



program handbook 2010/2011

DIVISION OF NURSING bsn completion program

The purpose of this handbook is to familiarize the student with the policies of the program, so as to give direction to the student throughout their course of study.

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Who Are We?

Mercy College of Northwest Ohio is a Catholic, undergraduate institution of higher education founded by the Sisters of Mercy and sponsored by Mercy Health Partners. Our focus is to provide health care and health science related programs, continuing professional education programs, and other community services. We value and provide the integration of general and professional studies as the basis for successful career preparation. Excellence in the teaching and learning experience is rooted in the correlation of theory and practice.

Mission Statement

Mercy College is a Catholic institution of higher education dedicated to inspiring its students to a commitment to lifelong learning and social responsibility in the spirit of the Mercy heritage and values.

Vision

As a faith-based community of learners, we envision creating leaders who value intellectual inquiry and social responsibility by living the Mercy core values. We seek to nurture the whole person and to inspire our students to be of service and to mentor others through the twenty-first century and beyond.

Values

Compassion - Displaying respect, care, empathy, and consideration to everyone we meet.

Human Dignity - Valuing the diversity and significance of each individual, rooted in our belief that all are created in the image and likeness of God

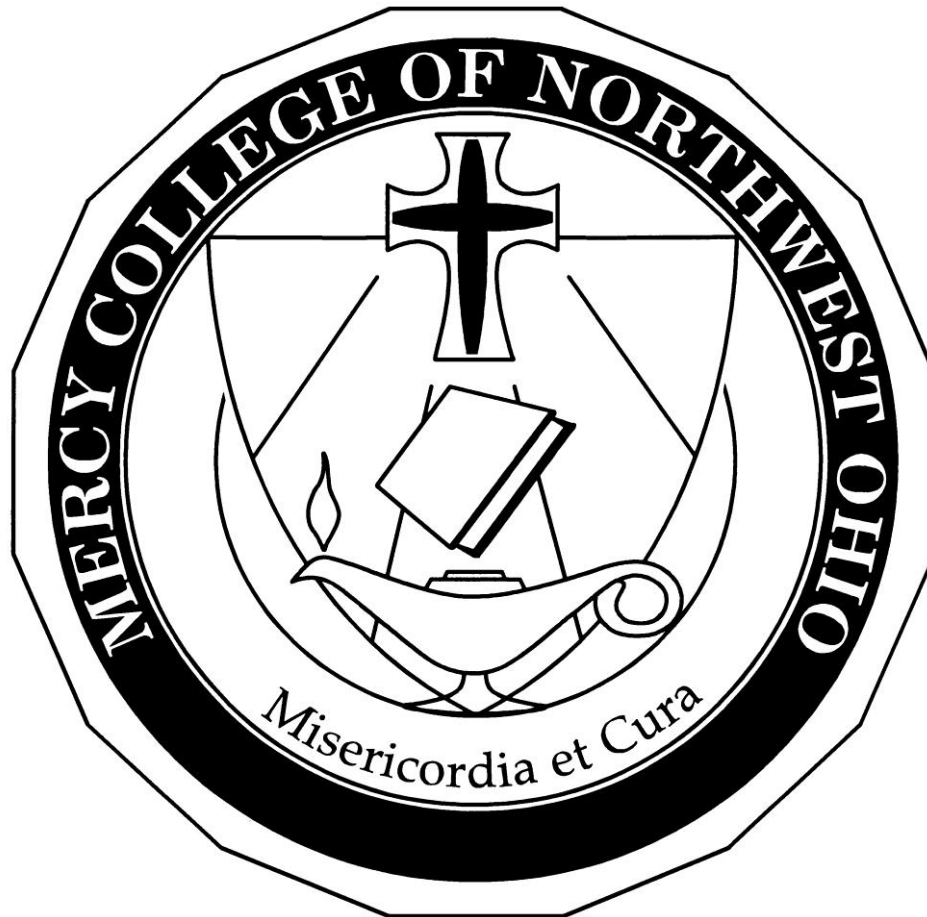
Excellence - Focusing on the areas of academics and intellectual inquiry to pursue distinction in our professional and personal lives

Sacredness of Life - Reverencing all life through our thoughts, words, and actions.

Service - Dedicating ourselves to improving the lives of others through professional and community services.

Justice - Acting with integrity, honesty, and truthfulness.

**DIVISION OF NURSING
BACCALAUREATE DEGREE
COMPLETION PROGRAM**



**STUDENT HANDBOOK
Fall 2010 ©**

Revised Fall 2010



TO: BSN-C NURSING STUDENTS

FROM: SUSAN O'DELL

DATE: AUGUST, 2010

Here is the BSN Nursing Student Handbook for the 2010-2011 academic year. You are responsible for the information provided by this book. Please detach and sign this form and return it to your instructor. By doing so, you agree to read and follow these guidelines.

NAME: _____

DATE: _____

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WELCOME

TO THE NURSING DIVISION OF MERCY COLLEGE OF NORTHWEST OHIO

It is with great pleasure that we welcome you to Mercy College of Northwest Ohio. We hope you will find happiness and personal satisfaction while you are here. We realize that you have much to learn and many new adjustments to make in this new experience. This handbook is your guide to enhance your educational experience and relationships with fellow students, the faculty, and others with whom you will be associated during your program of study.

Introduction

The nursing program at Mercy College of Northwest Ohio has a rich heritage of compassionate care and excellence in nursing education. More than 3,000 nurses were educated through the Mercy Division of Nursing from its founding in 1917 by the Sisters of Mercy. That program, which led to a diploma in nursing, evolved into the current two-year Associate of Applied Science in Nursing degree.

The college's nursing program today includes a rigorous college curriculum leading to either a two-year Associate of Applied Science in Nursing degree or a four-year Baccalaureate of Science in Nursing degree. Every graduate acquires a liberal arts education and technical skills background necessary for immediate entry into the nursing field and for further study.

Definition of Faculty Scholarship

The primary focus of faculty scholarship at Mercy College of Northwest Ohio is directed toward teaching. The scholarship of teaching in Mercy's Nursing Division is guided by the philosophies of the baccalaureate and associate degree programs and by the stated values of the college. Scholarly professors function as role models as well as facilitators of learning. Other prominent themes of faculty scholarship include directing students on the path toward excellence in nursing, promoting the concept of evidenced based practice, instilling the value of life-long learning, exploring innovative methods of teaching and evaluation, perceiving nursing as both science and art, and developing expertise in a specific component of nursing science.

Active Learning

Nurses need to engage in active learning in order to adapt and meet the changing needs of a complex healthcare environment. In providing a progressive and contemporary learning environment for nursing students at Mercy College of Northwest Ohio, administration and faculty support active learning by engaging the student in the collaborative process of learning. Engaging the student in the learning process fosters the ability to self direct learning and meet one's personal learning needs.

The positive benefits of active learning include enhancing critical thinking, prioritization, problem-solving, time management, and organizational skills. Furthermore, active, self-directed learning promotes self-responsibility and leads to autonomy and personal and professional integrity.

Learner-centered activities that may be used in the learning environment may include, but are not limited to: discussion, dialogue, debate, case studies, group projects, on-line interactions, simulation, games, reflective journaling, lecture/discussion, role play, student presentation, video tape, and/or written assignments.

In order for students to reap these positive benefits of active learning, they have several responsibilities. Students should: 1) actively engage in classroom activities, such as discussions, case studies, games, role playing, and debates; 2) work as a reliable team member on group projects and presentations; 3) complete assigned readings prior to class time; 4) complete assignments in a timely manner; 5) review material each week; 6) join a study group; and 7) meet with the nursing tutor.

Importance of and Integration of General Education

Based on the faculty's beliefs regarding the knowledge and skills of the nursing program graduate, the mission of the college, and the organizational framework, philosophy, and goals of the nursing program, the nursing faculty supports the belief that the integration of general education throughout the curriculum is integral to student success. Faculty believe that experiences in the curriculum designed to assist the student in meeting the general education competencies also help the student reach the nursing program outcomes.

Achieving the general education competencies is not necessarily accomplished through a single course. It is achieved through a more inclusive, integrated approach that is reinforced throughout the entire curriculum. While there are opportunities in each nursing course to assist the student in meeting most, if not all general education competencies, each nursing course focuses specifically on 2 or 3. This approach to general education demonstrates the significant and complementary relationship between nursing and general education.

Mission

The Mission of the Division of Nursing flows from the Mission of Mercy College of Northwest Ohio. Within a Christian environment, the school is committed to nursing excellence and exerts influence in the delivery of healthcare through the education of professional nurses. Emphasis is placed on responsiveness to changes in the healthcare needs of society and the educational needs of the student.

Purposes

1. Promote excellence in professional nursing education.
2. Foster Christian values of compassion, excellence, human dignity, justice, sacredness of life, and service in the role of the nurse.
3. Facilitate integration of general education within the framework of professional nursing education.
4. Advance nursing practice through the development and application of critical thinking, clinical judgment, and scholarship.
5. Foster self-direction in the pursuit of life-long learning.
6. Attract and retain a diverse high quality student population and scholarly faculty with a broad base of expertise.
7. Prepare graduates for nursing positions in a variety of healthcare settings with diverse populations.

