



**GOODWIN
COLLEGE**

**NURSING STUDENT
HANDBOOK
2010-2011**



Goodwin College Nursing Program Introduction

Welcome to the Department of Nursing at Goodwin College. The intent of this handbook is to provide you with user-friendly information that will facilitate your success in the nursing program. It is not meant to replace the Goodwin College catalog but rather to augment it and assist you to identify issues and policies specific to the nursing program.

As a nursing student, you are expected to function in an increasingly professional manner and some of your education is designed specifically to socialize you into the role of the professional nurse. You also are expected to assume responsibility for your learning and related events. The faculty in the Nursing Program will attempt to give you the support necessary for completing the program. The Progressive Discipline process is meant for those who show unprofessional behaviors during their progress through the program. The faculty hopes that this policy will rarely be used.

Please refer to your college catalog for information regarding:

Academic Information/ Policies
Cell Phone Usage
Directory of Faculty and College Administration
Nursing Course Descriptions

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Mission, Philosophy, Goals and Objectives

The Mission of the Department of Nursing is derived from the Mission of Goodwin College. It has as its focus the educational preparation of students to become Nurses who are life-long learners. The Department is responsible for the implementation of two nursing programs; the Associate in Science in Nursing and the RN to Bachelor of Science in Nursing Degree. The Department provides an atmosphere whereby its diverse student population can grow intellectually by promoting critical thinking skills, personal development, and community involvement. The Nursing Department's curriculum provides a technical education foundation upon which students of nursing may continue to build their professional nursing careers by integrating theory and research into professional nursing practice.

The philosophy of the Nursing Program of Goodwin College also mirrors the mission of the College. That mission includes the following elements that are particularly relevant for nurses and nursing education:

- Education of a culturally diverse student population;
- Fostering the interdependence between education and enterprise;
- Programs that combine opportunity for life-long learning with the needs of the marketplace; and
- A core component that addresses the rapid growth of technology.¹

The Goals of Goodwin College provide additional guidance for the Nursing Program, specifically:

- To provide an environment that promotes tolerance for diverse cultures, beliefs and opinions;
- To promote study of the humanities and social sciences through their incorporation into the programs of study in order to foster appreciation and commitment of students to community and society;
- To foster a high quality professional community that values a service-oriented teamwork approach to the retention and achievement of each student;
- To provide education that blends hands-on specialized professional preparation with the creative thinking skills required by employers of the graduates of Goodwin College; and
- To identify occupations that offer competitive wages and career growth opportunities for the graduates of the College.

In addition, 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:

About Humankind

Human persons 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 their 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 persons 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."² 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 as a result of the interaction of persons with their environment, both internal and external. This is particularly true when circumstances are extreme and/or persons are vulnerable. Changes in health status can occur at any time in a person's life span and vary in complexity and severity.

Nursing

The practice of nursing is the diagnosis and treatment of individual responses to actual or potential health problems.³ 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 stems from a foundation of knowledge comprised of 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 persons who are experiencing the 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 cultural system.

Education

The Nursing Program at Goodwin College is founded upon 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 is in agreement with the goals of the College. These goals promote professional education in the context of preparation for contributing to the community and society and a life-long commitment to learning. Program faculty believe that education must conform to standards set by professional and accrediting bodies in order 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. The education should be flexible in responding to students who enter at different skill levels and with a variety of learning styles.⁴ 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 study 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 along with 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 in order to prepare nurses to provide care to diverse clients in a variety of settings.

Associate degree nursing education prepares nurses for entry-level positions in both acute and long-term care settings. The Associate degree graduates function as contributing members of the health care team and utilize the nursing process to provide care to individuals and groups of clients. These graduates assume positions of both providers and managers of health care. They serve as positive professional role models in the health care setting and the community. As providers of care, they are competent, caring and accountable. As managers of care, they are critical thinkers and advocates who assume responsibility for those tasks that they delegate to other licensed and non-licensed members of the health care team. They demonstrate a commitment to the nursing profession by practicing within the ethical and legal boundaries of the profession and through their continued learning, self-development and professional growth. The faculty agrees that clinical and classroom attendance optimizes student learning and skill development.

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. Client, 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
- Health behaviors
- Pollution/Noise/Contamination
- Crime
- Transportation

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

Health Care Environment

Nursing Program faculty are cognizant of the fact that over the past few decades the health care environment has changed drastically and quickly as a result of new technologies, population demographics, shifts of care sites from hospital to the community, changes in payment for healthcare services increasing cultural diversity and improved disease prevention and management.

