# Accelerated-BSN Student Handbook

# 2023-2024

# <u>WELCOME</u>

Dear ABSN Student,

Welcome to the Division of Nursing at Goodwin University. The Accelerated Bachelor of Science (ABSN) Handbook provides you with information to facilitate your success. This nursing program handbook augments the Goodwin University catalog and assists you to identify issues and policies specific to the nursing program. Please refer to your University Student Catalog for information regarding:

- **Academic Information/Policies**
- **Cell Phone Usage**
- **Directory of Faculty and University Administration**
- **Nursing Course Descriptions**

As an accelerated BS nursing student, you are expected to function in an increasingly professional manner. Some of your education is designed specifically to help you to socialize in the role of a professional nurse. You are expected to assume responsibility for your learning and related plans for success. The faculty in the nursing program will give you the support necessary for completing the program. There is a Progressive Discipline policy meant for those who show unprofessional behaviors during their progression through the program. The faculty hopes that this policy will rarely be used.

This handbook incorporates policies from Associate Degree (AD) and ABSN programs reflects concepts from each of these programs while incorporating all the accrediting standards from AACN Baccalaureate Essentials required for achieving your degree. The ABSN student handbook is only available in an online format.

The faculty and staff of the nursing program are here to facilitate your success. We look forward to engaging with you as you begin your educational journey with us.

 Best wishes for success,

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Chief Nurse Administrator, BSN & MSN Program Director
Assistant Professor

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# Goodwin University Mission Statement

The mission of Goodwin University is to educate a diverse student population in a dynamic environment that aligns education, commerce, and community. Our innovative programs of study prepare students for professional careers while promoting lifelong learning and civic responsibility. As a nurturing university community, we challenge students, faculty, staff, and administration to fully realize their highest academic, professional, and personal potential.

# School of Nursing and Health Professions Mission Statement

The School of Nursing and Health Professions seeks to provide students with state-of-the-art preparation for careers in healthcare and science-based disciplines. The mission of the School of Nursing and Health Professions will infuse an appreciation for lifelong learning in all students, resulting in excellence in healthcare and improved quality of life for those we serve.

# About Goodwin

Goodwin University is proud of its remarkable legacy of creating career-focused, educational opportunities for its students for more than 20 years. It has grown from a business technology training center to an accredited baccalaureate college, to a re-imagined, community-based university comprising three schools of academic discipline: The School of Nursing and Health Professions, the School of Business, Technology, and Advanced Manufacturing, and the School of Applied Liberal Arts and Social Sciences.

Goodwin University is a nonprofit institution of higher education and is accredited by the New England Commission of Higher Education (NECHE), formerly known as the New England Association of Schools and Colleges (NEASC). Goodwin University was founded in 1999, with the goal of serving a diverse student population with career-focused degree programs that lead to strong employment outcomes.

The School of Nursing and Health Professions seeks to provide students with state-of-the-art preparation for careers in healthcare and science-based disciplines. The mission of the School of Nursing and Health Professions will infuse an appreciation for lifelong learning in all students, resulting in excellence in healthcare and improved quality of life for those we serve. The Goodwin University Nursing Education Program is fully accredited by the Accreditation Commission for Education in Nursing (ACEN) and fully approved by the Connecticut Board of Registered Nursing.

The information in this Nursing Faculty Handbook is intended for orientation of new and all current nursing faculty to develop an awareness of expectations related to teaching, scholarship, and service. It is hoped that the information contained herein will facilitate adjustment to the faculty role and provide reference for both full-time and adjunct faculty members.

This handbook complements the Faculty Handbook of Goodwin University.

The nursing faculty handbook may be reviewed and revised at any time to reflect changes in institutional policy, state and federal law or operational procedures.

Additionally, it provides faculty with a network of contacts to support their efforts.

# Goodwin University's Core Values

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|---|---|
| **P** | **Purpose** – Goodwin University provides access to all who seek higher education. Our interaction and engagement with students are personal, sincere, respectful, and considerate of life circumstances that are the driving forces behind the need for change in a student's life. |
| **A** | **Academic Excellence** – We are a dynamic academic institution with high expectations for all. We believe in preparing our students for lifelong learning through rigorous, career-based curricula, which promote critical thinking and personal growth and lead to strong employment outcomes. We focus on effective teaching as everyone's responsibility and central to our endeavors. |
| **S** | **Student Success** – Students are the focus of our work at Goodwin University. We have the responsibility to create innovative learning environments and provide support services, which are nurturing, yet hold students accountable for their own success. |
| **S** | **Service to Community** – Our obligation and responsibility is to give back to individuals and the broader community. We encourage collaboration and seek out meaningful experiences for students, faculty, and staff. |
| **I** | **Integrity** – We are honest, trustworthy, and respectful of others, and we foster these traits in our students, faculty, and staff. |
| **O** | **Opportunity** – By embracing the sharing of diverse ideas, viewpoints, learning styles, and abilities, each individual enriches the College as a whole. Our system of shared governance offers an opportunity for the entire Goodwin community to have a voice in the continuous improvement of the College. |
| **N** | **Navigators** – We are Navigators! It is the responsibility of everyone at Goodwin University to guide ourselves, colleagues, and students through this shared transformational journey of personal and professional development. |

Goodwin University's Core Values are its deeply held beliefs that represent the University's highest priorities and fundamental driving forces. They define our passionate belief in what we do and how we choose to resonate with and appeal to students, employees, and the greater Goodwin Community. The Core Values [PASSION] promotes active engagement and fosters an understanding of the mission of the institution and nursing program that promotes active engagement of faculty, the community, and nursing.

# OUTCOMES

## Institutional Outcomes

**Communication:** Students will be able to effectively express and exchange ideas through various methods of communication including written, oral, and digital.

**Information Literacy**: Students will be able to identify relevant information, evaluate alternatives, synthesize findings, and apply solutions.

**Career Readiness:** Students will be able to apply their knowledge, skills, and abilities in their chosen field of study.

## Program Outcomes

Graduates of the BSN program are prepared to practice professional nursing as a generalist with skills that are applicable across all health care settings. They are also prepared to enter graduate study.

At the completion of the program, the graduate will be able to:
1. Practice professional nursing from a holistic, visionary, culturally competent, fiscally responsible base as they design, manage, and coordinate care for individuals, families, groups, communities, and populations
2. Synthesize and apply knowledge from nursing theory, practice, research, and the liberal arts and sciences to professional nursing practice
3. Integrate and demonstrate beginning leadership and management skills utilizing critical and creative thinking, ethical decision making, and evidenced-based practice
4. Design, manage and coordinate care for patients, families, groups, and communities utilizing communication skills honed by self-awareness and self-evaluation
5. Advocate for patients, families, groups, and communities based on a respect for cultural diversity and an understanding of the impact of political and regulatory processes on health care
6. Collaborate and communicate, using a variety of modalities, with patients, families, and interdisciplinary team members to maximize patient's level of wellness
7. Make a commitment to lifelong learning by assuming responsibility for professional career planning, advanced education, and active membership in the professions

## Baccalaureate Nursing Education

The faculty subscribes to the philosophy of baccalaureate education articulated by the American Association of Colleges of Nursing (AACN, 2008)

## Nurses are:

1. Providers of holistic care to patients whether individuals, families, groups, or communities based on an underlying core commitment to patient welfare.
2. Designers, managers, or coordinators of care by assuming responsibility for delegating tasks to other health care personnel, supervising
3. Members of a profession that have been well-delineated and have assimilated a broad knowledge base and are committed to lifelong learning by providing graduate study as the route to advancement in the career

Baccalaureate nursing education prepares nurses to practice in a variety of settings by providing them with knowledge and skills that are generalizable and transferable to multiple settings.

The faculty believe that baccalaureate nursing education is built upon a foundation in the arts and sciences that provides an appreciation for diverse perspectives and experiences. This includes an understanding of values and ethics with an understanding of the physical world and the scientific method. Liberal education provides a grounding that ensures that nurses practice with a broad-based knowledge that enables them to function as educated people.

Baccalaureate nursing education facilitates the development of professional values and value-based behaviors that guide the nurse's interactions with patients, families, peers and society. This education emphasizes the provision of compassion and appropriate care, a concern for human dignity and culture, the welfare of others, a respect for patients' rights to make decisions and a concern for social justice.

Baccalaureate nursing education provides opportunities for the development and clarification of values, the development of assessment, evaluative, teaching and communication skills, the development and refining of technical skills that are required for delivery of quality nursing care and the development of problem-solving and critical- thinking skills.

Baccalaureate nursing education prepares nurses to function as active and knowledgeable participants in the health care delivery system. Students learn about the organization and finance of health systems and how to participate in and influence political and other processes that affect health care delivery.