Philosophy of the BSN Nursing Program

The faculty of the Division of Nursing believe that the education of professional nurses must include the concepts around which nursing knowledge is structured: the individual, society, health, and nursing. The philosophy also includes the faculty's beliefs about learning, baccalaureate nursing education, and professional development. The philosophy of the Division of Nursing is congruent with the philosophy of Mercy College of Northwest Ohio.

The faculty hold the following beliefs:

Individual

Based on fundamental Christian principles, sacredness of life, and human dignity, the individual is a creature of God, composed of body and soul, endowed with intellect and free will from which stems a person's dignity and integrity as a unique individual. Each individual has the right to be treated with respect and dignity. The individual is a complex being who has unique values, beliefs, and life experiences that influence self-care behavior. Individuals have vast resources for self-directed behavior enabling them to make decisions, set goals, and take action to promote, maintain, and restore health.

Society

Society is a complex social system comprised of unique individuals, groups, families, and communities existing within a changing environment. The environment includes spiritual, physical, psychological, cultural, social, technological, economic, geographic, ecological, and political forces. Changes in society influence the values and expectations placed upon healthcare professionals and institutions. The needs and influences of society impact the delivery of nursing care and the continued development of nursing roles that promote the well being of others. The nursing program fulfills its responsibility to society by caring for the health needs of the diverse community. Faculty and students practice in multiple settings with patients across the lifespan.

Health

Health is a dynamic state of bio-psycho-social-spiritual functioning of a person, family, group, or community, and is viewed on a continuum throughout the lifespan. All individuals have the right as well as a responsibility to maintain health based on their inherent capabilities, depth of knowledge, growth and development, environment, culture, perception of needs, and the accessibility to resources. The deliberative actions that individuals, families, groups, and communities take to maintain an optimal state of health are designated as self-care. When self-care actions are not sufficient to maintain health, a self-care deficit results necessitating nursing interventions.

Nursing

Nursing, a dynamic discipline, is both a science and an art. Professional nursing practice is based on a firm foundation of the physical, behavioral, and nursing sciences; humanities; and liberal arts. The discipline is expressed in nursing practice, the development of theory, and interaction of scholarship. Nursing includes therapeutic use of self, critical thinking, problem solving, psychomotor skills, management of information, effective communication, and collaboration skills.

As a caring service, nursing involves acting with compassion to design, provide, manage, and coordinate care for individuals, families, groups, and communities within established legal, ethical, and professional standards. Holistic nursing practice is further defined through application of research and the essential concepts of caring and self-care derived from a variety of nursing theorists. Assessment, focusing on functional health patterns, provides the data for clinical inference and judgment as a component of nursing process. Further, the appropriate integration and application of knowledge from a wide array of other fields and disciplines enhance the practice of nursing.

As a member of a profession, the nurse assumes responsibility and accountability for care management, positive patient care outcomes, and quality care. The nurse forms partnerships with others in order to assure effective responses to health issues. The nurse functions as an advocate for individuals, families, groups, and communities through interdisciplinary collaboration, delegation, education, and communication in the organization and management of care. Nurses are members of health care teams that deliver care to an increasingly diverse population. Sensitivity to and knowledge of age, gender, religion, culture, race, socioeconomic status, educational level, cognitive ability, and lifestyle preference are essential in the provision of competent holistic nursing care.

Learning

Education is a life-long process through which learners develop knowledge, skills, and attitudes resulting in cognitive, affective, and psychomotor changes. Learning is a reciprocal process in which the learner and faculty are active and willing participants.

Faculty members facilitate and promote learning in an environment which fosters mutual trust, accountability, responsibility, self-expression, intellectual curiosity, critical thinking, and creativity. Faculty members recognize that learners enrich this environment by bringing to it a diversity of backgrounds, age, education, and life experiences. The success of the learner is dependent upon self-motivation, active participation, and goal directed behavior in planned curriculum experiences.

Baccalaureate Degree Nursing Education

Baccalaureate degree nursing education is provided within institutions of higher learning and prepares graduates with the knowledge, skills, and values needed to practice nursing with competence, compassion, and integrity. Baccalaureate nursing is dependent on understanding and integrating general education, liberal arts, biological sciences, social sciences, and nursing theory.

Baccalaureate nurses are prepared to function as providers, designers, managers, and coordinators of care in acute, long-term, and community settings. They are responsible for delegation to and supervision of supportive health care workers and for collaboration with other members of the health care team.

Professional Development

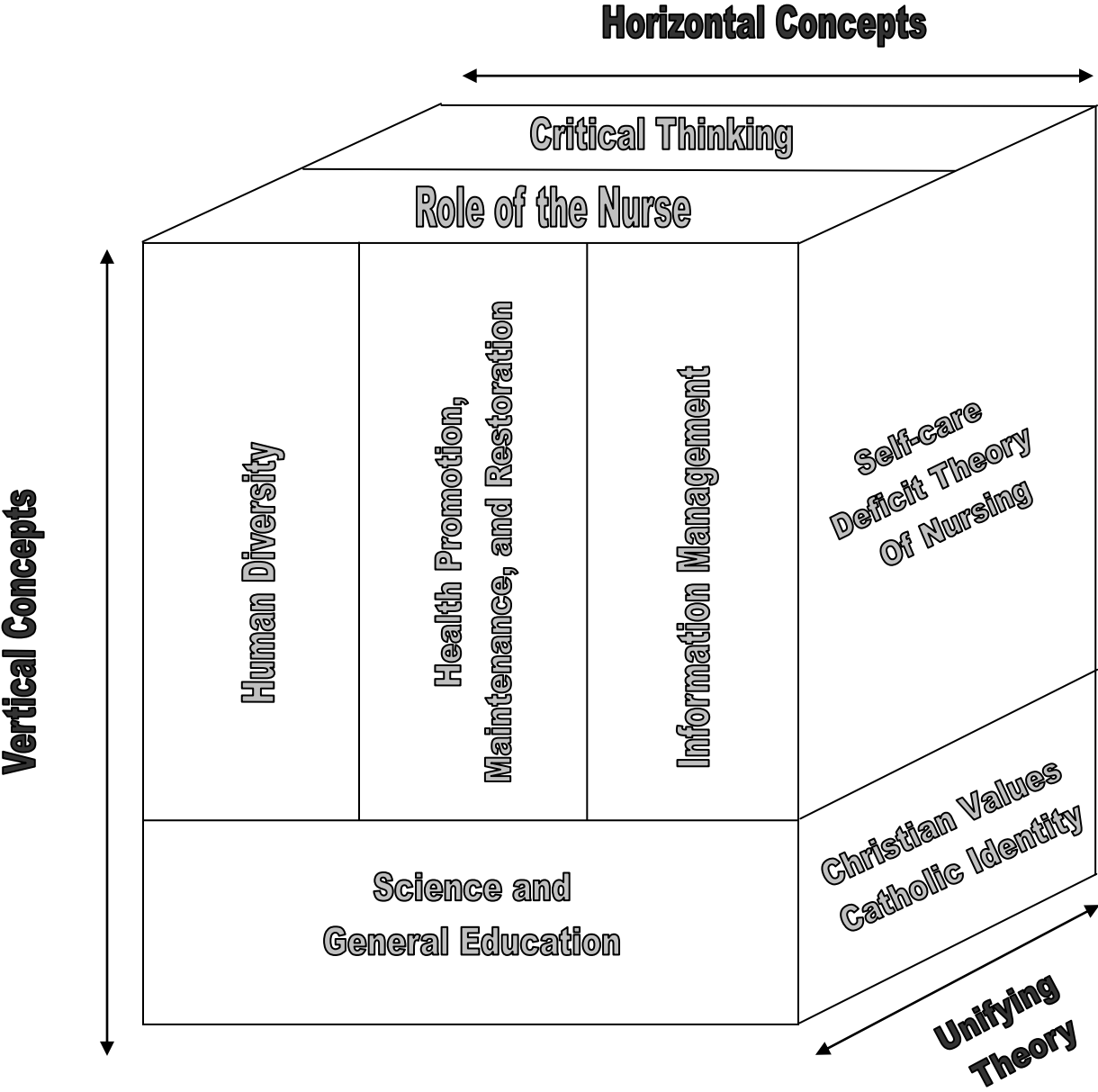
Changes in health care and the role of professional nurses mandate that baccalaureate nurses are prepared for flexibility and career mobility. Their nursing education must provide the basis for ongoing study, both formal and informal. Furthermore, the nursing program must instill the value for life-long personal and professional development.

PROGRAM OBJECTIVES

The behaviors that are to be demonstrated by the graduate of the nursing program are called terminal objectives. Derived from the mission, philosophy, and organizing framework. These objectives are:

1. Incorporate core values of compassion, excellence, human dignity, justice, sacredness of life, and service in the practice of nursing.
2. Integrate knowledge from physical, behavioral, and nursing sciences; humanities; and liberal arts as a basis for professional nursing practice.
3. Use nursing theories and research to provide therapeutic nursing interventions that assist individuals, families, groups, and communities to attain optimal health.
4. Practice critical thinking through intellectual curiosity, rational inquiry, problem-solving skills, and creativity in the management and coordination of care.
5. Integrate professional behavior in the multidimensional role of the nurse in a variety of settings.
6. Provide holistic nursing care to diverse individuals, families, groups, and communities.
7. Coordinate community resources to promote, maintain, and restore health in the individual, family, group, and community.
8. Practice effective communication through the sharing of accurate information to positively affect care outcomes.

