The personal appearance and demeanor of the Nursing students at COLLEGE OF NURSING reflect the

College and the Nursing program standards and are indicative of the student's interest and pride in the profession. Students are required to adhere to uniform dress code standards for all activities. Students must appear neat and professional at all times. Information regarding the regulation uniform worn by the COLLEGE OF NURSING student will be distributed to students during orientation to the program.

Students are responsible for obtaining the proper size uniform. Students will not be permitted on hospital units, patient care areas or observational experiences unless they are in correct uniform.

Violation of the uniform code will be dealt with on an individual basis. A student may be dismissed for inappropriate attire.

1. The following items are required:

- 2 royal blue polo shirts with COLLEGE OF NURSING Team Logo
- 1 white fleece jacket with COLLEGE OF NURSING Team Logo
- 2 white professional trousers (no jeans)
- 2 white uniform dresses with zipper front and COLLEGE OF NURSING insignia on left sleeve, white hose - white uniform skirts are acceptable

-OR-

- 2 white professional shirts with zipper front and insignia on left sleeve
- White socks
- White regulation uniform shoes. (No clogs, backless, slingbacks, sandals nor sneakers)
- 3/4 length white lab coat with insignia on left sleeve
- Bandage scissors
- Watch with second hand
- Stethoscope
- Hemostats
- White shoes to be worn with campus uniform

2. The COLLEGE OF NURSING name badge will be worn and be visible at all times when the student is in class or clinical.

3. Jewelry worn with the uniform will be limited to a plain wedding band (if indicated) and watch. One set of stud-type earrings may be worn; however, the earrings must not be larger than 1/8 h diameter; round: white or yellow metal or pearl-type. Visible body piercing, including tongue piercing must be removed. No bracelets or necklaces.

4. White sweaters may be worn to clinical if not in conflict with the institutional policy.

5. Uniform dresses are to be hemmed to a length below the knee.

6. Students going to agencies to refer to records or use library facilities at other than regularly assigned times must wear blue COLLEGE OF NURSING polo shirt with white professional trousers and name tag.

7. Students must also adhere to hospital and facility policies.

8. All Students:

- a. Proper personal hygiene, including mouth care, must be practiced. Decorative dental appliances must be removed.
- b. Hair is to be neat, clean, of a natural color, and should not touch the shoulders. Hair below shoulder length must be both back and up. Bobby pins should not be visible. Hair ornaments should not be worn.

- c. Nails must be short and clean and well manicured. No nail polish or artificial nails allowed.
- d. Conservative make-up may be worn.
- e. No colognes or perfumes will be worn. No smoking odors should be noticeable.
- f. Shoes must be kept clean and white.
- g. Uniforms must be kept mended and laundered.
- h. Men should be clean shaven or neatly trimmed. If students elect to have facial hair they will be required to provide suitable infection control barriers at their own expense. When working with sterile materials and when caring for patients, masks and other appropriate infection control barriers will be determined by the clinical instructor.
- i. Undergarments must be worn and must provide full coverage of buttocks. No prints or colors are to be worn.
- j. No body art or tattoos may be visible.
- k. Uniform tops are to be of a length sufficient to cover buttocks.
- l. No hats are to be worn when in COLLEGE OF NURSING uniform on or off campus.
- m. No gum chewing permitted

Classroom and On-Campus Lab Standards

Note: Failure to adhere to any classroom, campus lab or clinical standards may result in dismissal from the program.

