

**State University of New York  
Canton**

**Associate of Applied Science (A.A.S.) Degree in Nursing  
Nursing Program**

**Revised 2024-2025 Handbook**



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## **NURSING DEPARTMENT MEMBERS**

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Kirsten Andersen MSN, RN *Clinical Lecturer*

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Samantha McCarthy MSN, RN *Assistant Professor*

## Welcome Letter

Dear Nursing Student:

Welcome to the SUNY College of Technology at Canton Associate of Applied Science in Nursing degree program! The college has been educating nursing students since the program was established in 1966 by Virginia McAllister. Since its inception, over 1,000 students have graduated from the program. Our graduates provide a vital service to their communities, and we are very proud and pleased to have you join our program.

Information regarding NCLEX-RN pass rates for first time test takers, program satisfaction, job placement, or graduation rates, is posted on the website:

[https://www.canton.edu/sci\\_health/nursing/](https://www.canton.edu/sci_health/nursing/)

Additional inquiries can be made to the:

Accreditation Commission for Education in Nursing  
3390 Peachtree Rd. NE, Suite 1400  
Atlanta, GA 30326  
404-975-5020

The nursing program is very rigorous, and you will be challenged. However, you are capable of success. To that end, our faculty members are here to guide you in your learning. The nursing program will prepare you for entry into the nursing profession.

Over the course of the next two years, you will have questions. It is important to get answers to those questions from a credible source. Rumors, second-hand information, and word-of-mouth may cause undue anxiety. **The faculty members are eager to help you and want to see you succeed. If you have a question, do not be afraid to speak to your instructor, advisor, or me.** The policies and procedures outlined in this handbook and in your course, syllabus is to serve as a reference. If, after reading this handbook or a course syllabus, you have a question, please ask for clarification. You will be provided a syllabus for each nursing course.

Clear communication is a cornerstone of good nursing care and a sound education. All fulltime faculty members have posted office hours outside their doors. In addition, all full and part-time faculty members have email accounts. **All official electronic communication will be conducted through your college email account. We will not be using private email accounts to communicate with you. Therefore, please be sure to check your campus email account daily, including weekends.**

One venue to establish and expand professional interests is through the Student Nurses Association. I would encourage each of you to consider becoming actively involved in this organization as well as some of the many other activities/clubs/organizations on campus.

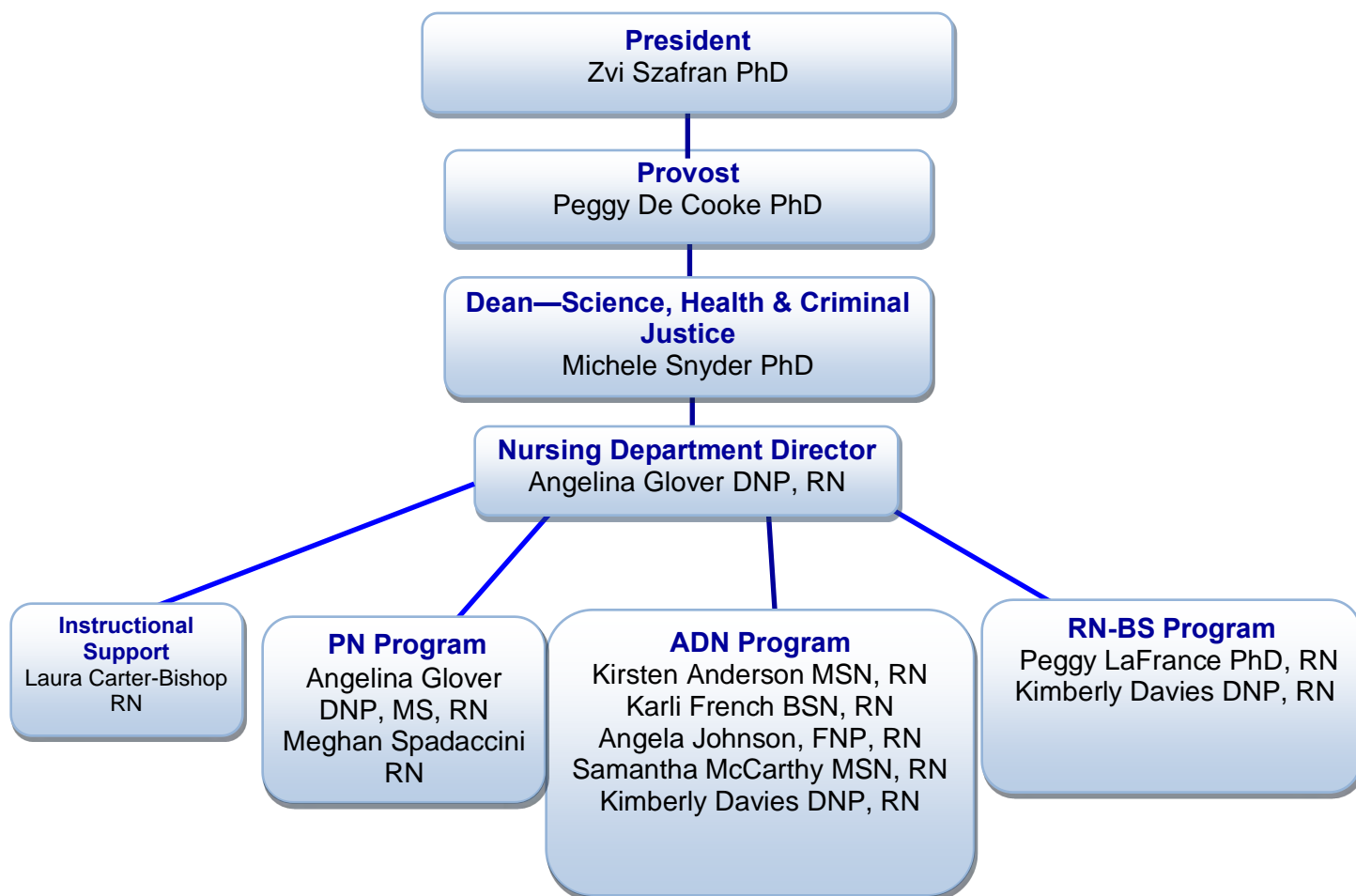
In closing, please accept my congratulations on your acceptance into the nursing program. Your hard work has paid off in gaining you acceptance into this highly competitive program. Should you need assistance, please do not hesitate to ask for help. Best wishes for a successful and positive nursing education experience.

Angelina Glover, DNP, MSN, RN, CCRN  
Interim Nursing Department Director

# Nursing Organizational Chart



## ***Organizational Chart*** ***Nursing Department***



## **NC-SARA: Mandatory Professional Licensure Disclosure**

New York State takes pride in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate has requirements that individuals must meet in order to be licensed or certified in New York State. SUNY's academic programs leading to licensure or certification are carefully designed to meet and exceed these State requirements. This is a role SUNY plays in protecting the public. Other states frequently have their own requirements, so if your goal is to practice in another state, this disclosure will help you check to see what that state requires.

Per U.S. Federal Regulations, §668.43 (2019 Rule), and in compliance with the State Authorization Reciprocity Agreements (SARA) Manual version 19.2, SUNY Canton provides the following disclosure related to the educational requirements for professional licensure and certification.

Link: [Nursing Professional License Disclosure](#)

## College and Nursing Program Mission Statements

	College	A.A.S. in Nursing Program
Philosophy	A student-centered philosophy by keeping students' best interests at the center of everything that we do.	Creates a transformative learning environment where the person's self-awareness is raised in order to move to a higher level based on the individual's reality. Education plays a key role in transformative learning. Education is viewed as a mentoring relationship based on mutual respect and understanding that recognizes the diverse needs of the learner and empowers the learner to achieve their highest level of potential.
	We create a transformative learning environment where the student's person's selfawareness is heightened to progress to higher level thinking and empowers the learner to achieve their highest level of potential.	The associate degree Nursing program is dedicated to providing students with a high-quality nursing education enabling them to enter practice as a Registered Professional Nurse.
Mission	SUNY Canton is dedicated to providing a progression of accessible, affordable, highquality applied programs that enable students in the North Country, New York State, and beyond to achieve their highest potential both personally and professionally.	<p>The program core values are aligned with the National League for Nursing: caring, diversity, integrity and excellence, ethics, patient centeredness, and holism are threaded throughout the curriculum.</p> <p>Furthermore, The SUNY Canton Nursing program believes that:</p> <ul style="list-style-type: none"> <li>•<b>People</b> are unique, holistic individuals with values and beliefs that originate from their lifeworld, who have specific needs and are capable of making decisions by themselves, with others, and/or by proxy.</li> <li>•<b>Health and well-being</b> are dynamic lived experiences uniquely defined by the individual within the context of culture and environment.</li> <li>•<b>Nursing</b> is a unique profession that provides a service to society that is culturally sensitive, evidence-based, collaborative, and individualized. Utilizing the nursing process, the nurse facilitates transformation within individuals and groups to attain desired outcomes.</li> </ul>

### College and Nursing Program Learning Outcomes

College Student Learning Outcome	Program Student Learning Outcome	Course Student Learning Outcome	Guiding Standards (NLN & QSEN)	NCLEX-RN Guiding Standard
<b>Critical Thinking: Critical Analysis</b>	Students will apply acquired critical reasoning skills to develop, implement, and evaluate a nursing plan of care.	<p><b>NURS 101</b> Apply the nursing process, critical thinking, ethical principles, and legal standards in the provision of nursing care to promote health and reduce risk.</p> <p><b>NURS 103</b> Develop a framework for professional nursing practice that includes specific measures to prevent medication errors.</p> <p><b>NURS 104</b> Apply the nursing process, critical thinking, ethical principles, and legal standards in the provision of nursing care to promote health.</p> <p><b>NURS 106</b> Demonstrate legal and ethical principles within the registered nursing scope of practice unique to the Maternal child client with complex needs; holding oneself accountable for all evidence-based nursing care provided and/or delegated.</p>	<p><b>NLN-Nursing Judgment</b> Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care for clients of all ages.</p>	<p>Safe and Effective Care Environment- Management of Care</p> <p>Safety and Infection Control</p> <p>Pharmacological Therapies</p>

College Student Learning Outcome	Program Student Learning Outcome	Course Student Learning Outcome	Guiding Standards (NLN & QSEN)	NCLEX-RN Guiding Standard
<b>Critical Thinking: Critical Analysis</b>	Students will apply acquired critical reasoning skills to develop, implement, and evaluate a nursing plan of care.	<p><b>NURS 107</b> Apply psychiatric-mental health concepts, theories and appropriate therapeutic interventions/communication to clients demonstrating a variety of psychiatric behaviors and disorders.</p> <p><b>NURS 200</b> Analyze various medications for drug-drug, drug-food, and drug-herbal interactions that may contribute to negative patient outcomes.</p> <p><b>NURS 201</b> Utilize information technology in planning care that is evidence- based, culturally appropriate and client-centered for the medical-surgical clients.</p> <p><b>NURS 202</b> Utilize the nursing process in integrating theory, evidence-based research, ethical and legal principles, standards of practice in prioritizing the delivery of nursing care to promote health and improve client outcomes.</p> <p><b>NURS 204</b> Analyze various medications for drug-drug, drug-food, and drug-herbal interactions that may contribute to negative patient outcomes.</p>	<p><b>NLN-Nursing Judgment</b> The student will make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care for clients of varying ages.</p>	<p>Safe and Effective Care Environment- Management of Care</p> <p>Safety and Infection Control</p> <p>Pharmacological Therapies</p>

College Student Learning Outcome	Program Student Learning Outcome	Course Student Learning Outcome	Guiding Standards (NLN & QSEN)	NCLEX-RN Guiding Standard
<b>Foundational Skills: Information Management</b>	Students will integrate legal and ethical concepts in the nursing role to advance and promote the health and wellbeing of culturally diverse individuals, families, groups, and communities	<p><b>NURS 101</b> Apply the nursing process, critical thinking, ethical principles, and legal standards in the provision of nursing care to promote health.</p> <p><b>NURS 105</b> Discuss the importance of critical thinking and the application of evidence-based information in nursing practice.</p> <p><b>NURS 106</b> Identify components of health promotion and illness prevention, and skilled therapeutic communication in the care of both childbearing and childrearing families from conception through adolescence with a focus on the birthing experience and the growth and development of the child.</p> <p><b>NURS 107</b> Examine effective communication and documentation skills that will establish effective professional working relationships with mental health professional, students, instructor, and members of the psychiatricmental health team.</p> <p><b>NURS 200</b> Analyze various medications for drug-drug, drug-food, and drug-herbal interactions that may contribute to negative patient outcomes.</p> <p><b>NURS 201</b> Utilize information technology in planning care that is evidence- based, culturally appropriate and client-centered for the medical-surgical client.</p> <p><b>NURS 204</b> Analyze various medications for drug-drug, drug-food, and drug-herbal interactions that may contribute to negative patient outcomes.</p>		

College Student Learning Outcome	Program Student Learning Outcome	Course Student Learning Outcome	Guiding Standards (NLN & QSEN)	NCLEX-RN Guiding Standard
<b>Social Responsibility: Ethical reasoning</b>	Students will maintain ethical, legal, and professional responsibilities within the Registered Nurse scope of practice and will effectively analyze and apply professional, legal, and ethical standards consistent with the Registered Nurse in conduct and care.	<p><b>NURS 101</b> Examine the Nurses role in assuring coordination, integration, and continuity of care for all clients.</p> <p><b>NURS 103 and NURS104</b> Compare and contrast the life span changes that effect the safe administration of medications. Demonstrate understanding of terminology associated with pharmacology. Develop a framework for professional nursing practice that includes specific measures to prevent medication errors. <b>NURS 105</b> Critically reflect on one's own development in terms of experience, present nursing preparation, personal resources, strengths &amp; weaknesses, future goals, and the desire to be successful in the nursing program.</p> <p><b>NURS 106</b> Utilize critical thinking in making safe decisions based on sound evidence-based rationale to facilitate outcomes in childbearing and child-rearing families that attain and maintain an optimal level of wellness. Compare and contrast psychiatric disorders, and theoretical and methodological concepts of psychiatric mental health nursing when caring for clients with a variety of psychiatric disorders.</p> <p><b>NURS 107</b> Compare and contrast psychiatric disorders, and theoretical and methodological concepts of psychiatric mental health nursing when caring for clients with a variety of psychiatric disorders.</p>	<b>NLN: Professional Identity:</b> The student will articulate a unique role as a member of the health care team, committed to evidence- based practice, caring, advocacy, and safe quality care, to provide optimal health care for diverse patients and their families.	<p>Safe and Effective Care Environment/Management of Care: Continuity of Care; Ethical Practice</p> <p>Pharmacological Therapies</p> <p>Psychosocial Integrity: Cultural Awareness/Cultural Influences on Health</p> <p>Physiological Integrity: Basic Care &amp; Comfort</p>