BSN Nursing Program Organizational Framework Diagram



Narrative of Conceptual Framework

The organizing framework of the baccalaureate nursing curriculum reflects the mission and philosophy of the Division of Nursing. The organizational framework provides direction to the nursing curriculum and promotes student learning. The framework includes the concepts, theories, skills, and values essential for professional practice.

Christian Values

The faculty support the core values of compassion, excellence, human dignity, justice, sacredness of life, and service. These values are integral to the teaching and healing ministry of the church. The college community creates an atmosphere that promotes reflection and exploration of values and relevant issues. The faculty are committed to developing a Christian value awareness that encourages the incorporation of these values into professional nursing practice.

Catholic Identity

Essential characteristics mark the identity and mission of a Catholic college. These include Christian inspiration of the whole person and the college community, respect for the dignity of each individual, reflections conducted in light of the Catholic faith upon human knowledge, fidelity to the Christian message, and commitment to the service to people as witnesses of the love of God.

Science

Science is one of the fundamental elements that contribute to the broad base necessary for contemporary nursing practice. Knowledge of the basic sciences provides a solid foundation for the clinical judgment skills required for the practice of nursing. Nursing students are encouraged to actively participate in their learning through questioning, reasoning, understanding, applying, and communicating scientific concepts.

General Education

General education, including the liberal arts, is central to all other education. The purpose of general education courses is to provide a broad knowledge base and common skills relevant to all educated persons. General education encourages students to use their intellect, examine values, solve problems, communicate effectively, and continue with lifelong learning, resulting in a well-rounded professional. The collaboration between general education and professional education affords students the opportunity to become productive and responsible citizens in contemporary society. The basic sciences and general education courses aid the student to focus systematically on essential factors and variables as they relate to the bio-psycho-social dynamics of health/illness, nursing practice, and individuals as members of society. This base allows for the expansion of the students' perspective to facilitate future learning in the nursing courses and additional liberal arts studies.

Nursing Theories

The nursing faculty have chosen the Self-Care Deficit Theory of Nursing as the unifying theme woven throughout the curriculum. It reflects the nursing program philosophy and is the basis for the selection and sequencing of content. It provides the structure in which the major progressive and pervasive curriculum concepts and the foundation of sciences and general education courses are united, giving meaning to this curriculum and the scope of nursing practice.

Self-care involves those activities initiated or performed by individuals, families, groups, and communities to promote, maintain, and restore maximum health. Self-care is an approach rather than a specific intervention. It permeates all aspects of nursing care.

Self-care is enhanced through partnerships between the nurse and individuals, families, groups, and communities. Knowledge and skill in self-care increase one's ability to assess one's own health status and need for intervention. The nurse's role is to support and encourage the patient to participate actively in planning and performing self-care in all phases of health care.

Pervasive Concepts

Two pervasive (horizontal) concepts are identified in the conceptual framework: Critical Thinking and Role of the Nurse. They are taught in their entirety early in the curriculum, then woven throughout the curriculum and strengthened through repeated exposure and elaboration.

Critical Thinking

Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking (Richard Paul). It presupposes assent to rigorous standards of excellence and command of their use. It entails effective communication and problem-solving abilities. It includes questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity. Critical thinking is made operational through the use of the nursing process.

Role of the Nurse

The role of the professional nurse includes three broad components: provider of care, designer/ manager/ coordinator of care, and member of a profession. As a provider of care, the nurse uses theory and research-based knowledge in the direct and indirect delivery of care and in the formation of partnerships with patients and the inter-disciplinary health care team in a variety of settings. The professional nurse is a health care designer, coordinator, and manager. Using information from pertinent sources, the professional nurse guides the patient through the health care system. Skills essential to this role development are communication, collaboration, negotiation, delegation, coordination, and evaluation of interdisciplinary work, and the application of outcome-based practice models. The professional nurse must have an understanding of the nurse as a professional, as well as knowledge and experiences that encourage the nurse to embrace lifelong-learning, incorporate professionalism into practice, and identify with the values of the profession.

Progressive Concepts

Three progressive (vertical) concepts identified in the curriculum are human diversity, health promotion /maintenance/ restoration, and information management. The vertical threads are sequential and progressive in nature and increase in depth throughout the curriculum.

Human Diversity

Human diversity encompasses variations of age, gender, religion, culture, race, socioeconomic status, educational level, cognitive ability, and lifestyle preference. Integrating knowledge and appreciation of these variations, the professional nurse provides holistic care that addresses the needs of diverse populations across the lifespan.

Health Promotion, Maintenance, Restoration

The professional nurse, practicing in a variety of settings, applies knowledge of all aspects of health and its alterations, assists individuals, families, groups, and communities to optimal wellness (restoration), to preserve current health status (maintenance), and/or encourage high level wellness (promotion). The goal is to maximize the quality of life and maintain optimal level of functioning in health and illness, including end-of-life. Application of knowledge of health care systems, disease prevention, illness management, and risk reduction is essential in the practice of professional nursing to achieve quality health care outcomes.

Information Management

Information management includes traditional and developing methods of discovering, retrieving, and using information in nursing practice. It includes the concepts of communication skills, use of research, and informatics to assist the professional nurse in positively affecting care outcomes. Information and communication technologies are used to document and evaluate patient care, advance patient education, and enhance the accessibility of care.

Program Objectives

College Mission	College Purpose	Nursing Program Philosophy	Nursing Program Purposes	Terminal Objectives	Third Level (Junior) Objectives	Second Level (Sophomore) Objectives
I. Commitment to caring. Ideals of the Judeo-Christian tradition, the caring spirit of its religious sponsors and the principles of the Catholic faith. Core values: Excellence, Human Dignity, Justice, Compassion, Sacredness of Life, and Service.	Provide education in a Christian environment.	Based in fundamental Christian principles, the individual is a creation of God, composed of body and soul, endowed with intellect and free will. Inherent in this is a person's dignity and integrity as well as unique values, belief, and life experiences. As a caring service, nursing involves acting with compassion within established legal, ethical, and professional standards.	Foster Christian values of compassion, excellence, human dignity, justice, sacredness of life and service in the role of the nurse.	Incorporate core values of compassion, excellence, human dignity, justice, sacredness of life and service in the practice of nursing.	Demonstrate the core values of compassion, excellence, human dignity, justice, sacredness of life and service in the practice of nursing.	Describe the core values of compassion, excellence, human dignity, justice, sacredness of life and service as observed in communities and agencies.
II. Continued professional development. Development of the professional role.	Facilitate the integration of professional and general studies. Provide programs that facilitate academic upward mobility. Prepare graduates who are able to practice effectively in a variety of health care settings. Foster self-direction in the life-long pursuit of knowledge and excellence.	Learning is a life-long process. An integrated liberal education provides a solid foundation for the development of clinical judgment skills required for the practice of nursing. Faculty guidance is necessary to assist the student to bridge general education concepts and nursing practice. Appropriate integration and application of knowledge from a wide array of fields and disciplines enhance the practice of nursing. Learning is a reciprocal process in which the learner and faculty are active participants. The success of the learner is dependent upon self-motivation, active participation, and goal directed behavior in the planned curriculum experiences.	Facilitate integration of general education within the framework of professional nursing education. Prepare graduates for nursing positions in a variety of healthcare settings with diverse populations. Foster self-direction in the pursuit of life-long learning. Attract and retain a diverse high quality student population and scholarly faculty with a broad base of expertise.	Integrate knowledge from physical, behavioral, and nursing sciences; humanities; and liberal arts as a basis for professional nursing practice. Integrate professional behavior in the multidimensional role of the nurse in a variety of settings.	Apply knowledge from physical, behavioral, and nursing sciences; humanities; and liberal arts as a basis for professional nursing practice. Demonstrate professional behavior in the multidimensional role of the nurse in a variety of settings.	Describe knowledge from physical, behavioral, and nursing sciences; humanities; and liberal arts as a basis for professional nursing practice. Discuss professional behavior in the multidimensional role of the nurse in a variety of settings.