1. Prompt and regular attendance is expected on all class and clinical days. Accurate records of attendance are kept for class and clinical laboratory. Orientation to clinical facilities is mandatory.
2. Students are to notify the nursing department by telephone prior to an absence in class. Failure to notify the instructor in advance of an absence may result in counseling, probation or dismissal from the program.
3. Student communication boards are located in the Health Science Center hallways. Students are responsible for reading all notices.
4. Children are not allowed in the classroom or lab areas.
5. No gum chewing is allowed in class or clinical.
6. During class breaks and before and after class, students are asked to use the outside of the building as loitering in the hallways is disruptive to the other classes in session. No smoking is permitted in any college building or on any walkways within 100 feet of the building.
7. Students must adhere to the concept of confidentiality regarding nursing tests/examinations. Information about the nature of or items on any exam may not be shared with other individuals.
8. Students making poor progress in a course, and who have irregular attendance, will be given written notice of unsatisfactory progress and may be required to meet with the program director or department chair.
9. Students who fail to meet the course objectives due to absences will be required to repeat the course.
10. Students may withdraw from any course and have a W recorded for that course provided certain conditions are met: the withdrawal must occur before 75% of the course is completed and the withdrawal must be officially completed through the

Educational Services Division. Students who simply do not attend class and who do not officially withdraw from the course will receive a failing grade.

11. Nursing Achievement Tests are administered at specified intervals during the BSN program. Students are required to take these tests as scheduled by the faculty. The focus of this testing is on self-assessment. Fiftieth percentile or above is the anticipated attainment in each test. Students who score below the 50th percentile may be required to retake the examination. Students will be required to take a diagnostic test near the end of the program to determine their readiness for the NCLEX-RN examination. Students are expected to achieve minimum scores on the test. The student pays for each of these tests as a course fee during registration. All students are required to have a laptop computer for classroom use.
12. The use of any COLLEGE OF NURSING computer to access ethnically or sexually derogatory materials is in violation of the college sexual harassment policy and will result in disciplinary action.

Clinical Standards

1. Students are expected to exhibit conduct in accordance with the Code for Nurses at all times (See Code for Nurses on the inside of front cover). A student may be given a failing grade in a clinical component if the student does not meet the course competencies.
2. Students must adhere to the concept of confidentiality regarding the patients and their records.

Information about patients may not be shared with other persons nor with staff who are not assigned to their case. Patients or hospital records may not be photocopied. Students are not allowed access to patients records other than those of assigned patients.

3. Students are required to adhere to the policies and procedures of each institution according to the contractual agreement between the College and health care institution. Agencies have the right to refuse a student's clinical participation at their site.
4. Students must hold and maintain current CPR certification at all times. (i.e. BLS-C). CPR certification must be valid from the first day of a semester to the end of a semester and submitted to the nursing office prior to registration or a hold will be placed on the student file preventing registration.
5. Students should have transportation and be willing to attend clinical in any facility in the area. There is no guarantee students will be assigned to a facility close to their home.
6. Clinical assignments will be made by the clinical instructor and posted in a designated place. Students are expected to prepare thoroughly prior to the clinical experience. Lack of preparation can constitute unsafe practice.
7. Students are not permitted patient contact, except as assigned by the clinical instructor. This rule applies to students going to the hospital for assignments, or for other reasons.
8. An oral report on student's clinical assignment must be given to the charge nurse or team leader before leaving the unit. All written documentation related to assigned patient care must be completed by the student prior to leaving the unit.
9. The instructor may confer with the health care agency staff on the progress of each student as necessary. Written objectives for the clinical courses are shared with agency staff.
10. Students need to be well-rested prior to beginning a clinical shift as fatigue can impair a person's ability to learn, or can cause mistakes/compromise patient safety. Hence, students

who work in a hospital or other 24-hour facility are not to work the shift (i.e. 11 PM-7 AM for a morning clinical or 7 AM-3 PM for an afternoon clinical) prior to an assigned clinical as a nursing student.

11. Written evaluations of students are discussed with and signed by each student near the end of the semester. Clinical evaluations of students will be conducted at other times as deemed appropriate by the instructor. These will be kept in the student's file in the COLLEGE OF NURSING office. Faculty are to provide students with the opportunity to complete course/instructor, lab, clinical experience and clinical site evaluations at the end of every course. A student is to bring the completed evaluations to the nursing office. Faculty are to tabulate the clinical site evaluations and keep for their records.

12. Orientation to each clinical facility is provided and attendance is mandatory. Orientation may be on a day other than a scheduled clinical day. Absence for any reason will result in withdrawal from the course.