College Student Learning Outcome	Program Student Learning Outcome	Course Student Learning Outcome	Guiding Standards (NLN & QSEN)	NCLEX-RN Guiding Standard
<b>Social Responsibility: Ethical reasoning</b>	Students will maintain ethical, legal, and professional responsibilities within the Registered Nurse scope of practice and will effectively analyze and apply professional, legal, and ethical standards consistent with the Registered Nurse in conduct and care.	<p><b>NURS 200</b> Apply the nursing process to case studies involving patients receiving drugs used to treat skin, neuromuscular, cancer, respiratory, gastrointestinal, fluid and electrolyte, and blood disorders, Endocrine disorders, antibiotics, antivirals.</p> <p><b>NURS 201</b> Demonstrate competent clinical reasoning and practice through the application of professional guidelines and standards of practice while employed as a new graduate nurse.</p> <p><b>NURS 202</b> Demonstrate knowledge, skill, and attitudes essential to become a graduate nurse.</p> <p><b>NURS 203</b> Demonstrate professional accountability for nursing practice and the advancement of the profession through acquired knowledge of health care delivery systems, policies, and environmental issues.</p> <p><b>NURS 204</b> Apply the nursing process to case studies involving patients receiving drugs used to treat skin, neuromuscular, cancer, respiratory, gastrointestinal, fluid and electrolyte, and blood disorders, Endocrine disorders, antibiotics, antivirals.</p>	<b>NLN: Professional Identity:</b> The student will articulate a unique role as a member of the health care team, committed to evidence- based practice, caring, advocacy, and safe quality care, to provide optimal health care for diverse patients and their families.	<p>Safe and Effective Care Environment Management of Care: Continuity of Care; Ethical Practice</p> <p>Pharmacological Therapies</p> <p>Psychosocial Integrity: Cultural Awareness/Cultural Influences on Health</p> <p>Physiological Integrity: Basic Care &amp; Comfort</p>

College Student Learning Outcome	Program Student Learning Outcome	Course Student Learning Outcome	Guiding Standards (NLN & QSEN)	NCLEX-RN Guiding Standard
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<b>Industry, Professional, Discipline-Specific Knowledge and Skills</b>	<p>Students will consistently analyze and apply standards of nursing practice in functioning with integrity as a safe entry level nurse.</p>	<p><b>NURS 101</b> Demonstrate professional behavior, communication, and interpersonal skills necessary to function as a nurse and a member of the health care team.</p> <p><b>NURS 103 and NURS 104</b> Compare and contrast the life span changes that effect the safe administration of medications. Demonstrate understanding of terminology associated with pharmacology. Discuss measures that provide for the safe administration of drugs.</p> <p><b>NURS 105 and NURS 106</b> Utilize critical thinking in making safe decision based on sound evidence-based rationale to facilitate outcomes in childbearing and childrearing families that attain and maintain an optimal level of wellness.</p> <p><b>NURS 107</b> Apply psychiatric-mental health concepts, theories and appropriate therapeutic interventions/communication to clients demonstrating a variety of psychiatric behaviors and disorders.</p> <p><b>NURS 201</b> Demonstrate professional behavior, communication, and interpersonal skills necessary to function as a nurse and a member of the healthcare team. Identify the leadership role of the RN in relationship to the client, client's family, healthcare team and the wider community.</p> <p><b>NURS 202</b> Engage in case management, collaboration, and teamwork with members of the professional team, the client, and the client's support persons when managing care of clients with complex health issues.</p>	<p><b>QSEN: Client Centered Care:</b> Student will recognize the client or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for client's preferences, values, and needs</p>	<p>Safe and Effective Care Environment- Management of Care Safety and Infection Control</p> <p>Pharmacological Therapies</p> <p>Physiological Integrity: Basic Care &amp; Comfort</p> <p>Health Promotion and Maintenance</p>
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College Student Learning Outcome	Program Student Learning Outcome	Course Student Learning Outcome	Guiding Standards (NLN & QSEN)	NCLEX-RN Guiding Standard
<b>Communication Skills-Written</b>	Students will utilize the nursing process to meet the caring needs of individuals experiencing an illness or loss dysfunction.	<p><b>NURS 101</b> Use the nursing process with an emphasis on assessment and planning to collect, analyze, and interpret physical, psychological, sociocultural, and spiritual data gathered from clients of all ages.</p> <p><b>NURS 106</b> Identify components of health promotion and illness prevention, and skilled therapeutic communication in the care of both childbearing and childrearing families from conception through adolescence with a focus on the birthing experience and the growth and development of the child. Utilize critical thinking in making safe decision based on sound evidence-based rationale to facilitate outcomes in childbearing and childrearing families that attain and maintain an optimal level of wellness.</p> <p><b>NURS 107</b> Apply psychiatric-mental health concepts, theories and appropriate therapeutic interventions/communication to clients demonstrating a variety of psychiatric behaviors and disorders.</p> <p><b>NURS 200</b> Discuss major classifications of pharmacotherapeutics by prototypes as used in the treatment of commonly occurring health challenges for each major classification of drugs.</p> <p><b>NURS 201</b> Identify the leadership role of the RN in relationship to the client, client's family, healthcare team and the wider community.</p>	<p><b>NLN: Spirit of Inquiry:</b> By collaborating with health care team members, utilizing evidence, tradition, and patient preferences in predictable patient care situations the student will promote optimal health status.</p> <p><b>QSEN: Evidence-based Practice:</b> Student will integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</p>	<p>Safe and Effective Care Environment/Management of Care: Continuity of Care</p> <p>Physiological Integrity: Basic Care &amp; Comfort</p> <p>Pharmacological Therapies</p>

College Student Learning Outcome	Program Student Learning Outcome	Course Student Learning Outcome	Guiding Standards (NLN & QSEN)	NCLEX-RN Guiding Standard
<b>Communication Skills-Written</b>	Students will utilize the nursing process to meet the caring needs of individuals experiencing an illness or loss dysfunction.	<p><b>NURS 202</b> Analyze the role of information management principles, techniques, and client care technology to communicate, manage knowledge, mitigate error, and support decision-making on the medical/surgical unit.</p> <p><b>NURS 203</b> Critically reflect on one's own development in terms of experience, nursing, NCLEX, and employment preparation, and future goals. Examine own leadership styles, nursing management skills, team building, and conflict management.</p> <p><b>NURS 204</b> Discuss major classifications of pharmacotherapeutics by prototypes as used in the treatment of commonly occurring health challenges for each major classification of drugs.</p>	<p><b>NLN: Spirit of Inquiry:</b> By collaborating with health care team members, utilizing evidence, tradition, and patient preferences in predictable patient care situations the student will promote optimal health status.</p> <p><b>QSEN: Evidence-based Practice:</b> Student will integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</p>	<p>Safe and Effective Care Environment Management of Care: Continuity of Care</p> <p>Physiological Integrity: Basic Care &amp; Comfort</p> <p>Pharmacological Therapies</p>

College Student Learning Outcome	Program Student Learning Outcome	Course Student Learning Outcome	Guiding Standards (NLN & QSEN)	NCLEX-RN Guiding Standard
<b>Communication Skills: Oral</b>	Students will plan and implement education activities that empower individuals, families, groups, and communities to manage their health care at the local, national, and global level.	<p><b>NURS 101</b> Demonstrate professional behavior, communication, and interpersonal skills necessary to function as a nurse and a member of the healthcare.</p> <p><b>NURS 106 and NURS 107</b> Demonstrate legal and ethical principles within the registered nursing scope of practice unique to the Maternal child client with complex needs; holding oneself accountable for all evidence-based nursing care provided and/or delegated.</p> <p><b>NURS107</b> Collaborate with the health care team, client, and significant support person(s) to maximum well-being in mental health settings to meet client's needs.</p> <p><b>NURS 200</b> Discuss major classifications of pharmacotherapeutics by prototypes as used in the treatment of commonly occurring health challenges for each major classification of drugs.</p> <p><b>NURS 201</b> Demonstrate professional behavior, communication, and interpersonal skills necessary to function as a nurse and a member of the healthcare community. Identify the leadership role of the RN in relationship to the client, client's family, healthcare team and the wider community.</p>	<p><b>QSEN: Quality Improvement:</b> Student will use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.</p>	Safe and Effective Care Environment: Performance Improvement (Quality Improvement)

College Student Learning Outcome	Program Student Learning Outcome	Course Student Learning Outcome	Guiding Standards (NLN & QSEN)	NCLEX-RN Guiding Standard
<b>Communication Skills: Oral</b>	Students will plan and implement education activities that empower individuals, families, groups, and communities to manage their health care at the local, national, and global level.	<p><b>NURS 202</b> Analyze the role of information management principles, techniques, and client care technology to communicate, manage knowledge, mitigate error, and support decision-making on the medical/surgical unit. Analyze the role of information management principles, techniques, and client care technology to communicate, manage knowledge, mitigate error, and support decision-making on the medical/surgical unit. Identify the leadership role of the RN in relationship to the client, client's family, healthcare team and the wider community.</p> <p><b>NURS 204</b> Discuss major classifications of pharmacotherapeutics by prototypes as used in the treatment of commonly occurring health challenges for each major classification of drugs.</p>	<b>QSEN: Quality Improvement:</b> Student will use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.	Safe and Effective Care Environment: Performance Improvement (Quality Improvement)

## **Nursing Student Learning Outcomes**

As a graduate from the Associate of Applied Science in Nursing program, students will be able to:

Integrate legal and ethical concepts in the nursing role to advance and promote the health and well-being of culturally diverse individuals, families, groups, and communities.

Students will maintain ethical, legal, and professional responsibilities within the Registered Nurse scope of practice and will effectively analyze and apply professional, legal, and ethical standards consistent with the Registered Nurse in conduct and care.

Students will utilize the nursing process to meet the caring needs of individuals experiencing an illness or loss dysfunction.

Students will consistently analyze and apply standards of nursing practice in functioning with integrity as a safe entry level nurse. (Professionalism)

Students will apply acquired critical reasoning skills to develop, implement, and evaluate a nursing plan of care.

Plan and implement educational activities that empower individuals, families, groups, and communities to manage their health care at a local, national, and global level.

## **Nursing Course Descriptions**

### **NURS 101**

#### **FUNDAMENTALS OF NURSING**

*Fall, 6 credit hours*

This course provides the student with knowledge and skills basic to nursing. Clinical experiences assist students in applying NURS 101 theory to client care. Skills performed in the nursing laboratory on campus facilitate the transfer of knowledge from the classroom to the clinical setting. Three hours lecture, three hours laboratory, and six hours clinical per week. **Corequisites:** Pharmacology I (NURS 103), Nursing Seminar (NURS 105), Anatomy and Physiology I (BIOL 217), Composition and the Spoken Word (ENGL 101). **NURSING MAJORS ONLY.**

### **NURS 103**

#### **PHARMACOLOGY I**

*Fall, 1 credit hour*

This introductory pharmacology course will explore the basic principles surrounding pharmacology. Topics include basic pharmacological principles, dosage calculations, regulatory compliance, patient education, and reduction of medication errors. One hour lecture per week. Successful completion of the drug Calculation exam with 100% is a requirement to successfully pass NURS 103. Three attempts to pass are given. The inability to achieve a 100% by test 3 will result in failure regardless of course standing. **Corequisites:** Fundamentals of Nursing (NURS 101), Nursing Seminar (NURS 105), Anatomy & Physiology 1 (BIO217) and Composition & the Spoken Word (ENGL 101). **NURSING MAJORS ONLY** or permission of instructor for advance placement LPNs only.

### **NURS 105**

#### **NURSING SEMINAR**

*Fall, 1 credit hour*

This course serves as an introduction to the nursing program. It includes differentiating a program of study from individual courses; clarifying experiences; learning study skills and test taking strategies; practicing stress and coping techniques; and enhancing organizational and time management skills. Students explore critical thinking within the context of nursing. The seminar format provides an opportunity to apply critical thinking to current coursework. Attendance with active participation in discussions is expected. Attendance is required in this course because of the importance of dialogue in thinking and learning. The different viewpoints shared during the seminar will help expand the thinking of all participants. One hour lecture per week. **Corequisites:** Pharmacology I (NURS 103), Nursing Fundamentals (NURS 101), Anatomy and Physiology I (BIOL 217), Composition and the Spoken Word (ENGL 101). **NURSING MAJORS ONLY.**

### **NURS 104**

#### **PHARMACOLOGY II**

*Spring, 1 credit hour*

This pharmacology course explores the various classifications of drugs, and their associated nursing care. Drugs used to treat psychiatric, reproductive, bone/joint disorders, analgesics, and those commonly used during pregnancy will specifically be discussed. One hour lecture per week. **Prerequisites:** Fundamentals of Nursing (NURS 101), Nursing Seminar (NURS 105), Pharmacology 1 (NURS 103), Anatomy & Physiology 1 (BIO 217) and Composition & the Spoken Word (ENGL 101). **Co-requisites:** Mental Health Nursing (NURS 106), Maternal/Child Nursing (NURS 107), Anatomy & Physiology 2 (BIO218) and Introduction to Psychology (PSYC 101). **NURSING MAJORS ONLY.**

### **NURS 106**

#### **MATERNAL/NEWBORN NURSING**

*Spring, 4.5 credit hours*

Concepts from nursing fundamentals are adapted to the nursing care of the family. The course emphasizes utilization of all components of the nursing process in caring for individuals, within the context of family and community, during the childbearing period and in providing preventative and restorative care. Beginning with the childbearing individual from conception to birth, the concepts of pregnancy, labor, and delivery, postpartum, newborn from infancy, will be presented. The student will build on skills using the nursing process and critical thinking to meet maternal/child health care needs within the family system, well child and acute care settings. Clinical experiences are provided in area hospitals. Six hours lecture, two hours laboratory, seven hours clinical per week. **Prerequisites:** Fundamentals of Nursing (NURS 101), Nursing Seminar (NURS 105), Pharmacology 1 (NURS 103), Anatomy & Physiology 1 (BIO 217) and Composition & the Spoken Word (ENGL 101). **Co-requisites:** Mental Health Nursing (NURS 107), Pharmacology 2 (NURS 104), Anatomy & Physiology 2 (BIO 218) and Introduction to Psychology (PSYC 101). **NURSING MAJORS ONLY.**

### **NURS 107**

#### **MENTAL HEALTH NURSING**

*Spring, 4.5 credit hours*

This course offers an examination of concepts and theories related to psychiatric and mental health nursing within the context of the therapeutic relationship. Exploration of methods for promoting and maintaining optimal mental health function. Emphasis is placed on relationship-centered care, teamwork, quality and safety for diverse patient populations with psychiatric disorders. Six hours lecture, two hours laboratory, seven hours clinical per week. **Prerequisites:** Fundamentals of Nursing (NURS 101), Nursing Seminar (NURS 105), Pharmacology 1 (NURS 103), Anatomy & Physiology 1 (BIO 217) and Composition & the Spoken Word (ENGL 101). **Corequisites:** Maternal Newborn Nursing (NURS 106), Pharmacology 2 (NURS 104), Anatomy & Physiology 2 (BIO 218) and Introduction to Psychology (PSYC 101). **NURSING MAJORS ONLY.**

### **NURS 200**

#### **PHARMACOLOGY III**

*Fall, 1 credit hours*

This course explores classifications of drugs used to treat, fluid and electrolyte imbalances, infection, and cancer. Additionally, drugs used in the treatment of respiratory, gastrointestinal, and endocrine disorders will be discussed. One hour lecture per week. **Prerequisites:** Pharmacology II (NURS 104), Mental Health Nursing (NURS 107), and Maternal/Child Nursing (NURS 106). **Pre- or Corequisites:** Microbiology (BIOL 209), Pharmacology III (NURS 200), Human Development (PSYC 225) or Child Development (PSYC 220). **NURSING MAJORS ONLY.**