Program Objectives, cont'd

College Mission	College Purpose	Nursing Program Philosophy	Nursing Program Purposes	Terminal Objectives	Third Level (Junior) Objectives	Second Level (Sophomore) Objectives
<p>III. Commitment to excellence in education.</p> <p>Fostering of critical thinking.</p>	<p>Provide excellence in nursing and health care education.</p> <p>Provide educational and health care resources to the community.</p>	<p>Holistic nursing practice is further defined through application of research and essential concepts of nursing theory.</p> <p>Nursing includes therapeutic use of self, critical thinking, problem solving, psychomotor skills, management skills, management of information, and effective communication and collaboration skills.</p>	<p>Promote excellence in professional nursing education.</p> <p>Advance nursing practice through the development and application of critical thinking, clinical judgment, and scholarship.</p>	<p>Provide therapeutic nursing interventions, based on Self-Care Deficit Theory and research, which assist individuals, families, groups, and communities to attain optimal health.</p> <p>Practice critical thinking through intellectual curiosity, rational inquiry, problem-solving skills, and creativity in the management and coordination of care.</p> <p>Provide holistic nursing care to diverse individuals, families, groups, and communities.</p> <p>Coordinate community resources to promote, maintain, and restore health in the individual, family, group, and community.</p> <p>Practice effective communication through the sharing of accurate information to positively affect care outcomes.</p>	<p>Recognize the importance of the role of Self-Care Deficit Theory of Nursing and research in providing therapeutic interventions that assist individuals, families, groups, and communities to attain optimal health.</p> <p>Demonstrate critical thinking skills in the delivery of nursing care.</p> <p>Apply the principles of holistic nursing care to diverse individuals, families, groups, and communities.</p> <p>Use community resources to promote, maintain, and restore health in the individual, family, group, and community.</p> <p>Initiate effective communication through the sharing of accurate information to positively affect care outcomes.</p>	<p>Identify the role of Self-Care Deficit Theory of Nursing and research in providing therapeutic interventions that assist individuals, families, groups, and communities to attain optimal health.</p> <p>Describe the essential components of critical thinking.</p> <p>Recognize the concept of holism in nursing.</p> <p>Identify community resources to promote, maintain, and restore health in the individual, family, group, and community.</p> <p>Use effective communication through the sharing of accurate information to positively affect care outcomes.</p>

Nursing Division , BSN Contact Numbers

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Elizabeth Sprunk*, Chair , Associate Degree Nursing Program
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Cluff, Jeanne	251-8941	18941	4709
Doll-Speck, Lori*	251-1709	11709	4707
Nursing Tutor	251-1210	11210	5808
Gibbons, Sharmeta	251-1735	11735	4610
Gonyer, Carla	251-8908	18908	3808
Howard, Jennifer			Skills Lab
Jenks, Kathleen	251-1713	11713	4617
Kaiser, Luanne* BSN-C Nursing Advisor	251-1706	11706	3805
Lipman, Cynthia	251-8916	18916	3819
O'Donnell, Terry	251-1715	11715	Skills Lab
Mortland, Karen*	251-1781	11781	4712
Murphy, Tammy	251-8942	18942	4724
Scott, Rebecca	251-1761	11761	4709
Tavormina, Candace *	251-8931	18931	4601
Bilka, Barbara Nursing Secretary	251-1776	11776	4724
Lobby Desk	251-1313	11313	
Library	251-1700	11700	
Skills Lab	251-1715		

*Indicates Distance Learning Instructor

MERCY COLLEGE OF NORTHWEST OHIO

STUDENT ACADEMIC POLICIES FOR THE NURSING PROGRAM

Please Note: RNs in a clinical or agency setting

RNs will be completing a variety of course projects throughout their program of study, including a capstone project. Whenever the RN is in a clinical and/or agency setting, the associated policies and guidelines stated herein must be followed:

General Academic Policy Statement

1. The faculty of the Division of Nursing reserves the right to implement changes in curriculum, schedule, and policies at any time to preserve the high standards essential for approval by accrediting bodies.
2. Malpractice insurance is required for all clinical nursing experiences and is available through the college.
3. Should a student's clinical performance (including skills lab) for any nursing course be deemed unsafe as characterized by dangerous, inappropriate, irresponsible or unethical behavior which actually or potentially places the student, patient, patient's family, or health team members in jeopardy, the student will be dismissed from the program.
4. The faculty of the Division of Nursing reserve the right to dismiss a student who for legal, ethical, academic, emotional, or physical reasons cannot be advised to continue in the program.
5. For continuation or progression through the nursing program, students are responsible for meeting health, immunization (refer to Health Policy), and cardiopulmonary resuscitation (CPR) requirements as set forth by the Division of Nursing.
6. American Heart Association CPR certification specifically for Health Care Providers must be current throughout the nursing program. American Heart Association CPR re-certification is required every two (2) years.
7. A decision to be absent from regularly scheduled classes, for whatever reason, including employment, does not excuse the student from the responsibility of examinations, assignments, or the knowledge acquired by attending class.

Progression Policy

1. **Students are responsible for adhering to the prescribed curriculum sequence, including but not limited to, course prerequisites and mandated sequencing of nursing courses. Deficiencies in prerequisite courses must be removed prior to taking sequential courses in nursing. (Refer to the Curriculum Sheet in effect for the year of your admission/readmission to the nursing program.)**
2. The Admission, Progression and Graduation (APG) Committee is responsible for implementing policies and procedures regarding admission and graduation. The Nursing Division is responsible for decisions regarding re-admission to the program.
3. Once admitted into the nursing program, students must maintain an overall cumulative GPA of 2.00 or above. If the GPA falls below 2.0, the student will be dismissed from the nursing program.
4. A grade of "C" or better is required in all nursing theory, clinical, laboratory, required non-nursing support courses, and required elective hours.

Division of Nursing Grading Scale

A	-	91-100
B	-	86-90
C	-	80-85
D	-	75-79
F	-	0-74

5. A student requesting a leave of absence must submit a letter to the Associate Dean, Division of Nursing and College Registrar.

Dismissal for Unacceptable Clinical Behavior

1. The Division of Nursing reserves the right to dismiss from the nursing program any student whose clinical performance for any nursing course is deemed unsafe as characterized by dangerous, inappropriate, irresponsible, or unethical behavior which actually or potentially places the student, patient, patient's family, or health team members in jeopardy.
2. The nursing student must practice within the boundaries of the Nurse Practice Act of the State of Ohio, the clinical course objectives and guidelines, the Mercy College of Northwest Ohio Division of Nursing Policies, and the policies and procedures of the health care agencies.
 - a) Students must demonstrate continuity of care through the responsible preparation, implementation, and documentation of the nursing care of patients. In addition, students must be respectful of all individuals (patient, patient's family, health team members, and self) according to the AHA Patients' Bill of Rights and the ANA Professional Code of Ethics.
 - b) **Examples of unacceptable clinical behaviors include, but are not limited to:**
 - 1) Failure to pick up a clinical assignment or inadequate preparation for clinical experience.
 - 2) Attending clinical experiences under the influence of drugs and/or alcohol.
 - 3) Refusal to care for an assigned patient based on patient's characteristics; e.g., race, culture, religious beliefs, or diagnosis.
 - 4) Failure to notify nursing faculty and agency of clinical absence. (No call/No show)
 - 5) Acts of omission or commission in the care of patients, such as physical abuse; placing the patient in a hazardous position, condition, or circumstance; mental/emotional abuse; and medication errors.
 - 6) Disruption of patient care related to poor interpersonal relationships with agency health team members, peers, or faculty.
 - 7) Any behavior that affects one or more parameter of safe clinical practice and/or jeopardizes the well being of patients, patients' families, health team members, peers, or faculty.
 - 8) Any behavior, which violates professionalism qualities such as, acts which violate patient confidentiality, solicitation of patient for services leading to personal gain, and other behaviors as listed under "Role of the Nurse" on the Clinical Evaluation Tool.
 - 9) Smoking on the grounds of **any** clinical site..
3. A student whose actions reflect unacceptable clinical behavior will be given a verbal and written performance report by the clinical faculty member. The student may be dismissed from the course at the discretion of the Associate Dean, Division of Nursing after consultation with Program Chair and appropriate nursing faculty.

Withdrawal Policy

1. Students withdrawing from any **course** required in the nursing curriculum must:
 - a) Notify the course faculty member and nursing program chair. Faculty members are available for conference during regular office hours or by appointment.
2. Students withdrawing from the **nursing program** must:
 - a) Inform the nursing Program Chair. The Program Chair is available for conference during regular office hours or by appointment.
 - b) Notify the Registrar and Associate Dean, Division of Nursing, in writing. This letter will be placed in the student's file. Failure to notify the registrar and the Associate Dean will result in last preference for readmission.

3. In addition, withdrawals are to be executed in accordance with College policy (See Policy for Withdrawal and Refunds section in the current catalog).

Readmission Policy (for students who withdrew from the program in good standing)

1. Students who are readmitted must meet any current admission policies and program requirements.
2. Readmission into the nursing program is not guaranteed and will be granted only as availability of clinical spaces allows.
3. The Readmission Procedure is as follows:
 - a) The student must submit a **written request** for readmission to the Registrar.
 - b) **After one year, an application and fee will be required.**
 - c) Students will be notified regarding readmission prior to late and final registration/change of registration.
3. The Nursing Division reserves the right to make decisions concerning preference for readmission, progression, and graduation in order to preserve the high standards essential for approval by accrediting bodies.