Cost containment approaches have caused the rearrangement of previous structures and processes of care which have directly affected the nursing workforce. Nursing staffs have been downsized, clients are moved rapidly from in-hospital care to alternative settings, and there are decreased support services for client care. Faculty believe that these processes contribute to the extremely demanding nature of the practice of nursing.⁵

In order 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, and 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.

Purpose, Goals and Objectives

The overall purpose of the Goodwin College Associate Degree Nursing Program is to prepare graduate nurses who are qualified to sit for the Connecticut NCLEX-RN® licensing examination and assume positions in the health care system as registered nurses. The goals of the program are:

1. To provide students with professional and technological education designed to prepare them to assume entry-level positions in a variety of settings in today's health care system;
2. To incorporate the biological, social, behavioral sciences and humanities into student education so that they will be equipped to contribute to an increasingly diverse community and society;
3. To promote critical thinking and creativity that challenges students to reach their personal, academic and professional goals;
4. To provide a learning environment that promotes tolerance and acceptance of diverse cultures, beliefs, experiences, approaches and opinions; and
5. To promote and facilitate upward educational and career mobility within nursing and the health care system.

The objectives of the program are to prepare graduates to:

1. Practice within the ethical, legal and regulatory frameworks of nursing and the professional standards of nursing practice;
2. Demonstrate accountability for nursing care given by self and/or delegated to others;
3. Utilize critical thinking to assess client status, needs, responses and resources in a comprehensive fashion while considering the client's values, customs and culture;
4. Utilize therapeutic and professional communication skills and channels when interacting with clients and families to achieve positive client outcomes and communicate essential information throughout the nursing process;
5. Plan and implement client care that is accurate and safe in diverse health care settings and utilize information technology to support the planning and provision of client care;
6. Enhance client wellness by planning and implementing care designed to promote and maintain health and prevent health problems;
7. Perform nursing skills competently and in ways that protect and promote the dignity of the client and maintain client physical and psychological safety;
8. Utilize teaching skills that provide the client with the information to make choices about health care and achieve mutually-identified learning outcomes;
9. Identify the contribution of social, political, economic and other forces on the health care environment as well as on client care and provide comprehensive care based on an understanding of these forces;
10. Serve as a positive role model for the nursing profession within health care settings and the community at large;
11. Collaborate with clients, families and other members of the health care team in order to work cooperatively with others to achieve client and institutional goals;
12. Effectively and efficiently manage client care by coordinating the implementation of individualized client care plans, facilitating the continuity of client care across various health care settings, delegating and supervising aspects of client care provided by assistive personnel and adapting client care to changing settings and systems;
13. Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning.

Program outcomes also include:

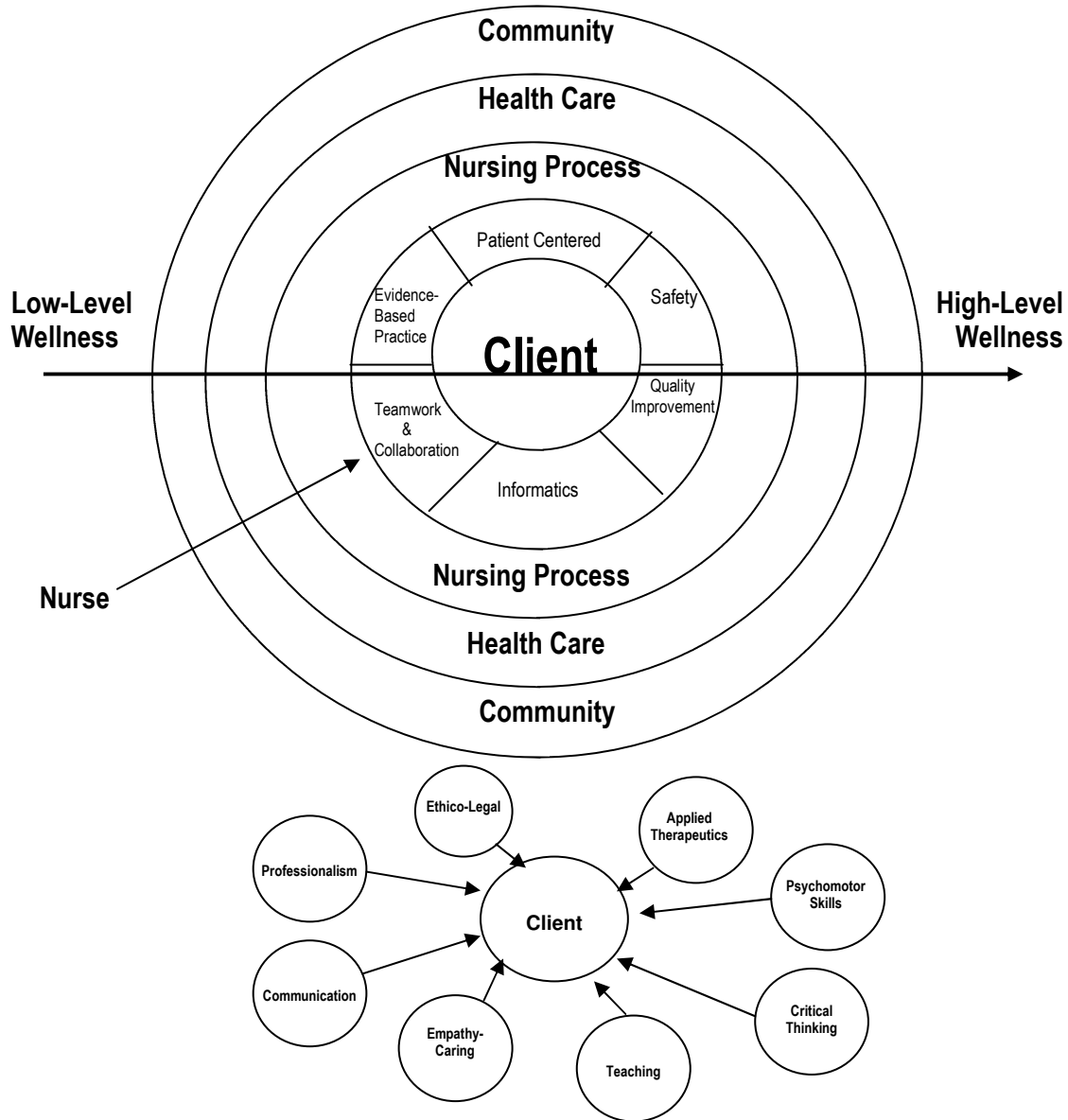
1. The majority of graduates obtain entry-level positions within six months of graduation in a variety of health care settings appropriate for Associate Degree nursing practice.
2. The first time pass rate on the NCLEX-RN® is at the national average or higher.

References

1. Goodwin College. (2001). *Goodwin College Catalog: 20010-2011*. East Hartford, CT, Goodwin College, 6.
2. Preamble to the Constitution of the World Health Organization, adopted 1946.
3. American Nurses Association (1996). *American Nurses Association model practice act*; Kansas City, Missouri: American Nurses Association.
4. American Association of Colleges of Nursing. (1998). *Educational mobility*. [on-line], Available at www.aacn.nche.edu/Publications/positions.edmobil.htm.
5. American Association of Colleges of Nursing. (2002). *Hallmarks of the professional nursing practice environment: An AACN white paper*. [on-line]. Available at www.aacn.nche.edu/Publications/positions/hallmarks.htm.
6. National League for Nursing. (2000). *Educational competencies for graduates of associate degree nursing programs*. Boston, MA, Jones and Bartlett Publishers, 7-11.

Curriculum Framework

The purpose of the theoretical framework is to provide guidance and purpose for the curriculum. The nurse is instrumental in assisting clients to move to ever-higher levels of wellness. Goodwin College 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 well being).

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 curriculum framework for the Nursing Program at Goodwin College 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 as 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 KSAs (Knowledge, Skills and Attitudes) 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 best current evidence 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 in order 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 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 of error reporting and safety cultures, and value 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.

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 an appreciation for the independence and self-actualization of the client.

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 (s) he does not know 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 in order 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 on past experiences, think independently, take risks based on knowledge, persevere in the face of difficult problems, and 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 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 with regard to self, clients, others and the public as they reflect the values of the profession of nursing. Professional persons 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.

Cronenwett, L. et al. Quality and Safety Education for Nurses, *Nursing Outlook*, 55(3), 122-131.