Baccalaureate nursing education prepares nurses to function as global citizens with an understanding of transportation and information technologies that link parts of the world. This education prepares the graduate with knowledge and skills relating to effects of disease transmission and treatment within a global context.

## References

1. Preamble to the Constitution of the World Health Organization, adopted 1946.
2. American Nurses Association (1996).  American Nurses Association model practice act; Kansas City, Missouri: American Nurses Association.
3. American Association of Colleges of Nursing (2008) Essentials of Baccalaureate Education for Professional Nursing Practice.  Retrieved from http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf

4. American Association of Colleges of Nursing (2002).  Hallmarks of the professional nursing practice environment: An AACN white paper. (online). Available at www.aacn.nche.edu/Publications/positions/hallmarks.htm.

# The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)

The goals of the ABSN program are designed to reflect the principles of The Essentials of Baccalaureate Education for Professional Nursing Practice (2008), which are as follows:

**Essential I**: Liberal Education for Baccalaureate Generalist Nursing Practice - a solid base in liberal education provides the cornerstone for the practice and education of nurses.

**Essential II**: Basic Organizational and Systems Leadership for Quality Care and Patient Safety - knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

**Essential III**: Scholarship for Evidence Based Practice - professional nursing practice is grounded in the translation of current evidence into one's practice.

**Essential IV**: Information Management and Application of Patient Care Technology- knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

**Essential V:** Health Care Policy, Finance, and Regulatory Environments - healthcare policies, including financial and regulatory, directly, and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

**Essential VI**: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes - communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

**Essential VII**: Clinical Prevention and Population Health - health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

**Essential VIII**: Professionalism and Professional Values - professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

**Essential IX:** Baccalaureate Generalist Nursing Practice - the baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare.

# Philosophy

The philosophy of the nursing program derives from the beliefs of the faculty about humankind, health, nursing, education, and the relationship of these elements to the physical, social and political environment, as well as the health care environment.

# The Faculty Believes

## Humankind

Human people are unique, complex individuals who have biological, psychological, social, and spiritual qualities and who have inherent dignity and worth. As living systems, human beings have constant, dynamic, and reciprocal interactions with their environment, including both internal and external circumstances that affect their health status and their ability to adapt to changes in health status. Human beings have a capacity to change based on their interactions with environments. They are capable of learning, communicating and actively manipulating those environments toward meeting their own needs, personal growth, and development. To adapt to their environment, people use a variety of responses that depend upon factors such as their socio-cultural backgrounds, age, previous life experiences and personal skills and abilities. Under ideal circumstances, people adapt to their environments with minimal disruption of their well-being. However, situations can be such that people cannot always meet their own needs and must depend on family, friends, and other support systems to adapt positively to their situations. Acquiring new skills enhances the ability of people to adapt to their ever-changing environments.

## Health

The faculty subscribes to the World Health Organization (WHO) definition of health as "…a state of complete physical, mental, and social well-being, and not merely the absence of infirmity."
Health is a dynamic state of physical, psychological, social, and spiritual well-being and is unique for each person. Since health can be conceived as a continuum of levels of wellness, people are potentially able to move from lower to higher levels of health throughout their lives. People engage in behaviors to promote health, to prevent disease, to maintain health and to recover health.
Actual or perceived changes in health status can occur because of the interaction of people with both their internal and external environment. This is particularly true when circumstances are extreme and/or personas vary in complexity and severity.

## Nursing

The practice of nursing is the diagnosis and treatment of individual responses to actual or potential health problems. Nursing care is part of a multi-faceted health care system focused on assisting people (known as patients/clients) in achieving optimal levels of wellness. The theoretical base for the practice of nursing consists of a foundation of knowledge in the biological, social, and behavioral sciences. This knowledge is synthesized into a systematic process of goal-directed assessment, planning, intervention, and evaluation, known as the nursing process, through which the nurse assists persons in various health care settings to promote, attain, maintain, and restore maximum potential levels of wellness and prevent disease.

Nursing provides compassion, education, and support to people who are experiencing pain, uncertainty, discomfort, separation, and other stressful components of changes in health status. The nurse accomplishes this through nursing methods that include empathy and caring,

communication, teaching, critical thinking, psychomotor skills, applied therapeutics, ethical-legal considerations, and professionalism. The nurse is committed to the potential of clients to achieve their maximum potential levels of wellness. Through the provision of competent physical care, directed by critical thinking and planning, the nurse provides comfort and consolation to clients. The nurse uses opportunities to provide clients and families with the information and skills necessary for making health choices and achieving higher levels of wellness by assessing their need for teaching, developing mutually identified learning objectives, and providing the environment for positive behavioral change in client and/or family.

The practice of nursing includes independent, dependent, and interdependent functions, defined by educational preparation and ethical, legal, and regulatory standards of the nursing profession. Independent function includes diagnosing and treating human responses to health problems as well as advocating for clients. The nurse is accountable for those nursing actions performed or delegated to others. Dependent functions include the application of therapeutic and other treatments as prescribed by the physician. Interdependent functions include collaboration with others to achieve the purpose of client care. Nursing is practiced in a variety of settings and within a dynamic multi-cultural system.

## Education

The ABSN program at Goodwin University is founded on the belief that learning is a complex activity and results in behavioral change through the acquisition and assimilation of knowledge, the development of skills, and the clarification and formation of values and attitudes. The faculty agrees with the goals of the University. These goals promote professional education in the context of preparation for contributing to the community and society and a lifelong commitment to learning. Program faculty believe that education must conform to standards set by professional and accrediting bodies to achieve and maintain the highest quality of processes and outcomes.

Education is best provided in a democratic milieu where the adult learner's goals, strengths, prior experiences, skills, assets and potential are addressed in a mutual and reciprocal process of teaching and learning. Responsive education allows for multiple points of entry and alternative methods of progression toward educational outcomes.

## Nursing Education

Nursing education is an organized program of studies that combines general education courses from the biological, social, and behavioral sciences and the humanities, with courses in the theory and practice of nursing. The program develops the student in the process of nursing, promotes critical thinking, fosters the development of moral and ethical professional behaviors, and promotes continued self-development and personal and professional growth.

It is incumbent upon nursing education to remain attuned and responsive to changes in the health care environment and an increasingly multicultural and global society to prepare nurses to provide care to diverse clients in a variety of settings.

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Nursing education recognizes the potential for career flexibility within the practice of nursing. It facilitates upward mobility between levels of nursing practice. By building upon previous learning and creating possibilities for articulation, the programs prepare nursing students for progression into higher levels of professional education and practice.

# Environment

The Nursing Program faculty believes that living systems are in constant interaction with their environment. This dynamic interchange keeps systems healthy and growing. Clients, family, nursing, and health care systems must respond with flexibility to their individual and mutual environment if they are to keep pace with changes and achieve quality outcomes. Some of the factors in the environment that influence clients and families include, but are not limited to:

- Political change
- Education
- Housing
- Homelessness
- Poverty
- The welfare system
- Diverse family structures
- Diverse cultural systems
- Economic fluctuations
- Job markets
- Bioterrorism
- Health behaviors
- Pollution/Noise/Contamination
- Crime
- Transportation

Nursing intervenes in the lives of clients, families, and communities when these and other factors affect health status by assisting individuals and groups to adapt or by actively manipulating the environment.

# Healthcare Environment

Nursing Program faculty are cognizant that the health care environment has changed drastically and quickly because of modern technologies, population demographics, shifts of care sites from hospital to community, changes in payment for health care, bioterrorism, homeland security, increasing cultural diversity and improved disease prevention and management.

Cost containment approaches have caused the rearrangement of previous structures and processes of care and have directly affected the nursing workforce. Nursing staff have been downsized, clients have moved rapidly from in-hospital care to alternative settings, and there are decreased support services for client care. Natural disasters and bioterrorism have changed the way nurses are utilized in these situations. Faculty believes that these processes contribute to the extremely demanding nature of the practice of nursing. To respond to the current and anticipated changes in the health care environment, graduate nurses must be flexible and creative and be prepared to practice in diverse settings with skills specialized for those settings.

In addition, nurses must be skilled in the use of computing systems and other technical tools, analyzing health care trends, dealing with complex ethical and legal situations. The faculty believes that providing options for educational and career mobility for nurses and persons wishing to study nursing is critical in responding to the ever-changing health care environment.

The nurse uses opportunities to provide clients and families with the information and skills necessary for making health choices and achieving higher levels of wellness by assessing their need for teaching, developing mutually identified learning objectives, and providing the environment for positive behavior change in client and/or family.

The practice of nursing includes independent, dependent, and interdependent functions, defined by educational preparation and ethical, legal, and regulatory standards of the nursing profession.

