



## program handbook 2011/2012

### **DIVISION OF NURSING**

#### bsn prelicensure 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.

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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**

As future nurses, students are preparing to work in a complex health care environment that is continually changing. Nurses need to engage in active learning in order to adapt and meet these changing needs. 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 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 believes 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 holds 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 a 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 the 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**

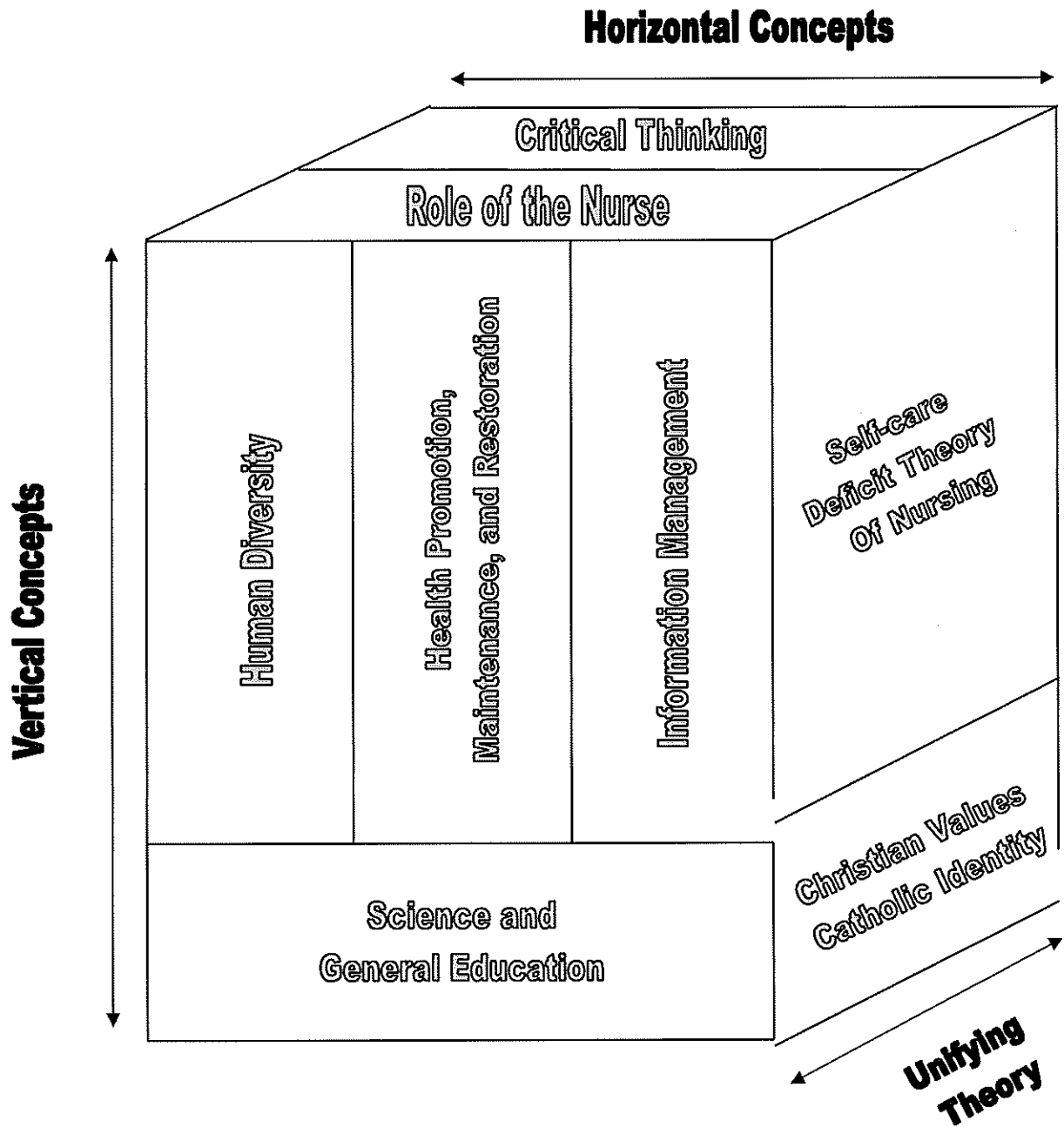
Changes in health care and the role of professional nurses mandate that baccalaureate nurses are prepared for flexibility and career mobility. Their nursing education must provide the basis for ongoing study, both formal and informal. Furthermore, the nursing program must instill the value for life-long 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 supports 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 is 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 of 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 has 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
<p>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.</p>	<p>Provide education in a Christian environment.</p>	<p>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.</p> <p>As a caring service, nursing involves acting with compassion within established legal, ethical, and professional standards.</p> <p>Learning is a life-long process.</p>	<p>Foster Christian values of compassion, excellence, human dignity, justice, sacredness of life and service in the role of the nurse.</p>	<p>Incorporate core values of compassion, excellence, human dignity, justice, sacredness of life and service in the practice of nursing.</p>	<p>Demonstrate the core values of compassion, excellence, human dignity, justice, sacredness of life and service in the practice of nursing.</p>	<p>Describe the core values of compassion, excellence, human dignity, justice, sacredness of life and service as observed in communities and agencies.</p>