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Progression Policies

Students should refer to the Goodwin College catalog for specific admission requirements to the Nursing Program and acceptance into the program. Please note that students are strongly encouraged to complete Microbiology (BIO212) prior to entering the nursing program. If a student takes Microbiology and NUR 100 together and decides to withdraw from NUR 100 they will need to reapply to the nursing program. Microbiology must be completed before advancing to NUR 200.

Applicants will be notified of acceptance approximately two (2) months prior to the start of the semester of their first nursing course.

Accepted students must submit a medical examination report completed by a physician or APRN, describing the student's physical and emotional ability to enter the nursing program, two weeks prior to starting the program. Students should refer to the Technical Standards at the conclusion of this handbook 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 100 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.

It is the student's responsibility to maintain current CPR certification, malpractice insurance coverage and annual PPD testing. Failure to do so will prevent students from participating in their clinical experience.

All students admitted to the program are **required** to join the Connecticut Student Nurses Association (CSNA) and maintain membership throughout the program (effective 9/08).

Advanced Placement

There is no advanced placement for students who have completed a portion of nursing courses at another institution.

Licensed Practical Nurses (LPNs) may achieve advanced placement through the Connecticut Articulation Model. This option is open to Licensed Practical Nurses, licensed in Connecticut, who have been accepted to the Goodwin College Nursing Program by successfully completing the prerequisite and admission requirements listed in the college catalog. LPNs may apply to the Nursing Program for acceptance into the **January semester only** to complete their bridge course.

These LPNs then must successfully complete a 3-credit LPN-RN Articulation Course offered on-line by Charter Oak State College and a 1-credit LPN-RN Bridge Course offered by Goodwin College. Upon successful completion of both bridge courses, the LPN is awarded 12 credits and enters the Nursing Program in the third Nursing course, Nursing 200, and completes that course as well as Nursing 210 and Nursing 220.

Progression in the Nursing Program

A typical nursing course is graded according to the following method. Ranges reflect the differences between the nursing courses.

Quizzes	10- 30%		
Term Paper	5%	Special project	5-10%
Examinations	70-85%		

The clinical aspect of each course is graded on a Pass/Fail system based on meeting the Clinical Learning Objectives for each course. Students must achieve a "3" in each area at mid-term and a "4" by the end of the semester in order to be considered to have passed clinical and be allowed to advance to the next course. The only exception to this is in NUR 210. In this course students complete 7 weeks in an Obstetrical setting and 7 weeks in a Pediatric setting. They must achieve a Level "3" in their learning objectives at the conclusion of the 7 week period.

All course requirements must be completed with a grade of C (73%) or higher to progress to the next nursing course.

Both the clinical and classroom portions of the course must be passed in order to advance to the next nursing course.

In the event that a student fails either the clinical or classroom portion of a course, (s) he may re-attempt **one** nursing course **one** time. A withdrawal from a course will count as the first

attempt unless there are special circumstances such as a documented medical or personal leave of absence. Students will adhere to the graduation requirements that apply to that cohort.

Guidelines for Appeal of Grades

In the event that 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 nursing faculty member about whom the student has a concern within 3-5 days of receiving the grade.
2. If the concern is not resolved, the student meets with the coordinator of the particular nursing course within 3-5 days of meeting with his/her instructor.
3. If the concern is not resolved, the student meets with the Chair within 15 days 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 of the grade posting. The student will come prepared to discuss the relevant concern 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, (s) he should refer to the *Student Appeal Process* fully outlined in the Goodwin College Catalog.

Access to Records

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

Graduation Requirements

The following requirements must be met in order to graduate from the Nursing program:

1. Completion of the following course requirements. Pre-requisite courses as well as all nursing courses must be completed with a "C" or better.
 - Biology 211– Anatomy & Physiology I 4 credits
 - Biology 212 – Anatomy & Physiology II 4 credits
 - Biology 235 – Microbiology 4 credits
 - English 101 – Composition 3 credits
 - English 102- Composition and Literature 3 credits