## Lifelong Learning

The professional nurse assumes responsibility for lifelong learning and the planning of his/her professional career.  Curricula in the entry-level nursing education programs must place emphasis upon and encourage lifelong learning. In addition, the nursing education system must develop opportunities and incentives for associate degree and diploma graduates to pursue the baccalaureate degree and/or higher degree.

# Curriculum

The purpose of the theoretical framework is to provide guidance and definition for the curriculum. The nurse is instrumental in assisting clients to move to ever-higher levels of wellness. Goodwin University utilizes the Wellness Model and the competencies outlined in Quality and Safety Education for Nurses as the basis for its curriculum.
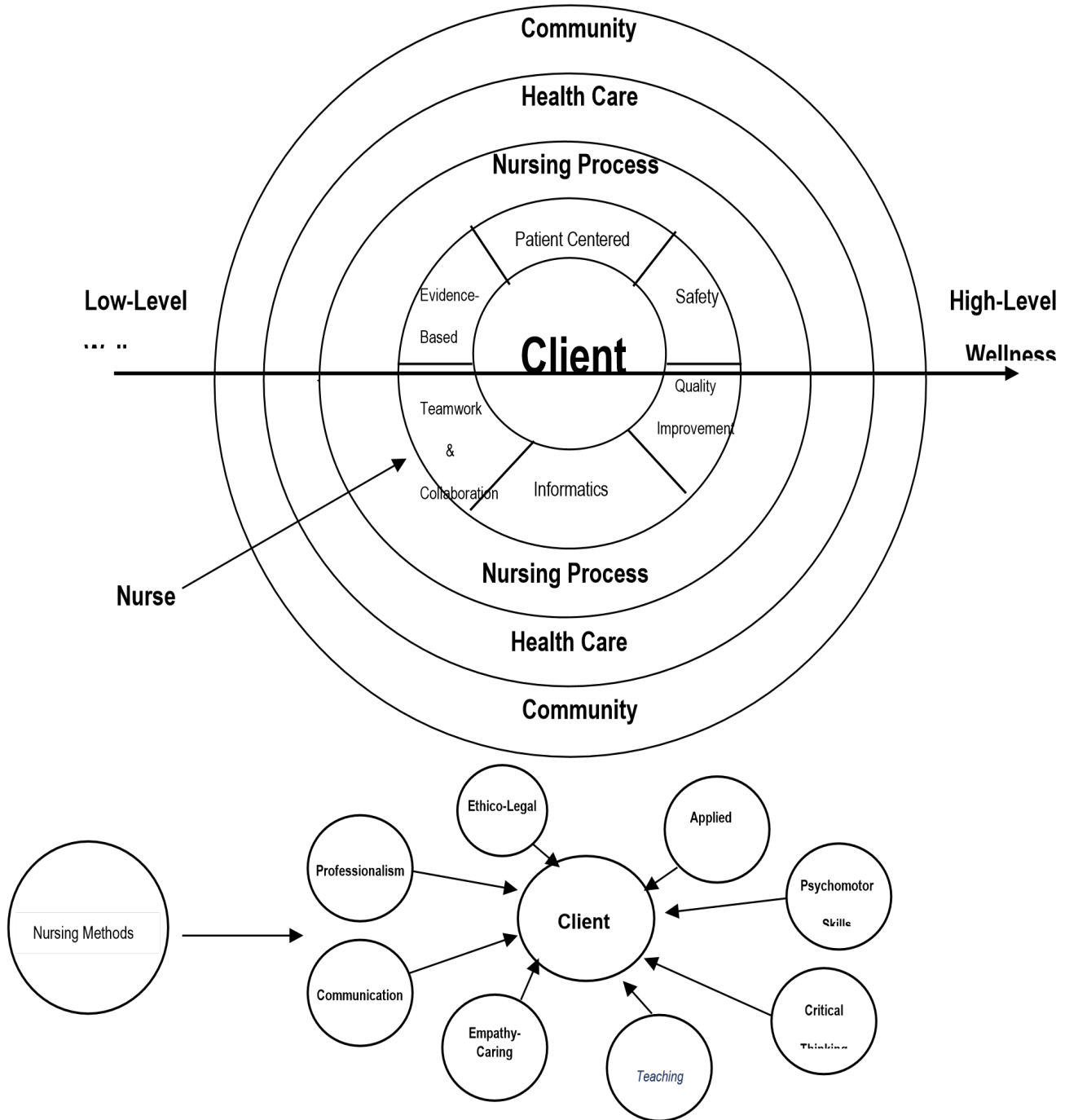
# Wellness Model

The patient is on a continuum of wellness; from a low level of wellness (total disruption of well-being) to high level wellness (or a total integration of physical, psychosocial, spiritual wellbeing).

| Patient Centered | Teamwork & Collaboration | Evidenced-Based Practice | Quality Improvement | Safety | Informatics |
|---|---|---|---|---|---|
| Empathy-Caring | Communication | Critical Thinking | Professionalism | Psycho-motor Skills | Professionalism |
| Teaching | Professionalism | Psycho-motor Skills | Empathy-Caring | Applied Therapeutics | Communication |
| Communication | Empathy-Caring | Applied Therapeutics | Ethical-Legal | Communication | Applied Therapeutics |
| Ethical-Legal | Ethical-Legal | Professionalism | | | |
| Psycho-motor Skills | | Teaching | | | |

The conceptual framework for the Nursing Program at Goodwin University indicates that the focus of the nurse is on the client whose holistic health is on a continuum from low-level wellness to high-level wellness. Guided by the nursing process, the nurse utilizes nursing methods to plan and implement nursing care for the client, designed to assist the client in moving to higher levels of wellness. The nurse functions within the context of the health care team and all of this occurs within the context of the environment (physical, social, psychological, economic, political and spiritual).

# Quality and Safety Education for Nurses

Quality and Safety Education for Nurses (QSEN) addresses the challenge of preparing nurses with the competencies necessary to continuously improve the quality and safety of the health care systems in which they work.

Patient-Centered Care is the recognition that the patient or designee is the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs. Graduates who develop the Knowledge, Skills, and Attitudes (KSA) would be advocates for removing barriers to the presence of patient surrogates and would invite patients or surrogates to partner with them, for example, in safe medication administration and safe transitions in care.

Teamwork and Collaboration is demonstrated by the nurse working effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. Graduates who develop the KSA's would use team communication practices and seek system support for effective team functioning wherever they worked.

Evidence-based Practice (EBP) integrates current evidence best with clinical expertise and patient/family preferences and values for delivery of optimal health care. Graduates who develop the KSA's would differentiate between clinical opinion and various levels of scientific evidence and value the need for continuous improvement based on new knowledge. They would also understand that EBP is about more than evidence-that it involves patient preferences and values and the clinical expertise necessary to understand when it is appropriate for clinicians to deviate from evidence-based guidelines to deliver high quality, patient-centered care.

Quality Improvement uses data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Graduates who develop KSA's would learn to use improvement methods as part of their coursework and clinical practice, and they would enter the workforce prepared to participate in improvement work as part of their daily work as health professionals.

Safety minimizes the risk of harm to patients and providers through both system effectiveness and individual performance. Graduates who develop the KSA's will know about human factors and safety design principles, understand the importance or error reporting and safety cultures, and values vigilance and cross-monitoring among patients, families, and members of the health care team.

Informatics refers to using information and technology to communicate, manage knowledge, and mitigate error and support decision making. Graduates who develop the KSA's in informatics will be able to participate in the design, selection, and evaluation of information technologies used in support of patient care.

Cited from Cronenwett, et al. (2008). Quality and Safety Education for Nurses, *Nursing Outlook,*

55(3), 122-131. Rev. 10/23/2008

# Nursing Core Values

Nursing methods are those entities in nursing practice that are brought to bear on the client during the planning, implementing, and evaluating of nursing care. The specific entities identified below are those the faculty believes are fundamental to a curriculum based on the nursing Program philosophy.

## Empathy-Caring

Empathy is the nurse's ability to understand, be aware of, be sensitive to, and vicariously experience the feelings, thoughts, and experiences of the client and/or family. The faculty believes that it is the nurse's ability and willingness to "tune in" to and focus on the client's experiences that is fundamental to the methods nurses use to manage care for clients. Empathy is based upon respect for the dignity of the client and appreciation for the independence and self-actualization of the client.

## Caring

Caring involves knowing and trusting the client, an interest in the client's growth and well-being, honesty, courage, and humility. The caring nurse knows that no one person knows all there is to know about the client and projects the confidence and patience to help the client maintain hope or the sense of continued possibility for growth and change. Caring involves the planning and provision of culturally sensitive and appropriate care.