Readmission Policy (for students who have been dismissed from the nursing program)

- 1. A student with two nursing course failures (required in the program of study) will be dismissed from the program and is not eligible for readmission into the nursing program.**
2. Students who have failed one nursing course and one non-nursing course (required in the program of study) will be dismissed from the nursing program. The student may apply for readmission, but readmission is not guaranteed.
3. A student whose GPA falls below 2.0 will be dismissed from the Nursing program. If the student has two nursing course failures, the student is not eligible for readmission.
4. Students who have failed two non-nursing courses (required in the program of study) will be dismissed from the nursing program. The student may apply for readmission, but readmission is not guaranteed.

Policy Covering Students Who Fail One Nursing Course or One Non-Nursing Course

Failing a course after admission to the nursing program will affect a student's progression in the program. If the failed course is a pre-requisite for subsequent courses, the student will not be allowed to progress until the failed course is completed with a grade of "C" or better.

A student in the nursing program who fails either one nursing course or one non-nursing course may re-take the course the next time it is offered provided there is space in the course and they meet the course requirements. **There is no guarantee that the student will have a space in the course the next time it is offered.**

It is the student's responsibility to complete the following:

1. Submit a written letter to the Program Chair at least one week prior to the start of the term following the course failure outlining intent and plan for retaking failed course.
2. Meet with Program Chair to discuss options and plan of study
3. Meet all requirements outlined by Program Chair during discussion of plan of study

Essential Physical and Cognitive Functions

In order to assure patient and co-worker safety, to meet the program competencies, and for successful completion of the objectives of each nursing course, a student must be able to:

Visually observe changes in a patient's status, as well as unsafe environmental conditions;

Hear sounds of spoken verbal communications, as well as sounds that indicate changes in the patient's physiological condition (i.e. breath sounds, blood pressure, apical pulse);

Speak to patients and members of the health team utilizing effective verbal communication skills;

Demonstrate tactile ability sufficient to assess a patient's pulses, as well as change in a patient's physiological status (i.e. changes in skin temperature, edema, etc.).

Smell odors that indicate changes in the physiological status of the patient or unsafe environmental conditions;

Read and cognitively comprehend written course materials, patient care documents, and health care institution policies and procedure;

Write utilizing a legible and concise documentation style which is readable and in the English language;

Calculate accurately in order to administer correct medication dosages, count a pulse, count respirations, and determine intake and output;

Move freely to observe and assess patients and perform emergency patient care; this includes having full manual dexterity of the upper extremities, including neck and shoulders, and unrestricted movement in both lower extremities, back, and hips in order to assist in all aspects of patient care, and the ability to touch the floor to remove environmental hazards (i.e. patient hygiene, application of restraints, and nursing procedures such as urinary bladder catheterization and parenteral injections);

Lift and/or support at least 75 pounds in order to reposition, transfer, and ambulate patients safely;

Demonstrate cognitive learning in relation to new procedures through clinical application;

Interpret physician's orders accurately through verbal and written communication, and carry through with appropriate psychomotor clinical application.

Communication Avenues

Faculty Office Hours

Nursing faculty highly value open communication with each nursing student and diligently try to maintain five (5) scheduled office hours per week throughout each academic term. However, because of committee, college, and teaching responsibilities, this is not always possible or the scheduled office hours may not be conducive to a particular student's schedule. Consequently, all nursing faculty members have voice mail and e-mail which the nursing student or advisee may use when faculty are not immediately available. Messages also may be left taped to/slipped under office door. Upon receiving the message and determining the need, each faculty member actively attempts to contact that student as soon as possible. It will save time and frustration if you follow the contact procedures suggested above.

Changes regarding names, addresses, and phone numbers

Frequently, the nursing faculty or staff need to communicate with nursing students. Therefore, it is the student's responsibility to immediately inform the College of any changes in name, address, or phone numbers in order to facilitate this communication. These changes can be made by each student directly into the Empower system used to register for classes and check grades. It is your responsibility to keep this information up to date.

Student Participation in Governance

Students have the opportunity to participate in the governance of the Nursing Program by serving on the following committees: Student Nurse Advisory Committee, Student Senate, and Pinning Committee. Representatives are elected by their classmates.

Guidance & Counseling

Academic Advising

1. Each nursing student is assigned a nursing program advisor. This advisor will be available to the student throughout the entire program.

Procedure for Academic Advising for Nursing Program

1. Students will be notified of registration procedures by e-mail or letter. Online registration may be completed via the web from the college or from personal computers. The student is advised to contact their program advisor prior to registration to ensure that the appropriate courses are scheduled.
2. The student contacts the Financial Aid office prior to registration and makes financial arrangements for payment.
3. A late registration fee will be charged for students who register after registration has been closed.
4. Summer and Fall Registrations are completed during Spring Term.
5. Spring Registration is completed during Fall Term.

Personal Guidance & Counseling

1. A student may consult with any faculty member he/she chooses.
2. A student may consult with the Associate Dean of Student Formation for any reason. Professional counseling is available through the Student Success Center.
3. Faculty may refer students to the Associate Dean of Student Formation to obtain counseling and/or outside assistance. Spiritual counseling is available through the Mercy College of N.W. Ohio Campus Ministry Program.

4. Formal, planned, guidance/counseling sessions are conducted throughout the program and include classes on career planning, resume writing, interviewing, and degree completion options.

Contacting Faculty

1. Each faculty member is available during the hours posted on his/her office door and as listed in the course syllabus.
2. Other appointment times may be arranged with advanced notice by leaving a message (voice mail, e-mail or written) with the faculty member.
3. At the faculty member's discretion, individual phone numbers may be given to students by listing phone numbers on the course syllabus. When needed, faculty may be contacted through the College receptionist.

General Academic Policies

Academic Integrity

The purpose of education is to advance one's own intellectual skills and knowledge and to demonstrate the outcomes of these efforts. An essential and shared value in higher education is presenting one's own work and properly acknowledging that of others. Any violation of this principle constitutes academic dishonesty and is liable to result in disciplinary action. Forms of academic dishonesty include but are not necessarily limited to the following:

- **Plagiarism** – submitting all or part of another's work as one's own in an academic exercise, such as an examination, computer program, or written assignment.
- **Cheating** – using or attempting to use unauthorized materials on an assignment, such as using unauthorized texts or notes or improperly obtaining or attempting to obtain, copies of an examination or answers to an examination.
- **Facilitating Academic Dishonesty** – helping another to commit an act of academic dishonesty, such as substituting for an examination or completing an assignment for someone else.
- **Fabrication** – altering or transmitting, without authorization, academic information or records

See College Catalog and Student Handbook for detailed information regarding consequences of academic dishonesty

Standards of Progress

- a) A student must maintain a minimum 2.0 GPA in all courses and be making satisfactory academic progress toward a nursing degree.
- b) A student must complete pre-requisite and co-requisite courses successfully in order to enroll in subsequent courses.

Academic Standing

- a) Academic standing includes performances in both classroom and clinical settings. It is determined by the results of written tests, assignments, projects, oral and written reports, and clinical evaluations.
- b) The grading system for classroom and clinical work as well as attendance requirements are described in detail in this Nursing Student Handbook.

Program Probation

The student may be placed on probation for unacceptable academic, clinical, or professional performance (See detailed Probation Policy College Handbook).

- a. A student will receive a clinical marginal if they cannot meet any one sub-objective in the clinical evaluation tool.
- b. If the student receives 2 clinical marginals they are dismissed from the program.

Dismissal

The student may be dismissed from the nursing program when:

- a) The student's grade point average is below a 2.0
- b) When a student in the degree program fails more than one (1) course any time during the program.
- c) When a student is placed on clinical probation for a second time.
- d) When a student has exhibited unethical, unsafe, unprofessional, or unhealthy behavior or attitudes (See Probation Policy).

Repeating Courses

If a student fails a course or withdraws from a course failing:

- a) The student may re-register and re-enroll in the course one (1) time only (first course failure only, two failures constitute program dismissal).
- b) The course must be completed satisfactorily within one (1) year.
- c) If the course is a pre-requisite, it must be completed before the student can progress in the program.
- d) Tuition and fees must be paid each time the student enrolls in the course.

Grading

1. In nursing courses, the following grading scale applies:
 - a. A - 91-100
 - b. B - 86-90
 - c. C - 80-85
 - d. D - 75-79
 - e. F - 0-74
2. To successfully complete a nursing course, the student must achieve an eighty percent (80%) average. If a student does not attain an eighty percent (80%) by the end of the course, it will be considered a course failure.
3. The clinical/project component of an RN to BSN completion course is graded as stated in each course syllabus and is based on attainment of course objectives.
4. Final exam grades for nursing courses will be available the first Tuesday following exam week, provided ALL financial obligations to the college have been met. Final exam grades will be available via the online course grade book. No final exam grades will be given by phone; the procedure outlined above is the **only** way that final exam grades will be communicated.
5. According to college policy, final course grades will be available on EMPOWER. Do not call instructors regarding final course grades.

6. Students are notified of re-admission options as soon as possible after the Registrar distributes final semester grades.
7. If a student fails a test, it is the student's responsibility to review the test with the faculty member prior to the next test.