• Psychology 112 – Introduction to Psychology	3 credits
• Psychology 210 – Lifespan Development	3 credits
• Sociology 101 – Introduction to Sociology	3 credits
• Communications 101 – Public Speaking	3 credits
• CAP 100 – Computer Literacy	3 credits
• Humanities Elective	3 credits
• Nursing 100 – Nursing Skill Development	6 credits
• Nursing 110 – Adults & Wellness 1	6 credits
• Nursing 200 – Families & Wellness Across the Lifespan	7 credits
• Nursing 210 – Adults & Wellness II	7 credits
• Nursing 220 – Integration of Nursing Practice	9 credits
***LPN- 72 credits	TOTAL
	71 credits

2. Completion of above courses with an academic average of at least 2.0 within the maximum timeframe;
3. Fulfillment of all financial obligations to the College;
4. Completion of a final math calculation exam with a score of 100%;
5. At the conclusion of NUR 220, students must achieve a score of at least “103” correct on the NLN exit exam to be considered a graduate of the program. They may attempt the exam twice. If they are unsuccessful, they will work with a faculty member on areas of concern. Additionally they may audit any classes within the program. They must demonstrate a score of at least 80% on three practice NCLEX exams before they may re-attempt the exit exam. If they attempt two more times and do not achieve the desired score, they will have failed out of the program;
6. Graduation from the program **does not** guarantee passing the NCLEX licensing exam. If a student in the program has a felony record, the State Board of Nursing will determine their eligibility to take the NCLEX-RN® when the student applies to take the exam. The college has no responsibility for making this decision.

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

Student Conduct

Students are expected to conduct themselves in a manner that is consistent with the Mission, Philosophy, and Goals of Goodwin College 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. In order to meet this goal, a discipline policy which is modeled after typical employment policies, is followed in order to facilitate the graduates’ transition into the workforce. It is critical that the program groom students as total professionals in order to achieve future success. Failure to meet certain standards may cause students to enter into progressive discipline. Examples of behaviors that can lead to progressive discipline include but are not limited to:

Disruptive behaviors in the classroom

Disrespectful behaviors toward the instructor (clinical or classroom)
Perceived threatening behaviors to faculty or peers
Failure to adhere to the dress code
Failure to complete assignments
Performance issues
Attendance and tardiness concerns

Progressive Discipline

The Department of Nursing follows a progressive discipline policy that typically consists of four steps. Depending on the seriousness of any situation, however, any step may be skipped with the approval of the Director of the department. A student will enter progressive discipline whenever (s)he fails to meet the expectations of the department. Typically, progressive discipline adheres to the following:

Counseling: Documented on a Student Advisory form, documents verbal counseling and outlines expectations;

1st Written Warning - student has been counseled regarding the need to improve in a specific area and has failed to demonstrate improvement or performance precludes the opportunity for counseling. A performance improvement plan may be implemented to specifically describe to the student how expectations may be met;

2nd Written Warning - occurs when the student has already received a 1st Written Warning and new issues arise or unresolved issues continue;

3rd/Final Written Warning - follows the 2nd Written Warning if new issues arise or unresolved issues continue;

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 the department and does not demonstrate the ability, desire, or willingness to change the behavior. If the student requires additional discipline after the third warning, s(he) will automatically fail the course.

Although these steps usually follow a progressive pattern, **please note that at the discretion of the Department Chair any step may be skipped depending on the seriousness of the situation.** Please refer to the following section, which 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 course required in the nursing curriculum, taken for the second time, with a grade of "C" or better;

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. Two unsuccessful attempts at any one nursing course (NUR 100-NUR 220);
14. Violation of Academic Integrity policies.

Process of Dismissal and Guidelines for Appeal

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

1. The nursing faculty member recommending dismissal submits, in writing, 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 Department chair 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 of that meeting to present their perceptions of the situation;
4. The faculty group conducts a vote, in the absence of the student, whether or not to dismiss the student. A simple majority vote decides;

5. The student is informed of the faculty's decision;
6. Students wishing to appeal the nursing department faculty's decision may follow the procedure on *Suggestions and Grievances*, found in the *Goodwin College Catalog*.

Re-entry after Withdrawal

- Students will not automatically be considered for re-entry into the program if they have been out of the program for more than two (2) semesters. Any student who is out for more than 2 semesters must reapply to the program. A student, who withdrew from the Nursing Program for two consecutive semesters or less, because of mitigating circumstances, may re-enter the Nursing Program at the level they left. The student must contact the Course Coordinator of the course approximately 6 weeks prior to the start of the semester to acquire clinical placement information. It is the responsibility of the student to return to the program having maintained the knowledge base acquired to that point in the program as well as the appropriate clinical skill set. They may seek tutoring assistance at any time prior to their return.
- Return to the program will be based on space availability in the clinical settings.