## Communication

Communication, or the exchange of thoughts, messages, or information, by speech, signals, writing, or behavior, is of vital importance to the nursing process. The nurse uses communication skills during client assessment as well as the planning, implementing, and evaluating of nursing care. The nurse communicates with clients, families, groups, and members of the health care team. The nurse is competent in oral and written forms of communication as well as in techniques of therapeutic communication.

## Teaching
One of the most important roles of the nurse is to assist clients and their families with receiving information that is necessary for maintaining optimal health. The nurse provides clients and families with information that is based on the clients' assessed learning needs, their abilities, their learning preference, and readiness to learn.

Fundamental to the provision of client education is the nurse's belief that clients have the right to make informed decisions about their care. The nurse provides information that is accurate, complete, and relevant to client needs. The nurse often clarifies information provided by other members of the health care team.

## Critical Thinking

Nurses are constantly involved with making accurate and appropriate clinical decisions. Nurses must be able to think critically and make decisions when clients present problems for which there may not be clear textbook solutions. The nurse must question, wonder and be able to explore various perspectives and possibilities to best help clients. Critical thinking involves an active, organized cognitive process designed to allow the nurse to explore options and challenge assumptions. Nurses that engage in critical thinking reflect

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on past experiences, think independently, take risks based on knowledge, persevere in the face of difficult problems, are curious, creative, and ethical.

## Psychomotor Skills

Fundamental to nursing is the "laying on of hands" to provide comfort and the use of specific skills to accomplish client assessment and to provide and evaluate nursing care. Nursing skills are utilized in a manner that maximizes client comfort and dignity, optimizes the client's ability to respond positively, provides the highest level of accuracy of information and provides for the most favorable client outcomes. Psychomotor skills are best learned through practice after achieving an understanding of the basic principles of skills.

## Applied Therapeutics

The nurse applies medically – ordered therapeutic modalities (i.e., pharmacological, and nutritional interventions). The nurse's application of these modalities is based on a knowledge base regarding their therapeutic uses as well as skills in client assessment and evaluation when these modalities are used. The competent application of nutritional knowledge also involves its use in health and wellness as well as when therapeutic diets are prescribed.

## Ethical-Legal Considerations

The nurse plans, provides and evaluates nursing care guided by specific ethical and legal boundaries. The *Code of Ethics for Nurses* provides the ideal framework for safe and correct practices and behavior. Ethical behavior also involves accountability, responsibility, confidentiality, truthfulness, fidelity, and justice. Nurses who clarify their values are enhanced in their ability to practice ethically.

Legal parameters of nursing are defined by statutory, regulatory, and common law. In addition, professional standards of care provide the legal guidelines for nursing practice. Legal considerations in the care of clients involve issues like negligence, malpractice, abandonment, assault, battery, and informed consent. Nurses must understand legal boundaries to protect their clients' and their own rights.

## Professionalism

Professionalism involves the characteristics of the nurse that reflect his/her professional status. These characteristics involve behaviors of the nurse regarding self, clients, others and the public as they reflect the values of the profession of nursing. Professional personas are knowledgeable in their subject matter, conscientious in their actions, and responsible for themselves and others. Written standards for practice and professional performance guide the behaviors of professional practitioners. Nurses enhance their professionalism by understanding history, educational choice, professional research and theory and their professional organizations and standards.

# PRE- and POST-ADMISSION POLICIES AND REQUIREMENTS

Students should refer to the Goodwin University catalog for specific admission requirements to the ABSN Nursing Program and acceptance into the program.

Applicants will be notified of acceptance in advance of the registration period for the next semester.

Accepted students must submit a medical examination report completed by a physician or APRN (Advanced Practice Registered Nurses), describing the student's physical and emotional ability to enter the nursing program, according to the deadline stated in their acceptance letter, prior to starting the program. Students should refer to the Technical Standards at the conclusion of this handbook on pages 27-28, for specific physical and mental health requirements. All required immunizations must be completed before the start of the first nursing course. The Hepatitis B vaccination series may be in progress. In addition, an admitted student must pay a $500 tuition deposit to hold a seat in the Nursing 205 course. This deposit is applied to tuition if the student starts classes. **If the student does not start classes, this deposit is not refundable.**

Students are **required** to become certified in Cardio-Pulmonary Resuscitation (CPR) through either the American Heart Association (Health Care Provider) or American Red Cross (Professional Rescuer) before starting the first nursing course and must maintain that certification throughout the nursing program. The cost related to obtaining and maintaining CPR certification is the responsibility of the student. Students are also required to obtain student malpractice insurance. The directions on how to obtain this are provided with the acceptance packet.

All students who are accepted to the ABSN nursing program will be required to have a background check and drug screen completed. If there is any criminal record that might interfere with future licensure or a positive drug screen that cannot be qualified by a physician, the student(s) will be notified. A failed drug screen may preclude admission to the program if there is no medical justification provided in writing by their physician. A finding of "negative dilute" requires that the student complete a second drug screen at their own expense. If they choose to continue with plans to enter the program, they will do so knowing the following: If any clinical facility has issues with the findings on the background check and/or drug screen and will not allow them to perform clinicals there, the division will make two (2) attempts to place them in other facilities. If those facilities do not accept them, they cannot progress in the program.

**It is the student's responsibility to maintain current CPR certification, malpractice insurance coverage and annual 2-step PPD testing. Failure to do so will prevent students from participating in their clinical experience. Students must also submit a copy of their health insurance card upon entering the program.**

All students admitted to the program are **required** to join the National Student Nurses Association (NSNA) and maintain membership throughout the program. Students must show proof of paying the application fee. This membership automatically makes the student a member of the Goodwin University Student Nurse Association (GCSNA) chapter. Additionally, according to the bylaws of the GCSNA each student will pay dues. These fees will be collected at one time for a total of $20.00 at NUR 205 orientation.

Students will submit admission paperwork as indicated in their acceptance packet to an online tracking system called CastleBranch. The student is responsible for setting up their account and uploading the necessary paperwork. Should the paperwork not meet the guidelines, the student will be notified either via CastleBranch or by the nursing division. The student is responsible for meeting the documentation guidelines as well as updating their account if any documentation expires. The student will have access to their account as well as their documentation throughout the duration of the program

# Progression in the Nursing Program

Nursing courses are graded as indicated in the specific course syllabi.

The evaluation of the Clinical Learning Outcomes pertinent to each nursing course with a clinical component will be completed at midterm and at the completion of the course. The clinical evaluation score required will be course specific according to the program's clinical evaluation tool based on the Lasater Critical Thinking Rubric. All students must achieve the required level of performance for the course they are in by the conclusion of the semester to pass clinical. A Performance Advisory and Performance Improvement Plan will be given to the student with a timetable for bringing the outcome to an acceptable level if they are not meeting the expected level of performance for any objective. The goals of the Performance Improvement Plan must be satisfactorily met two weeks after the plan has been received by the student. Failure to meet the goals will result in a progressive discipline warning. Any student not passing on any outcome at the completion of the course will have failed, clinically. All Nursing courses must be completed with a grade of C+ (77%) or higher to progress to the next nursing course.

**Both the clinical and classroom portions of the course must be passed to advance to the next clinical nursing course.** If a student fails either the clinical or classroom portion of a course, the student may re-attempt **one** nursing course at **one** time. A withdrawal from a course may count as the first attempt. A documented medical condition will not count as an attempt; however, a personal leave may or may not count as an attempt at the discretion of the Program Director. (Students are advised on the first day of every semester to inform the Program Director of any issues which may interfere with their academic success by mid-semester.) When the student returns to the program, they will adhere to the graduation requirements that apply to that cohort.

# Guidelines for Appeal of Classroom Grades

If the student has a concern about any learning activity or grade within any nursing course, the guidelines below must be followed:

1. The student meets with the appropriate nursing faculty member within 3-5 days of receiving the grade.
2. If the concern is not resolved, the student meets with the coordinator of the nursing course within 3-5 days of the meeting with his/her instructor.
3. If the concern is not resolved, the student meets with the Program Director within 15 days (about 2 weeks) of the grade posting.
4. If the concern is not resolved, the student meets with a board composed of at least 3 nursing faculty. The faculty about whom the complaint is lodged is excluded from this meeting. This meeting should occur within 21 days (about 3 weeks) of the grade posting. The student will come prepared to discuss the relevant concerns and present appropriate documentation. Faculty may question the student to

clarify any point during and/or after the presentation. The student will not be present when a consensus is reached regarding the final recommendation but will be informed of the decision as soon as the meeting is ended.

If the student is not satisfied with the recommendation of the nursing faculty, the student should refer to the *Student Appeal Process* fully outlined in the Goodwin University catalog.

# Access to Student Records

The student is referred to the policy governing rights under the Family Educational Rights and Privacy Act (FERPA) in the Goodwin University catalog.