13. Students are required to notify instructors of absence from a clinical laboratory at least one-half hour before scheduled time of arrival per course policy, or as required by clinical agency. Failure to notify faculty in advance of an absence will result in counseling and probation, or dismissal from the program. Students must speak to faculty. Notification of the floor is not sufficient.

14. Make-up work for absences will be assigned at the discretion of the clinical instructor, in consultation with the course coordinator. Students must register and pay for additional clinical time due to any absence.

15. Students will not be called from the unit to the telephone unless there is an emergency. Students are to use the pay telephone for emergency telephone calls.

16. No cell phones or recording devices are allowed on the nursing unit.

17. Students cannot text message. Hand held technology equipment can only be utilized for educational purposes.

18. Students are requested to take as little money, keys, notebooks, etc. as possible into the agency, and to store things at the agency in the designated place.

19. Student must notify instructor if leaving clinical setting.

20. The following standards regarding nursing practice are to be followed:

a. No verbal or telephone orders are to be taken by students from physicians or physician designees.

b. Students will be supervised in dispensing medications and will proceed independently after satisfactory performance and with clinical instructor's approval.

c. At all times during clinical experience, insulin, Digoxin, and anticoagulants are to be checked by the instructor (or by designated preceptor with permission of instructor) before administration by a student.

d. No I.V. medications or IV starts are to be performed without the instructor's, I.V. team member's, or preceptor's supervision.

e. No blood hanging or cosigning for blood or blood products may be done by a student.

f. No student may participate in controlled substance count without the attendance of the instructor or preceptor who must cosign the audit sheet.

21. In courses that contain a clinical component, students must receive a passing grade in both theory and clinical in order to pass the course.

22. Should a student be involved in an accident or injury to self or to a patient, a college accident report must be completed and signed by the student immediately along with the

agency report. If the accident involved a possible exposure to a blood-borne pathogen, the college health nurse must also be notified immediately.

23. As per policy, students must return any property related to clinical facilities upon request.

Class Cancellation

The college may need to cancel classes in cases of severe weather or an emergency situation.

Security Precautions

We ask that you please be cognizant of these common sense security precautions while on any COLLEGE

OF NURSING Campus or clinical site:

1. Always be safety conscious. Be aware of your surroundings.
2. Stay in well-lit areas. Make it a point to walk in main walkways with other students and use the buddy system whenever possible.
3. Don't enter elevators with someone who looks out of place or behaves suspiciously.
4. Don't go into stairwells alone.
5. Keep your keys in your hand while you walk to your car. Always make sure your car is locked and check the back seat before entering the vehicle.
6. Keep the door locked if you are in a room alone and ask who is there before opening a door.
7. Make sure a close friend, roommate or relative knows where you are going and when you are expected back.
8. If you feel that you are being followed or threatened, go immediately to a place where there are other people.
9. All suspicious persons and activities should be immediately reported. Students should immediately speak with their teacher or report to the Student Affairs Office at the Main Campus or Main Office at the branch campuses.

Pharmacology and Drug Calculations Policy

The ability to correctly calculate and administer various medications is a required competency of all nurses. The BSN student must have a thorough knowledge of pharmacology and be able to solve medication dosage problems involving ratios and proportions and utilizing various systems of measurement. This requires that the student be able to correctly manipulate fractions, decimals and percents. Students are encouraged to pre-test their math ability.

During the Nursing Fundamentals course, students will be presented with a review of basic calculations and will be given an opportunity to practice drug calculations under their instructor's supervision.