Testing

- **Administration of Tests in the Nursing Program**

Each syllabus in the nursing courses will outline the number of tests to be administered over the semester as well as the weighting of the test and comprehensive final-

- **Test (Exam) Review**

All exam reviews will be within five class days of posting the grades, will be at the discretion of the instructor, and will be on the student's own time. All students receiving a grade of 80% or less on the exam **must** review the exam **and** must contact the instructor within five days for an individual appointment. Review of quizzes will be up to the individual instructor.

Written Work

- **Classroom**

The Faculty strongly advise students to maintain notebooks (three-ring binders) for classroom work. All classroom information should be organized for reference in future classes.

Medication Errors

Errors in medication administration have the potential to cause serious harm to our patients and thus are regarded by the nursing faculty as unsafe behavior.

ANY VIOLATION IN THE 6 RIGHTS OF MEDICATION ADMINISTRATION (Right Drug, Right Route, Right Patient, Right Time, Right Dose, Right Documentation) WILL RESULT IN A COUNSELING SESSION AND MAY RESULT IN CLINICAL FAILURE AND/OR DISMISSAL FROM THE NURSING PROGRAM.

A pattern of errors or the failure by the student to recognize the gravity of the situation will result in clinical failure and dismissal from the nursing program.

Intent to administer a medication incorrectly constitutes an error, even when the student does not actually give it to the patient.

These guidelines apply to drugs administered by any route, parenteral fluids and enteral fluids.

Nursing Student Clinical Behavior Policy

Faculty share in the concern for the safety of patients entrusted to the care of the nursing students under their direction. It follows, therefore, that each nursing student become informed and accountable for her/his professional ethics. The faculty members have adopted the following rules in addition to the American Nurses Association Code of Ethics. Each student will be responsible for practicing these rules in the performance of the nursing role and as she/he performs nursing duties.

All students shall:

1. Accept responsibility for assigned duties by punctual regular attendance.
2. Prepare for and provide care of assigned patients according to each course requirement.
3. Present self in alert, rested, mental state, able to make safe decisions. Refrain from the use of any

substance (such as alcohol or sensory altering medication) that interferes with safe decision-making.

4. Implement measures to promote a safe environment for each patient.
5. Delineate, establish, and maintain professional boundaries with each patient.
6. Follow the nursing division dress code.
7. Accurately and timely report to the appropriate practitioner any errors in or deviations from the prescribed regimen of patient care.
8. Maintain confidentiality of patient/clinical situations and records. Avoid discussion of clinical activities in any public or inappropriate areas which violate the patient's right of privacy.
9. Report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care.
10. **Not** falsify any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice.
11. Maintain an effective working relationship with clinical faculty, employees, health team members, and fellow students. Refrain from such behaviors as fighting, arguing, coercing, threatening, or manipulative behavior.
12. Refrain from sexual advances or behaviors toward patients, visitors, employees, faculty or other students.
 - **Not** engage in sexual conduct with a patient.
 - **Not** engage in conduct that may reasonably be interpreted as sexual.
 - **Not** engage in any verbal behavior that is seductive or sexually demeaning to a patient.
 - **Not** engage in verbal behavior that may reasonably be interpreted as seductive or sexually demeaning to a patient.
13. Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.
 - **Not** engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient.
 - **Not** engage in behavior toward a patient that may reasonably be interpreted as physical verbal, mental, or emotional abuse.
14. Respect patients' property
 - **Not** misappropriate a patient's property.
 - **Not** engage in behavior to seek or obtain personal gain at the patient's expense.
 - **Not** engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense.
 - **Not** engage in behavior that constitutes inappropriate involvement in the patient's personal relationships.
 - **Not** engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.
15. Refuse all monetary gifts from patients.
16. Adhere to the policies and procedures of the clinical agency to which they are assigned. The clinical agency has the right to remove the student for any infractions.

Should one of the above behaviors be violated, the student may be removed from the clinical setting, receive a failure for the course, and be dismissed from the program.

Clinical/Project

- Written clinical/project assignments must be handed in when they are due unless prior arrangements have been made with the instructor.
- Clinical/project performance is evaluated according to established, expected behaviors for each course.

Clinical Physical Requirements for Students

Students in the clinical education site must be able to:

1. Move freely to observe and assess patients and perform emergency patient care; this includes having full manual dexterity of the upper extremities, including neck and shoulders, and unrestricted movement in both lower extremities, back, and hips in order to assist in all aspects of patient care and the ability to touch the floor to remove environmental hazards.
 2. Lift and/or support at least 75 pounds in order to reposition, transfer, and ambulate patients safely.
 3. Students on crutches, and /or students wearing casts, splints or other orthopedic devices that interfere with the provision of safe and effective patient care, will be individually evaluated consistent the policies of the clinical facility. If the appliance precludes safe and effective clinical practice, the student may not be able to meet course objectives.
 4. Students must provide medical release documentation from their physician whenever any of the above medical conditions exist before they will be allowed to participate in patient care activities at clinical sites.
 5. Student who have a possible communicable illness or an illness or injury that interferes with the ability to care for patients safely and effectively should exercise judgment and consult with the clinical instructor and/or the assigned contact person at the clinical area before reporting to the clinical education site.
- All students are visitors in their clinical settings and, therefore, the College expects professional dress and behavior in the clinical areas **at all times**.
 - There will be no changing of clothes at the clinical/agency site.
 - There will be **No Smoking** at **any** clinical site.

Attendance

Clinical/project experiences are viewed as essential components of a nursing education. Accordingly, students are expected to fully participate in both classroom and clinical/project learning experiences. Appropriate personnel (clinical unit) must be notified at least one (1) hour prior to scheduled clinical/project time for unavoidable absences. Inform the receptionist of the following: reason for absence, instructor's name, and name of clinical unit for clinical/project practice. If absent for three (3) consecutive days due to illness, a physician's written permission to return to clinical is required.

Clinical Dress Code

Students are guests in the clinical settings and are representatives of Mercy College of Northwest Ohio. Your standard of professional care and dress represent you as an individual, the Division of Nursing, and the profession of nursing. Professional persons set examples for others and students are expected to be neat, clean, and well-groomed including the following:

1. Beards, mustaches, and side-burns must be clean and neatly trimmed.
2. Hair should be secured away from the face and worn off the collar during clinical practice. Non-decorative barrettes and hair clasps may be worn.
3. Make-up should be moderately applied. Perfume/cologne/aftershave **should not** be worn.

4. Engagement and wedding rings may be worn. No other rings are acceptable. Earrings must be very small and plain posts, no wires. With safety in mind, no hoops or dangling earrings are to be worn. Only two (2) earrings on each ear lobe are allowed. Tongue, nose, eyebrow, or any other facial piercing ornaments are not allowed.
5. A watch with a second-hand is considered part of the uniform and must be worn when on the clinical unit.
6. Tattoos are not to be displayed at any time. If clothing does not cover the tattoo, it must be covered with appropriate makeup.
7. Clear or neutral nail polish may be worn and fingernails must be short and rounded. Because of the growing body of scientific research linking the spread of infection to artificial fingernails, students will not be allowed to have artificial nails while in the nursing program.
8. Chewing gum is not permitted when in uniform and/or in-patient care areas.
9. White or neutral colored plain undergarments should be worn with the uniform.
10. College lab coats may be worn over the uniform or street clothes (when researching patient assignment). Lab coats are not to be worn during direct patient care.
11. Identification badges are to be worn at all times in the hospital proper.
12. Hospital attire (scrub gowns, suits, etc. furnished by the hospital) is not to be taken from the hospital.
13. It is the decision of the instructor as to what constitutes acceptable appearance.
14. No smoking while at any clinical site.

Lab Coat

The approved lab coat (full length) with college insignia on the left pocket must be worn over street clothes when students enter the clinical area to study patient's charts, check assignments, or visit patients for professional reasons. The lab coat is to be worn over neat appearing clothes. The student identification badge is to be worn on the lab coat. Short, jacket length lab coats are not allowed. If the student appears on a clinical unit inappropriately dressed, hospital personnel have the authority to send the student off the unit.

Transportation to Clinical Sites

The Division of Nursing utilizes diverse sites for clinical experiences. Each nursing course will include a variety of clinical units in area hospitals as well outside experiences to enhance learner objectives.

Students are responsible for their own transportation and costs incurred during their clinical experiences.

Driving/Transporting Patients

A student is NOT to transport patients in the student's personal motor vehicle. Students must be aware of and adhere to clinical agency policies.

Code of Conduct

When engaged in nursing functions, the student must do so within legally prescribed bounds and is accountable for his/her own actions. The student has the obligation to adhere to the standards of ethical practice and conduct which are stated by the American Nurses' Association.

American Nurses' Association's Professional Code of Ethics

1. The nurse provides services with respect for human dignity and the uniqueness of the patient unrestricted by consideration of social or economic status, personal attributes, or the nature of health problems
2. The nurse safeguards the patient's right to privacy by judiciously protecting information of a

confidential nature.