### **NURS 201**

#### **MEDICAL-SURGICAL NURSING I**

*Fall, 10 credit hours*

Course content focuses on application of nursing process to care of pediatric and adult patients experiencing medical-surgical conditions along the health-illness continuum. Topics covered include those related to acute/complex respiratory, endocrinology, gastrointestinal, oncologic, musculoskeletal, and fluid, electrolyte and acid-base disorders. Students apply their learning to clients in medical-surgical clinical settings. Skills performed in the nursing laboratory on campus facilitate the transfer of knowledge from the classroom to the clinical setting. Seven hours lecture, two hours laboratory, and nine hours clinical per week. **Prerequisites:** Maternal/Child Nursing (NURS 106), Mental Health Nursing (NURS 107), and Anatomy & Physiology I (BIOL 217). **Pre- or Corequisites:** Microbiology (BIOL 209), Pharmacology III (NURS 200), Human Development (PSYC 225) or Child Development (PSYC 220). **NURSING MAJORS ONLY.**

**NURS 202****MEDICAL-SURGICAL NURSING II**

*Spring, 10 credit hours*

This course focuses on application of nursing process to adult patients experiencing medical-surgical conditions along the health-illness continuum. Topics covered include those related to acute/complex cardiovascular, neurologic, hematologic, integumentary, immunologic, sensory, reproductive, emergency, and disaster events or disorders. Students will apply their learning to clients in medical-surgical clinical settings. Skills performed in the nursing laboratory on campus facilitate the transfer of knowledge from the classroom to the clinical setting. Six hours lecture, ten hours clinical, and two hours lab per week. Prerequisites: Maternal/Child Nursing (NURS 106), Mental Health Nursing (NURS 107), Medical-Surgical Nursing I (NURS 201), Microbiology (BIOL 209), and Human Development (PSYC 225) or Child Development (PSYC 220). Pre- or Corequisites: Professional Issues and Trends in Nursing (NURS 203), Pharmacology IV (NURS 204). NURSING MAJORS ONLY

**NURS 203****PROFESSIONAL ISSUES AND TRENDS IN NURSING**

*Spring, 1 credit hour*

Students explore and analyze socio-economic and political variables that affect professional nursing and healthcare. Students examine the professional growth and transition of the student nurse, current issues in healthcare, nursing management, and career development. One hour's lecture per week. Prerequisites: Maternal/Child Nursing (NURS 106), Mental Health Nursing (NURS 107), Medical-Surgical Nursing I (NURS 201), Microbiology (BIOL 209), and Human Development (PSYC 225) or Child Development (PSYC 220). Prerequisites: Medical-Surgical Nursing I (NURS 201). Writing intensive course. Pre- or Corequisites: Medical Surgical Nursing II (NURS 202), Pharmacology IV (NURS 204). NURSING MAJORS ONLY

**NURS 204****PHARMACOLOGY IV**

*Spring, 1 credit hour*

This course explores nursing care associated with the classifications of drugs used to treat cardiovascular, blood, sensory, neurological, immune, and skin disorders. In addition, drugs used in the emergency setting will be examined. One hour lecture per week. Prerequisites: Maternal/Child Nursing (NURS 106), Mental Health Nursing (NURS 107), Medical-Surgical Nursing I (NURS 201), Microbiology (BIOL 209), and Human Development (PSYC 225) or Child Development (PSYC 220). Corequisites: Pharmacology III (NURS 200), Medical-Surgical Nursing I (NURS 201), and Medical-Surgical Nursing (NURS 202), Professional Issues and Trends in Nursing (NURS 203). NURSING MAJORS ONLY.

**Program Course Requirements (Curriculum 0622)****Nursing Courses Required**

NURS 101 Fundamentals of Nursing

NURS 103 Pharmacology 1

NURS 105 Seminar

NURS 104 Pharmacology 2(split into MH and OB) \*

NURS 106 Maternal Newborn Nursing\*

NURS 107 Mental Health Nursing\*

NURS 200 Pharmacology 3

NURS 201 Medical Surgical Nursing 1

NURS 202 Medical Surgical Nursing 2

NURS 203 Professional Issues and Trends #

NURS 204 Pharmacology 4

\*Students must pass both Pharm and course in first 7 weeks to move to next 7-week course

All nursing courses must be completed in the above order

Degree programming by semester with Advisor

### **Science Courses Required**

BIO 217 Anatomy & Physiology I

BIO 218 Anatomy & Physiology II

BIO 209 Microbiology

### **Psychology Courses Required**

PSYC 101 Introduction to Psychology

PSYC 220 OR 225 Child development or Human Development

### **English Courses Required**

ENG 101 Composition and the Spoken Word

### **# Writing Intensive Course**

Graduation Requirements: Total Semester Hours – 62 credits with minimum 2.0 GPA

A grade of C+ or better is required for successful completion of all nursing courses and a grade of C or better is required for all co-requisite courses to continue in the program. **Successful completion of all co-requisite courses and a semester GPA of 2.0 is required to continue** in the program. This requirement is different from that of the college to help ensure that the student is adequately prepared to enter the nursing profession, increase likelihood of success on the NCLEX-RN test, and enhance the ability of the student to transfer credit to another college.

Once enrolled in NURS 101, students must complete the AAS portion of the course in two years and the entire dual degree program within four years. For extraordinary circumstances, permission to complete the program beyond four years must be granted by the Dean of the School of Science, Health, and Criminal Justice in consultation with the Nursing Department Director.

Of the five clinical nursing courses (NURS 101, 106, 107, 201, 202) only one course may be repeated one time. Examples of interpretation of this rule follow:

- A student does not obtain the final required grade of "C+" or better in NURS 101 and repeats the course. That student will not be allowed to continue in the program if he/she needs to subsequently repeat NURS 101, 106, 107, 201, or 202.
- A student successfully completes NURS 101 on the first attempt but does not get the required grade of "C+" in NURS 106 or NURS 107 and repeats the course. That student

will not be allowed to continue in the program if he/she needs to subsequently repeat NURS 106, 107, 201, or 202.

- A student successfully completes NURS 101, NURS 106 and NURS 107 on the first attempt, but does not get the required grade of “C+” in NURS 201 and repeats the course. That student will not be allowed to continue in the program if he/she needs to subsequently repeat NURS 201 or 202.
- A student successfully completes NURS 101, 106, 107, and 201 on the first attempt, but does not get the required grade of “C+” in NURS 202 and repeats the course. That student will not be allowed to continue in the program if he/she needs to subsequently repeat NURS 202.

\*\* CPR certification (American Heart Association for Health Care Professionals - BLS for Adults, Infant, and Child) is required for NURS 101, 106, 107, 201, and 202.

\*\* Completion of NYS Child Abuse and Infection Control courses prior to start of NURS 106 & 107. This is at the expense of the student.

\*\* Students will complete clinical experiences in hospitals, long-term care facilities, and community agencies throughout Northern New York. Facility orientation and paperwork might be required before start of clinical rotation. Clinical hours may include day, evenings, and weekends. **The college does not provide transportation to clinical.**

\*\* The New York State Education Department, Office of the Professions requires persons applying for licensure to answer questions related to criminal convictions and/or professional misconduct.

*\*\* To be eligible to take RN boards (NCLEX exam), you must have the required educational background, hours of theory, clinical as well as skills lab and be of good moral character. Persons charged with or convicted of a crime (felony or misdemeanor) in any state or country, or who have committed an act which raises a reasonable question as to the applicant's moral character (e.g., professional misconduct, unprofessional conduct, incompetence or negligence, or the termination of professional training, employment or privilege or voluntary/involuntary leaving to avoid termination by any hospital or licensed facility) shall be referred to the executive director of the Office of Professional Discipline or his/ her designee. This is a lengthy process, and the applicant is responsible for his/her own legal fees. A person concerned with his/her eligibility is advised to initiate the process well before graduation. (Source: New York State Licensing Application Packet published by the New York State Education Department, Office of Professions).*

### **Core Performance Standards**

<b>STANDARD</b>	<b>DEFINITION</b>	<b>EXAMPLES OF NECESSARY ACTIVITIES</b>
<b>Critical Thinking</b>	Critical thinking ability sufficient for clinical judgment	<ul style="list-style-type: none"><li>• Identify cause-effect relationships in clinical situations</li><li>• Develop nursing care plans</li><li>• Make rapid decisions under pressure</li><li>• Handle multiple priorities in stressful situations</li><li>• Assist with problem solving</li></ul>

<b>Conceptual and Analytical Reasoning</b>	Demonstrate ability to calculate, measure and analyze, exercise good judgment, and utilize critical thinking in the process of delivering care and comfort to clients.	<ul style="list-style-type: none"> <li>• Calculate drug dosages with a standard calculator</li> <li>• Use clinical judgment and decision-making skills Apply research-based knowledge from nursing and the sciences as the basis for practice Evaluate nursing care outcomes through the acquisition of data and the questioning of inconsistencies, allowing for the revision of actions and goals</li> <li>• Engage in self-reflective and collegial dialogue about professional practice</li> <li>• Engage in creative problem-solving</li> </ul>
<b>Interpersonal</b>	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, educational, cultural, and intellectual backgrounds	<ul style="list-style-type: none"> <li>• Establish rapport with clients/clients and colleagues</li> <li>• Cope effectively with high levels of stress</li> <li>• Cope with anger/fear/hostility of others in a calm manner</li> <li>• Cope with confrontation</li> <li>• Demonstrate high degree of patience</li> </ul>
<b>Communication</b>	Communication abilities sufficient for interaction with others in Standard English in verbal and written form	<ul style="list-style-type: none"> <li>• Explain treatment procedures</li> <li>• Initiate client education</li> <li>• Document and interpret nursing actions and client/client responses</li> </ul>
<b>Mobility</b>	Physical abilities sufficient to move from room to room, to maneuver in small spaces and to perform procedures necessary for emergency intervention	<ul style="list-style-type: none"> <li>• Move around in client's rooms, workspaces, and treatment areas</li> <li>• Administer cardio-pulmonary resuscitation procedures</li> <li>• Walk the equivalent of 5 miles per day</li> <li>• Remain on one's feet in upright position at a workstation without moving about</li> <li>• Climb stairs</li> <li>• Remain in seated position</li> </ul>
<b>Motor Skills</b>	Gross and fine motor abilities sufficient to provide safe and effective nursing care	<ul style="list-style-type: none"> <li>• Calibrate and use equipment</li> <li>• Position clients/clients</li> <li>• Perform repetitive tasks</li> <li>• Able to grip</li> <li>• Bend at knee and squat.</li> <li>• Reach above shoulder level</li> <li>• Lift and carry 25 pounds</li> <li>• Exert 20-50 pounds of force (pushing/pulling)</li> </ul>

<b>Hearing</b>	Auditory ability sufficient to monitor and assess health needs	<ul style="list-style-type: none"> <li>• Hear monitor alarms, emergency signals, auscultatory sounds, and cries for help</li> <li>• Hear tape recorded transcriptions</li> <li>• Hear telephone interactions</li> </ul>
<b>Visual</b>	Visual ability sufficient for observation and assessment necessary in nursing care	<ul style="list-style-type: none"> <li>• • Observe client/client responses</li> <li>• Identify and distinguish colors</li> <li>• Read words, graphs, charts, instruments</li> </ul>
<b>Sensory</b>	Smell and touch ability is sufficient for patient safety and assessment of patient conditions.	<ul style="list-style-type: none"> <li>• Ability to smell any odors that could alert to patient condition changes.</li> <li>• Ability to feel temperature and skin abnormalities for potential patient condition changes</li> </ul>

### **Admission Criteria**

Nursing is a competitive program that requires students to have a strong background in biology, chemistry, math and reading comprehension. Admission is based on the academic qualifications of the student and space availability. Meeting program admission requirements does NOT guarantee acceptance into the nursing program.

The requirements for admission are as follows.

- Meet eligibility criteria for college level math (Math 111 or Math 112) and Anatomy and Physiology I (BIO 217)
  - All pre-requisite courses may be repeated only once if a grade below "C" or "W" (Withdrawal) is received.
- Take the AT admission exam.
  - All applicants are required to take and pass the entrance exam with a score of 70 or higher. An applicant who is unsuccessful will have one more opportunity to retake the entrance exam during a following term (fall, winter, spring, summer). Two failures of the entrance exam will deem the student as ineligible for the program (i.e., two scores below a 70). No ATI admission scores older than three years will be accepted. The highest scores will be admitted first.
  - All transfer students, readmissions and LPN applicants are required to take the ATI admission exam. Any SUNY Canton LPN student will be exempt from taking the ATI pre-admission exam.
- Provide Admissions with official transcripts from all schools previously attended. Official transcripts must be sent from the institution with the seal of the school affixed to the document. Course equivalences are determined by the Transfer Credit Evaluator and the Dean of the School of Health, Science and Criminal Justice in collaboration with the Nursing Director.
- If a student is requesting re-admission to the nursing program and it has been more than one year since the student was last enrolled in the nursing program, the student will be required to audit the lecture and lab sections of the last nursing course successfully completed. Applicants requesting readmission to the nursing program must have completed the last nursing course within two years.

- Readmitted students will be required to sign a conditional admission contract if they wish to be readmitted into the nursing program when the readmission is due to a clinical course failure (“F”).
- Residency requirement for graduation: Complete SUNY Canton’s NURS 201, 202, 203, and 204 courses, if transferring from another nursing program.
- Presented a current cardiopulmonary resuscitation (CPR) card for a Healthcare Provider (Basic Life Support) from the American Heart Association. CPR should be current from August 1<sup>st</sup> through June 1<sup>st</sup>
- Presented evidence of satisfactory health status with a current and complete record of immunizations.
- Licensed Practical Nurses Advance Placement Applications
  - The LPN may be exempt from the first semester of nursing courses (NURS 101, NURS 105) providing the following criteria are met:
    - Satisfy the criteria stated in Admission Requirements: AAS Nursing.
    - Submit current United States State LPN license and registration.
    - Students who have graduated from a non-credit bearing, non-college practical nursing program (such as BOCES), must pass the ATI RN Fundamentals Assessment Exam at Level 2 Proficiency. There is a cost associated with this exam and it is paid to ATI. Once an account is created & registered, a test ID number will be released to you, and you will be prompted for payment. The link to [“How to Create A New Account”](#) will guide you through the steps.
    - Students can arrange to schedule for the exam, after payment is made, by emailing shcj@canton.edu. Please title the email ATI RN Fundamentals Test and include your contact information so that we can communicate with you. Testing will take place on our campus only. No other options are available. We will arrange a testing time that is convenient for both parties.
    - Complete Human Anatomy & Physiology I with a grade of “C” or higher.
    - Complete English 101 Composition and the Spoken Word with a grade of “C” or higher.
    - It is strongly recommended that the LPN student audit NURS 101 lecture and lab as well as 105.

### **Important Notes:**

Applicants must meet the minimum technical requirements for the nursing program, have proof of United States citizenship or have proof of legal residency and be at least 18 years of age upon graduation from the program.

Applicants may have no more than one repeat, because of an F- failure, W- withdrawal, or "C" grade in NURS 101, NURS 106, NURS 107, NURS 201 or NURS 202 at SUNY Canton or any other college within two years of applying to the nursing program.

Applicants or students with a second unsuccessful F- failure, W- withdrawal, or "C" grade are ineligible for admission to the SUNY Canton nursing program.