# Graduation Requirements

The following requirements must be met to graduate from the nursing program:

1. Completion of the course requirements. Prerequisite courses must be completed with a "C" or better except for specific science courses which require a "C+" or better.
2. Completion of ABSN coursework with an academic average of at least 2.3 (C+) within the maximum time frame (no greater than six (6) semesters or two years);
3. Fulfillment of all financial obligations to the University.
4. Completion of a final math calculation exam with a score of 100%.
5. Pass the Clinical Component of Nursing 450.
6. Complete Nurse Think NCLEX Capstone Course with score of 77% or better (= 10% of course grade)
7. Readiness Benchmark Two will be the Final exam. Those Students who pass the course, passed the Nurse Think NCLEX Capstone Course, and have completed the remediation for Exam Four Benchmark One will be eligible to have transcripts released at that point.
8. Readiness Benchmark Two will be the Final exam. Those Students who pass the course, passed the Nurse Think NCLEX Capstone Course, and have completed the remediation for Exam Four Benchmark One will be eligible to have transcripts released at that point.
9. Those who did not obtain a score of 77% or better on the Nurse Think NCLEX Capstone Course AND/OR failed to complete the remediation for Exam Four Readiness Benchmark One by end of week 14 will need to complete Exam Four remediation, as well as their remediation plan for Readiness Benchmark Two Final Exam before transcripts will be released.

*Graduation from the program does not guarantee passing the NCLEX-RN® licensing exam. If a student in the program has a felony record, the Department of Public Health will determine their eligibility to take the NCLEX-RN® when the student applies to take the exam. The university has no responsibility for making this decision. Students may access the State Board of Nursing website for additional information.

# Curriculum

## Requirements List

Students entering this program will automatically be awarded **38 credits** in recognition of attaining their first bachelor's degree.

### Prerequisite Courses = **22 credits**

| BIO 211 | Anatomy and Physiology I | 4 |
|---------|--------------------------|---|
| BIO 212 | Anatomy and Physiology II | 4 |
| BIO 235 | Microbiology | 4 |
| CHEM 101 | Chemistry | 4 |
| PSY 212 | Lifespan Development | 3 |
| STAT 167 | Principles of Statistics | 3 |

### Core Courses - 60 credits

### Fall Semester I

| NUR 205 | Health Assessment & Skills Development | 6 |
|---------|----------------------------------------|---|
| NUR 301 | Foundations of the Nursing Profession | 3 |
| NUR 309 | Principles of Pathophysiology | 3 |
| NUR 375 | Pharmacology for Nurses | 3 |

### Spring Semester I

| NUR 215 | The Wellness Continuum for Adults I | 6 |
|---------|-------------------------------------|---|
| NUR 320 | Mental Health Nursing | 5 |
| NUR 311 | Nursing Research and Evidence-Based Practice | 3 |

### Summer Semester Session I

| NUR 305 | The Wellness Continuum II | 7 |
|---------|---------------------------|---|
| NUR 335 | The Wellness Continuum for Children and Families | 3 |

NUR 305 - The Wellness Continuum II is a 15-week course.

### Summer Semester Session II

| NUR 430 | Community and Public Health Nursing | 5 |
|---------|-------------------------------------|---|

### Fall Semester II

| NUR 435 | The Wellness Continuum for Women, Newborns and Families | 4 |
|---------|--------------------------------------------------------|---|
| NUR 450 | Caring for Adults with Complex Health Alterations | 9 |
| NUR 457 | Nursing Leadership | 3 |

**Total Credits in the Program: 120**

## NCLEX Eligibility

**Required for NCLEX testing after passing NUR 450 with a 77% (C+) or higher:**

**All students are required to complete the Virtual ATI Green Light, at which point they can request their official transcript to be sent to the State Board of Nursing.**

For more information on graduation, please see the University Catalog.

## Guidelines for Requesting Recommendations

1. Students contact the faculty member to make a formal request for both a written and telephone recommendation, including the address they would like the recommendation to be mailed.
2. If the faculty agrees to give a recommendation, students must go to the Registrar and fill out the recommendation form which will apply to written or telephone recommendations.
3. Students must make a copy of the request form and hand it directly to the administrative assistant in the nursing division for distribution to the appropriate faculty.
4. Requests for recommendations must be submitted by the conclusion of week 7 of the student's last semester. If the recommendation is requested of Obstetric or Pediatric clinical faculty, it should be requested at the conclusion of those courses.

Students can expect to receive one *master* copy of the written recommendation by the conclusion of the semester.

It is advisable to obtain a reference from clinical faculty rather than classroom faculty as potential employers will prefer clinical assessment. It is also advisable to obtain the most current clinical experience, as well as the most clinically relevant experience based on the practice area where you are applying.

If students have difficulty obtaining a recommendation from an Adjunct professor, please contact the Program Director. The Program Director will be able to provide a letter confirming that the student has completed the clinical experience.

## Student Conduct

Students are expected to conduct themselves in a manner that is consistent with the Mission, Philosophy, and Goals of Goodwin University as previously outlined in this handbook as well as the American Nurses Association's Standards of Practice and Ethical Code for Nurses. Part of the student's education focuses on preparing him/her for the work force. To meet this goal, a discipline policy, which is modeled after typical employment policies, is followed to facilitate the graduates' transition into the workforce. It is critical that the program groom students as total professionals to achieve future success. Failure to meet certain standards may cause students to enter progressive discipline. Examples of behaviors that can lead to progressive discipline include but are not limited to:
- Disruptive behaviors in the classroom or online
- Disrespectful behaviors toward the instructor (clinical or classroom/online)

- Perceived threatening behaviors to faculty or peers
- Failure to adhere to the dress code when in clinical
- Failure to complete assignments
- Performance issues
- Attendance and tardiness issues

# Progressive Discipline

The Division of Nursing follows a progressive discipline policy that typically consists of five steps. Depending on the seriousness of any situation, however, any step may be skipped with the approval of the Program Director. A student will enter progressive discipline if the student fails to meet the expectations of the division. Typically, progressive discipline adheres to the following:

1. **Counseling:** Documented on a Student advisory form, documents verbal counseling, and outlines expectations.
2. **1st Written Warning:** Student has been counseled regarding the need to improve in a specific area and has failed to demonstrate improvement or the severity of the situation precludes the opportunity for counseling. A performance improvement plan may be implemented to specifically describe to the student how expectations may be met
3. **2nd Written Warning:** Occurs when the student has received a 1st Written Warning and new behaviors arise or unresolved behaviors continue
4. **3rd/Final Written Warning: Follows** the 2nd Written Warning if new behaviors arise or unresolved issues continue
5. **Recommendation for Dismissal or Course Failure -** This recommendation may be made when the student has received a 3rd written warning, continues to fail to meet the standards of ABSN program and does not demonstrate the ability, desire, or willingness to change the behavior. If the student requires additional discipline after the third warning, she/he/they will automatically fail the course.

Although the progressive discipline process is followed it is important to understand **that it is at the discretion of the Program Director to skip any step depending on the seriousness of the situation.** The information below describes specific criteria that constitute dismissal from the program.

# Dismissal from the Program

The decision to dismiss a student from the program may result from a combination of behaviors, listed below, that may have caused the student to enter the progressive discipline process. Examples of such behaviors include but are not limited to:

1. Failure to successfully complete any required course in the nursing curriculum, with a grade of "C+" or better, after the second time,
2. Unauthorized possession, use, sale, or distribution of alcoholic beverages or of any illegal or controlled substance.
3. Unauthorized use, possession, or storage of any weapon.
4. Verbal, physical and/or psychological abuse, threat or harassment of any client, visitor, agency staff, student, or faculty member.
5. Theft, abuse, misuse or destruction of another person's or agency's property.

6. Unauthorized disclosure, removal, or misuse of confidential information about any client, student, or agency staff.
7. Violation of Clinical Conduct policies as stated on specific pages of this handbook.
8. Engaging in or prompting others to engage in conduct that threatens or endangers the health, safety, or physical/psychological well-being of another person.
9. Leaving the clinical agency without authorization from clinical faculty.
10. Being on clinical agency property, in a student capacity, without proper authorization.
11. Repeated failure to contact clinical faculty to give notice of lateness or absence from the agency despite counseling.
12. Unsafe practice in the clinical area.
13. A failure of a 2$^{nd}$ course after repeating one (1) course one (1) time.
14. Violation of Academic Integrity policies.

