



# Goodwin University

School of Nursing and  
Health Professions

## Licensed Practical Nurse (LPN) Student Handbook

# 2025-2026



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# INTRODUCTION

## WELCOME

Dear LPN Student:

Welcome to the Division of Nursing at Goodwin University. The Licensed Practical Nurse (LPN) Handbook provides you with information to facilitate your success. This handbook supplements the Goodwin University catalog and assists you to identify issues and policies specific to the LPN program.

As an LPN student, you are expected to function in an increasingly professional manner. Some of your education is designed to help you socialize as a professional nurse. You are required to assume responsibility for your learning and related plans for success. The faculty in the LPN program will give you the support necessary to be successful. This handbook is available in online format only and is readily available for your convenience.

Best wishes for success,

Vivienne Friday EdD, MSN, RN, MSOL  
Dean of Nursing and Health Professions, Chief Nurse Administrator, Associate Professor  
*VFriday*



Karyn Therrien MSN, RN, CDP  
Director, LPN Program  
*KTherrien*

## Mission Statement Goodwin University

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.

## Mission Statement School of Nursing and Health Professions

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.

## Goodwin University's Core Values

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.

P	<b>Purpose</b> – 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	<b>Academic Excellence</b> – 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	<b>Student Success</b> – 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	<b>Service to Community</b> – 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	<b>Integrity</b> – We are honest, trustworthy, and respectful of others, and we foster these traits in our students, faculty, and staff.
O	<b>Opportunity</b> – <b>By embracing diverse ideas, viewpoints, learning styles, and abilities, everyone enriches the College.</b> Our system of shared governance offers a chance for the entire Goodwin community to have a voice in the College's continuous improvement.
N	<b>Navigators</b> – We are Navigators! Everyone at Goodwin University is responsible for guiding ourselves, colleagues, and students through this shared transformational journey of personal and professional development.

## About Goodwin

Goodwin University is proud of its remarkable legacy of creating career-focused educational opportunities for its students for more than 25 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.

## ACADEMIC INFORMATION

### 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 can apply their knowledge, skills, and abilities in their chosen field of study.



## LPN Program Outcomes

The Practical Nursing Program prepares individuals to have the knowledge and skills needed to become entry-level Practical Nurses. Current trends in healthcare are affording the Practical Nurse the ability to work in a variety of settings- physician's offices, clinics, dialysis centers, hospitals, schools, and long-term care settings. Upon successful completion of our Practical Nursing program and passing the National Council of State Boards of Nursing Licensure Examination for Practical Nurses (NCLEX-PN), the Practical Nurse will be able to care for clients of all ages with various health conditions under the supervision of an advanced practice registered nurse (APRN) or registered nurse (RN).

We will offer convenient day and evening classes to meet the individual's lifestyle. Students will be assigned to various clinical facilities in the community to practice their nursing skills to become competent and ready to assume their roles as a Practical Nurse.

Graduates of the LPN program are prepared to practice professional nursing as a generalist with skills that are applicable across all health care settings:

1. Perform the duties and responsibilities of the licensed practical nurse within the framework of the Nurse Practice Act, Chapter 378 of the Connecticut General Statutes.
2. Apply nursing principles and theories in the implementation of the plan of care for clients under the direction of and in collaboration with the RN.
3. Assist in evaluating the effectiveness of nursing interventions, using observations and data collection to recommend changes in the plan of care.
4. Perform appropriate data collection to monitor client status in response to alterations in health, treatment of health problems, and therapeutic nursing interventions.
5. Recognize and report deviations from expected responses to alterations in health status or in the treatment of health problems.
6. Intervene appropriately in emergency situations.
7. Interact effectively with clients, families, and health team members through appropriate verbal, nonverbal, and written communication.
8. Implement the care of groups of clients, using appropriate principles of priority setting, time management, and delegation.
9. Utilize resources and the environment of care effectively to meet client needs and attain expected outcomes.
10. Demonstrate individual accountability by acting as an advocate for health care consumers and by maintaining accepted standards of care for a practical nurse.