<p>II. Continued professional development. Development of the professional role.</p>	<p>Facilitate the integration of professional and general studies.</p> <p>Provide programs that facilitate academic upward mobility.</p> <p>Prepare graduates who are able to practice effectively in a variety of health care settings.</p> <p>Foster self-direction in the life-long pursuit of knowledge and excellence.</p>	<p>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.</p> <p>Appropriate integration and application of knowledge from a wide array of fields and disciplines enhance the practice of nursing.</p> <p>Learning is a reciprocal process in which the learner and faculty are active participants.</p> <p>The success of the learner is dependent upon self-motivation, active participation, and goal directed behavior in the planned curriculum experiences.</p>	<p>Facilitate integration of general education within the framework of professional nursing education.</p> <p>Prepare graduates for nursing positions in a variety of healthcare settings with diverse populations.</p> <p>Foster self-direction in the pursuit of life-long learning.</p> <p>Attract and retain a diverse high quality student population and scholarly faculty with a broad base of expertise.</p>	<p>Integrate knowledge from physical, behavioral, and nursing sciences; humanities; and liberal arts as a basis for professional nursing practice.</p> <p>Integrate professional behavior in the multidimensional role of the nurse in a variety of settings.</p>	<p>Apply knowledge from physical, behavioral, and nursing sciences; humanities; and liberal arts as a basis for professional nursing practice.</p> <p>Demonstrate professional behavior in the multidimensional role of the nurse in a variety of settings.</p>	<p>Describe knowledge from physical, behavioral, and nursing sciences; humanities; and liberal arts as a basis for professional nursing practice.</p> <p>Discuss professional behavior in the multidimensional role of the nurse in a variety of settings.</p>