A drug calculation exam will be administered in each course in the BSN program. All students must score a minimum of 90% on this exam in order to progress in the program. Students will be given an opportunity to remediate their math skills and retake the exam. Fundamentals students must pass this test prior to beginning clinical. In all other course, students will have three attempts to pass this test prior to clinical. Students who cannot pass the test must withdraw from clinical. Students scoring below

90% will be referred for remediation, and will be required to retest. The student must score 90% on this retest, or continue with remediation and retesting until a passing grade is achieved. However, successful completion of this test and safe administration of medications are considered competencies for students completing Pharmacology will be included in every unit of the curriculum where appropriate. Faculty will present the students with a list of drugs that are appropriate for that unit (may be included in course syllabus), and the student is then responsible for researching those medications. In addition, the instructor will discuss pharmacology as part of lecture. Where appropriate, 10% to 20% of each test will consist of pharmacology questions including math. Safe administration of medication is a requirement of all courses. If at any time, the student commits a medication error or variance, the following policy will be implemented and remediation required.

Student Activities

Nursing students are encouraged to participate in on-going college activities. Each student will receive a college catalog and Student Handbook, which serve to guide the students in college activities.

Ceremonies, Honors, and Awards

The Annual COLLEGE OF NURSING Awards Ceremony is held to honor students who have excelled in some manner during their study at COLLEGE OF NURSING. Graduating students are recognized at Spring Commencement for high academic achievement.

Graduation

1. To qualify for graduation the BSN student must have:
 - a. Earned a C or better in all nursing and science courses.
 - b. Successfully completed the college's requirements for the BSN. Degree as described in the catalogue.
 - c. Completed the college's application for graduation.
2. Upon graduation from the College, the BSN student will be:
Granted a Degree in Nursing Science from College of Nursing.

Licensure Application

Students admitted to the BSN program are expected to take a licensure examination after graduation to become registered nurses; therefore, it is necessary to consider the legal requirements for nurses before entering the program. The licensure may be denied for such reasons as:

- a. having been convicted or found guilty, regardless of adjudication, of a crime which directly relates to the practice of nursing or the ability to practice nursing.
- b. being unable to practice nursing with reasonable skill and safety by reason of illness or use of alcohol, narcotics, or chemicals, or any other type of materials, or as a result of any mental or physical conditions.
- c. having been convicted of a felony and civil rights have not been restored. Such an applicant is not eligible for licensure and is not eligible to take the licensing examination. The application is considered to be incomplete. When documentation of

restoration of civil rights is received, the Board will consider the application for licensure.

A graduate of the COLLEGE OF NURSING program is eligible to apply for nursing licensure internationally but graduation does not guarantee that the Board of Nursing will issue the candidate a nursing license.

COLLEGE OF NURSING

BSN Degree Nursing

Evaluation of Clinical Competencies

Student Clinical Agency/Unit Grade Competencies Expected Level

I = Independent

S = Supervised

A = Assisted

Grade

S = Satisfactory (demonstrates expected level in all areas)

M = Marginal

D = Dependent

U = Unsatisfactory (unable to demonstrate expected level in one or more areas)

One unsatisfactory grade on any item in the evaluation form indicates the student has not achieved the clinical competencies for the course and will receive an unsatisfactory clinical grade.

The BSN Degree Nursing Program of College of Nursing utilizes three roles to organize the practice competencies of the graduate nurse: provider of care, manager of care and member within the discipline of nursing. Included in each of these three roles are eight core components:

- . Professional Behaviors
- . Communication
- . Assessment
- . Clinical Decision-Making
- . Caring Interventions
- . Teaching and Learning
- . Collaboration
- . Managing Care

EVALUATION OF CLINICAL COMPETENCY

DEFINITIONS AND TERMINOLOGY

1. Competency Statements - the educational outcomes that culminate in the student's ability to carry out the nursing practice roles.
2. Behaviors - observable student's actions that validate the achievement of a competency.
3. Categories - the nursing practice roles of the evaluation framework: Professional behaviors, communication, assessment, clinical decision-making, caring interventions, teaching and learning, collaboration, managing care.
4. Criteria - labels designating the expected level of performance of a given competency.

I = Independent - Performance is safe and accurate; achieves the purpose with appropriate manner and demeanor; is proficient, coordinated and confident; focuses on the patient, not the skill; and performs primarily without supporting cues.

S = Supervised - Performance is safe and accurate; achieves the purpose with appropriate manner and demeanor; is efficient, coordinated and confident; focuses on the patient, but complex skills may shift focus; performs with occasional supporting and infrequent directing cues.