## LPN Curriculum

### Full Time Curriculum

#### Semester I

Course	Credits	Classroom Hours	Clinical Hours
PN 100 Fundamentals I	5	75	
PN 101 G & D I	3	45	
Clinical Nursing I	4		180
<b>Total</b>	<b>12</b>	<b>120</b>	<b>180</b>

#### Semester II

Course	Credits	Classroom Hours	Clinical Hours
PN 102 Fundamentals II (Mod 1)	4	60	
Clinical Nursing II	5		225
PN 104 Growth and Development II	3	45	
PN 103 Med Surg I	5	75	
<b>Total</b>	<b>17</b>	<b>180</b>	<b>225</b>

#### Semester III

Course	Credits	Classroom Hours	Clinical Hours
PN 105 Pharmacology (Mod 1)	3	45	
Clinical Nursing III	5		225
PN106 Med-Surg II	6	90	
PN 107 Mental Health (Mod 2)	3	45	
<b>Total</b>	<b>17</b>	<b>180</b>	<b>225</b>

#### Semester IV

Course	Credits	Classroom Hours	Clinical Hours
PN 108 Med Surg III	7	105	
Clinical Nursing IV	3		135
PN 109 Maternal and Pediatrics	6	90	
PN 110 Professional Development	5	75	
<b>Total</b>	<b>21</b>	<b>270</b>	<b>135</b>
<b>Grand Total</b>	<b>67</b>	<b>750</b>	<b>765</b>

## Part Time Curriculum

### Semester I

Course	Credits	Classroom Hours	Clinical Hours
PN 100: Fundamentals I	5	75	0
PN 101 G & D I	3	45	
Clinical Nursing I	2		90
<b>Total</b>	<b>10</b>	<b>120</b>	<b>90</b>

### Semester II

Course	Credits	Classroom Hours	Clinical Hours
PN 102 Fundamentals II	4	60	
Clinical Nursing II	3		135
PN 104 Growth and Development II	3	45	
<b>Total</b>	<b>10</b>	<b>105</b>	<b>135</b>

### Semester III

Course	Credits	Classroom Hours	Clinical Hours
PN 105 Pharmacology	3	45	
Clinical Nursing III	3		135
PN103 Med-Surg I	5	75	
<b>Total</b>	<b>11</b>	<b>120</b>	<b>135</b>

### Semester IV

Course	Credits	Classroom Hours	Clinical Hours
PN 106 Med Surg II	6	90	
Clinical Nursing IV	3		135
<b>Total</b>	<b>9</b>	<b>90</b>	<b>135</b>

### Semester V

Course	Credits	Classroom Hours	Clinical Hours
PN 108 Med Surg III	7	105	
Clinical Nursing V	2		90
<b>Total</b>	<b>9</b>	<b>105</b>	<b>90</b>

### Semester VI

Course	Credits	Classroom Hours	Clinical Hours
PN 107 Mental Health	3	45	
Clinical Nursing VI	2		90
PN 109 Matern/Pedi	6	90	
<b>Total</b>	<b>11</b>	<b>135</b>	<b>90</b>

### Semester VII

Course	Credits	Classroom Hours	Clinical Hours
PN 110 Professional Development	5	75	
Clinical Nursing VII	2		90
<b>Total</b>	<b>7</b>	<b>75</b>	<b>90</b>
<b>Grand Totals</b>	<b>67</b>	<b>750</b>	<b>765</b>

## LPN Course Descriptions

### PN 100 – Fundamentals in Nursing I (5 credits, 75 hours)

This course introduces the student to the nursing profession and the various roles of the nurse. Students will learn skills and techniques to help them transition to nursing student role. Students will learn to provide care to clients in a clinical, laboratory setting. Emphasis is placed on providing safe, quality care. The Nursing Process will be used to promote and maintain physical, emotional, social, and spiritual health while considering cultural beliefs and practices. Students will learn basic nursing skills they will practice under their instructor's direction before applying to clients in the clinical setting. This course includes didactic, laboratory and clinical experiences.