### 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 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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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
Harold, Jennifer	251-1525	11525	Skills Lab
Jenks, Kathleen	251-1713	11713	4617
Kaiser, Luanne* BSN-C Nursing Advisor	251-1706	11706	3805
Lipman, Cynthia	251-8916	18916	3819
Lohner, Lynn			4618
Mortland, Karen*	251-1781	11781	4712
Odneal, Gail			4612
O'Donnell, Terry	251-1715	11715	Skills Lab
Pratt, Roberta			4607
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	1-1715	

\*Indicates Distance Learning Instructor

## BSN Skills Mapping

<p><b><u>NUR 250</u></b>            Basic Hygiene              Bath, tepid sponge bath, Sitz bath              Shaving              Bed making, use of Chux              Skin care, nail care, foot care              Oral care: conscious &amp; unconscious              Yankauer suction              Foley care              Back rubs</p> <p>Mobility              Mobility Aides:                Walker/Cane/Crutches              Transfer Techniques              Turning and positioning              Abductor Pillow              Air mattress              Acrylon pad              Bed cradles              Hoyer Lift</p> <p>Food/Water              Feeding              Intake &amp; Output              Weights: bed scale &amp; standing</p> <p>Standard Precautions              Handwashing              Sterile technique              Gowns &amp; masks              Disposal of biohazard waste</p> <p>Vital signs TPR, AP, B/P, Pain,            Pulse Oximeter            Health Care Products            Wound Care              Assessment              Dressings              Drains</p> <p>Elimination              Bedpan/Urinal/Foley</p> <p><b><u>NUR 260</u></b>            Air              Oxygen: flowmeters, cannula, mask              C&amp;DB, Incentive Spirometer              Pulse Ox              Sputum specimen collection              Anti-embolism hose              EPC cuffs/SCD's</p>	<p><b><u>NUR 260 (cont'd)</u></b>            Bags/Urinometer              Urine and stool specimen collection              Hemoccult test              Catheterization: male &amp; female              Enema: large &amp; small volume              Bladder &amp; bowel training*</p> <p>Safety/Activity/Rest              Range of motion              Restraints</p> <p>Medication Administration              Conversions/calculations              PO, IM, SQ, ID, injection sites              Insulin, heparin              Topical</p> <p><b><u>NUR 270</u></b>            Physical Assessment              History              Head to toe: adult &amp; pediatric              Breast/testicular</p> <p>History Assessment              Development*              Functional*              Spiritual*              Cultural*</p> <p><b><u>NUR 310</u></b>            Mental status examination</p> <p><b><u>NUR 320</u></b>            Intravenous Therapy              Venipuncture              IV catheter insertion              Assessment              Site Care              Saline locks              Continuous flow              IV Push              IV Piggyback              Tubing changes              Central line care              PICC</p>	<p><b><u>NUR 320 (cont'd)</u></b>            Tubes              Assessment/Insertion              NG/Gastric              Fecal Management System              Enteral feedings              Foley Irrigation              Continuous bladder irrigation</p> <p>Stomas              Assessment              Equipment/products              Colostomy irrigation</p> <p>Mobility              Traction care              Cast care</p> <p><b><u>NUR 340</u></b>            Post-partum assessment            Newborn assessment            Magnesium Sulfate Bolus</p> <p><b><u>NUR 350</u></b>            Pediatric safety measures            Pediatric calculations              Conversion              Safe doses            Pediatric pain assessment</p> <p><b><u>NUR 410</u></b>            Intravenous Medication Drips            Airway              Insertion of oral airway              Suctioning:              Oral/nasal/tracheal              Tracheostomy: care &amp; suctioning              Ventilators*              Chest tubes*            Cardiac monitoring              Normal &amp; abnormal ECG</p>
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**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 Laboratory:** A skill/assessment demonstration and/or practice, which is incorporated within the mandatory clinical 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.

- Competency Skills Testing:** Testing incorporated into each semester as a means of evaluating skill level competency. Random testing of any of the previously learned skills. Competency required for progression within the nursing program.
- 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 Lab:** An area provided for the enhancement of student learning through demonstration, practice, remediation, and evaluation of skills and assessment techniques.

**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.

**Terminal Summary:** Summary statement of associated nursing course clinical evaluations for a specific student. It is written to serve as a potential reference for graduating nursing students. The last semester clinical instructor is responsible for writing the summary, the Director of Nursing reviews for final approval, and students then read and sign.

**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.

<b>MERCY COLLEGE OF NORTHWEST OHIO</b> <b>Bachelor of Science in Nursing - SUMMER START TRACK</b>
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In addition to the standard Bachelor of Science in Nursing admission criteria\*, Summer Start applicants must have a cumulative college grade point average (GPA) of 3.0 or higher. For applicants who have attended more than one regionally accredited college, GPA's from all of these colleges must combine to equal at least 3.0 (might increase to at least 3.3 GPA for summer 2010 applicants -- TBD at a later date).