A = Assisted - Performance is safe and accurate; achieves the purpose with appropriate manner and demeanor most of the time; skillful in parts of performance; inefficient, uncoordinated, expends excess energy and completes purpose in a delayed time period; focuses on the skill/self rather than the patient; requires frequent cuing, both verbal and physical.

M = Marginal- Performance is at risk to patient, student or others, or safe only with direct supervision; is not always accurate; achieves desired purpose and manner only occasionally; unskilled, inefficient and expends considerable energy with marked delay in completion time; anxiety is pronounced or may be masked; requires continual cuing.

D = Dependent- Performance is unsafe and the student is unstable to demonstrate the behavior.

5. Definition of Safe Practice - Safe practice is defined as the application of scientific principles in performing nursing care. Care is provided in a reasonable and prudent manner, providing for the welfare and protecting the well-being of the patient. Safe practice implies that the student can demonstrate awareness of the potential effect of actions and decisions. Such actions and decisions shall not endanger the integrity of the patient.

A student will be dismissed from the clinical component anytime a failing state is judged by the instructor to constitute a failure to provide the standard of care as established by course objectives and basic competencies.

Under the law, given a level of preparation and assignments consistent with the preparation, the student is bound to perform at the same level as the professional, in this case the Registered Nurse. The standard of care given by the student nurse will be equal to the standard of care provided by the Registered Nurse.

6. Criteria for Completion or Non-completion of Clinical Courses:

The clinical evaluation tool encompasses three major competencies of the graduate nurse: provider of care, manager of care and member within the discipline of nursing. Included in each of these three roles are eight core components: professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration and managing care.

Ordinary progression to the next clinical course will necessitate that all competencies for each category be at the predetermined Independent, Supervised, or Assisted levels.

CRITERIA FOR CLINICAL EVALUATION

SCALE LABEL STANDARD/PROCEDURE

QUALITY OF PERFORMANCE

ASSISTANCE

Independent (I)

Safe Accurate: each time

Effect: result of action is as expected each time
Affect: demeanor of student is appropriate each time
Proficient: coordinated/confident
Focuses on client
Occasional expenditure of excess energy
Completed within an expedient time period Without supporting cues
Supervised (S) Safe Accurate, each time
Effect: result of action is as expected each time
Affect: demeanor of student is appropriate each time
Efficient: coordinated/confident
Focuses on the client
Some expenditure of excess energy
Completed within a reasonable time period
Occasional supporting cues
Assisted (A) Safe Accurate . each time
Effect: result of action is as expected most of the time
Affect: demeanor of student is appropriate most of the time
Skillful in parts of behavior
Focuses more on the skill and self rather than client
Inefficient and uncoordinated
Anxious, worried, flustered at times
Expend excess energy
Completes within a delayed time period
Frequent verbal and occasional physical cues in addition to supportive cues
Marginal (M)
*Unsatisfactory
Safe, but not alone
Performs at risk to client or others
Accurate--not always
Effect: result of action is as expected occasionally
Affect: demeanor of student is as expected occasionally
Unskilled; inefficient Considerable expenditure of excess energy
Anxiety apparent or masked
Prolonged time
Disrupting or omitting behaviors
Focuses on skills and/or self
Continuous verbal and frequent physical cues
Dependent (D)
*Unsatisfactory
Unsafe
Unable to demonstrate behavior/procedure
Unable to demonstrate procedure/behavior
Lacks confidence, coordination, efficiency
Appears unable to function
Expend unreasonable energy
Continuous verbal and physical cues

Instructor actually performing behavior

PROFESSIONAL BEHAVIORS within nursing practice are characterized by a commitment to the profession of nursing. The graduate of a degree nursing program adheres to standards of professional practice, is accountable for his/her own actions and behaviors, and practices nursing within legal, ethical and regulatory frameworks. Professional behaviors include a concern for others demonstrated by caring, respect, honesty, integrity and team building. The graduate values the profession of nursing and participates in ongoing ethical professional development.