Applicants may have no more than one repeat per course, because of an F- failure, W- withdrawal, or "D" grade in Human Anatomy & Physiology 1, Human Anatomy & Physiology 2, and/or Microbiology at SUNY Canton or any other college within five years of applying to the nursing program.

Applicants or students with a second unsuccessful F- failure, W- withdrawal, or "D" grade are ineligible for admission to the SUNY Canton nursing program for a period of five years.

Applicants who have been unsuccessful in two nursing courses or the same nursing course twice at SUNY Canton or another college/nursing program are ineligible for admission to the SUNY Canton nursing program for five years.

SUNY Canton utilizes a regular decision admission policy. The College will accept applications for admission from November to January of the academic year prior to the applicant's requested admission.

The College's Admissions Committee will meet in January and again in March to make final decisions about acceptance into the program. If an applicant exceeds the required admissions requirements for the College, an early acceptance letter will be sent to the applicant as soon as all application materials have been received.

As a single purpose institution with limited enrollment, we want students to be aware that a commitment of admission is expected and request an acceptance of offer of admission within two weeks of notification.

Transfer credit may be awarded for courses that were previously taken at an accredited institution, passed with a grade of "C" or better, and are similar in content and credit hours to those in the SUNY Canton curriculum, such as Anatomy and Physiology I and II, and Microbiology. Anatomy and Physiology I, Anatomy and Physiology II, and Microbiology completed more than five years prior to acceptance will need to be repeated or challenged.

### **Admission Requirements for the A.A.S. in Nursing Program**

1. The application process, including anticipated cost is stated in the SUNY Canton Academic Catalog. Students may elect to attend either full- or part-time. The SUNY Canton Nursing Program utilizes a selective admissions process.
2. There is no discrimination in the educational program or activities of the Nursing Program based on race, age, color, creed, religion, national or ethnic origin, gender, sexual orientation, marital status, or handicap. This practice complies with Title IX of the Educational Acts of 1972, the Americans with Disabilities Act of 1992 and other federal and state laws and regulations.
3. SUNY Canton nursing faculty members subscribe to the Core Performance Standards as adapted from the Southern Council on Collegiate Education for Nursing and from the

Validation Study, "Functional Abilities Essential for Nursing Practice" by the National Council of State Boards of Nursing. The core performance standards set forth cognitive, sensory, affective, and psychomotor performance requirements for nurses. Under the Americans with Disabilities Act (ADA), the SUNY Canton nursing programs do not base admission, acceptance, or continued enrollment on the core performance standards. Instead, the standards are used to assist applicants and students in the determination of need for ADA related accommodations and medications. The core performance standards are intended to constitute an objective measure of:

- A qualified applicant's ability with or without accommodations to meet the program performance requirements.

- Accommodations required by a matriculated student who seeks accommodations under the ADA.

Nursing students, who qualify under the Americans with Disabilities Act, are expected to review these core performance standards. In accordance with the Civil Rights Law and with college policy, no qualified individual with a disability shall, based on that disability, be excluded from participation in the program. SUNY Canton will provide reasonable accommodations to a qualified individual with a disability.

The Office of Student Accessibility Services is responsible for determining if reasonable accommodations can be identified and for ensuring that such accommodations are provided for students. It is the responsibility of the applicant or student to request the accommodations that are needed to perform the behaviors listed below. If a student reports to faculty or staff that they need an accommodation for a perceived disability; they will be referred to Accommodative Services by the faculty member.

To be eligible for a reasonable accommodation, applicants must provide credible documentation of disability. Contact the Office of Student Accessibility Services at 315-3867392, Miller Campus Center 235 or via email at [riedlm@canton.edu](mailto:riedlm@canton.edu), if you think that you may require an accommodation for a disability. SUNY Canton is committed to fostering a diversity community. Information regarding non-discrimination can be found on the SUNY Canton [Non-Discrimination website](#).

### **Retention and Recruitment**

It is the objective of the nursing department that once a student begins the program, they will successfully complete it within 4 semesters. To that end, the college has implemented several measures designed to improve student retention. These include formation of the Student Retention Committee, the RooSuccess early warning identification process, and use of academic advisors. To supplement these measures, the nursing program has implemented the following:

- Use of learning agreements and referrals.
- Assignment of a nursing faculty member as a student's advisor over the course of the student's enrollment.
- Mandatory remediation for test grades 80% and below.

Nursing faculty members and students participate in various recruitment activities including, but not limited to:

- Student open houses
- Student orientations
- Health fairs

## **Policy Development and Implementation**

Development of nursing policies evolves from identification of issues/concerns via:

- Program review.
- Those identified by faculty members and/or students and/or the advisory board.
- Student evaluations.

Policy changes are implemented when they are published in the A.A.S. Nursing Program Student Handbook. In the event a policy must be implemented immediately, a copy of the policy is distributed to each student and all faculty members. Each semester students are required to read the program handbook and sign a statement that they have obtained, read, and understand the program handbook. All faculty members are provided a copy of the handbook.

## **Accountability**

Each Canton nursing student is expected to function professionally and be accountable for his/her own action(s). Students are expected to be self-directed and to follow the appropriate chain of command in both clinical and campus settings.

- Failure to submit assigned work will result in a “0” and a notation in Roos Success. Failure to continue to submit assigned work may result in dismissal from the course. A verbal/written request for an extension may be submitted to the instructor prior to the due date. The instructor may or may not, at his/her discretion, grant an extension.
- Failure to submit assigned work by 11:59 pm on the last day of instruction for the semester will result in an “F” course grade.
- Failure to notify in advance absence from clinical and skills lab will result in a notation in Roos Success. Any subsequent failure to notify in advance an absence from clinical may result in dismissal from the course.
- Chain of command on the campus setting is as follows:
  - Issues, concerns, or problems are addressed initially with the faculty member teaching the course.
  - Failure to resolve the concern with instructing faculty, address the concern with the Nursing Director
  - Failure to resolve at the Nursing Director level, address the concern with the Dean.
  - If, at the end of the semester, the student is not satisfied with the final grade and feels a grievance is warranted, follow the campus procedure for [Academic Grievance Procedures](#)

## **Documentation and Attestation**

**The documentation of the attestation will be included in the Brightspace shell for each student each semester.**

### **Emergency or Interruption in Computer Service Policy:**

- If there is ever an emergency or an interruption in computer service within the SUNY system, due dates will only be extended through the time the server has been down. Therefore, it is up to you to keep up with all assigned work, so that you will be prepared to turn in the appropriate assignments as soon as the server is back online.
- If you are having troubles with your own computer/internet provider, it is up to you to find an alternate means of participating in the course until you get your problems fixed.

### **ATI Integrated Testing Program**

## **ATI Policy and Procedure**

**Purpose:** To optimize program and NCLEX success for our students.

### **Requirements:**

The SUNY Canton Associate of Science Nursing Program requires students to purchase and complete an Assessment Technology Institute (ATI) Nursing Review Program. This program is complete with books, on-line videos, non-proctored exams, and proctored exams. The program measures student's comprehension and evaluates their knowledge in relation to the nursing process, critical thinking, therapeutic intervention, communication, and competency skills. The intent of the comprehensive assessment and review program is to increase student pass rates on the licensure exam, lower program attrition, and contribute to program evaluation. The comprehensive program provides tools to help student prepare more efficiently, as well as increase confidence and familiarity with licensure exam content.

ATI examinations are nationally standardized examinations that are content-specific and based on the National Council of State Boards of Nursing (NCSBN) Testing Blueprint. ATI's online exams test students on their skills in clinical application and critical thinking, which are cornerstones of registered nursing student preparation. ATI provides institutional and student diagnostic reports that include an item-by-item topic comparison between SUNY Canton's nursing group's percentages answered correctly and the national group norm answered correctly. Additionally, ATI provides an individualized detailed remediation plan for the students regarding their specific areas of weakness.

ATI exams are divided into concept areas equivalent to those on the NCLEX licensure exam. Each nursing student will be assigned an account on the ATI site. This site offers students individualized remediation opportunities after each exam, and the ability to continue learning opportunities throughout the program. Instructors will specify their expectations and requirements for this area. If there is a question, the student is responsible for clarifying the expectation with the instructor. Students will be required to pay for the ATI product at the beginning of each semester. Failure to complete any required assignments or to take the ATI exams when scheduled results in a grade of "0" for that exam or assignment. This will include remediation as stated below.

The ATI exams are a reliable, valid, nationally standardized exams used by many nursing schools to predict success on the NCLEX licensing examination and identify students in need of additional strategies to improve their studying and exam taking skills to successfully complete the NCLEX testing. The ATI exam is a computerized, timed, proctored, comprehensive examination of nursing program content with particular focus on application of knowledge using critical thinking and clinical reasoning skills. The successful student will prepare themselves for these exams by reviewing and applying nursing theory in the context of a clinical practice scenario, practicing exam taking strategies, and critically thinking at an advanced level.

## Scoring of the ATI examination

The scores range from Below Level 1 to Level 3 proficiency level on Content Mastery Series (CMS) Assessments, and 0% to 100% probability to pass NCLEX on the Comprehensive Predictor. An acceptable level of performance is a proficiency score of Level 2 on CMS assessments and 90% probability to pass NCLEX-RN on the Comprehensive Predictor. However, when preparing for the NCLEX-RN, it is mandatory that students seriously remediate any subject area category in which they obtained a score of less than Level 2 Proficiency or 90% probability of passing. All exam items are weighted according to their difficulty level. Each individual student score reflects application of the ATI Predictability Model (PM) to the overall score and each subject area score. Research studies have found the PM to be highly accurate in predicting NCLEX-RN success. The conversion score is a weighted percentage score that considers the average difficulty of the exam and the average difficulty of the exam items answered. The ATI score is a better predictor of NCLEX-RN success than the conversion score because it reflects application of the PM in its calculation, whereas the conversion score does not.

ATI exams are used throughout the curriculum within SUNY Canton's nursing program from the first through the last nursing course. The rationale for utilizing the ATI series of examinations is to prepare the student for eventual NCLEX-RN ("Boards") success.

The individual exams offered throughout the curriculum are provided as steppingstones which culminate in taking the ATI Comprehensive Predictor, which is a course requirement in the NURS 202: Medical- Surgical Nursing course. Therefore, preparation, completion, and remediation, as indicated on all the ATI exams, are essential elements throughout the curriculum and are performed to prepare the student for success. ATI exams are utilized across the curriculum.

## Use of Standardized Testing Across the A.A.S. in Nursing Program Curriculum

<b>A.A.S in Nursing Level Semester and Course</b>	<b>Proctored Assessments</b>
Fall NURS 101	RN Fundamentals
Fall NURS 105	Critical Thinking Assessment-Entrance
Spring NURS 106	RN Maternal-Newborn
Spring NURS 107	RN Mental Health

Fall of second year NURS 201	RN Nursing Care of Children Nutrition
Spring of second year NURS 202	RN Adult Medical Surgical RN Comprehensive Assessment
Spring of second year NURS 203	RN Leadership Critical Thinking Assessment-Exit
Spring of second year NURS 204	RN Pharmacology

### ATI Semester Exams

1. Nursing students will take ATI exams during each semester of the program. These exams will be integrated throughout all nursing courses. Remediation time is taken into consideration with the scheduling of the exams.
2. Standardized testing
  - a. Standardized exams will be administered each semester and count as 10% of the students' final grade.
    - The conversion score on the initial exam(s) (1<sup>st</sup> attempt) for each specialty exam will be 10% of the grade dissemination for the related theory course.
  - b. Practice exams will be scheduled prior to taking the proctored exam.
    - Practice exams are set up to only show scores (not correct answers) and are not proctored. They are taken outside of the classroom.
    - Practice exam remediation will need to be completed prior to sitting for the proctored exam (per syllabus).
3. It is strongly recommended that students score a minimum of Level 2 on their ATI exams, demonstrating appropriate retention of learned material. This will involve remediation of exams.

### ATI Comprehensive Predictor

Cumulative exam over all coursework completed within the nursing program and related disciplines:

1. The ATI Comprehensive Predictor will be completed at the end of NURS 202 Medical Surgical Nursing II. It is recommended that students obtain a score of *90% probability to pass NCLEX-RN on first attempt* on the exit ATI exam. The exam is scheduled at this time to allow the student an appropriate amount of time to remediate following the second semester Specialty ATI exams.
2. As with other ATI experiences, students not successfully obtaining a minimum score of 90% probability to pass on the ATI Comprehensive Predictor will be required to remediate after the exam is completed to maintain the final grade for that exam. Failure to do this will result in a "0" grade for this exam.

## **ATI Mandatory Remediation**

Following the completion of any ATI standardized examination all students are required to be accountable for their remediation by accessing their individual ATI remediation plan via the ATI website. Students that do not remediate within the assigned time frame will be assigned a “0”. See the course syllabus for assigned due dates, including completion of exam and remediation.

A score below Level 2 proficiency on ATI CMS Exams or 90% probability to pass on the ATI Comprehensive Predictor constitutes an unsuccessful exam score thus requiring remediation. The remediation must be followed in order to support success. Again, failure to complete the specific remediation will result in a “0” for that exam.

## **ATI Content Mastery Series (CMS): Grading Rubric**

ATI Point Conversion Table with Remediation is as follows:

PRACTICE ASSESSMENT	
4 points	
<p><b>Complete Practice Assessment A.</b></p> <p>Remediation:</p> <ul style="list-style-type: none"><li>• Minimum 1-hour Focused Review on initial attempt</li></ul> <p>• For each topic missed, complete an active learning template as part of the required remediation process.*</p> <p>Take Post Study Quiz (if available)** and complete an active learning template for each topic missed.</p>	<p><b>Complete Practice Assessment B.</b></p> <p>Remediation:</p> <ul style="list-style-type: none"><li>• Minimum 1-hour Focused Review on initial attempt</li></ul> <p>• For each topic missed, complete an active learning template as part of the required remediation process.*</p> <p>Take Post Study Quiz (if available)** and complete an active learning template for each topic missed.</p>

STANDARDIZED PROCTORED ASSESSMENT			
Level 3 = 4 points	Level 2 = 3 points	Level 1 = 1 point	Below Level 1 = 0 points
<p><b>Remediation = 2 points:</b></p> <ul style="list-style-type: none"><li>• Minimum 1-hour Focused Review</li></ul> <p>• For each topic missed, complete an active learning template as part of the required remediation process.*</p>	<p><b>Remediation = 2 points:</b></p> <ul style="list-style-type: none"><li>• Minimum 2-hour Focused Review</li></ul> <p>• For each topic missed, complete an active learning template as part of the required remediation process.*</p>	<p><b>Remediation = 2 points:</b></p> <ul style="list-style-type: none"><li>• Minimum 3-hour Focused Review</li></ul> <p>• For each topic missed, complete an active learning template as part of the required remediation process.*</p>	<p><b>Remediation = 2 points:</b></p> <ul style="list-style-type: none"><li>• Minimum 4-hour Focused Review</li></ul> <p>• For each topic missed, complete an active learning template as part of the required remediation process.*</p>
10/10 points	9/10 points	7/10 points	6/10 points
Proctored Assessment Retake***			
No retake required	No retake required	Retake required/recommended	Retake required/recommended

## Comprehensive Predictor Grading Rubric

PRACTICE ASSESSMENT			
4 points			
<b>Complete Practice Assessment A.</b> Remediation: <ul style="list-style-type: none"><li>• Minimum 1-hour Focused Review on initial attempt</li><li>• For each topic missed, complete an active learning template as part of the required remediation process.*</li></ul> Take Post Study Quiz (if available)** and complete an active learning template for each topic missed.		<b>Complete Practice Assessment B.</b> Remediation: <ul style="list-style-type: none"><li>• Minimum 1-hour Focused Review on initial attempt</li><li>• For each topic missed, complete an active learning template as part of the required remediation process.*</li></ul> Take Post Study Quiz (if available)** and complete an active learning template for each topic missed.	
STANDARDIZED PROCTORED ASSESSMENT			
95% or above Passing predictability = 4 points	90% or above Passing predictability = 3 points	85% or above Passing predictability = 1 point	84% or below Passing predictability = 0 points
<b>Remediation = 2 points:</b> <ul style="list-style-type: none"><li>• Minimum 1-hour Focused Review</li><li>• For each topic missed, complete an active learning template as part of the required remediation process.*</li></ul>	<b>Remediation = 2 points:</b> <ul style="list-style-type: none"><li>• Minimum 2-hour Focused Review</li><li>• For each topic missed, complete an active learning template as part of the required remediation process.*</li></ul>	<b>Remediation = 2 points:</b> <ul style="list-style-type: none"><li>• Minimum 3-hour Focused Review</li><li>• For each topic missed, complete an active learning template as part of the required remediation process.*</li></ul>	<b>Remediation = 2 points:</b> <ul style="list-style-type: none"><li>• Minimum 4-hour Focused Review</li><li>• For each topic missed, complete an active learning template as part of the required remediation process.*</li></ul>
10/10 points	9/10 points	7/10 points	6/10 points
Proctored Assessment Retake***			
No retake required	No retake required	Retake required/recommended	Retake required/recommended

\* Each student's focused review materials are created based upon the questions the student missed. Please take students' test scores into account when assigning time to spend in remediation, as a higher score means less focused review materials will be available.