### PN 101- Growth and Development 1(3 credits, 45 hours)

This course introduces the student to growth and development throughout the lifespan, drawing on major theoretical positions. Students will examine theories of infant, child, and adolescent development and learning. Students will discuss how to help patients maneuver through various life events based on their developmental stage and how to navigate death and dying. This course does not include a Laboratory or Clinical component.

#### PN 102 Fundamentals II (4 credits, 60 hours)

This course continues to build upon skills and concepts learned in PN 100- Fundamentals of Nursing I. The Nursing Process and Critical Thinking skills will be used to introduce students to more complex nursing procedures and skills. This course includes didactic, laboratory and clinical experiences.

#### PN 103 Med Surg I (5 credits, 75 hours)

This course introduces the student to diseases and illnesses that affect individuals across the lifespan on the health-illness continuum. Emphasis will be on pathophysiology, signs, symptoms, incidence, and treatment of disease/illness. The Nursing Process will be utilized to meet the needs of the patient, family, or support individuals during illness with the goal of returning the individual to optimal health. This course includes didactic, laboratory and clinical experiences.

#### PN 104 Growth and Development (3 credits, 45 hours)

This course will continue to build upon concepts of growth and development throughout the lifespan previously discussed in PN 101- Growth & Development I. Students will continue to draw on major theoretical positions and examine theories of young adulthood, middle adulthood, late adulthood, advanced old age, and geriatric development. Students will discuss how to help patients maneuver through various life events based on their developmental stage and how to navigate death and dying. This course does not include a Laboratory or Clinical component.

#### PN 105 Pharmacology (3 credits, 45 hours)

This Pharmacology course will introduce the student to the basic classifications of medications, general action, use and side effects. Students will learn and practice adult and pediatric dosage calculations and safe medication administration principles. Medication administration will be practiced in a laboratory under an instructor's direction before administering medication in the clinical setting. Legal implications of safe medication administration will be emphasized. This course does not include a Laboratory or Clinical component.

#### PN 106 Med Surg II (6 credits, 90 hours)

This course is a continuation of PN 103- Med-Surg I, and the student will continue to learn about diseases and illnesses that affect individuals across the lifespan on the health-illness continuum. Emphasis will be on pathophysiology, signs, symptoms, incidence, and treatment of disease/illness. The Nursing Process will be utilized to meet the needs of the patient, family, or support individuals during illness with the goal of returning the individual to optimal health. This course includes didactic, laboratory and clinical experiences.

#### PN 107 Mental Health Nursing (3 credits, 45 hours)

This course will equip students with the essential tools and knowledge to provide compassionate and effective mental health care, contributing to the overall well-being of their patients and enhancing the quality of healthcare delivery. In addition, the course will provide an overview of various mental health conditions

and their management. Students will focus on therapeutic communication techniques, critical thinking skills and the Nursing Process while caring for clients and families from culturally diverse backgrounds. This course includes didactic and clinical experiences.

#### **PN 108 Med Surg III (7 credits, 105 Hours)**

This course is a continuation of PN 103- Med-Surg I and PN 106- Med-Surg II, and the student will continue to learn about diseases and illnesses that affect individuals across the lifespan on the health-illness continuum. Emphasis will be on pathophysiology, signs, symptoms, incidence, and treatment of disease/illness. The Nursing Process will be utilized to meet the needs of the patient, family, or support individuals during illness with the goal of returning the individual to optimal health. This course includes didactic, laboratory and clinical experiences.

#### **PN 109 Maternal and Pediatric Nursing (6 credits, 90 hours)**

This course provides students with the concept of family-centered care to maternal-child nursing. It provides the foundation for the care of childbearing women and their families, including the children from birth to adolescence. Cultural diversity in the childbearing family is explored, along with the physical, social, emotional, and spiritual needs. Emphasis is placed on the nurse's role as teacher in health promotion and maintenance. This course includes didactic and clinical experiences.