Upon completion of this course the student will:

- Practice within the ethical, legal and regulatory frameworks of nursing and standards of professional nursing practice.
- Report unsafe practices of health care providers using appropriate channels of communication.
- Demonstrate accountability for nursing care given by self and/or delegated to others.
- Use standards of nursing practice to perform and evaluate client care.
- Act as an advocate for client rights.
- Maintain organizational and client confidentiality.
- Practice within the parameters of individual knowledge and evaluates client care.
- Recognize value of participation in professional organizations.
- Serve as a positive role model within healthcare settings and the community at large.
- Recognize the impact of economic, political, and demographic forces on the delivery of healthcare.
- Participates and promotes personal growth.
- Develop and implement a plan to meet self-learning needs.
- Delineate and maintain appropriate professional boundaries in the nurse client-relationship.
- Follows policies regarding absence and tardiness.
- Maintain professional appearance at all times.

COMMUNICATION in nursing is an interactive process through which there is an exchange of information that may occur verbally, nonverbally, and/or in writing or through information technology. Those who may be included in this process are the nurse, client, significant support person(s), and other members of the healthcare team, and community agencies. Effective communication demonstrates caring, compassion and cultural awareness. Communication is directed toward the promotion of positive outcomes and establishing a trusting relationship.

Therapeutic communication is an interactive verbal and non-verbal process between the nurse and client that assists the client to cope with change, develop more satisfying interpersonal relationships, and integrate new knowledge and skills. Communication is the dynamic process of human interaction that allows people to establish, maintain, and improve contacts with others.

Upon completion of this course the student will:

- Utilize therapeutic communication skills when interacting with clients and significant support person(s).

- Communicate relevant, accurate and complete information in a concise and clear manner.
- Report and document assessments, interventions and progress toward client outcomes.
- Protect confidential information.
- Utilize information technology to support and communicate the planning and provision of client care.
- Utilize appropriate, channels of communication to achieve positive client outcomes.
- Demonstrate respect and consideration of others.
- Communicate truthfully in verbal and written form.

ASSESSMENT is the collection, analysis and synthesis of relevant data for the purpose of appraising the client's health status. Comprehensive assessment provides a holistic view of the client, which includes dimensions of physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status. Assessment involves the orderly collection of information from multiple sources to establish a foundation for provision of nursing care. Assessment includes identification of available resources to meet client needs. Initial assessment provides a baseline for future comparisons that can be made in order to individualize client care. Ongoing assessment and reassessment are required to meet the client's changing needs.

Upon completion of this course the student will:

- Assess the client's health status by completing a health history and performing a physical, cognitive, psychosocial and functional assessment
- Assess the interaction patterns of the individual client, or significant others.
- Assess the developmental, emotional, cultural, religious and spiritual influences on the client's health status.
- Assess client and significant others for learning strengths, capabilities, barriers and educational needs.
- Assess the client's response to actual or potential health problems.
- Assess the client's response to interventions.
- Assess the client for changes in health status and identified needs.
- Assess client's ability to access available community resources.
- Assess the environment for factors that may impact the client's health status.
- Assess the strengths, resources and needs of clients within the context of their community.

CLINICAL DECISION MAKING encompasses the performance of accurate assessments, the use of multiple methods to access information and the analysis and integration of knowledge and information to formulate clinical judgments. Effective clinical decision making results in finding solutions, individualizing care, and assuring the delivery of accurate, safe care that moves the client and services toward positive outcomes. Evidence based practice and the use of critical thinking provide the foundation for appropriate clinical decision making.

Upon completion of this course the student will:

- Make clinical judgments and management decisions to ensure accurate and safe care.
- Analyze and utilize assessment and reassessment data to plan care.
- Evaluate the effectiveness of care provided in meeting client outcomes.
- Modify client care as indicated by the evaluation of outcomes.
- Participate in problem identification and data collection for research, quality control or improvement processes to meet client outcomes.
- Use evidence-based information to support clinical decision-making.