\*\* Handwritten key points/templates and desire number of critical points dependent on level is required. These are to be uploaded to the course shell drop box by due date assigned.

\*\*\* On the retake of the Proctored Assessment, if a student moves up a level, they can earn an extra percentage point. Maximum points allowed for exam is 10 (Example, a

*below level 1 can now earn 1 more point after remediation of second exam by Midnight of the exam day).*

## **ATI Capstone Content Review**

During NURS 202, all students will be enrolled in the ATI Capstone Content Review and required to complete all components of the review.

### **The ATI Capstone Content Review will include:**

- Proctored ATI Capstone Comprehensive A
- 7 weeks of content modules with completion of the following:

#### **o Prepare**

- Weekly tips
- Review of Concepts
- Pre-assessment quiz o

#### **Test**

- Weekly content assessment completed by Thursday.

#### **o Improve**

- Focused Review
- Post-assessment assignment
- Weekly assignments (remediation) will be due on Sunday by midnight.
- Proctored ATI Capstone Comprehensive B

Note: The total ATI Capstone points will count for 5 % of overall academic course grade.

## ATI Live NCLEX-RN Review

A three-day NCLEX-RN review course will be scheduled prior to the end of NURS 202.

**Attendance at a live NCLEX-RN review course is required to pass the course. This is mandatory as a requirement for graduation.** Students will not be allowed to graduate until an NCLEX-RN Live Review course has been attended and proof provided to the NURS 202 course faculty instructor. **The live review will be scheduled at the end of the NURS 202 for three consecutive days, eight hours per day with portions of this time held on a weekend.**

### Computerized Testing Policy

Students are responsible for an honest and independent effort during testing. When there is evidence of cheating, disciplinary action may be taken; including, but not limited to, receiving a zero for the exam or being withdrawn from the course.

Cheating includes, but is not limited to:

1. Looking at or copying from another student's exam
2. Communicating or receiving answers during the exam
3. Using unauthorized notes, texts or other materials during an exam
4. Obtaining and/or distributing an unauthorized exam or part of an exam
5. Having additional browser windows open before, during, or after an exam
6. Discussing exam content or questions with classmates who have not yet taken the exam
7. Use of cell phone to take pictures of exams, quizzes etc. during review

Policy and procedure for computerized testing:

1. All computerized testing will be proctored, and students are expected to be looking only in the direction of their own computer. Students who are observed looking at other computer screens will be verbally warned. If the behavior continues, the student's computer test will be terminated, and the student will receive a zero for that exam.
2. The college utilizes Respondus lockdown browser or ATI Proctorio with a monitor and before any grades are released, all instructors will review the videos for any activity that is flagged by Respondus/Proctorio. The instructors will make comments and speak with students for clarification of flagged activities.
3. The only browser window/tab allowed to be open during an exam is the one that is being used to administer the exam. Absolutely no other browser windows/tabs are to be opened during the exam (including emails). **If a student is caught with any other browser open, they will be terminated from the program with no option for return.**
4. The student will have a mirror set up behind their testing workspace. The mirror will allow visual access to the test area. **If this is not in place a zero will be given for the exam grade.**
5. The student will show proper SUNY Canton ID upon entrance to exams-**if this is not shown, a zero will be given for the exam grade.**
6. The student will scan the area with the video turned on that the computer will be sitting on during the exam as the environmental area scan-**if this is not done a zero will be given for the exam grade.**
7. The student will assure that their face is centered in the camera at all times. **If their face is not in the camera field (we cannot see your entire face)- a zero for that given for the exam grade**

8. The student will not turn off their camera or block it in any way for any amount of time-**if this is observed via video, a zero will be given for the exam grade.**
9. The student will not open any exam, at any time, unless the exam is a scheduled exam in a proctored setting at the established time.
10. Under no circumstances will a student print out or email an exam or exam results.
11. Students may not discuss the content of an exam until all students have taken the exam.
12. If a student skips a question or does not save an answer properly, the student will not receive credit for that question.
13. Only proctor approved items are allowed during test (i.e., scratch paper, Kleenex, etc.).
14. No drinks or food are allowed in the testing room, unless approved by proctor.
15. No cell phones or other electronic devices are allowed in the testing area. If a calculator is required, only approved simple calculators will be permitted.
16. Faculty will not define or explain the meaning of terminology for students during an exam.
17. Students will have an opportunity to review their exam in a proctored, formal setting. The faculty will not accept questions concerning answer rationales during the exam.
18. Students may only review their exams in a proctored setting. Accessing an exam outside of a proctored setting is prohibited.

### **Testing Policy**

The following policy applies to all testing environments.

1. The only items allowed on the desk are those approved by the instructor. All cell phones must be turned off and smart watches/devices removed and placed in backpacks at front of room..
2. Passing notes, calculators or any other items or materials to another student after the exam has started is prohibited. Any questions or requests should be made directly to the instructor or proctor.
3. Students may not leave the room during the examination. The examination must be submitted prior to leaving the room.
4. Testing start and end times will be listed on the board or computer. Students who arrive late will not receive extra time to complete the examination. Any student who arrives late will only be afforded the remaining allotted test time.
5. Students taking examinations are expected to adhere to the academic integrity policy. It is expected that the examination reflects one's own independent and individual work. Failure to abide by the academic integrity policy can result in academic sanctions up to and including dismissal from the program.
6. Instructors may delay posting of grades for 24 hours but no longer than 5 school days. Instructors can make grade adjustments until final course grades are posted in UCanWeb.
7. Nursing students who make less than 80% on any unit exam are required to remediate.
8. Test review is available as scheduled by instructor after the test is submitted. Students are not allowed to have any paper individual student responses with their answer key while reviewing exam. No notes are allowed to be taken while reviewing an examination.
9. Exam Grades: There will be no rounding of grades, a 74.99 will be equivalent to a grade of "C."
10. Students may miss scheduled examinations only in extreme circumstances such as illness, death in family or other emergencies.

## **Exam Review**

1. It is at the faculty's discretion if a group review is conducted. If so, the students will not be allowed to take any notes or pictures; they can only read the exam questions with the rationale and discuss questions with other students or the faculty.
  - i. If notes or pictures of exam items occur, the student will be expelled from the program.
2. All testing materials are the property of the Nursing Department.

## **Exams Note:**

Answers for exam questions will not be debated. The instructor's decision is final. This does not preclude the instructor adjusting answers due to an exam being wrongly keyed, realization by the instructor that a question may not have been clear, etc. The instructor will provide the rationalization for the correct answer when exam review is conducted. The student will have the opportunity to review class exams either by appointment with the faculty member or during a time established by the faculty member. This class exam review will occur prior to the next exam. The final exam will not be available for review with the exception being for the student who does not pass the course. The following are examples of behaviors/responses from students that are not acceptable:

1. Instructor "X" said this is the correct answer.
2. My doctor, pharmacist, next door neighbor, deceased dog, etc said this is the correct answer.
3. WebMD, Joe's Page of Diseases, the book "Drugs by Jennie Craig" says this is the correct answer.
4. Eye rolling, huffing, and puffing in disgust, stomping feet, attempting to extend the instructor's decision with further "arguing", casting blame, and other behaviors deemed by the instructor to be unprofessional will not be tolerated and will result in a behavior contract being established. Unprofessional verbal and nonverbal behaviors have no place in a program that leads to licensure as a Registered Professional Nurse and will not be tolerated.
5. Verbal test bashing or unprofessional comments regarding exams or faculty, placed on social media.

## **Remediation Policy**

### **Purpose**

The purpose of remediation is to identify, remediate, and counsel those individuals who demonstrate behaviors or evidence of difficulties in their Nursing Program as early as possible.

Remediation is a system of support for the student and is not a disciplinary action. The sole purpose of this program is to help struggling students with remediation efforts designed at assisting them to become better equipped to be successful nurses. Remediation may be made for any significant areas of weaknesses. The faculty seeks to ensure that each student

successfully completes our program and is ready to enter the profession having assimilated the necessary knowledge, skills, and attitude and conduct essential for the successful nurse.

## Policy

### 1. Required Remediation

- a. Students will be required to complete the standardized ATI remediation plan for all correct and incorrect questions. The opportunity to retake the second standardized exam may be made available by the course faculty.
- b. Students who are referred for remediation from their clinical instructor and/or lab instructor will be required to remediate in the practice laboratory.
- c. Students unsuccessful on a theory exam (80% or less) will be required to complete a remediation plan for incorrect questions. Students who fail to remediate will receive a zero-course grade on that exam.

## Procedure

### 1. Required Remediation: Skills

- a. The clinical instructor refers the student to the skills lab instructor for remediation of nursing skill(s) by completing a notation in Roo Success. *If the skill is a video/Panopto skill, **all** attempts are in the video/Panopto format.*
- b. The student makes an appointment for remediation with the skills instructor to remediate in the skills lab.
- c. The student demonstrates competence of the skill to the skills lab instructor.
- d. Once completed, there will be communication from the lab/clinical instructor to the clinical and cohort leader.

### 2. Required Remediation: Standardized ATI Exams

- a. Students are required to complete the standardized ATI-remediation plan for all questions at 60 seconds each question.

### 3. Required Remediation: Theory Exams

- a. If the student scores less than 80% on any of the theory exams, they will need to see the instructor for mandatory exam remediation. Remediation may be done in a group setting or one-on-one, which is up to the discretion of the instructor. Unless done in class in a group setting, the student will set up an appointment to complete the remediation with the instructor.
- b. Remediation will entail reviewing the student's exam and the questions that were answered incorrectly. The student will fill out an exam remediation form themselves. This form is used as a tool to specifically decipher why the student answered the question wrong. Based on why the student answered questions incorrectly, the student and instructor may then formulate a study plan for the next exam. The instructor may provide study tips and assistance to the student with the goal of a higher-grade percentage on the next scheduled exam. Printing the remediation form will be the responsibility of the student. No cell phones may be used to take pictures of exam questions. All phones must be turned off and out of sight.
- c. Remediation is mandatory before the next exam. There will be no reminders- the student is expected to initiate this process independently. Remediation is required to be completed 48 hours prior to next exam due to student procrastination risking unavailability of instructor. If a student does not complete the remediation before the next exam is administered, the student will receive a grade of "0" for the exam not remediated.

## Tardy Assignment Rubric

During the first few weeks of nursing school, there are many new technology learning platforms for the student to acclimate to as well as a brief learning curve to develop assignment organization plans to monitor multiple due dates for assignments. To provide fairness in that learning process, we have created a tardy assignment rubric. Once students have acclimated to this process, in most cases by week 4 (first month of school), the late policy will then be enforced, which states **"all assignments submitted after the assigned due date will receive a "0"**. The importance of being prepared and organized to meet the assignment due dates are aligned with the practice of nursing and the need for the nurse to receive and complete nursing client duties within set time frames. Learning to manage time and complete tasks on time is a vital skill for all nurses. Below is the tardy assignment rubric.

Tardy Assignment Rubric (during weeks 1-4 of NURS 101 ONLY)

Days Late	Total Point Reduction
1 (first day after due date)	15 points
2 (second day after due date)	30 points
3 (third day after due date)	45 points
4 (fourth day after due date)	60 points
5 (Fifth days after due date)	75 points
6 (sixth day after due date)	90 points
7 (seventh day after due date)	Will receive a "0"

## Expectations of Nursing Students and Accommodations Policy

Physical expectations of students admitted in the nursing program include being able to ambulate and function in a safe manner and not placing clients in jeopardy – see technical admission requirements. Students who may have or have difficulty in meeting the previous expectations or who may have or have a learning, physical, or mental health disability are encouraged to meet with staff from the Student Accessibility Service Center on campus to receive assistance.

The department is committed to ensuring compliance with the Americans with Disabilities Act and will provide accommodations whenever possible. Students meeting the criteria for special accommodations set by the Student Accessibility Services and who choose to utilize these accommodations are to consult with the course instructor as soon as possible (but prior to the first examination) so that arrangements to meet the students' needs may be made. All students completing the nursing program must be able to successfully demonstrate the ability to perform all program competencies.

Students who take lecture examinations through Student Accessibility Service Center are asked to speak with the nursing faculty member upon returning to the classroom to obtain any announcements, corrections, changes, etc. that may have been made by the instructor during the student's examination session. It is the student's responsibility to check with the instructor and to receive these announcements when returning to the classroom.

The college provides a variety of tutoring services and published guidelines for [Alternative Testing Services for Students with Disabilities](#).

## **Student Services**

### **Academic Advisement**

Each nursing student is assigned a nursing faculty member as his/her academic advisor. The advisor works to facilitate students' success in the nursing program and with academic/professional aspirations. Students will have the same advisor through graduation. Students may request a different advisor by contacting the dean of the school of health, science, and criminal justice office. Advisors have posted office hours and are available to meet with the students requesting an appointment in person, via email, by telephone or webcam. The advisor will assist the student with referrals to other college services as indicated.

### **Student Financial Aid Information/Services**

Student financial information, including both billing and financial aid may be found in the Student Service Center located in French Hall. Refer to SUNY Canton Home Page for links to services. One expectation of nursing graduates, as professionals, is that loan commitments and obligations should be honored.

Students in need of small loans for emergency purposes may apply for the Rebecca Spooner or James Donnelly loan. Please see a nursing faculty member for more details.