#### **PN 110 Professional Development (5 credits, 75 hours)**

This course will prepare students for transition to the Licensed Practical Nurse's role. Content of professionalism, legal responsibilities of licensure, ethics, and professional development will be included. Students will review previous course content and maintain a focus on test-taking skills to enhance their ability to successfully complete the NCLEX-PN examination. This course does not include a Laboratory or Clinical component.

## **LPN Admissions Process**

All applications must:

1. Complete the application for the LPN program.
2. Include proof of high school or General Education Development (GED) to the registrar's office. The Nursing department will retrieve copies from that office.
3. Take the Assessment Technologies Institute (ATI) Test of Essential Academic Skills (TEAS) test and have the results sent to the School of Nursing at Goodwin University. You must earn a score of 48% **or greater** to have the test score accepted as part of the application process. TEAS examination is the pre-admission requirement for the program. This examination is administered by Goodwin University (on-campus only) free of charge. If you choose to take it online or at another testing location the cost is the applicant's responsibility. It is the student's responsibility to follow the deadlines and

instructions posted on the application. All questions regarding exam registration dates and deadlines must be directed to the Admissions Office.

- a. Students who fail to earn the required score of 48% on the TEAS exam are encouraged to complete the following courses before retaking the exam:
  - English 101
  - Com 105
  - Bio 101
  - Math 125

## Accepted Students

Accepted, students are required to submit:

- a) **A Medical examination** report from a health care provider. This report will describe the student's physical and emotional health prior to starting the program.
- b) **Immunization.** All required immunizations must be completed before the start of the first nursing course excluding the Hepatitis B vaccine series which may be in progress. If a student elects not to have the Hepatitis B vaccine series, a signed declination form must be in his/her file.
- c) **Influenza vaccination.** All students in the program must receive a flu vaccine annually.
- d) **Covid vaccination.** All LPN students are required to be fully vaccinated (2 vaccinations).
- e) **Cardiopulmonary Resuscitation (CPR) Certification.** Students are required to become certified in Cardio-Pulmonary Resuscitation (Health Provider or Professional Rescuer) by the **American Heart Association** or the **American Red Cross** before entering the nursing program and must maintain certification throughout the nursing program. The cost of obtaining and maintaining CPR certification is the student's responsibility. Proof of certification must be submitted annually.
- f) **Background Check/Drug screening.** All students accepted to the LPN program must submit to a background check and drug screening. Goodwin University **covers the cost** through the **Navigators Scholarship for LPN Certificate**. However, if the drug screen result is "negative dilute," the student must assume the cost of a second drug screen. Also, please be aware we only cover the **basic background check fee, if a student has any additional fees for their background check, they will be responsible for those additional fees.** A positive drug screen, not substantiated by a healthcare provider, will prevent the student from entering the program. Students will be notified if the background check reveals any criminal record that might interfere with future licensure. If a clinical facility prohibits the student from participating in a clinical experience based on this result, the department will make two additional attempts to place the student in an alternative facility. If neither of the two further attempts yields a placement for the student, (s)he will not be permitted to progress with the program.

## Graduation Requirements

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

1. Complete all graduation requirements as stated in the catalog.
2. Complete the following courses with a C and a GPA of 2.7.

### LPN Major Core Requirements

- LPN 100 – Fundamentals in Nursing I: 5 credits
- LPN 101- Growth and Development II: 3 credits
- LPN 102 – Fundamentals in Nursing II: 4 credits
- LPN 103 Med Surg I: 5 credits
- LPN 104 -Growth and Development II: 3 credits
- LPN 105 Pharmacology: 3 credits
- LPN 106 Med Surg II: 6 credits
- LPN 107 Mental Health Nursing: 3 credits
- LPN 108 Med Surg III: 7 credits
- LPN 109 Maternal and Pediatric Nursing: 6 credits
- LPN 110 Professional Development: 5 credits