CARING INTERVENTIONS are those actions that assist the client in meeting needs. These interventions are based on knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, and nursing research. Caring is the "being with " and "doing for" that assists the client to achieve the desired results. Caring behaviors are nurturing, protective, compassionate, and person centered. Caring creates an environment of hope and trust, where client choices related to cultural values, beliefs and lifestyles are respected.

Upon completion of this course the student will:

- Protect and promote the client's dignity.
- Identify and honor the emotional, cultural, religious and spiritual influences on the client's health.
- Demonstrate caring behavior towards the client, significant others, peers and other members of the healthcare team.
- Provide accurate and safe nursing care in diverse settings.
- Implement the prescribed care regimen within the legal and ethical and regulatory framework of nursing practice.
- Support the client and significant others when making healthcare and end of life decisions.
- Prepare the client and significant others for intervention treatment modalities and self-care.
- Provide a safe, physical and psychosocial environment.
- Assist the client and significant support person(s) to cope with and adapt to stressful events and changes in health status.
- Assist the client to achieve optimum comfort and functioning.
- Administer medications following correct procedure.
- Perform nursing skills competently.

TEACHING AND LEARNING processes are used to promote and maintain health and reduce risks, and are implemented in collaboration with the client, significant others and other members of the healthcare team. Teaching encompasses the provision of health education to promote and facilitate informed decision-making, achieve positive outcomes and support self-care activities. Integral components of the teaching process include the transmission of information, evaluation of the response to teaching and modification of teaching based on identified responses. Learning involves the assimilation of information to expand knowledge and to change behavior. Upon completion of this course the student will:

- Develop an individualized teaching plan based on assessed needs.
- Provide the client and significant others with the information to make choices regarding health.
- Teach the client and significant others the information and skills needed to achieve the desired learning outcomes.
- Evaluate the progress of the client and significant others toward achievement of the identified learning outcomes.
- Modify the teaching plan based on evaluation of progress toward meeting the learning outcomes.

COLLABORATION is the shared planning, decision-making, problem solving, goal setting, and assumption of responsibilities by those who work together cooperatively, with open professional communication. Collaboration occurs with the client, significant others, peers, other members of the healthcare team, and community agencies. The nurse participates in the team approach to holistic client centered care across healthcare settings. The nurse functions as advocate, liaison, coordinator and colleague as participants work together to meet client needs and move the client toward a positive outcome. Collaboration requires consideration of client needs, priorities and preferences, available resources and services, shared accountability and mutual respect.

Upon completion of this course the student will:

- Coordinate the decision making process with the client, significant support person(s), and other members of the healthcare team.
- Work cooperatively with others to achieve client and organizational outcomes.
- Collaborate with the client, significant support person(s), and other members of the healthcare team to evaluate progress toward achievement of outcomes.
- Interact creatively and openly with others to solve problems to achieve client goals and outcomes.

MANAGING CARE is the efficient, effective use of human, physical, financial and technological resources to meet client needs and support organizational outcomes. Effective management is accomplished through the process of planning, organizing, directing, and controlling. The nurse, in collaboration with the healthcare team, uses this process to assist the client to move toward positive outcomes in a cost efficient manner, to transition within and across healthcare settings, and to access resources.

Upon completion of this course the student will:

- Prioritize client care.
- Implement an individualized plan of care in coordination with members of the health care team.
- Facilitate the continuity of care within and across healthcare settings.
- Delegate aspects of client care to qualified assistive personnel.
- Adapt provision of client care to changing healthcare settings and management systems.
- Assist the client and significant others to access available resources and services.
- Implement nursing strategies to provide cost effective care.
- Demonstrate competence with current technologies.

- Seek appropriate assistance from instructor when the situation encountered is beyond the student's knowledge and experience.