### **Student Resources**

SUNY Canton student handbook available at: <https://www.canton.edu/dos/code.html>

Refer to SUNY Canton Home Page for the following resources:

- SUNY Learning Network (SLN)
- SLN Student Orientation
- SLN Knowledge Base
- SLN Network
- SUNY Canton Help Desk: [helpdesk@canton.edu](mailto:helpdesk@canton.edu) . Phone# 315-386-7448
- Program Information packet available on request

## **Student Accident/Injury Policy**

Nursing students who are injured during clinical experiences and receive a personal injury or blood exposure must notify the course instructor immediately. Depending on the nature of the injury and after consulting with the affiliating agency's infection control staff and/or the SUNY Canton Davis Health Center, the student will be referred to the emergency department, the Davis Health Center, or the student's own healthcare provider. Any blood/body fluid exposures will be evaluated in the nearest emergency department immediately.

Appropriate agency Accident/Injury forms should be obtained from both SUNY Canton and the affiliating agency's nurse manager of the unit where the accident or injury occurred. The SUNY Canton Accident/Injury report should be completed by the student whenever possible to prevent any breach of confidentiality by college staff. Detailed and extensive reporting is to be avoided.

The nursing department director must be notified by the Clinical Instructor and a SUNY Canton Accident/Injury form obtained and completed (see Appendix B).

Unless immediate evaluation is required in the emergency room setting, the student will contact the SUNY Canton Davis Health Center for advice, referral, or treatment if medically necessary.

The SUNY Canton Nursing Program is not responsible for reimbursement of medical treatment rendered.

## **Student Advisement**

Please see the SUNY Canton Academic Catalog. A student list for advisement is available for all nursing instructors in Banner. Students may access their records through Degree works.

## **Student Liability Insurance**

Each student should carefully consider the benefits of purchasing malpractice insurance. The department recommends that students consider companies endorsed by the American Nurses Association and/or the New York State Nurses Association.

## **Integrity Policy**

It is expected that students will be honest in all academic and clinical situations and perform independently on all exams, skills tests, and written assignments.

Any form of cheating or attempting to cheat will result in "F" course grade. The college policy for Student Conduct" found in the college's student handbook will be adhered to (<https://www.canton.edu/media/pdf/handbook.pdf>, pp 21-28). Students who knowingly collaborate in cheating by assisting others will be held equally responsible.

Learning assistance materials, supplies, videos, software, and equipment in the lab are for use by all nursing students and are not to be removed unless permission from a nursing faculty member is granted. Removal of such items without permission jeopardizes the learning of all other students and is a breach of integrity. Removal of such equipment without permission may result in criminal charges.

## **Professional Behavior**

### **Standards of Professional Conduct**

SUNY Canton's nursing students will adhere to the following standards of professional conduct as an integral aspect of professional socialization.

- **Accountability** - Answering for one's action to self, the client, the profession, and the college.
- **Ethical** - Adhering to the Nurse's Code of Ethics (ANA, 2021).
- **Legal** - Operating within the standards of care related to the nursing student role.
- **Honesty** - Practicing fairness and truthfulness in conduct.
- **Dependability** - Being trustworthy and reliable.
- **Respect** - Treating others and self with consideration and courtesy.
- **Responsibility** - Performing duties associated with the nurse's particular role.
- **Confidentiality** - Respecting the privacy of clients by respecting privileged information.
- **Punctuality** - Arriving on time for all classroom and clinical assignments.
- **Professional Appearance** – Following personal appearance standards and uniform policy.

### **SUNY Canton College Code of Conduct**

Students are also required to adhere to SUNY Canton Code of Conduct defined on the College website: [http://www.canton.edu/student\\_affairs/code.html](http://www.canton.edu/student_affairs/code.html)

### ***American Nurses Association (ANA) Principles for Social Networking***

Students are expected to adhere to the ANA's Principles for Social Networking as listed below. Violations of these principles may result in termination from the nursing program.

#### **ANA's Principles for Social Networking**

1. Nurses must not transmit or place online individually identifiable client information.
2. Nurses must observe ethically prescribed professional client-nurse boundaries.
3. Nurses should understand that clients, colleagues, institutions, and employers may view postings.

4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a client's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

### **Six Tips to Avoid Problems**

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-client relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with clients blurs this boundary.
4. Do not make disparaging remarks about clients, employers or co-workers, even if they are not identified.
5. Do not take photos or videos of clients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

### **References:**

American Nurses Association (2011, September). Principles for Social Networking and the Nurse. Silver Spring, MD: Author.

National Council of State Boards of Nursing. (2018, August). White Paper: A Nurse's Guide to the Use of social media. Chicago, IL: Author.

### **Ethical/Legal Behavior**

The Nursing Department believes all nurses and nursing students should follow a professional code of ethics. The American Nurses' Association —Nursing: Scope and Standards of Practice 4<sup>th</sup> Ed, contains the 2021 Code of Ethics.

**Violating any of the Standards of Professional Conduct, the SUNY Canton Code of Conduct, or ANA's Principles for Social Networking will result in a required meeting with the student and Department Director and may include the instructor within five business days and may result in termination from the program with no possibility of return/reapplication.**

## Behavior Policy/Rubric

### BEHAVIORS TO BE IMPROVED DOCUMENTATION FORM

Student: \_\_\_\_\_ Instructor: \_\_\_\_\_

Identified deficiency area:

☐ Knowledge ☐ Clinical skills ☐ Professional accountability

Behaviors to be improved: \_\_\_\_\_

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Outcome criteria: \_\_\_\_\_

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Completion time frame: \_\_\_\_\_

Student comments:

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Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **SUNY Canton Margaret D. Sovie School of Nursing**

**Topic:** 1. Adherence to American Nursing Association, Code of Conduct, 2. Promote good moral and Ethical conduct, 3. Provide guidance and oversight of civility and social networking, 4. Professional accountability

Behavioral Progression				
	Action Steps			
	Initial	Second Infraction	Third Infraction	Termination

<b><u>Progressive Discipline</u></b>	<p>~A meeting will be held between student and advisor. A "Behaviors to Be Improved" Form will be filled out and signed by both the advisor and the student.</p> <p>~All behaviors rising to the level of Behaviors to Be Improve Form will be reviewed by the Director and/or their designees for consistency and appropriate application of policy.</p> <p>~Some behaviors can and do result in termination from the Nursing Program and in these cases, Progressive Discipline is not indicated.</p>	<p>~If a second issue is identified or there is no improvement of the previously identified behavior, a remediation plan will be initiated. It will include behavior identification, expected outcome criteria and dates for completion.</p> <p>~The student will also receive a 5-point deduction from final course grade.</p> <p>~If the student commits the same infraction or any other behavioral infraction, it will be treated as a second offense and may result in termination from the program.</p>	<p>~If a third behavioral issue is identified or there is no improvement of the previously identified behaviors, it will result in a failing final course grade and program dismissal.</p>	<p>Unsuccessful completion of any NURS course. These courses must be taken sequentially and completed successfully. If the student is unsuccessful in any NURS course, the student must reapply to the nursing program through the Admission's Department. (See Admissions Criteria).</p>
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\*All behaviors are addressed in SUNY Canton Student Handbook and Code of Conduct and Nursing Student Program Handbook for PN, ADN and RN-BS and/or Nursing Course Syllabi. The Nursing School Staff and the Office of the Dean reserve the right to interpret the severity of infractions and continued presence in the Nursing Program.

### **American Nurses Association Code for Nurses**

The Code for Nurses, adopted by the American Nurses Association is intended to serve the individual practitioner as a guide to the ethical principles that should govern nursing practice, conduct and relationships. The following nine statements constitute the CODE FOR NURSES.

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and acts consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professional and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organization, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

## **Good Moral/Ethical Conduct**

Title VIII of the Education Laws of New York State clearly states applicants for admission to the practice of professional nursing must be of good moral character. Section 28.2 of the Rules of the Board of Regents of New York State states an individual convicted of a crime or an individual who has committed an act which raises reasonable question as to the applicant's moral character will be suspect. The statutory requirements to obtain and hold a license are described in the Nursing Guide to Practice, published by The State Education Department, Office of the Professions (See Article 130 and 139 of Title VIII of the Education Laws of New York State, especially Sections 6509 and 6510 of Article 130 and Section 6905 and 6906 of Article 139). Students are expected to adhere to the Code for Nurses. Students will be held accountable for this Code of Ethics. To the best of their ability, the faculty will attempt to ensure that persons admitted to, maintained in, or graduated from the program in nursing will be of good moral character and not exhibit undesirable/unprofessional behavior.

## **Civility and Social Networking**

Civility is generally defined as being polite, courteous, and respectful to others. Conversely, incivility can be described as any "speech or action that is disrespectful or rude or ranges from insulting remarks and verbal abuse to explosive, violent behavior." The Nursing program at SUNY Canton is dedicated to creating a safe teaching-learning environment founded on respect and human dignity for all. Nursing students are expected to adhere to the Student Code of Conduct as outlined in the College Catalog under College Policies. Any statements made, or photographs posted, within any social networking site (such as Facebook, Twitter, or any other platform) which can cause actual or potential harm or injury to another person, to the SUNY

Canton Nursing program or to SUNY Canton itself, may be grounds for dismissal from the program.

A social networking infraction will be reviewed by nursing faculty. Using social networking to contact faculty is not an appropriate means of professional communication. As a reminder, it is a violation of HIPAA policies to discuss ANY aspect of SUNY Canton Clinical on social networking sites. In addition to dismissal from the program, violation of HIPAA policy is subject to federal prosecution.

## **Professional Accountability**

Being accountable means accepting responsibility for your actions. It also means that you accept consequences that occur because of those actions. As a health care professional, you are accountable to yourself, your patients, your nursing program, your peers and to the nursing profession. Accountability as professional nurse makes you more effective and respected.

SUNY Canton Nursing Students are expected to always demonstrate professional accountability.

If any issue arises related to this area the following remediation plan will be initiated: First Warning: A meeting will be held with you and your advisor. A "Behaviors to Be Improved" form will be filled out and signed by both the advisor and the student.

Second Warning: If a second issue is identified or there is no improvement of the previously identified issue, a remediation plan will be initiated. It will include issue identification, outcome criteria and dates for completion. You will also receive a 5-point deduction from final course grade. If the student commits the same infraction or any other infraction, it will be treated as a second offense.

Third Warning: If a third issue is identified or there is no improvement of the previously identified issue, it will result in a failing final course grade and program dismissal.

## **Attendance Policy**

The SUNY Canton nursing faculty believe that to ensure excellence and professionalism in nursing, attendance and punctuality for class, practice lab and clinical experiences are essential. Regular attendance demonstrates professional behavior and responsibility. Students are accountable for attending all scheduled educational activities and meeting all course objectives. In the event of absences, the student's ability to meet course objectives may be in jeopardy.

## **Definitions**

### **Absence:**

Lack of physical attendance for *any* portion of a class/clinical/lab session may be counted as absence for the entire at the discretion of the instructor.

### **Excused absence:**

Any absence excused by the Dean of Students is an excused absence. Sports absences must complete any missed exams prior to the absence.

**Considerations from instructors for excused absences for medical reasons will require a medical excuse. The classes, clinicals, labs and assignments MUST be made up.**

**Unexcused absence:**

An absence for which the student does not provide prior notification to the instructor via email, telephone, or in person. An unexcused absence demonstrates a lack of professional responsibility.

**Tardy:**

Tardiness is defined as arriving for class 5 minutes after the instructor has already begun the activities for the day including but not limited to announcements, lecture, quizzes, tests, lab instruction/practice, and/or daily activities in the clinical setting. This includes the time after a break during a class time longer than 50 minutes.

**Tardiness:**

Classes will not begin any sooner than scheduled. A student is allowed 2 (two) instances of being tardy without penalty. After the second instance it is considered an unexcused absence. This could lead to termination from the program. Communication with the instructor is vital.

Prior notification of tardiness will be considered an excused absence.

If tardiness occurs the day of a schedule exam, the student will have the remaining time from arrival to compete the exam. Again, communication with the instructor is vital. It is up to the discretion of the instructor if student will be allowed admittance to the exam.

**Lecture Attendance\***

Attendance to scheduled lectures is required. If there are unforeseeable circumstances that the student cannot attend lecture for a total of 3 classes (3+ credit) in a 14-week course, or 2 (two) total absences from a 7-week (3+ credit hour) course, or 1 (one) total absence from lecture per 14-week (<3 credit hour) course, students could face termination from the program. In the event of an absence, the student will be held responsible for obtaining the information missed. There are no lab make-ups scheduled-please plan to attend another lab during the same week based on instructor approval and classroom seat availability.

Consequences for an excess of absenteeism will be at the instructor's discretion in consultation with the Director of the nursing department and could result in termination from the program.

Upon 1 (one) *unexcused* absence the student, along with other appropriate parties, will receive notification through the Roo Success system. A second *unexcused* absence will result in another Roo notification. A third unexcused absence will result in dismissal from the class and a grade of "F" will be received unless the student officially withdraws from the class. Roo will be utilized as the documentation to support recording of absenteeism and tardiness.

If a student is unable to notify the instructor of an absence in advance due to an *emergency*, the absence may be considered an excused absence with documentation of the situation to the instructor's satisfaction. If satisfactory documentation cannot be presented, the absence will be recorded as an unexcused absence.

An unexcused absence on a scheduled exam day will result in a grade of 0 (zero) for that scheduled exam. Only extenuating circumstances documented to the satisfaction of the instructor will be accepted as an excused absence from an exam. The student will be responsible for scheduling an appointment with the instructor to makeup the exam. These times will be at the instructor discretion and availability.

### **Laboratory attendance\***

Due to the nature of lab instruction, it is critical that students make every attempt to attend all lab sessions as scheduled. If a student has an excused absence on a lab day and is not able to schedule makeup time during notification of absence, the student will be responsible for contacting the instructor in advance to schedule a time to complete lab work. The makeup must be completed within one week of the missed lab. If a lab is missed with a competency, it will be considered a failed attempt. If other section(s) of lab are available that week the student will be required to attend one of them. If an absence from lab is unexcused the student will not be able to make up the lab.

***\*Individual faculty may have additional attendance requirements in their course syllabi.***

### **Student Athletes**

Per college policy, student athletes will receive excused absences for participation in intercollegiate competition. Student athletes are held to the same attendance expectation as all other students. Students are to notify instructors as soon as they are aware of an approaching absence but no later than one day prior to the absence. All work that is due during the time of absence must be submitted prior to the absence. If the student will be missing an exam, they must notify the instructor **one week** prior to the exam to reschedule prior to the exam date. It is the student's responsibility to know the dates of sports events and notify the instructor(s) 1 week in advance.

### **Instructor Absence**

If an instructor will be absent, students will be notified via email with instructions to prepare for the next class.

### **Inclement Weather**

Instructors do not have the right to cancel class in the event of inclement weather. If the college is in normal operations lecture/lab/clinical will occur as scheduled. At times remote lectures will occur-labs and clinical are exempt from this.

### **Regulations**

The New York State Board of Nursing (BON) requires a minimum number of clinical hours for generic students to be eligible for license as a Registered Nurse in New York State. SUNY Canton's nursing curriculum provides the required number of hours, which must be adhered to be eligible to sit for the licensing exam.

## Clinical Attendance

Please be aware that clinical rotations can be changed if needed due to multiple factors including inability to hire instructors, facility refusal of students, or any other number of reasons out of the control of the college and the nursing program. Students are not guaranteed to participate in a clinical of their choice if it must be changed.

It is required that all students will rotate to Upstate Medical University at least one time during their NURS 201 & 202 clinical rotations. The purpose of this is to allow student to have a variety of clinical experiences within different health care institutions.