To determine eligibility for Summer Start, applicants are encouraged to contact the BSN program coordinator (Professor Susan O'Dell – [susan.odell@mercycollege.edu](mailto:susan.odell@mercycollege.edu)) during the application process. Applicants to the Summer Start program must transfer in approximately 40-45 credit hours for scheduling purposes, including the following courses:

BIO 220	Anatomy & Physiology I	4
BIO 221	Anatomy & Physiology II	4
BIO 320	Pathophysiology	3
ENG 101	English Composition I	3
ENG 102	English Composition II	3
BIO 201	The Physiological Basis of Nutrition	2
PSY 201	Lifespan Psychology	3
PSY 101	Introduction to Psychology	3
BIO 210	Microbiology	4
CHM 111	Organic Biochemistry	4
MTH 104	Mathematical Formulas, Models, & Probability	3

The following courses are desired:

SOC 211	Cultural Diversity	3
	Humanities Elective (2)	3
CIS 104	Introduction to Word and Power Point	1
CIS 106	Introduction to Excel	1
CIS 108	Introduction to Access	1

**All of the above courses must be completed with grades of C or higher, B preferred, before admission in the program can occur. Transfer credit guidelines are posted at [www.mercycollege.edu](http://www.mercycollege.edu) and in the Registrar's office.**

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<b>MERCY COLLEGE OF NORTHWEST OHIO</b> <b>Bachelor of Science in Nursing - SUMMER START TRACK</b>
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<u>Summer Semester I</u>	<u>Credit Hours</u>	<u>Grade</u>	<u>Term</u>
NUR 250      Nursing as a Discipline	3	_____	_____
NUR 270      Nursing Health Assessment	3	_____	_____
NUR 260      Foundation of Nursing Practice	5	_____	_____
<b><u>Semester II-Fall</u></b>			
NUR 320      Clinical Nursing Therapeutics	5	_____	_____
NUR 340      Maternal Newborn	4	_____	_____
or NUR 350      Pediatrics			
NUR 361      Pharmacology, Part I	2	_____	_____
MTH 310      Introduction to Statistics	3	_____	_____
REL 101      Foundations of Faith and Religion			
<b><u>Semester III-Spring</u></b>			
NUR 310      Mental Health Nursing	3	_____	_____
NUR 350      Pediatric Nursing	4	_____	_____
Or NUR 340      Maternal Newborn			
NUR 362      Pharmacology, Part II	2	_____	_____
NUR 330      Gender Oriented	2	_____	_____
NUR 290      Research	3	_____	_____
<b><u>Semester IV-Fall</u></b>			
NUR 410      Adult Health I	5	_____	_____
NUR 420      Adult Health II	5	_____	_____
NUR 430      Community Health Nursing	4	_____	_____
SOC 300/400      Social Science Elective	3	_____	_____
<b><u>Semester V-Spring</u></b>			
NUR 440      Nursing Management	5	_____	_____
NUR 450      Practicum: Selected Patient Population	3	_____	_____
NUR 472      Trends & Issues	2	_____	_____
IDS 399 or 300/400 level General Education course	3	_____	_____
NUR 480      NCLEX Review	1	_____	_____
NUR 490      Nursing Seminar	1	_____	_____

**The following classes will need to be completed in addition to the classes listed above. Students may need to take classes during the summer semesters in order to graduate on time.**

REL 301      Medical Ethics	3	_____	_____
Religious Studies Elective	3	_____	_____
SOC 211      Cultural Diversity	3	_____	_____
CIS 104      Introduction to Word and Power Point	1	_____	_____
CIS 106      Introduction to Excel	1	_____	_____
CIS 108      Introduction to Access	1	_____	_____
Humanities Elective	3	_____	_____
Humanities Elective	3	_____	_____

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**Advisor Signature** \_\_\_\_\_ **Student Signature** \_\_\_\_\_

**MERCY COLLEGE OF NORTHWEST OHIO**  
**Bachelors of Nursing Program Worksheet (Pre-Licensure)**

Name: \_\_\_\_\_ Entry Date: \_\_\_\_\_

The following pre-entrance requirements must be with a grade of "C" or better and must be within the past seven years:    \_\_\_ Algebra