**Total of 50 credits of the Core Requirements. Students will complete an additional 17 credits of clinical to achieve the 67 credits and 1500 hours for the course.**

3. Completion of LPN coursework with an academic average of at least (C) within the maximum period (6-8 semesters).
4. Earn a passing grade in the Clinical Component of the LPN 109 course (Clinical courses are pass or fail only)
5. Complete a minimum of 1,500 hours in the program (750 hours of clinical time and 750 hours of classroom time).
6. Fulfillment of all financial obligations to the University

**\*Graduation from the program does not guarantee passing the NCLEX-PN® 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-PN® when the student applies to take the exam. The university has no responsibility for making this decision.**

### 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 American Association of Colleges of Nursing (AACN) white paper. (online). Available at [www.aacn.nche.edu/Publications/positions/hallmarks.htm](http://www.aacn.nche.edu/Publications/positions/hallmarks.htm).



## **Philosophy and Theoretical Framework**

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

### **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 can learn, communicate, and actively manipulate 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 wellness levels, people can 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**

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 data gathering 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 clients' potential 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 and 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 LPN 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 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 nursing, promotes critical thinking, fosters 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.

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.

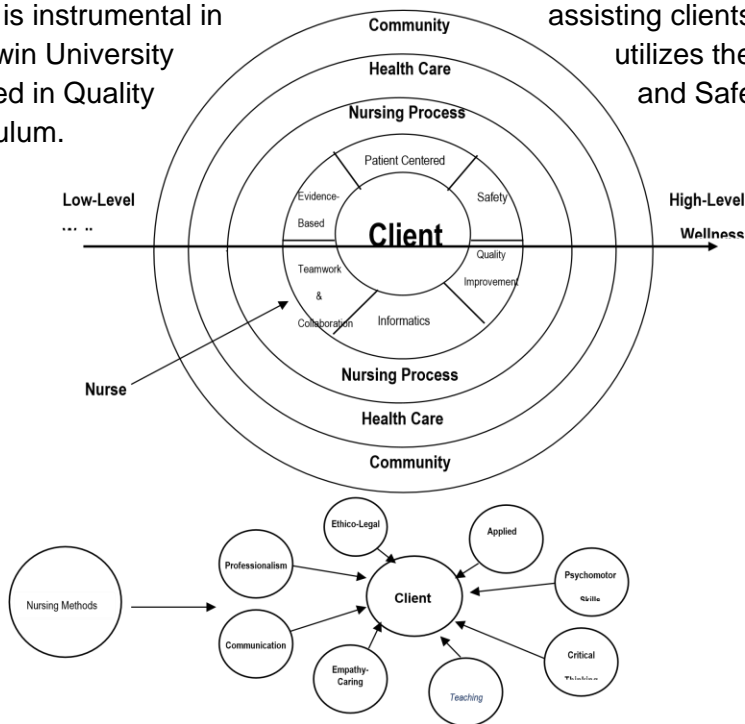
## Lifelong Learning

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 LPN, associate degree, and diploma graduates to pursue a baccalaureate degree and/or higher degree.

## Theoretical Framework

### 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 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).

<b>Patient Centered</b>	<b>Teamwork &amp; Collaboration</b>	<b>Evidenced-Based Practice</b>	<b>Quality Improvement</b>	<b>Safety</b>	<b>Informatics</b>
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 nurse's focus 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 health care team's context, and all of this occurs within 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, Motivation, and Perception (KSAMP) 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 of 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 can participate in the design, selection, and evaluation of information technologies used to support 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 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 on respect for the client's dignity and appreciation for their independence and self-actualization.



## 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 data collection, the planning, implementing, and evaluation 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 communication forms and in therapeutic communication techniques.

## 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 gives clients and families information based on their evaluation of learning needs, abilities, 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 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 data collection and to provide and evaluate nursing care. Nursing skills are used to maximize client comfort and dignity, optimize the client's ability to respond positively, provide the highest level of information accuracy and provide the most favorable client outcomes. Psychomotor skills are best learned through practice after understanding 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 of their therapeutic uses and client outcome. The competent application of nutritional knowledge also involves its use in health and wellness and 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.