3. The nurse acts to safeguard the patient and the public when healthcare and safety are affected by the incompetent, unethical, or illegal practice of any person.
4. The nurse assumes responsibility and accountability for individual nursing judgments and actions.
5. The nurse maintains competence in nursing.
6. The nurse exercises informed judgment and uses individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others.
7. The nurse participates in activities that contribute to the ongoing development of the profession's body of knowledge.
8. The nurse participates in the profession's efforts to implement and improve standards of nursing.
9. The nurse participates in the profession's efforts to establish and maintain conditions of employment conducive to high-quality nursing care.
10. The nurse participates in the profession's efforts to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing.
11. The nurse collaborates with members of the health professions and other citizens in promoting community and national efforts to meet the health needs of the public.

Confidentiality

All patient care should be confidential. This is a basic nursing responsibility. The patient's right to privacy must be respected and guarded. The student nurse is expected to maintain confidentiality at all times.

1. Never make a copy any part of the patient's medical record.
2. Never discuss a patient's care or condition in the elevator or cafeteria.
3. Never leave confidential documents in public areas where an unauthorized individual could read them.

VIOLATION OF PATIENT CONFIDENTIALITY IS GROUNDS FOR DISMISSAL

HIPAA

Health Insurance Portability and Accountability Act (HIPAA)

The following information is important to anyone have access to patient information. Civil (monetary sanctions) and criminal penalties (large fines and jail time) may be charged for a "wrongful disclosure" of patient information. Please read and incorporate the following into your practice. If you have any questions, refer to Mercy Health Partner's Policy and Procedure Manual or the Policy and Procedure Manual at the clinical site to which you are assigned.

In 1996, Congress adopted the Health Insurance Portability and Accountability Act (HIPAA) to help people obtain and maintain their health insurance benefits when they changed jobs. HIPAA also includes rules that are meant to make the management of healthcare information easier, protect the privacy of patients' health information, and protect the security of patients' health information.

Protected Health Information (PHI) is individually identifiable health information transmitted or maintained, in any form or medium, by an entity covered under HIPAA. This is information that is created or received by a healthcare provider, health plan, employer, or healthcare clearinghouse.

Confidentiality of Protected Health Information (PHI): Review, Release, and Transmission

- Purpose:** To maintain and ensure the integrity and confidentiality of all PHI within Mercy Health Partners.
- Policy:** PHI is maintained by MHP to serve the individual, the health care providers, and the Organized Health Care Arrangement (OHCA) in accordance with legal, accrediting, and regulatory requirements. All PHI is confidential and is safeguarded against unauthorized disclosures.
- Overview:**
1. The types and amount of PHI disclosed is limited to that information needed for treatment, payment, and health care operations, for purposes authorized by the individuals or otherwise required disclosures.
 2. All PHI is housed in physically secure areas.
 - a. Names
 - b. All geographical subdivisions smaller than a state
 - c. All elements of dates (except year)
 - d. Telephone numbers
 - e. Fax numbers
 - f. Electronic mail addresses
 - g. Social security number
 - h. Medical records number
 - i. Account numbers
 - j. Certificate/license numbers
 - k. Vehicle identifiers
 - l. Full face photographic images
 - m. Any other unique identifying number, characteristic or code.

Notice of Privacy Practices

Individuals' Rights to Request Privacy Protection of PHI Uses and Disclosures Oral Permission

- Purpose:** To ensure and protect: 1) an individual's right to receive adequate and appropriate notice of MHP privacy practices, 2) an individual's right to request privacy protection of uses/disclosures of his/her PHI, and 3) an individual's right to give oral permission for the use and disclosure of his/her PHI.
- Policy:** MHP protects an individual's right to receive MHP's Notice of Privacy Practices, which describes how the individual's PHI will be used and disclosed. MHP also protects an individual's right to privacy protection of uses and disclosures of his/her PHI, which allows the individual to request restrictions on uses or disclosures of PHI. Finally, MHP also protects an individual's right to receive confidential communications, thus allowing individuals to specify how they will receive communications, thus allowing individuals to specify how they will receive communications from MHP. MHP also ensures that individuals are provided with the opportunity to give oral permission on the use and disclosure of PHI, thus allowing individuals the opportunity to agree or object to a particular use or disclosure of their PHI.

Notice of Privacy Practices:

MHP provides individuals with a Notice of Privacy Practices (Notice), describing the uses and disclosures that may be made of their PHI, and their rights over their PHI. MHP will utilize the acknowledgement of receipt of the Notice in order to utilize PHI for treatment, payment, and health care operations.

In emergency situations, the Notice will be provided as soon as is reasonably practical,

and an acknowledgment is not required.

MHP will attempt to obtain the Notice no later than the date of first service delivery, including service delivered electronically. If the first treatment encounter is conducted over the telephone, the Notice may be mailed no later than the day following the telephone conversation.

The Notice will include: 1) header stating "This Notice describes how medical information about you may be used and disclosed and how you can get access to this information. Please read it carefully," 2) describe uses and disclosures, individual's rights, MHP's duties, 3) inform individuals of how to file a complaint, 4) identify a point of contact for additional information, and, 5) will state the effective date of the Notice.

Individuals' Right to Request Privacy Protection of PHI Uses and Disclosures:

MHP recognizes that an individual has two (2) rights by which he/she may prevent PHI from being used or disclosed against his/her will. First, an individual has the right to request restrictions of uses or disclosures of PHI. Second, an individual has the right to receive confidential communications regarding his/her PHI. This allows an individual to specify how she/he will receive communication from MHP.

Right to Request Restrictions:

MHP will provide individuals an opportunity to request a restriction on the use or disclosure of his/her PHI. MHP will make every attempt to honor a request for restriction; however, MHP has the right to refuse.

Terminating a Restriction on the Use or Disclosure of PHI:

MHP may terminate the restriction agreement if: 1) the individual agrees to or requests the termination in writing, 2) the individual orally agrees to the termination and the oral agreement is documented, or 3) MHP informs the individual that it is terminating its agreement of a restriction.

Right to Receive Confidential Communications:

An individual may request that MHP communicate with him/her by alternative means. An individual need only make a reasonable request to MHP to receive information by alternate means.

Oral Permission:

In certain situations, the individual need only be given an opportunity to agree or object to a particular use or disclosure of the PHI. In these instances, MHP may orally inform the individual of a use or disclosure, and the individual may respond orally in agreement or objection.

Business Associates

Purpose: To allow disclosures of protected health information (PHI) to be made by Mercy Health Partners (MHP) business associates under contracts containing required elements. In order to accomplish this, MHP established the general obligations of its business associates, identifies its business associates, and secures business associate agreements.

Policy: A Business Associate (BA) is a person/entity who, on behalf of MHP:

1. Performs or assists in the performance of a function or activity involving the use of disclosure of PHI.
2. Performs any other function or activity regulated by the HIPAA Privacy Final Rule

Overview: Before MHP discloses information to a BA, MHP obtains satisfactory assurances that the BA will appropriately safeguard the information. The BA provides these assurances by the signing of a business associate agreement that documents the permitted and required uses and disclosures of PHI. The BA cannot use or disclose the information in any manner that would not be permissible for MHP under the HIPAA privacy regulations.

MHP will identify all business associates and have signed agreements in place.

Student Health Policy

In accord with the Centers for Disease Control Immunization Recommendations for Colleges and Health Care Workers, Mercy College of Northwest Ohio has instituted the following student immunization policy. Prior to entry into clinical experience, all students are required to provide evidence of a physical examination within the last year, current CPR certification, and the following immunizations (student is responsible for the cost of physical exam, testing and required immunizations):

Chicken pox titer	<u>Required</u> Note: If not immune, a varicella vaccine is required.
Rubella titer	<u>Required</u> Note: <i>If not immune, a rubella vaccine is required</i>
Rubeola/Mumps titer	<u>Required</u> <u>If</u> no history of measles documented by a physician, or <u>If</u> no documentation of immunization with 2 doses of live virus vaccine after 1st birthday NOT required if born before 1957 Note: <i>If not immune, a rubeola vaccine or MMR is required</i>
Diphtheria/Tetanus	<u>Required</u> every 10 years
Hepatitis B Surface Antigen (HB Ag)	<u>Required</u>
Hepatitis B vaccine (Series of 3)	<u>Required</u> Note: <i>The 1st and 2nd to be completed before initial clinical experience</i>
Hepatitis B Surface Antibodies	<u>Required</u> a. <u>if</u> series was completed before admission into program, or b. following a blood borne pathogen incident
Tuberculin 2-step PPD (Mantoux) skin test	<u>Required</u> Note: <i>A chest x-ray is required if skin test is positive</i>
PPD skin test	<u>Required</u> annually following initial PPD 2-step

Health Services

Students are encouraged to take a personal interest in their health and wellness and to make personal decisions or behavioral changes to ensure positive health habits.

Students are encouraged to carry personal healthcare insurance. Lower cost coverage is available

through the National Student Nurse Association (NSNA).

Note: If a student is referred to an emergency room, private physician, or clinic due to sudden illness or accident at the college or during clinical experience, the student is responsible for payment of any expenses incurred through that accident or illness.

STUDENT HEALTH RECORD DISTRIBUTION GUIDELINES Effective Fall 2007

Student's Health records* are to be returned the students upon graduation, withdrawal or dismissal. Below are the guidelines for distributing the records.