Midterm Evaluation Conference Summary (as required)

Faculty Signature Date

Student Signature Date

Final Evaluation Conference Summary

Faculty Signature Date

Student Signature Date

Department of Medical Records:

As part of the BSN Degree/Practical Nursing Program at College of Nursing, I am required to do case studies. As such, I may need access to all records, including past medical records. I am aware that ALL hospital and patient records are confidential in nature and I will maintain confidentiality at all times. Failure to maintain confidentiality may result in my immediate dismissal from the program.

Student Signature Date

Nursing Instructor Date

Code of Academic and Clinical Professional Conduct

As a COLLEGE OF NURSING Student, I pledge to:

1. Actively promote and encourage the highest level of legal and ethical principles in academic and clinical situations.
2. Strive for excellence in all aspects of academic and clinical performance.
3. Promote life-long learning and constantly strive to improve the quality of nursing care.
4. Maintain and promote integrity, truthfulness and honor in the performance of all academic and clinical responsibilities.
5. Treat others with respect in all areas of the clinical and academic setting.
6. Facilitate an environment in the classroom and clinical setting that promotes learning and allows faculty to facilitate the education of nursing students.
7. Cooperate in every reasonable manner with the academic and clinical faculty and clinical staff to ensure the highest quality of patient/client care (and use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.)
8. Encourage mentorship and cooperation with other COLLEGE OF NURSING and allied health students, as one means to meet the academic and clinical needs of students.
9. Advocate for the rights of all patients/clients.
10. Provide care to clients in a reasonable, compassionate, considerate, knowledgeable, and professional manner.
11. Refrain from performing any technique or procedure, including medication administration, for which I am unprepared by education or experience and/or without faculty or preceptor approval.
12. Accept the moral and legal responsibility for my actions.
13. Refrain from misrepresenting my position as a nursing student.
14. Refrain from any action or omission of care on campus or in the clinical setting that creates unnecessary risk of injury to self or others.
15. Maintain confidentiality in all aspects of patient care including the avoidance of unauthorized duplication of the patient/client's medical record.
16. Serve all patients/clients impartially and accept no personal compensation from those entrusted to my care as a nursing student.
17. Always communicate academic and clinical information in a truthful and accurate manner.
18. Refuse to engage in unauthorized research.
19. Ensure that there is full disclosure and that proper authorizations are obtained from patients/clients involved in all areas of research including, but not limited to, clinical trials and investigative studies.
20. Ensure that informed legal consent of the patient/client has been obtained to perform clinical procedures.
21. Abstain from the use of alcoholic beverages, narcotics or illicit/controlled substances in the academic and clinical setting.
22. Strive to encourage rehabilitation services for students suffering from substance abuse.
23. Refrain from the possession of unauthorized firearms, explosives, dangerous chemicals, or other weapons on campus or in the clinical practice setting and immediately report any violations to the appropriate authorities.

24. Cooperate with authorities in the identification of those in violation of this Code of Academic and
25. Clinical Professional Conduct and immediately report any violations to appropriate authorities.
26. 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.

Student's Name Date:

Nursing Department

This is to acknowledge that I have received my personal copy of the Nursing Department Student Handbook; I have read and understand the contents thereof. I hereby agree to abide by its regulations. I understand that this form needs to be submitted to the Nursing Department prior to the first week of school. I agree to have my educational, health, and background records released to professional organizations/health care agencies requesting that information.

I agree to have information regarding my attendance and performance released for financial aid purposes. I understand that I may not participate in any nursing program until I have all my records on file in the nursing department (health, CPR, drug screen and background checks) and that these records must be kept updated or I could be withdrawn from the program.

I understand that orientation to clinical facilities is mandatory. Absence for any reason will result in withdrawal from the course. I understand that information that has been disclosed to me from the patient files privacy is protected by law. Law prohibits me from making any disclosure of medical information without the specific written consent of the person to whom such information pertains, or as otherwise permitted by state, or local law.

Changes may be made to departmental, division, or college policies at any time. Should a change occur, students will be notified verbally and in writing as to what the change entails and the date it will take effect. Students will be given a copy of the change to keep for their records, and one to sign which will be included in their file.

SIGNATURE PRINT NAME

DATE