## Clinical Information

### 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.

The standards reflect reasonable expectations of the LPN student for the performance of common functions of the LPN. 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 LPN student must be able to apply the knowledge and skills necessary to function in a broad variety of clinical situations.

Each student in the LPN 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.
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.

### 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.
- Goodwin University **covers the cost** through the **Navigators Scholarship for LPN Certificate**.
- 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 health care provider substantiates the medical necessity of the medication causing the positive drug screen. A medical marijuana card must be presented if a student tests positive for marijuana use. In this situation, if the clinical site(s) inquire about students with medical marijuana cards, we will need to disclose this information. It will be up to the clinical sites, based on their policies, to decide if they will accept these students. As with background checks, the division will make two attempts to secure clinical placement. If there is no success, the student will not be permitted to move forward with clinical placements in 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 your 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.

# POLICIES & PROCEDURES

## Academic

### 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 nursing faculty's recommendation, they should refer to the Student Appeal Process 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.

### Student Request for Recommendation

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 one master copy of the written recommendation by the semester's end.

It is advisable to obtain a reference from clinical faculty rather than classroom faculty as potential employers will prefer clinical evaluation assessment. It is also advisable to obtain the most current clinical experience, and the most clinically relevant one 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 can provide a letter confirming 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 into 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 School 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 School of Nursing**. Progressive discipline adheres to the following:

1. **Counseling:** Documented on a Student advisory form, documents verbal counseling, and outlines expectations.
2. **1<sup>st</sup> 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. **2<sup>nd</sup> Written Warning:** Occurs when the student has received a 1<sup>st</sup> Written Warning and new behaviors arise or unresolved behaviors continue
4. **3<sup>rd</sup>/Final Written Warning: Follows** the 2<sup>nd</sup> 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 the LPN program
  - 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<sup>nd</sup> course after repeating one (1) course one (1) time.
14. Violation of Academic Integrity policies.

### Dismissal and Appeal Guidelines

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 student’s absence, on whether to dismiss them. 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 evaluation of why the student believes they (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 show an evaluation of strengths and 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.
  - 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 and the course coordinator. This status will remain until no longer deemed necessary by the faculty.
4. Students who are making a 2<sup>nd</sup> attempt at nursing courses 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.
  - This plan will be reviewed with the student at the start of the new semester.
  - Students will need to meet the identified expectations by the designated date on the Performance Improvement Plan.
  - The clinical instructor will remain in weekly contact with the Course Coordinator.
  - If all requirements are not met, the student will fail 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 about 6 weeks



(about 1 and a half months) before the start of the semester to register and acquire clinical placement information for clinical courses, if 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 (On-Ground)

#### 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.

#### APA Writing Requirements

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 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

1. Students are expected to attend every class. If a student needs to miss a class, it is the student's responsibility to notify the instructor and Administrative Assistant **prior to the start of the class by leaving a phone message on the instructor's cell phone or office phone. Only emails are acceptable for the Administrative Assistant.**
2. You are expected to notify your instructor and the administrative assistant no later than the start of your class. Notification of an absence once your class has begun will not count, resulting in an unnotified absence.
3. An unnotified absence will result in an automatic write up. Please see page 27 for full progressive discipline process.
4. 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.**

**\*If a student misses two or more days of class/clinical due to illness, a note from your health care provider is needed\***

## Testing Policies

1. Students **WILL NOT** be allowed to enter the room after a computerized exam is scheduled or administered for on-ground classes. Students must 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 with cell phones 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.

## Late Assignments

Deadlines are an integral part of all professional careers. Please manage your time and complete all course-work thoroughly and on time (e.g., pre-lecture assignments and projects). Assignments submitted after the due date will result in a 5-point reduction for each day after the due date. All missed exams must be made up by the date of the next class.