# Process of Dismissal and Guidelines for Appeal

If a nursing faculty member recommends a student **who is not in the progressive discipline process**, for dismissal the following procedure will be followed:

1. The nursing faculty member recommending dismissal submits a letter to the Program Director, the circumstances preceding/surrounding the recommendation.
2. The written report is given to the student who signs and dates it, indicating only that the student has read the report.
3. A group comprised of at least three (3) nursing faculty, not including the Program Director or the faculty member making the recommendation, meet to discuss the recommendation and surrounding circumstances; the student and faculty member may be asked to attend part or all that meeting to present their perceptions of the situation.
4. The faculty group conducts a vote, in the absence of the student, on whether to dismiss the student. A simple majority vote decides.
5. The student is informed of the faculty's decision by the Program Director.
6. Students may appeal to the Dean if they do not agree with the finding through a written letter and subsequent face-to-face meeting with the Dean.
7. Students wishing to appeal the decision of faculty or Dean may follow the procedure on *Suggestions and Grievances*, found in the Goodwin University catalog.

# Re-entry After Withdrawal or Failure

A student who withdraws or failed the nursing program may apply for reentry to the program. Students will not be considered for re-entry into the program if they have been out of the program for more than three (3) semesters. The student must submit a written request to the Program Director. The petition must include the student's comprehensive assessment of why the student believes (s)he would be successful if permitted to return.

Students will be considered for readmission if:

1. The individual submits a written plan to improve performance. This plan must demonstrate an assessment of strengths as well as opportunities to improve. The plan will identify specific actions that will be taken to complete the course and the program successfully. The plan will be approved and monitored by the Program Director and Course Coordinator. The student can successfully validate that knowledge and skills learned in previous nursing courses are current and at the level required for safe function in the clinical area.
2. The Program Director reviews and considers the request on its stated merits. If approved, readmission will be contingent upon:
   - Space availability-only 30 students per cohort will be admitted.
   - Successful validation of knowledge and competencies learned in previous nursing courses. This may consist of a written exam and/or competency evaluation.
3. The student will be readmitted on probationary status, with academic and clinical progress closely monitored by the clinical nursing faculty. This status will remain until no longer deemed necessary by the faculty.
4. Students who are making a 2$^{nd}$ attempt at nursing courses related to failing the clinical portion will adhere to the following guidelines:

   - Students will work with the course coordinator to develop a Performance Improvement Plan. The student is expected to meet the requirements set forth in the Performance Improvement Plan not met in the prior clinical experience.
   - This plan will be reviewed with the student at the start of the new semester.
   - Student will need to meet the identified expectations by the fourth (4$^{th}$) clinical experience.
   - The clinical instructor will remain in weekly contact with the Course Coordinator.
   - If all requirements are not met, the student will fail clinically and be dismissed from the program (the student would have attempted the course twice).

A student who withdraws from the Nursing Program, because of mitigating circumstances, may re-enter the Nursing Program at the level they left. The student must contact the Program Director approximately 6 weeks (about 1 and a half months) prior to the start of the semester to register and acquire clinical placement information, for clinical courses, if it is available.

# Academic Standing

All students must be familiar with the policies regarding academics (including, but not limited to, placement, credits, grading, classification, advanced placement, independent study, externship, attendance, tardiness, satisfactory progress, minimum achievement and course completion, academic probation, extended enrollment status, reinstatement, appeal process, failing, academic counseling, course repeats, course incompletes or withdrawals, transfers, course/program changes, student rights regarding review of records and graduation requirements).

**These policies are clearly outlined in the Goodwin University catalog.** A student's academic standing is determined by his/her cumulative Grade Point Average (GPA).

# CLASSROOM POLICIES / On-Ground or On-line

## Behavior

In the clinical settings, students are expected to behave in a manner that demonstrates respect for their instructors, as well as their peers in the on-ground and online environments. The students should come to class/clinical prepared to actively participate in discussions. Discussions in the online environment should be well thought out, appropriate and relevant. Disruptions (e.g., cell phones, whispering, passing notes, inappropriate language etc. in class/online) **will not be tolerated** and may necessitate progressive discipline. Inappropriate netiquette in the online environment is not allowed. There are specific expected netiquette behaviors on-line environment. Netiquette involves etiquette while on the Internet. Each person participating needs to be considerate of others in the online community. Good etiquette is essential while communicating in the discussion post or by email. Please use sensitivity to peers while participating in this course, including:

- Use appropriate language. Offensive words or subject matter need to be avoided. • Avoid using capital letters for an entire word, this is interpreted as SHOUTING.
- Avoid negative responses when responding to your peer's discussions. If you disagree with another learner, please ask for further explanation, or find a more positive way to continue the conversation.

## APA Writing Requirements (if applicable to your course)

1. In addition to the guidelines provided in your syllabus, the following guidelines apply:

- All written assignments are required in Microsoft Office word documents. It is the student's responsibility to prepare assignments as a word.doc or word.docx before or by date that it is due.
- Five points may be deducted for each day an assignment is late. Assignments submitted via email will not be accepted or graded.

## Grading Guidelines

Specific grading guidelines for each course will be included in the syllabus and will be reviewed with students on the first day of class. However**, in all nursing courses,** students must attain a grade of C+ (77%) or higher cumulatively on quizzes and tests to advance to the next nursing course.

There is no rounding up of grades in this program. For example, a 76.5-76.99 does not round up to a 77.

Students will have access to a complete syllabus for all courses via CANVAS on or before the first classroom session. The syllabi will clearly outline the expectations of the student. This shall include an indication of reading assignments, project descriptions and other assignments with accompanying dates for submission. Students will find the specific rubrics associated with specific assignments in CANVAS or in the syllabi.

## Attendance for On-Ground Courses

1. Students are expected to attend every class for on-ground courses, closely aligned, and correlates with the clinical experience. If a student needs to miss a class, it is the student's responsibility to

notify the instructor **prior to** **the start of the class by leaving a phone message on the instructor's cell phone or** **office phone. Emails are not acceptable.**

2. Students are expected to stay for the duration of the class out of respect for their peers and instructors. However, if circumstances arise that require a student to leave, the student should be courteous and inform the instructor of their intent to leave early.
3. If the student misses a class on a day when an exam or quiz is scheduled to be given, the makeup must be completed before the next scheduled class, or the student will receive a "**zero'''**" **for that exam or quiz grade. Students will receive an advisory for the 1st miss and a warning for the 2nd to protect academic integrity**

## Testing Policies

1. Students **WILL NOT** be allowed to enter the room after a computerized exam is scheduled or administered for on-ground classes. They will need to attend the other section of the class if that is an option **OR** plan to take the exam before their next scheduled class time or they will receive a "zero." If the student attempts to access the computerized exam outside of their scheduled time to take the exam when they are in a proctored setting, they will receive a "zero" as well as a final warning for breaching academic integrity policies. Final exams must be during the University's designated weeks for final exams, or the student will receive an Incomplete (I) grade.
2. Students must remove "Smart Watch" devices and place them away from their resting area prior to any exam.
3. Students are not allowed to wear hats or coats or have drink containers of any kind at their immediate testing area during an exam.

# CLINICAL POLICIES

## Attendance

1. Students are expected to attend every clinical.
2. All missed clinical **MUST** be made up.
3. The first clinical that a student misses in each semester will be made up with a pre-designated make-up assignment. The clinical faculty will notify the coordinator of the student's absence **on the day of the absence.** The coordinator will ensure that an appropriate assignment is available. Make-up assignments must be robust enough to represent the number of hours that were missed during the clinical day.
4. The student has **2 weeks from the date of the missed clinical** to satisfactorily complete the assignment **to avoid receiving a warning.** When a student misses the first scheduled clinical, they will receive a written advisory, in addition to completing the make-up assignment.
5. Subsequent missed clinical days (maximum 2 additional days) must be made up with clinical hours spent in the laboratory or in the clinical setting. In addition, they will receive a written warning in the progressive discipline process. Students will be offered a make-up session as determined by the Lab Coordinator. Students must notify their clinical instructor regarding their absence and then book their

makeup session by referring to the posted make-up schedule in CANVAS. Failure to complete the makeup session will result in progressive discipline and failure of the course due to incomplete clinical assignment.

6. If a student needs to miss a clinical, they must notify the clinical instructor at least 1 hour prior to the start of the clinical experience. Please utilize the numbers the instructor provides. Email notification is not acceptable.
7. Students should not plan an absence during the semester as they will receive progressive discipline for such an absence.
8. If the **holiday falls on a clinical day**, then the clinical will not be held and does not need to be made up.
9. If there are 2 Holidays within the semester, a make-up assignment will be provided for the 2nd holiday.
10. Clinical is not held when the University is closed or when classes are cancelled due to inclement weather.
11. Students must meet all the technical standards found in this handbook to attend clinical. There is no accommodation for "light" or "restricted "duty.
12. If specific cultural needs interfere with attendance expectations, please see the Program Director.
13. Students with military obligations should confer with the Program Director.
14. In the event of 2 cancellations of clinical due to weather, the Course Coordinator will notify students of the required make-up assignment for the 2nd cancellation.
15. Students may not leave the grounds of clinical setting during breaks of any kind.
16. Cell phones are not to be used in the clinical setting unless directed to do so by the clinical faculty.
17. Clinical time spent in the lab is considered a clinical day and students need to come prepared as directed or either be sent home or enter progressive discipline in the form of a warning.
18. Students may be videotaped during simulation exercises in the nursing lab and these recordings will be used for educational debriefing purposes only.