Graduation

The health records will be distributed to each student at the time defined by each program. For students who failed to retrieve their records at the designated time, after one year, the records will be destroyed.

Withdrawal

Students who have withdrawn from Mercy College will have one year to obtain their health records from the program secretary. After one year, the student's health records will be destroyed.

Dismissal

Students who have been dismissed from their program of study or from Mercy College will have one year to obtain their health records from the program secretary. After one year, the student's health records will be destroyed.

Graduates of Mercy College prior to Fall 2007

Unless requested, student health records will be kept for five years in each student's permanent file in the Registrar's Office. After five years the health records will be destroyed. Please note that students requesting health records must do so in writing. Upon receipt of request, students can either pick up their health records or they will be sent via certified mail.

Distribution of Health Records

Before students can obtain their health records, they must sign them out with the program secretary or in the case of a graduate prior to Fall 2007, the Registrar's office.

*Health records are required for the following programs of study at the time students begin their clinical practice: Associate of Science in Nursing, Bachelor of Science in Nursing, Associate of Science in Radiologic Technology, Associate of Science in Therapeutic Massage, Associate of Science in Health Information Technology and Bachelor of Science in Health Care Administration.

Graduation

1. The diploma will be awarded to students who have successfully completed all subjects in the nursing curriculum and have fulfilled all other requirements for graduation.

Pinning Ceremony

1. The nursing pin will be awarded to students who have successfully completed all subjects in the nursing curriculum and have fulfilled all other requirements for graduation. The cost of the pin is the student's responsibility.
2. This special ceremony recognizes your achievement in the preparation for the profession of nursing.

**DIVISION OF NURSING
BACCALAUREATE DEGREE PROGRAM**

GLOSSARY

- Accountability:** Acceptance of the responsibility for one's own actions.
- Activities:** This word in a course outline indicates methods and/or tools of teaching used to aid the student in the achievement of specific objectives, i.e., assignments, audiovisual aids, clinical assignments, community agencies, field trips, office visits, pre- and post-clinical conferences, references, etc.
- Acute Care Setting:** Those areas where patients are acutely ill and require comprehensive and specialized health care, i.e., hospital.
- Adjunct Nursing Faculty:** Part-time contract instructor and/or teaching assistant.
- Administrator:** The person with designated authority and responsibility to direct the unit in nursing. (NLN - Accreditation Manual for Post Secondary, Baccalaureate and Higher Degree Programs in Nursing, 1997)
- Baccalaureate Degree Nurse:** A graduate of baccalaureate degree nursing program eligible to apply for RN licensure.
- Caring:** A central concept to the practice of professional nursing. It encompasses the nurse's empathy for and connection with the patient, as well as the ability to translate these affective characteristics into compassionate, sensitive, appropriate care (AACN – The Essentials of Baccalaureate Education for Professional Nursing Practice, 1998).
- Christian Nursing:** Based on the fundamental Christian principle that as man is a creature of God, he is entitled to nursing assistance that is based on respect and dignity. Each patient is entitled to excellence in nursing service that encompasses sacredness of life and justice.
- Child:** A human being of either sex after the time of birth through adolescence.
- Class Hours:** Allotted time for the presentation and/or utilization of theoretical content. A “class hour” is a fifty- (50) minute period.
- Classroom Laboratory:** A skill/assessment demonstration and/or practice, which is incorporated within the mandatory classroom hours of each course.
- Clinical Experience:** Actual patient care situation, which is planned by the nursing faculty to meet course objectives. This experience could include the care of individuals, families, groups and/or communities. Student performance is evaluated utilizing set course objectives.
- Clinical Day:** Any day (regardless of length or time frame) when the student is assigned to a clinical experience.
- Clinical Site:** Includes the entire facility that the clinical experience takes place (hallways, elevators, cafeterias, smoking areas, parking lots as well as patient care areas).
- Communication:** To read, write, speak, and listen effectively.
- Community:** A specified population living in a specified geographic area under similar regulations and having common values, interests, and needs. Within a community, people interact and share resources.
- Community Health Nursing:** A synthesis of nursing theory and public health practices applied to promoting and preserving the health of populations. Health promotion, health maintenance, health education, and continuity of care are used in a holistic approach to the health care management of individuals.
- Competency:** The ability to correctly and safely apply essential theoretical principles and techniques in professional nursing practice.
- Complex Patient:** A patient having unhealthful responses to several Functional Health Patterns.
- Computer Literacy:** To understand and use computer technologies with emphasis on instructional software

and word processing. Access and use of nursing information, including on-line services computer-based instruction and/or testing materials, hospital information systems and computerized patient data.

Concreteness: Use of specific terminology rather than abstractions in the discussion of the patient's feelings, experiences, thoughts, and behaviors.

Continuing Education: An ongoing program of education to keep faculty aware of current trends in their profession and to assist in the growth and development of the faculty.

Critical Thinking: Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking (Richard Paul, 1992). It includes questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity (AACN – The Essentials).

Disadvantaged: Groups of people who have not had cultural, educational, and/or economic opportunities usually experienced by others in the local area.

Diverse: To be composed of different entities.

Empathy: Ability to view another's world from his/her internal frame of reference and to verbally communicate this understanding.

Family: A group of people, including at least one adult, who are related to each other by blood or social contact.

Functional behaviors: Attitudes, beliefs, thoughts, feelings, and behaviors an individual employs to maintain or regain a state of optimal health.

Functional Health Patterns: A framework for collecting and organizing nursing assessment data to ascertain the strengths of the patient as well as any dysfunction or potentially dysfunctional patterns that exist.

Group: An open system composed of three or more persons held together by a common interest or bond.

Health Care Team: The patient, significant others, and those involved with the patient's care.

Health Maintenance: Positive health behaviors that preserve a current state of health.

Health Promotion: Health behaviors that encourage high-level wellness.

Health Restoration: Health behaviors that increase optimal wellness.

High-Level Wellness: Implies function at the maximum potential, which the individual is capable of within the environment.

Holistic: Unity of parts.

Holistic Nursing: Assisting patients in high-level wellness while acknowledging that each has the right to choose his or her own path.

Horizontal Threads: Integrated concepts woven throughout the curriculum, presented early in the curriculum and strengthened through repeated exposure and application throughout the curriculum.

Human Diversity: Encompasses variations of age, gender, religion, culture, race, socioeconomic status, educational level, cognitive ability, and lifestyle preference.

Information Management: Traditional and developing methods of discovering, retrieving, and using information in nursing practice (AACN – Essentials).

Multidimensional: Many facets or degrees to which a situation extends.

Nursing Process: A systematic, rational method of providing nursing care based on scientific problem solving. It provides a framework for planning, implementing, and evaluating nursing care; and helps the nurse use nursing knowledge, solve problems, and be creative.

Nursing Program Start Date: Date on which the student begins first nursing course.

Optimal Wellness: Implies function at the most desirable level that the individual is capable of attaining.

Organizational Framework: Collection of associated or related concepts supported by appropriate theories and made clear by subconcepts.

Outcome Objectives: Behaviors demonstrated by students indicating successful achievement of educational goals for their program of study. A program of study may also have level objectives that are behaviors demonstrated by students' indication of successful achievement of educational goals at each level of the program of study.

Patient: The recipient of nursing care or services. May be individuals, families, groups or communities. May function independently, interdependently or dependently. Depending on the context or setting, patients may be termed clients (AACN – Essentials).

Parent Institution: The educational agency of which the unit in nursing is an integral part.

Professional Nurse: The individual prepared with a minimum of a baccalaureate degree in nursing (AACN – Essentials).

Program Objectives: Terminal objectives; the competencies, behaviors, characteristics of each graduate at the completion of the program.

Program Standards: Standards by which program effectiveness is documented such as: admission data, enrollment patterns, graduation rates, NCLEX-RN results, patterns of employment, and other standards identified by the program (NLN – Accreditation Manual).

Role of the Nurse: Derived from the discipline of nursing. Includes three broad components: provider of care, designer/manager/coordinator of care, and member of a profession (AACN – Essentials).

Selected Patients: Patients chosen for clinical experiences based on level of complexity, health needs of patient, and/or learning needs of students.

Self-Care: The practice of activities that individuals personally initiate and perform on their own behalf in maintaining life, health, and well being.

Skills Testing: Student demonstration of skills that are identified by faculty as mandatory to be completed during a specific course.

Significant Others: Family members or individuals who constitute a major support system for the patient.

Theory: A set of interrelated concepts, definitions, and propositions that present a systematic view of phenomena by specifying relations among variables with the purpose of describing, explaining, and predicting the phenomena.

Therapeutic Nursing Interventions: Activities clearly designed to promote, maintain, and restore health.

Therapeutic Relationship: An interpersonal relationship in which at least one of the parties has the intent of promoting the growth, development, maturity, improved functioning, and improved coping with the life of the other.

Therapeutic Use of Self: Being able to understand one's own behavior to help others identify felt difficulties, and to apply principles of human relations to the problems that arise at all levels of experience (Hildegard Peplau, 1952).

Variety: Having different forms or types.

Vertical Threads: Those concepts that are sequential and span the nursing program, progressive in nature, increasing in depth throughout the curriculum.