Students are expected to attend all clinical hours to meet the objectives of the program and legal requirements for licensure. If the student is unable to attend clinical s/he is responsible for notifying the instructor prior to the scheduled time. Failure to report the impending clinical absence shall be considered a lack of accountability and will be unexcused for the purpose of clinical evaluation. Students who have clinical absences must meet with clinical and course faculty to determine how clinical objectives can be met. **If the student has been given an excused absence, the excused clinical day must be made up. More than one missed clinical day may result in clinical failure. Unexcused absence make up time is at the discretion of the clinical instructor, course faculty and director.**

When the campus provides transportation to a clinical site, all students must use this transportation. If the student opts out of using the transportation provided, they must complete and submit the "Assumption of Risk" form to the director of the nursing programs. **Any student that does not properly opt out will not be allowed to participate in the clinical rotation.**

## Health Conditions

The student is responsible for notifying each clinical instructor and appropriate agency personnel of any health condition which might require special consideration such as pregnancy, diabetes, epilepsy, etc. A physician's release statement specifying the extent to which the student may participate in clinical activities is required in the following situations:

- Inability or restricted ability to perform clinical activities safely (i.e., back injury, fractures, birth of a baby, surgery, or other disabilities). NOTE: A full release statement is required when there are no longer activity restrictions. The authority to grant health clearance will rest with SUNY Canton Student Health Center.
- Personal illness or injury resulting in clinical absence of more than one week (1-3 days)

## Clinical Make-up

All excused clinical hours must be made up. It is the responsibility of the student to contact the clinical instructor regarding make-up of all clinical absences. The opportunity to make up absences from missed clinical time will be determined by the availability of the clinical affiliating agency and a qualified clinical faculty to supervise the experience.

The student must be in good standing, i.e., meeting clinical objectives at the time of the absence to be eligible for a clinical make up day. The student is expected to contact the instructor within 48 hours to schedule clinical makeup. Clinical makeups should occur as soon as possible.

Clinical makeup may be accomplished by one of the following methods:

- The student may contact another clinical instructor at the same clinical agency to request attendance at their clinical group. The instructor has the right to deny or accept the student.
- The student may hire a clinical faculty member to make up their missed clinical day at the same facility where the absence occurred. The student is responsible for any additional costs which may be incurred for making up clinical time. The typical fee associated with clinical teaching ranges from \$36-\$50.00/hr for Bachelor of Science prepared faculty member to \$42.00-\$65.00/hr for Master of Science in nursing faculty member.

**Students unable to make up their missed clinical time will receive an unsatisfactory in clinical which will result in course failure ("F").**

### **Dismissal of Clinical for Adverse Conditions**

The President of SUNY Canton has the sole authority to dismiss classes due to ice and snow. If the University is closed because of weather or other adverse conditions, clinical practicums will be cancelled. Alternate arrangements will be made for students to meet clinical objectives. If classes are delayed (late start) on a clinical day, the clinical instructor has two options:

- Arrange with the clinical agency for the students to come later (i.e., if clinical is scheduled for 7:30 a.m. - 11:30 a.m., and the President cancels 7:30 a.m. and 8:30 a.m. classes, students may begin clinical at 9:30 a.m.).
- Neither the Director of the Department of Nursing or any individual faculty member has the authority to cancel classes - so don't ask them. Students are urged to use personal judgment about safety in times of inclement weather, and they are to communicate with course and clinical faculty.

### **Attendance at On-Campus Skills Lab**

Attendance at on-campus skills lab is required. Students are expected to report by phone, text or email to their lab instructor any absence from lab. Faculty will discuss the mechanics for reporting absences. An alternative assignment related to the course content may be required for an absence. **A maximum of one week of nursing lab can be missed if an excused absence is given. More than one week of nursing lab will result in course failure ("F").**

### **Theory Attendance**

Students are required to attend all theory classes. The nursing faculty subscribes to the philosophy that academic success is directly proportional to class attendance. It is expected that students regularly and punctually attend all class and clinical sessions. Each course delineates specific attendance requirements. Any student absent from an exam must notify the faculty.

Exam make up time will be at the discretion of the instructor, which may be within 24 hours after return to college. Students must contact the faculty to arrange time for the make-up test.

**A maximum of one absence per lecture day per week of a nursing clinical course or one absence from a non-clinical nursing course can be missed if an excused absence is given. For example-if the lecture is two days a week, only 2 absences are allowed per semester. Absences above the number of lectures per week will result in course failure ("F").**

### **Examination Attendance**

1. A student who must be absent during a scheduled examination, due to an emergency or illness, must notify the faculty prior to the exam as outlined in the course syllabi.
2. Failure to notify the faculty of absence for an examination result in a grade of zero for that exam unless appropriate documentation is provided.
3. Failure to take the makeup exam at the designated time will result in a zero for that exam.
4. An unexcused absence on an exam date and time will result in a zero for that exam.

### **Clinical rotations changes and mandates**

Please be aware that clinical rotations can be changed if needed due to multiple factors including inability to hire instructors, facility refusal of students, or any other number of reasons out of the control of the college and the nursing program. Students are not guaranteed to participate in a clinical of their choice if it must be changed.

It is required that all students will rotate to Upstate Medical University at least one time during their NURS 201 & 202 clinical rotations. The purpose of this is to allow student to have a variety of clinical experiences within different health care institutions.

### **Student Accident/Incident Policy**

Nursing students who are injured during clinical experiences and receive a personal injury or blood exposure must notify the clinical instructor immediately. Depending on the nature of the injury and after consulting with the affiliating agency's infection control staff and/or the SUNY Canton Davis Health Center, the student will be referred to the emergency department, the Davis Health Center, or the student's own healthcare provider. Any blood/body fluid exposures will be evaluated in the nearest emergency department immediately.

Appropriate agency Accident/Injury forms should be obtained from both SUNY Canton and the affiliating agency's nurse manager of the unit where the accident or injury occurred. The SUNY

Canton Accident/Injury report should be completed by the student whenever possible to prevent any breach of confidentiality by college staff. Detailed and extensive reporting is to be avoided.

The nursing department director must be notified by the Clinical Instructor and a SUNY Canton Accident/Injury form obtained and completed. Please obtain the form from the website:  
<http://www.canton.edu/forms/>.

Unless immediate evaluation is required in the emergency room setting, the student will contact the SUNY Canton Davis Health Center for advice, referral, or treatment if medically necessary.

The SUNY Canton Nursing Program is not responsible for reimbursement of medical treatment rendered.

### **Electronic Devices** **(cell phones, smartphones, laptop computers, etc.)**

1. No cell phone or smart watches/devices are allowed in the patient care areas of the health care setting.
2. During class times, laptop computers are to be used to access course materials only. Instructors may require students to turn off all electronic devices, including computers, during class, clinical, or laboratory.
3. Students expecting an emergency call during an examination should leave their cell phone with the course instructor for them to answer. The course instructor will relay the message to the student.

### **Audio or Video Recording in Class/Lab/Clinical**

Audio or video recording in class or the practice lab is permitted at the discretion of the instructor. Audio and video recording in the clinical setting is prohibited.

### **Student Records**

Please see the SUNY Canton Academic Catalog and A.A.S. Nursing Program Handbook. All student files are maintained for all nursing students in Banner. Students may access their records through Degree works.

### **Student Liability Insurance**

Each student should carefully consider the benefits of purchasing student malpractice insurance. The department recommends that students consider companies endorsed by the American Nurses Association and/or the New York State Nurses Association.

## **Academic Advisement**

Each nursing student is assigned a nursing faculty member to serve as the student's academic advisor. The role of the academic advisor is to assist the student to succeed in the nursing program and with academic/professional aspirations. Ideally, students will have the same advisor from admission through graduation. Students may request a different advisor by contacting their desired advisor. The new advisor will contact the dean's office for assignment of the advisee. Advisors post weekly office hours and are available to meet with students requesting appointments. The advisor will assist the student with referrals to other college services as indicated. Student academic work progress will remain confidential as outlined by FERPA regulations.

## **Nursing Impairment Policy**

### **Purpose**

Practicing nursing while the ability to practice is impaired by alcohol, drugs, physical or mental disability or dependency upon alcohol or drugs constitutes professional misconduct for a nurse. The State of New York offers an opportunity through peer assistance services for remediation provided the use of alcohol or drugs has not resulted in harm to a patient. A nurse whose abuse of alcohol or drugs results in harm to a patient is subject to discipline, up to and including revocation of their license.

The purpose of this policy is to establish procedures consistent with the expectations for licensed nurses in the State of New York, by which the SUNY Canton nursing faculty will address student impairment. "Student impairment" may be suspected when a student is: Exhibiting one or more signs of impairment immediately before or at any time during a clinical rotation shift which gives rise to a reasonable suspicion of impairment, as determined by the observing nursing faculty member; or if a student self-identifies a drug-related problem.

### **Policy**

SUNY Canton is committed to maintaining a safe, healthy, and productive learning environment for students, faculty, patients, clients, and visitors. To provide a safe learning environment, students must be able to perform nursing duties with reasonable skill in a safe, secure, productive, and effective manner, and remain able to do so through the entire time they are a student at SUNY Canton. Nursing students who are impaired are not fit for duty and pose significant health and safety risks to themselves and others. This policy supplements but does not override the SUNY Canton Policies & Procedures Manual, including those sections relating to Expectations of Nursing Students and Accommodations and Professional Behavior. This policy also supplements any applicable Facility Policy.

SUNY Canton recognizes the right to privacy granted to all students under the Health Insurance Portability and Accountability Act (HIPAA) and the Family Education Rights Protection Act (FERPA). All persons involved in "fitness for duty" evaluations, drug testing, and referrals shall keep confidential the identity of the student, their evaluation, and the results of any evaluation/tests as required by such laws.

The cost of any evaluation, testing, and transportation, as well as treatment required because of such evaluation and/or testing arising from suspected student impairment, shall be the sole responsibility of the student.

## **Procedure**

When a nursing faculty member personally observes or receives reliable information that a student may be impaired, the nursing faculty member will try, through an interview with the student, to determine whether the suspicion is reasonable and document the information or observation as soon as possible using the Impaired Observation Checklist, attached to this policy as [Form One](#). If possible, the nursing faculty member should have another observer complete a separate observation form. Each observer should document the observed or reported information that supports the reasonable suspicion of impairment.

In accordance with the applicable Facility Policy, when a nursing faculty member has reasonable suspicion that a nursing student may be impaired, the nursing faculty member shall immediately remove such student from interaction with patients and adhere to the applicable Facility Policy and seek immediate testing of the student for the cause of impairment with the written consent of the student. A written consent form is attached to this policy as [Form Two](#). The student will be responsible for the cost of the testing. Although the nursing faculty member may authorize the facility to charge SUNY Canton for the cost of testing, the student subject to testing will be expected to reimburse SUNY Canton for the cost of the testing.

If the facility does not provide immediate testing, the nursing faculty member will seek testing at a nearby emergency department provided:

The student consents to the testing and the transportation to the emergency department. Transport to the emergency department can be safely accomplished. Use of SUNY Canton taxi vouchers is permitted for this purpose and can be obtained by contacting the Health Center during regular business hours or University Police if the Health Center is closed.

The student will be expected to reimburse SUNY Canton for the cost of the taxi); and such efforts do not impose an undue burden on the facility or any other SUNY Canton nursing students training at the facility. Transporting a student suspected to be impaired in a nursing faculty member's vehicle is not considered safe.

Upon completion of such testing, the nursing faculty member will assist the student in arranging transportation to the student's residence. Use of SUNY Canton taxi vouchers is permitted for this purpose and can be obtained by contacting the Health Center during regular business hours or University Police if the Health Center is closed. The student will be expected to reimburse SUNY Canton for the cost of the taxi.

If faculty supervision of other SUNY Canton nursing students at the facility is interrupted while addressing suspected student impairment, the other nursing students shall be removed from patient interaction until faculty supervision returns.

The nursing faculty member shall consult with the Nursing Program Director regarding the student after the immediate safety issue has been addressed. The completed observation form(s) will be provided to the Nursing Program Director.

If testing shows no cause of impairment or the suspected impairment is not a drug-related problem, the issue will be addressed under the Remediation Policy and/or the Expectations of Nursing Students and Accommodations Policy as set forth in the Nursing Program Handbook.

The documentation relating to the incident shall be part of the student's education record.

If:

Testing confirms impairment; or

The student admits impairment; or

The student refuses to consent to testing for the cause of suspected impairment; or

The facility did not provide immediate testing for the cause of suspected impairment; or

The student self-identifies a drug-related problem,

Then,

The student shall be placed on leave, encouraged to remediate any drug-related problem, and be required to provide a completed Fitness for Duty Clearance Form,) which must be completed by a qualified healthcare provider (the form attached as [Form Three](#)).

The Fitness for Duty Clearance Form shall be delivered to the Davis Health Center Director before the student is permitted to return to the program from leave. The Fitness for Duty Clearance Form will be reviewed by The Davis Health Center Director for a determination of health clearance and, if acceptable, the Davis Health Center Director in consultation with the Nursing Program Director, may authorize the student to return to the program, subject to a behavioral contract as provided in the Nursing Student Handbook. The student is encouraged to request an opportunity to discuss the matter with the Davis Health Center Director. The Davis Health Center Director may require the student to meet with the Nursing Program Director prior to making the decision on whether the student may return to the program.

The Attendance Policy set forth in the Nursing Program Handbook shall apply to the absence during such leave with not more than one day being considered an excused absence. A student who is unable to provide the Fitness for Duty Clearance Form prior to incurring an unexcused absence may withdraw from the clinical nursing course and request a medical leave from the nursing program in accordance with the Nursing Program Handbook to allow the student the time necessary to remediate a drug-related problem. However, withdrawal from the clinical nursing course and requesting a medical leave from the program does not satisfy the requirement to provide the Fitness for Duty Clearance Form before the student is permitted to return to the program.<sup>1</sup>

A student who refuses to consent to testing for a suspected drug-related problem when a reasonable suspicion of impairment arises and who provides no satisfactory explanation for the suspected impairment will be assumed to have been impaired and may be subject to discipline up to and including dismissal from the program. Whether a student has capacity to consent to testing shall be determined solely by the facility that conducts the testing.

## **Definitions**

**Drug-related problem:** A problem or problems that are related to the use, misuse, or addiction to drugs and/or alcohol.

**Facility policy:** A policy or procedure of a healthcare facility where a nursing student participates in a clinical rotation.

**Impairment:** An inability to perform duties with reasonable skill and safety to patients and others due to use or misuse of drugs, alcohol, or any other substance or because of any physical or mental condition.

<sup>1</sup> To clarify:

1. A student who is suspected of impairment and consents to testing which determines that no impairing substance was detectable may continue in the clinical nursing course.
2. A student who is suspected of impairment, and either consents to testing which confirms impairment or who is unable to submit to immediate testing, and then provides a completed and acceptable Fitness for Duty Clearance Form within one day after the date of confirmed or suspected impairment may continue in the clinical nursing course.
3. A student who is suspected of impairment, either consents to testing which confirms impairment or is unable to submit to immediate testing, and then cannot provide a completed and acceptable Fitness for Duty Clearance Form within one day after the date of confirmed or suspected impairment may withdraw from the clinical nursing course and request a medical leave from the program to permit the student to address a drug-related problem. Return to the program will depend, among other things, on the ability of the student to provide a completed and acceptable Fitness for Duty Clearance Form within the term of the medical leave.
4. A student who is suspected of impairment and either (i) refuses to consent to testing, or (ii) is unable to submit to immediate testing, or (iii) consents to testing which confirms impairment, and then (a) fails to provide a completed and acceptable Fitness for Duty Clearance Form within one day after the date of impairment and fails to withdraw from the clinical nursing course and request a medical leave, or (b) withdraws from the clinical nursing course and requests a medical leave but fails to provide a completed and acceptable Fitness for Duty Clearance Form within the term of the medical leave, shall be subject to discipline up to and including dismissal from the program.