\_\_\_ Biology    \_\_\_ Chemistry    \_\_\_ HS GPA    \_\_\_ College GPA

<u>Semester I</u>	<u>(Fall)</u>	<u>Credit Hrs</u>	<u>Grade</u>	<u>Term Taken</u>
GEN 101	Student Success Strategies	2	_____	_____
ENG 101	English Composition I	3	_____	_____
PSY 101	Introduction to Psychology	3	_____	_____
MTH 104	Mathematical Formulas, Models, and Probability	3	_____	_____
BIO 220	Anatomy & Physiology I	4	_____	_____
<b><u>Semester II (Spring)</u></b>		<b>15</b>		
REL 101	Foundations of Faith and Religion	3	_____	_____
ENG 102	English Composition II	3	_____	_____
PSY 201	Lifespan Psychology	3	_____	_____
BIO 210	Microbiology	4	_____	_____
BIO 221	Anatomy & Physiology II	4	_____	_____
<b><u>Semester III (Summer)</u></b>		<b>17</b>		
CIS 104	Introduction to Word and PowerPoint	1	_____	_____
CIS 106	Introduction to Excel	1	_____	_____
CIS 108	Introduction to Access	1	_____	_____
Humanities Elective		3	_____	_____
<b><u>Semester IV (Fall)</u></b>		<b>6</b>		
CHM 111	Chemistry II	4	_____	_____
MTH 310	Introduction to Statistics	3	_____	_____
NUR 250	Nursing as a Discipline	3	_____	_____
NUR 270	Nursing Health Assessment	3	_____	_____
Religious Studies Elective		3	_____	_____
<b><u>Semester V (Spring)</u></b>		<b>16</b>		
BIO 320	Pathophysiology	3	_____	_____
BIO 201	The Physiological Basis of Nutrition	2	_____	_____
NUR 260	Foundations of Nursing Practice	5	_____	_____
SOC 211	Cultural Diversity	3	_____	_____
NUR 290	Nursing Research	3	_____	_____
<b><u>Semester VI (Fall)</u></b>		<b>16</b>		
NUR 320	Clinical Nursing Therapeutics	5	_____	_____
NUR 340	Maternal-Newborn Nursing		_____	_____
or NUR 350	Pediatric Nursing	4	_____	_____
Humanities Elective		3	_____	_____
NUR 361	Pharmacology, Part I	2	_____	_____
<b><u>Semester VII (Spring)</u></b>		<b>14</b>		
REL 301	Medical Ethics	3	_____	_____
(Must be taken from a Catholic Perspective)				
NUR 310	Mental Health Nursing	3	_____	_____
NUR 330	Gender Oriented Nursing Care	2	_____	_____
NUR 350	Pediatric Nursing	4	_____	_____
or NUR 340	Maternal-Newborn Nursing		_____	_____
NUR 362	Pharmacology, Part II	2	_____	_____
<b><u>Semester VIII (Fall)</u></b>		<b>14</b>		
SOC 300/400	Social Science Elective	3	_____	_____
NUR 410	Adult Health I	5	_____	_____
NUR 420	Adult Health II	5	_____	_____
NUR 430	Community Health Nursing	4	_____	_____
<b><u>Semester IX (Spring)</u></b>		<b>17</b>		
IDS 399 or 300/400 level General Education course		3	_____	_____
NUR 440	Nursing Management	5	_____	_____
NUR 450	Practicum: Selected Patient Population	3	_____	_____
NUR 472	Trends & Issues	2	_____	_____
NUR 480	NCLEX-RN Preparation	1	_____	_____
NUR 490	Senior Seminar	1	_____	_____
		<b>15</b>		

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Advisor Signature: \_\_\_\_\_ Student Signature \_\_\_\_\_

TO: BSN NURSING STUDENTS

FROM: SUSAN O'DELL, PROGRAM CHAIR BSN PROGRAM

DATE: AUGUST, 2012

Here is the BSN Nursing Student Handbook for the 2011-2012 academic year. You are responsible for the information provided by this book. Please detach, sign, and return this form to your instructor. By doing so, you agree to read and follow these guidelines.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_