Students who are making a 2nd attempt at nursing courses related to failing the clinical portion will adhere to the following guidelines:

1. An attempt will be made to assign the student a clinical group which does not include any other students making a second attempt;
2. Student will be assigned a different clinical instructor from the first attempt if possible;
3. Student will be expected to meet the requirements set forth in the Performance Improvement Plan not met in the prior clinical experience;
4. This plan will be reviewed with the student at the start of the new semester;
5. Student will need to meet the identified expectations by the fourth (4th) clinical experience;
6. The clinical instructor will remain in weekly contact with the Course Coordinator;
7. If all requirements are not met, the student will fail clinically and be dismissed from the program as (s) he will have attempted the course twice.

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 College catalog.**

A student's academic standing is determined by his/her cumulative Grade Point Average (GPA).

CLASSROOM POLICIES

Behavior

As in the clinical settings, students are expected to behave in a manner that demonstrates respect for their instructors as well as their peers. They should come to class prepared to actively participate in discussions. Disruptions (e.g., cell phones, whispering, passing notes, etc.) in class will not be tolerated and may necessitate progressive discipline.

Term Paper Requirements (if applicable to your course)

1. In addition to the guidelines provided in your syllabus, the following guidelines apply:
 - a. Papers will be accepted up to 7 calendar days (ex. if your class is on a Wednesday the paper is due the next Wednesday) after the due date. However, there will be an automatic 5 points reduction for each day that it is late. Papers may be submitted electronically during the weekend. **Papers will not be accepted beyond 7 calendar days after the due date and the student will receive a "0".**
 - b. Papers that contain fewer pages than outlined in the guideline will automatically lose 10 points.
 - c. **Papers must be handed in but may also be submitted electronically by instructor request.**

Grading Guidelines

Specific grading guidelines for each course will be included in the syllabus and will be reviewed with students on the first night of class. **However, for all nursing courses, students must attain a grade of C (73%) or higher cumulatively on quizzes and tests in order to advance to the next nursing course. Paper-Project grades will only be factored into the overall grade after the 73% has been attained in the test and quiz average.**

Students will receive complete syllabi for all courses on or before the first class 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.

Attendance

1. You are expected to attend every class, as the NLNAC requires that classroom content correlate with the clinical experience to the degree possible. If you need to miss a class, it is your responsibility to notify your instructor **prior to the start of the class by leaving a phone message on the instructor's cell phone or office phone.**
2. You are expected to stay for the duration of the class out of respect for your peers and your instructors. However, if circumstances arise that require you to leave, you should be courteous and inform the instructor of your intent to leave early.

3. Excessive absenteeism or multiple incidents of leaving class early may necessitate progressive discipline.
4. If the student misses 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 '0" for that particular exam or quiz grade.

CLINICAL POLICIES

Attendance

1. You are expected to attend every clinical;
2. In the event that you miss a clinical, it **MUST** be made up within 2 weeks and a clinical make-up form must be returned to your main instructor signed by the make-up instructor (forms are on Blackboard). If the clinical is not made up within the designated time frame, you will receive a written warning in the progressive discipline process and you are still expected to make-up the missed clinical;
3. If you miss 2 or more scheduled clinicals, even though you may have made them up, you will receive a written warning in the progressive discipline process;
4. If you need to miss a clinical you must notify the clinical instructor at least **1 hour** prior to the start of the clinical experience. Please utilize the numbers your instructor provides to you. Email notification is not acceptable;
5. Students should not plan vacations during the semester;
6. If the holiday falls on a clinical day, then the clinical will not be held and does not need to be made up;
7. Clinical is not held when the rest of the college is not in session or when classes are cancelled due to inclement weather.

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 though they have notified the instructor that they will be late;
3. You will receive a student advisory regarding your first incidence of tardiness;
4. On the 2nd incidence of tardiness you will receive a written warning in the progressive discipline process.

Clinical Paperwork

1. Clinical paperwork is due the day of clinical the week following the clinical experience at the conclusion of the clinical experience or as assigned in the upper levels;
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 will be kept in a three ring binder for each semester.

Student Conduct in the Clinical / Classroom 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 with regard to other students, clinical staff and faculty while in clinical (i.e., patient-care) sites.