## Clinical

### Attendance

1. Students are expected to attend every scheduled clinical day.
2. All missed clinical **MUST** be made up before the course ends.
3. Failure to complete the makeup session will result in progressive discipline and failure of the course due to incomplete clinical assignment.

4. If a student is unable to attend a clinical assignment, they must notify the clinical instructor and administrative assistant **at least 1 hour before the clinical experience starts**. Please utilize the numbers the instructor provides. **Email notification is not acceptable.**
5. Notification of an absence once your clinical has begun will not count, resulting in an unnotified absence.
6. An unnotified absence will result in an automatic write up. Please see page 27 for the full progressive discipline process.
7. Students should not plan an absence during the semester as they will receive progressive discipline for such an absence. Vacations should be planned for semester breaks only.
8. Clinical is not held when the University is closed or when classes are cancelled due to inclement weather.
9. Students must meet all the technical standards found in this handbook to attend clinical. There is no accommodation for "light" or "restricted duty".
10. If specific cultural needs interfere with attendance expectations, please see the Program Director.
11. Students with military obligations should confer with the Program Director.
12. Students may not leave the grounds of clinical setting during breaks of any kind.
13. Cell phones are not to be used in the clinical setting unless directed to do so by the clinical faculty.

### Attendance -Extenuating Circumstances

Absences due to extenuating circumstances will be excused with **written documentation/proof** of the incident, but the time must still be made up. This one-day absence, on a case-by-case basis, will not count towards one of your two (2) allowed absences per semester.

Examples include the following:

1. Death in the immediate family
2. Car accident on way to class/clinical
3. Highway/road shut down due to a major accident
4. Medical emergency/emergency surgery
5. Contagious illness

### 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 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 homepage](#)
- [Facebook](#)
- [Instagram](#)
- Listings on local television news stations
- Campus emergency notification system

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 re-scheduled, a student who is unable to attend will not be penalized for non-attendance but is still responsible for the work missed and the hours that need to be made up.

### **Tardiness/Leaving Early- Class/Clinical**

1. Students are expected to arrive at the clinical site at the time specified by your instructor on the first day of clinical.
2. A student who arrives past the assigned start time for class or clinical will be considered “late” (tardy) even if they have notified the instructor that they will be late.
3. Students are expected to remain in class/clinical for the scheduled duration.
4. Any missed time must be made up.
5. Students will receive a student performance advising form regarding their **first incidence of tardiness/leaving early**.
6. On the **2<sup>nd</sup> incidence of tardiness/leaving early**, they will receive a performance improvement plan in the progressive discipline process.
7. A **third tardy/leaving early** counts as an **absence**. Students are only allowed **2 absences** during the 15-week semester, which must be made up.
8. Please see page 27 for the full progressive discipline process.

### **Make-up Policy**

**Didactic-** If a student misses didactic class hours, the instructor will assign make-up assignments based on class content, that must be completed within **two** days of the missed class. Students cannot be absent more than **2 didactic classes per semester**. If a student is absent more than 2 didactic classes, they will fail the course. If a student misses “minutes” due to tardiness, they must also make up that time. Any minutes missed due to tardiness of less than one hour will need to be made up in one-hour increments. (Example: If 28 minutes is missed, they must complete a full one hour of make-up time).

**Clinical-** If a student misses clinical hours, make-up time must be arranged on an individual basis with the Program Director and Clinical Instructor. Students cannot be absent more than **2 clinical days per semester**. If a student is absent more than 2 clinical days, they will fail the course.

## Clinical Documentation

1. Clinical paperwork is **due at the start** of your next clinical shift.
2. Students will receive a written warning in the progressive discipline process if they incur a second incidence of being late with paperwork.
3. 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., patient care) 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 care of clients (i.e., including 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 beyond the student's preparation or capabilities.
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.
16. Chewing gum in the clinical facility.
17. Smoking/vaping in the clinical facility or on the grounds of the clinical facility.
18. Having food delivered to the clinical facility.
19. Bringing food into the clinical facility to have celebrations on their grounds.
20. Not parking where the facility has assigned student parking.