## Medical Leave of Absence

Students who are absent from clinical for more than three clinical days due to illness must follow the institution's guideline for "Medical Leave of Absence" Petition and Medical Withdrawal Form | Goodwin University

## Snow Closing Information

The details below include significant changes on how the University communicates weather-related closings and delays visit: https://goodwin.smartcatalogiq.com/en/2021-2022/Catalog/Cancellation-of-Classes-Due-to-Inclement-Weather-or-Other-Emergencies

The administration carefully considers student safety, weather reports, and the ability to clear campus parking when deciding on inclement weather closings. Every effort is made to post closings by 7 a.m. for day classes and 3 p.m. for evening classes, but allowances must be made for changing weather and road conditions.

**In the event of snow or inclement weather, information about plans for the day will be communicated via:**

**Goodwin University will NOT use the following to communicate weather-related closings or delays:**

- Listings on local television news stations (*note, this is a change from prior practice*)
- Campus emergency notification system
- Email
- Text messages
- Phone calls

When classes are canceled, individual faculty members may opt to conduct class online or hold a scheduled make-up session. Students are responsible for checking Canvas and their Goodwin email regularly, particularly on days when classes are canceled, to learn of any alternate arrangements. If a canceled class is rescheduled, a student who is unable to attend will not be penalized for non-attendance but is still responsible for the work missed.

# Tardiness

1. Students are expected to arrive at clinical at the time specified by your instructor on the first day of clinical.
2. A student who arrives > 5 minutes past the assigned start time will be considered "late" even if they have notified the instructor that they will be late.
3. Students will receive a student advisory regarding their first incidence of tardiness.
4. On the 2nd incidence of tardiness, they will receive a written warning in the progressive discipline process.

# Clinical Documentation

1. Clinical documentation is due as specified by the Course instructor.
2. Students will receive a written warning in the progressive discipline process if they incur a second incidence of being late with paperwork.
3. All returned, corrected paperwork related to the clinical setting as well as the cumulative skills checklist will be kept in a three-ring binder for each semester.
4. Clinical paperwork is due at the start of your next clinical shift.
5. Students can expect feedback from clinical faculty on their required documentation 24 hours before the next assignment is due if it is submitted electronically.

# Student Conduct in the Clinical Setting

The nursing student is expected to demonstrate safe and ethical professional behavior in preparation for provision and documentation of nursing care according to course objectives. In addition, the student is

expected to demonstrate professional behavior regarding other students, clinical staff, patients, and faculty while in clinical (i.e., patientcare) sites.

Examples of unsafe, unethical, or unprofessional conduct include, but are not limited to:

1. Failure to notify the instructor of clinical absence.
2. Failure to follow Nursing Program or clinical agency policy and procedures.
3. Reporting for clinical sessions under the influence of drugs and/or alcohol.
4. Refusing assignments based on the client's race, culture, religious preference, sex, national origin, age, handicapping condition, medical diagnosis, or any protected status category.
5. Denying, covering up or not reporting own errors in clinical practice.
6. Ignoring or failing to report unethical behavior of other health care persons in the clinical setting, i.e., behavior that jeopardizes client welfare.
7. Displaying mental, physical, or emotional behavior(s) that may adversely affect wellbeing of self or others.
8. Failure to follow through on suggested referrals or interventions to correct deficit areas may result in harm to others.
9. Acts of commission or omission in the preparation for and actual care of clients (i.e., including but not limited to physical abuse, emotional abuse, placing clients in hazardous positions, conditions or circumstances, medication errors).
10. Interacting inappropriately with agency staff, co-workers, peers, clients, families, or faculty resulting in miscommunication.
11. Lacking physical coordination is essential for carrying out nursing procedures.
12. Lacking critical or analytical thinking skills necessary for making appropriate clinical judgments or decisions.
13. Performing activities that are beyond the preparation or capabilities of the student.
14. Performing activities that do not fall within the legal realm of professional nursing practice.
15. Failure to be prepared in either the clinical or lab setting.

A faculty member may take the following measures if a student demonstrates unsafe or unethical behavior(s) in any setting:

1. Immediate dismissal from the learning setting and initiation of remediation addressing the problem behavior in collaboration with the student.
2. Recommendation for immediate dismissal from the nursing program – i.e., if the behavior is of a grave nature, including but not limited to safety violations, substance abuse, unlawful or unethical acts.

# Clinical Assignments
# Sections, Attendance, Preparation and Evaluation

All nursing courses offer one or more skills lab as well as patient care opportunities in an appropriate clinical/classroom setting. The clinical component of the course varies between 6 to 9 hours each week.

The time spent in skills/simulation laboratory is outlined in detail in each course syllabi. This experience allows the student to observe, practice and demonstrate competency in specific skills within specific scenarios.

A Master's Skill List will be completed for each skill as well as a cumulative record of skills passed. This skills list must be kept in a binder by the student for the duration of the program. The performance of all skills must be successfully completed, if only in an observation by faculty in the lab setting, to pass the clinical portion of the course.

Assignments to clinical sections are made once arrangements are finalized with the clinical sites and faculty. Within the constraints imposed by clinical sites and faculty schedules, clinical sections will be offered during daytime, evening, and weekend hours. Clinical sections are limited to a maximum number of students as dictated by the specific healthcare facility. Clinical experiences are chosen on a lottery basis after final grades have been determined. If a student has not submitted all required medical and other paperwork, this student will not be scheduled for clinical sessions.

## Clinical Preparation

Students are expected to review the clinical record to be prepared to administer appropriate care on their assigned clinical day. Please follow the directions of the clinical instructor regarding when this is done for each specific group. Privacy regulations as stated in the Health Insurance Portability and Accountability Act (HIPAA) will be followed by students and no information that explicitly identifies patients by name will leave the facility or be left in any communal areas for others to view.

## Clinical Dress Code

Students must dress in their uniforms when attending a clinical lab session or client care session; navy pants and scrub top with the program with the Goodwin University logo, clean white shoes and socks with white laces and closed/strapped backs. Students may wear a navy, black or white turtleneck or collarless shirt of one of these colors under their scrub top during cooler weather. **Lab coats should not be worn**. Identification tags and name pins must be displayed so that students are identifiable as Goodwin University nursing students.

Jewelry is limited to one (1) pair of stud type earrings, a watch, and a wedding band. No visible body piercing is allowed. This includes tongue rings. Body tattoos are not to be visible. Artificial fingernails are not allowed unless the student has a nail condition, which necessitates them. No colored nail polish is permitted. Nails should not extend > ¼ inch beyond the nail bed. Only white "French Tip" nail polish is permitted.

Hair should be neat, clean and in a style that contains the hair and keeps it off the collar. Any beards/mustaches should be neat and well groomed. Only natural hair colors of blond-haired people, black, brown, red, gray, or white are permitted in clinical. Applying colored streaks to one's hair is not acceptable for clinical and will result in progressive discipline (warning).

Appropriate underarm and oral hygiene should be practiced since patients are particularly sensitive to odors. No heavy perfume or after-shave lotions are to be applied. Your clinical instructor reserves the right to determine what is considered "heavy."

****Specific cultural needs in relation to dress code will be respected.

# Evaluation / Failure

The evaluation of the Clinical Learning Outcomes pertinent to each nursing course will be completed at midterm and at the completion of the course except for NUR 340 and NUR 335, where there is no mid-semester evaluation since they are 7-week courses. Failure to complete and bring the self-evaluation tool to the mid-semester evaluation with clinical faculty will constitute the need for an advisory. An automatic written warning will be issued if the tool is not brought to the final evaluation. Students must support their self-ratings with specific behaviors demonstrated in the clinical setting. The clinical evaluation score required will be course specific according to the program's clinical evaluation tool based on the Lasater Critical Thinking Rubric. All students must achieve the required level of performance for the course they are in by the conclusion of the semester to pass clinical. A Performance advisory and Performance Improvement Plan will be given to the student with a timetable for bringing the outcome to an acceptable level if they are not meeting the expected level of performance for any objective.
They will be given a two-week period to meet the goals of the Performance Improvement Plan. Failure to meet the goals will result in a progressive discipline warning.

Any student not passing on any outcome at the completion of the course will have failed clinically. Failure clinically will constitute failure of the course and will prevent advancement to the next nursing course.