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

1. Failure to notify the agency and 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, handicapped 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 well being of self or others;
8. Failing to follow through on suggested referrals or interventions to correct deficit areas that 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 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;

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 immediate remediation 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

The initial nursing courses of Nursing 100 and Nursing 110 have both a skills laboratory and a patient care component in either a hospital or long-term care setting.

The time spent in skills laboratory is outlined in detail in the learning packets the student receives in class. This experience allows the student to observe, practice and demonstrate competency in specific skills.

A Check-off sheet will be completed for each skill as well as a cumulative record of skills passed. Competency in all skills must be achieved to pass the clinical portion of the course.

The clinical site component for all nursing courses is nine hours spent with patients in the hospital or other clinical settings.

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. The one exception to this is Nursing 210 where it is not possible to schedule all pediatric and obstetrical experiences during evening and weekend hours. Clinical sections are limited to a maximum of eight (8) students except for pediatrics and obstetrics where the limit is 5-6 students. 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, (s) he will not be scheduled for clinical sessions.

Clinical Preparation

Students are expected to review the clinical record in order to be prepared to administer appropriate care on their assigned clinical day. Please follow the directions of your clinical instructor regarding when this is done for your 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.

Clinical Dress Code

Students must dress in their uniforms when obtaining client assignments. Identification tags and name pins must be displayed so that students are identifiable as Goodwin College nursing students.

When attending a clinical lab session or client care session, students must wear their Goodwin College student uniforms: white pants, clean white shoes with white laces and closed/strapped backs, and green scrub tops with the Goodwin logo. No thong underwear is to be worn.

In cool weather, a solid white cotton turtleneck shirt under the scrub top may be worn. Lab coats should not be worn. The identification card and nametag must always be prominently displayed.

Jewelry is limited to one (1) pair of stud type earrings, a watch and a wedding band. No visible body piercing is allowed. 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.

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.

Appropriate underarm and oral hygiene should be practiced since ill people 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”.

Evaluation/Failure

The Clinical Learning Objectives pertinent to each nursing course will be completed at midterm and at the completion of the course. A student must achieve at least a level 3 on all learning objectives midterm and at least a level 4 on all learning objectives at completion of the course. The exception to this is in NUR 210 where the students complete two (2) –seven (7) week experiences, one in Pediatrics and one in Obstetrics. In this course all students must achieve a Level 3 in the Clinical Learning Objectives at the end of each seven week rotation.

Any student not scoring at least 3 on any objective at midterm will be considered in danger of failing 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.

Any student not scoring at least 4 on any objective 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.

Cancellation Information

In the event of inclement weather, students are required to listen to WTIC (96.5 FM), WTIC (1080 AM), WRCH (100.5 FM), or tune in to WFSB-TV (channel3), WVIT-TV (Channel 30) or WTNH-TV (Channel 8) for information on whether Goodwin College is open or closed. Students may also access school closing information by calling 860 218-1240 or by checking the College student intranet website (<http://myweb.student.goodwin.edu>). These notices will be aired by 6:30 AM for day classes and 3:00 PM for evening classes. The college will assume responsibility for informing clinical instructors of the status of the college. If the college is closed due to inclement weather, the clinical experience is also cancelled.



**Nursing Department
ADN Program**

The following standards serve as the technical requirements a student must meet in order 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 College. 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 College 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 Associate in Science 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 weight lifting 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 read or set 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.
 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 time frame 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 college clinical lab and in clinical placements within the community.

Academic Calendar

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

Christmas
New Year's Day
Martin Luther King Day
President's Day
Good Friday
Memorial Day Weekend
Independence Day Weekend
Labor Day Weekend
Columbus Day
Veteran's Day
Thanksgiving Weekend

Vacations are typically two (2) weeks in the beginning of May, two (2) weeks at the end of August, and three (3) weeks at Christmas). The specific dates are available in the education office.

Handbook Signature Sheet

This manual contains the mission, philosophy, curriculum framework, and outcome objectives and policies of the Nursing Program at Goodwin College. The policies contained within this manual have been developed by the faculty of the Nursing Program. Students should familiarize themselves with these policies and sign the following form, which indicates an understanding of the policies of the Nursing Program. A copy of this form will be placed in the student's records.

I, _____ (print name) have read and understand the policies of the Nursing Program at Goodwin College.

Signature

Date