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 grave, including safety violations, substance abuse, unlawful or unethical acts.

In the clinical settings, students are expected to behave in a way that shows respect for their instructors and 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 etiquette in the online environment is not allowed. There are specific expected etiquette behaviors for the online environment. 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.

## Clinical Assignments

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 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 clinical instructor's directions 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; Caribbean pants and scrub top with the program and the Goodwin University logo, clean solid white shoes (No Crocs) and socks with white laces and closed/strapped backs. Students may wear a 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.** Scrub jackets in Caribbean color may 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 with a second hand, and a wedding band. No visible body piercing is allowed. This includes tongue rings and gauges. Body tattoos are not to be visible. False eyelashes and eyelash extensions of any kind are not allowed. 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.

Hair should be neat, clean and in a style that contains the hair and keeps it off the collar. Any beard/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.

### Clinical Evaluation

Clinical evaluation will be completed at midterm and end of the course by the student and the clinical instructor. Students must support their self-ratings with specific behaviors demonstrated in the clinical setting. All students must achieve the required level of performance for the course for which they are being evaluated. Students who do not meet the expected level of performance for any objective will be given a Performance Advisory and Performance Improvement Plan. The students 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 or the potential to fail the clinical course.

## **ADDITIONAL NURSING POLICIES**

### Email Etiquette

The Nursing program expects all communication will be conducted professionally. 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.

## **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.

## **Course Evaluation Survey**

Goodwin University encourages students to use the course evaluation system (IOTA 360) to evaluate all courses, faculty, and full-time staff. The course evaluation procedure helps determine the extent of student satisfaction and their experience with their courses and instructors' performance. Student evaluations provide useful feedback to the University for course and faculty improvement. Student course evaluations occur in the last 2 weeks of each course module, for a total of six administrations per year (i.e., two each semester, at the end of the 7.5 week and 15 week classes).

<https://www.goodwin.edu/files/pdfs/policies/course-evaluation-surveys-policy.pdf>

# **STUDENT SERVICES**

## **Disability and Access Services**

The Office of Disability and Access Services collaborates with Goodwin's diverse community to ensure that all aspects of campus life — learning, working, and living — are universally accessible. They provide resources, education, and direct services so that Goodwin students may have greater opportunity to achieve equity and social justice. They lead the campus community in its commitment to recognize disability as a valued aspect of diversity, to embrace access as a matter of social justice, and to design more welcoming and inclusive environments. They promote self-advocacy, disability pride, self-determination, and universally accessible design principles, so that everyone has full access to institutional life.

If you have any questions, please contact them at 860-727-6718 or visit:

<https://www.goodwin.edu/accessibility/>

## **Career Services**

The mission of Career Services is to support and empower students and alumni in developing, evaluating, and effectively implementing their career plans. In collaboration with faculty, staff, employers, and community partners, Career Services provides a variety of resources to prepare students and alumni to become career-ready professionals. #GoodwinCareerReady

Our values include commitment, innovation, collaboration, advocacy, empowerment, and community partnership.

<https://www.goodwin.edu/career-services/>

## **Counseling Services**

Mental health services, crisis intervention, individual, family, and group counseling are offered at One Riverside Drive to address the needs of our students and support our growing community. If you need counseling for any reason, our campus counselor is here to provide emotional support, referrals, case management and follow-up. These services are available to students at no cost.

<https://www.goodwin.edu/counseling/>

## **Veteran Services**

Goodwin University is listed among the top military-friendly colleges and universities, identified for providing educational benefits and resources tailored to the military community. We celebrate the service of American veterans by seeking to meet their need for career-focused programs that can be completed by taking advantage of our flexible scheduling options. Goodwin welcomes all veterans, service members and their families.

Our mission is to assist veterans, service members, and dependents with the transition from military life to student life at Goodwin University. <https://www.goodwin.edu/veteran-services/>

# **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

- 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 LPN 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: \_\_\_\_\_