# ADDITIONAL NURSING POLICIES

## Drug Screens

All students are required to complete a drug screen as they enter the program or as requested. Students will be given a form from the current vendor to bring to one of the indicated test sites.

Students will not pay out of pocket for this cost as it will be covered through the nursing budget. Results are sent directly to the Nursing Division by the vendor. A "positive "drug screen will prevent admission to the program unless written documentation from a physician substantiates the medical necessity of the medication causing the positive drug screen, in this situation the results will be reported to the clinical site and **MAY** prevent placement. As with background checks, the division will make two attempts to secure clinical placement. If there is no success, the student will not be admitted into the program.

In the event a student has a "negative dilute" result, they will receive another form from the nursing division and will re-test at **the STUDENT'S OWN EXPENSE** and return the results to the Program Director.

## Needle Sticks

If you experience a needle stick at the clinical site, you need to be seen in the Emergency Room or by their own physician for follow-up. Your instructor needs to complete a Goodwin University Incident report as soon as possible. A facility report must be filed by the end of the shift. You must also notify the Course Coordinator, who will in turn notify the Associate Dean. Costs should be covered by your own health insurance. The student bears the responsibility of reporting the results of the exposure follow-up to the Program Director.

## Email Etiquette

The Nursing program expects that all communication will be conducted in a professional, appropriate manner. Regarding email etiquette, students will not use capital letters inappropriately, nor will communication be bolded and followed by exclamation points. This is considered "Yelling" and is not acceptable. Faculty should be addressed as indicated by each faculty member. On occasion words will be bolded or capitalized in communications from the division to emphasize a requirement and assist students to find information within a policy.

## Chain of Command

In the event of issues with faculty in the classroom or clinical, the first step is for student to approach the faculty member involved with the issue to resolve the issue. If communication or an issue is not resolved (unless the faculty member is the coordinator of the course) you should speak with the coordinator of the course. In the event the faculty member is the coordinator of the course, the student should seek out the Program Director. If you seek "advice" on how to approach a situation and reach out to the Program Director, you will always be directed back to the appropriate person(s) to resolve the issue. Students and faculty are advised to document any communication to establish a paper trail for the event.

# Academic Integrity

All students are expected to do their own work unless they are directed to work as a group. Academic Integrity is critical for our profession. There is a no tolerance policy regarding cheating of any type. If it can be proven without any doubt that cheating has occurred, the student will be asked to leave the program. This may differ from the University's policy on Academic Integrity. In the case where there is concern about the validity of the incident and/or the student's response, the student may or may not enter progressive discipline.

# Social Media Policy

Students are expected to adhere to all HIPPA regulations regarding patient information. Specifically, information regarding your patients will only be shared in the learning environment with members of the health care team involved with their care or with faculty and peers during a relevant learning experience. Students may not reproduce any part of their patients' records nor post any information about their patients on any type of social media. Non-adherence to this policy will result in a final warning with the possibility of dismissal from the program.

# Nursing Division

## ABSN Program Technical Standards

The following standards serve as the technical requirements a student must meet to participate in the nursing program. These standards have been directly adopted from the Connecticut Community College's Nursing Programs (CT-CCNP) and permission has been granted by that institution to adopt these guidelines at Goodwin University. We have only edited our guidelines to include the fact that lifting restrictions are not allowed.

## Technical Standards

The standards reflect reasonable expectations of the RN student for the performance of common functions of the registered nurse. In adopting these standards Goodwin University is mindful of the client's right to safe and quality health care provided both by our students and graduates. The RN student must be able to apply the knowledge and skills necessary to function in a broad variety of clinical situations.
Each student in the Accelerated Bachelor of Science in Nursing degree program must have the ability to learn and perform the following competencies and skills:

## Motor

The student must possess sufficient motor capabilities to execute the movements and skills required to provide safe and effective nursing interventions. These include, but are not limited to:

1. Coordination, speed, and agility to assist and safely guard (protect), with safe and proper body mechanics, clients who are ambulating, transferring, or performing other activities.
2. Ability to adjust and position equipment and clients, which involves bending or stooping freely to floor level and reaching above the head.
3. Ability to move or position clients and equipment, which involves lifting, carrying, pulling, and no weightlifting restrictions.
4. Ability to guide, resist, and assist clients, or to provide emergency care, which involves the activities of standing, kneeling, sitting, or walking.
5. Ability and dexterity to manipulate the devices used in giving nursing care.
6. Ability to administer CPR without assistance.

## Sensory

The student must possess the ability to obtain information in classroom, laboratory or clinical settings through observation, auscultation, palpation, and other measures, including but not limited to:

1. Visual ability (corrected as necessary) to recognize and interpret facial expressions and body language, identify normal and abnormal patterns of movement, to reset parameters on various equipment, to discriminate color changes, and to interpret and assess the environment.
2. Auditory ability (corrected as necessary) to recognize and respond to soft voices, auditory timers, equipment alarms, call bells, and to effectively use devices for measurement of blood pressure, breath sounds, etc.

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3. Tactile ability to palpate a pulse and to detect changes or abnormalities of surface texture, skin temperature, body contour, muscle tone, and joint movement.
4. Sufficient position, movement, and balance sensations to assist and safely guard (protect) clients who are ambulating, transferring, or performing other activities.

## Communication

The student must be able to utilize effective communication with peers, faculty, clients and their families, and other health care providers. This includes, but is not limited to:

1. Ability to read at a competency level that allows one to safely carry out the essential functions of an assignment (examples: handwritten chart data, printed policy, and procedure manuals).
2. Ability to effectively interpret and process information.
3. Ability to effectively communicate (verbally and in writing) with clients/families, health care professionals, and others within the community.
4. Ability to access information and to communicate and document effectively via computer.
5. Ability to recognize, interpret, and respond to nonverbal behavior of self and others.

## Behavior

The student must be capable of exercising good judgment, developing empathic and therapeutic relationships with clients and others, and tolerating close and direct physical contact with a diverse population. This will include people of all ages, races, socioeconomic and ethnic backgrounds, as well as individuals with weight disorders, physical disfigurement and medical or mental health problems. This also includes, but is not limited to:

1. Ability to work with multiple clients/families and colleagues at the same time.
2. Ability to work with classmates, instructors, health care providers, clients, families, and others under stressful conditions, including but not limited to providing care to medically or emotionally unstable individuals, situations requiring rapid adaptations, the provision of CPR, or other emergency interventions.
3. Ability to foster and maintain cooperative and collegial relationships with classmates, instructors, other health care providers, clients, and their families.

## Critical Thinking

The student must possess sufficient abilities in the areas of calculation, critical problem solving, reasoning, and judgment to be able to comprehend and process information within a reasonable period as determined by the faculty and the profession. The student must be able to prioritize, organize and attend to tasks and responsibilities efficiently. This includes, but is not limited to:

1. Ability to collect, interpret and analyze written, verbal and observed data about clients.
2. Ability to prioritize multiple tasks, integrate information and make decisions.
3. Ability to apply knowledge of the principles, indications, and contraindications for nursing interventions.
4. Ability to act safely and ethically in the university's clinical lab and in clinical placements within the community.

# Academic Calendar

There is a mandated number of classroom and clinical hours for nursing students. The clinical session is not held when the University is observing the following holidays:

- Christmas
- New Year's Day
- Martin Luther King Day
- President's Day
- Good Friday
- Memorial Day
- Independence Day Weekend
- Labor Day Weekend
- Columbus Day – Indigenous People's Day
- Veteran's Day
- Thanksgiving Weekend (Friday- Sunday)

## Fall Semester
- Labor Day – University closed
- Columbus Day – no classes, University open
- Veteran's Day – no classes, University open
- Thanksgiving Day & Friday – University closed
- Thanksgiving Weekend –- no classes, University open
- Christmas - University closed

## Spring Semester
- New Year's Day – University closed
- Martin Luther King Day – University closed
- President's Day – no classes, University open
- Good Friday & Saturday – no classes, University open
- Easter Sunday – University closed

## Summer Semester
- Memorial Day –University closed
- Independence Day – University closed

## Vacations are typically

three (3) weeks at Christmas,

two (2) weeks in the beginning of May, and

two (2) weeks at the end of August.

The specific dates are available in the University catalogue.

# Handbook Acknowledgement

This certifies that I have reviewed, read, and understood the policies/procedures in the on-line ABSN Student Handbook. By signing this form, I certify that I will independently familiarize myself with the policies/procedures and adhere to them. If I have questions, I will speak directly with the Program Director or Nursing Course Coordinator.

 A copy of this form will be placed in my nursing file maintained in the nursing office.

Student's Name: _____     Date: _____

                                    *(Please Print)*

Contact Information (Cell#): _____

Signature: _____