**Qualified healthcare provider:** A healthcare provider licensed under Chapter 131, 153 or 163 of the New York State Education Law with appropriate expertise in conditions related to the use or abuse of alcohol or other substances.

**Reasonable suspicion:**

Exists when a nursing faculty member has:

Either received an oral or written report that alleges that a SUNY Canton nursing student has exhibited one or more signs of impairment; or observed the SUNY Canton nursing student exhibit one or more signs of impairment; and made a reasonable effort through an interview with the SUNY Canton nursing student to determine whether the suspicion of impairment is reasonable.

**SUNY Canton**  
**Impaired Observation Checklist**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Location:** \_\_\_\_\_

Observations	Yes	No
<b>Smell of Alcohol or Marijuana on breath or person</b>		
<b>Speech:</b> Slurred, Confused, Fragmented, Rapid, Slow, unusually loud or soft (circle all that apply)		
<b>Disorientation:</b> Is the student confused about where she/he is, what day it is, what time it is? Is the student forgetful? Decreased alertness? (Circle all that apply)		
<b>Personality:</b> Significant change in personality such as mood swings, euphoria, depression, abusive behavior, violence, secretiveness, insolence, insubordination, irritability, moodiness, tendency to isolate self (circle all that apply)		
<b>Social Changes:</b> Avoids social gatherings, eats alone (describe)		
<b>Apparent inability to focus on work:</b> (describe)		
<b>Shaking or trembling of hands</b>		
<b>Skin:</b> Pale, flushed, excessive perspiration (circle all that apply)		
<b>Needle marks on arms, unusual sneezing, or nasal congestion:</b> (circle all that apply)		
<b>Eyes:</b> Bloodshot, dilated pupils, pinpoint pupils (circle all that apply)		
<b>Blank stare on expression</b>		
<b>Physical Appearance:</b> Deteriorating and/or changes in appearance such as change in dress, unkempt appearance, flushed complexion, (describe)		
<b>Energy:</b> Displays weariness, fatigue, exhaustion, excessive yawning, sudden or unpredictable change in energy level, unusually energetic (circle all that apply)		
<b>Class/Lab/Clinical Time:</b> A pattern of tardiness, prolonged breaks, unexplained departures from class, lab or clinical, disappearance from class, lab or clinical, excessive absenteeism, late assignments with elaborate excuses for not meeting deadlines, avoiding group work, unsafe clinical performance/placing clients at risk, impaired judgment in the clinical area, deteriorating productivity (circle all that apply)		

<b>Student states consumption of alcohol or ingesting drugs</b> , including (over the counter or prescription) that adversely affects the student's ability to practice nursing or perform classroom and clinical duties with reasonable skill and safety		
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**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Observations	Yes	No
<b>Careless performance of work</b> (describe)		
<b>Additional Comments:</b>		

Based on my observations, I have a reasonable suspicion that \_\_\_\_\_  
(student) may be impaired and could be a danger to self or others and I request further  
evaluation to determine the cause of the suspected impairment.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

To be completed by the student to be referred (optional). Are you taking any medications, or is  
there any other information you believe might explain your behavior?

## State University of New York College of Technology at Canton Impairment Evaluation Authorization

### Consent to Evaluation and Authorization for Release of Records

I acknowledge that I have been requested to submit to evaluation for possible cause of suspected impairment pursuant to the SUNY Canton Impairment Policy. I understand that the evaluation includes a triage screening, possible examination by a physician, and blood and/or urinalysis and/or hair testing for drugs and alcohol. I hereby consent to this evaluation. I authorize the release of all records pertaining to this evaluation, including emergency department and physician notes and laboratory reports, and specifically including records containing the diagnosis of drug and/or alcohol abuse to the SUNY Canton Davis Health Center Director for the program in which I am enrolled. I do not, however, authorize the sharing of information about the diagnosis or treatment of AIDS, the treatment of drug and/or alcohol abuse or the treatment and/or consultation for mental health or psychiatric disorders. The records are needed for a fitness for duty evaluation. This authorization will expire 30 days after the date first written below. I understand that I may revoke this authorization at any time, that my revocation must be submitted in writing to the facility that conducts the testing and evaluation; and that the revocation shall be effective except to the extent the facility has already disclosed information in reliance on this authorization. I understand that treatment, payment, enrollment in any health plan, or eligibility for benefits is not conditioned on signing this authorization. However, I understand that the provision of the impairment evaluation is conditioned upon my signing this consent and authorization. I understand that information used or disclosed pursuant to this authorization may be subject to re-disclosure by the recipient and may no longer be protected by applicable privacy law. I have received a copy of this form.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Witness Signature \_\_\_\_\_

### Refusal of Impairment Evaluation

I acknowledge that I have been requested to submit to evaluation for possible cause of suspected impairment pursuant to the SUNY Canton Impairment Policy. I hereby refuse to submit to the impairment evaluation and refuse to submit all specimens for testing. I acknowledge that my refusal may be accepted by SUNY Canton as my irrevocable withdrawal from the Nursing Program at SUNY Canton in which I am enrolled and that if so accepted, I shall not be eligible for readmission.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Witness Signature \_\_\_\_\_

*If the person refuses to sign this form, indicate below:*

I provided \_\_\_\_\_ [Name] with a copy of this Impairment Evaluation Authorization on \_\_\_\_\_ [Date] and asked him/her to submit to an impairment evaluation. He/she refused to submit to the evaluation and refused to sign the form.

Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

Witness Signature \_\_\_\_\_

# **Fitness for Duty Clearance Form To**

be completed by the student (patient):

Student's Name: _____		Phone (____) _____	
_____			
Address: _____		City: _____ State: _____	
_____ Zip: _____			
<p>I hereby authorize my health care provider to complete and forward this form to the SUNY Canton Davis Health Center at 34 Cornell Drive, Canton, NY 13617 and supply the information requested herein.</p>			
Student's Signature _____		Date: _____	
_____			
Guardian's	signature	if	the participant is under 18 years of age _____

To be completed by the Qualified Healthcare Provider:

I have examined this patient on _____	
Date of Examination	
I have found the following:	
<input type="checkbox"/> Any Substance Use Disorder is in Early Full Remission or Sustained Full Remission,	
<input type="checkbox"/> Current Global Assessment of Function (GAF) is 81 or higher	
<input type="checkbox"/> For Mental Health Disorders, a Social and Occupational Functioning Scale (SOFAS) is 81 or higher	
<input type="checkbox"/> She / he may participate fully in the nursing program without restrictions or limitations. The patient is competent to perform all nursing tasks.	
<input type="checkbox"/> She / he may participate fully in the nursing program with restrictions or limitations. The patient is competent to perform all nursing tasks. Limitations or restrictions are:	
_____	
_____	
_____	
Clinic Name: _____	Phone Number: _____
Clinic Address: _____	
Provider's Signature: _____	
Provider's Name Printed: _____	
Provider's Title: _____	Date: _____
PLEASE NOTE: This record must be signed by the provider granting the clearance.	

## Global Assessment of Functioning

The Global Assessment of Functioning (GAF) assigns a clinical judgment in numerical fashion to the individual's overall functioning level. Impairments in psychological, social, and occupational/school functioning are considered, but those related to physical or environmental limitations are not.

The scale ranges from 0 (inadequate information) to 100 (superior functioning). Starting at either the top or the bottom of the scale, go up/down the list until the most accurate description of functioning for the individual is reached. Assess either the symptom severity or the level of functioning, whichever is the worse of the two. Check the category above and below to ensure the most accurate one has been chosen. Within that category there will be a range of 10. Choose the number that is most descriptive of the overall functioning of the individual.

GAF Range	Description of Level of Functioning
100-91	Superior functioning in a wide range of activities, life's problems never seem to get out of hand, is sought out by others because of his or her many positive qualities. No symptoms.
90-81	Absent minimal symptoms (e.g., mild anxiety before an exam), good functioning in all areas, interested and involved in a wide range of activities, socially effective, generally satisfied with life, no more than everyday problems or concerns (e.g., an occasional argument with family members)
80-71	If symptoms are present, they are transient and expectable reactions to psychosocial stressors (e.g., difficulty concentration after family argument); no more than slight impairment in social, occupational, or school functioning (e.g., temporarily falling behind in schoolwork).
70-61	Some mild symptoms (e.g., depressed mood and mild insomnia) OR some difficulty in social, occupational, or school functioning (e.g., occasional truancy, or theft within the household), but generally functioning well, has some meaningful interpersonal relationships.
60-51	Moderate symptoms (e.g., flat and circumstantial speech, occasional panic attacks) OR moderate difficulty in social occupational, or social functioning (e.g., few friends, conflicts with co-workers)
50-41	Serious symptoms (e.g., suicidal ideation, severe obsessional rituals, frequent shoplifting) OR any serious impairment in social, occupational, or school functioning (e.g., no friends, unable to keep a job).
40-31	Some impairment testing or communication (e.g., speech is at times illogical, obscure, or irrelevant) OR major impairment in several areas, such as work or school, family relations, judgement, thinking, or mood (e.g., depressed man avoids friends, neglect family, and is unable to work, child frequently beats up younger children, is defiant at home, and is failing at school).
30-21	Behavior is considerably influenced by delusions or hallucinations OR serious impairment in communication or judgement (e.g., sometimes incoherent, acts grossly inappropriately, suicidal preoccupation) OR inability to function in almost all areas (e.g., stays in bed all day, no job, home or friends).
20-11	Some danger of hurting self or others (e.g., suicide attempts without clear expectation of death, frequently violent, manic excitement) OR occasionally fails to maintain minimal personal hygiene (e.g., smears face) OR gross impairment in communication (e.g., largely incoherent or mute).
10-1	Persistent danger of severely hurting self or others (e.g., recurrent violence) OR persistent inability to maintain minimal personal hygiene OR serious suicidal act with clear expectation of death.
0	Inadequate Information

## Social and Occupational Functioning Assessment Scale (SOFAS)

The SOFAS is a new scale that differs from the Global Assessment of Functioning (GAF) Scale in that it focuses exclusively on the individual's level of social and occupational functioning and is not directly influenced by the overall severity of the individual's psychological symptoms. Also, in contrast to the GAF Scale, any impairment in social and occupational functioning that is due to general medical conditions is considered in making the SOFAS rating. The SOFAS is usually used to rate functioning for the current period (i.e., the level of functioning at the time of the evaluation).

The SOFAS may also be used to rate functioning for other time periods. For example, for some purposes it may be useful to evaluate functioning for the past year (i.e., the highest level of functioning for at least a few months during the past year). Consider social and occupational functioning on a continuum from excellent functioning to grossly impaired functioning. Include impairments in functioning due to physical limitations, as well as those due to mental impairments. To be counted, impairment must be a direct consequence of mental and physical health problems; the effects of lack of opportunity and other environmental limitations are not to be considered. Code (Note: Use intermediate codes when appropriate, e.g., 45, 68, 72.)

SOFAS Range	Description of Level of Functioning
91-100	Superior functioning in a wide range of activities.
81-90	Good functioning in all areas, occupationally and socially effective.
71-80	No more than a slight impairment in social, occupational, or school functioning (e.g., infrequent interpersonal conflict, temporarily falling behind in schoolwork).
61-70	Some difficulty in social, occupational, or school functioning, but generally functioning well, has some meaningful interpersonal relationships.
51-60	Moderate difficulty in social, occupational, or school functioning (e.g., few friends, conflicts with peers or co-workers).
41-50	Serious impairment in social, occupational, or school functioning (e.g., no friends, unable to keep a job).
31-40	Major impairment in several areas, such as work or school, family relations (e.g., depressed man avoids friends, neglects family, and is unable to work; child frequently beats up younger children, is defiant at home, and is failing at school).

21-30	Inability to function in almost all areas (e.g., stays in bed all day; no job, home, or friends).
11-20	Occasionally fails to maintain minimal personal hygiene; unable to function independently.
1-10	Persistent inability to maintain minimal personal hygiene. Unable to function without harming self or others or without considerable external support (e.g., nursing care and supervision).
0	Inadequate information.

Reference: <http://www.psychiatryonline.com>

### **Supervision and Medication Administration Policy**

The level of supervision of medication administration in the clinical facility/laboratory varies according to the course level of the student. The goal is to ensure the highest quality of client care and safety while providing a maximum learning experience. Students may be limited in medication administration as specified by the clinical instructor and clinical facility.

#### **Specific Medication Policies for SUNY Canton Nursing Students:**

1. Students will demonstrate knowledge of medications to be administered, including action, contraindications, side effects, safe dose, and client education.
2. Students will verify all medications with their clinical instructor or designated staff registered nurse (RN) utilizing all rights prior to medication administration.
3. Students will verify all computed dosages with the instructor or designated staff RN prior to administration.
4. Students will adhere to facility policy for high alert medications.
5. The clinical faculty member or designated staff nurse will cosign all medications administered by the student.
6. When removing controlled substances from locked storage, students will be supervised by the clinical instructor or designated staff RN.
7. Students will prepare anticoagulant medications and parenteral cardiac medications with supervision by the instructor or designated staff RN.
8. Students will NOT administer intravenous chemotherapy agents.
9. Students are not allowed to bolus epidural infusions.

10. In clinical facilities, policies regarding medication administration override the policies of the Nursing Department.

### **Nursing Courses and Skills Competencies**

#### **NURSING 101**

**After demonstration of competency in the practice laboratory, students may pass medications in the clinical setting:**

1. Students will be supervised by the clinical instructor during the preparation, administration and recording of all medications.

#### **NURSING 106 and NURS 107**

1. Students will be supervised by the clinical instructor during the preparation, administration and recording of all medications.
2. Students will monitor intravenous infusions received by the clients under their care.
3. Students may add medications to, and hang intravenous infusions to, an existing site with direct supervision by the clinical instructor.
4. Students may administer I.V. piggyback and/or push medications with direct supervision by the clinical instructor.
5. Students may initiate intravenous infusions under the direct supervision of the clinical instructor after passing the competency in clinical facilities according to hospital policy.
6. Students may administer I.V. piggyback medications through a saline lock or infusing IV with direct supervision by the clinical instructor according to hospital procedures.
7. Students may prepare intravenous piggyback infusions with direct supervision. The clinical instructor will verify all intravenous preparations prior to their administration.

#### **NURSING 201**

1. Students will be supervised by the clinical instructor during the preparation, administration and recording of all oral and injectable medications. ***Exception: All medications administered to pediatric clients will be under direct supervision by the clinical instructor and designated staff RN.***
2. Students can perform all the skills performed by the Nursing 106 and NURS 107 competencies.
3. Students may add medications and administer intravenous solutions with supervision by the clinical instructor.
4. Students may initiate intravenous infusions under the direct supervision of the clinical instructor.
5. Students may administer and monitor blood transfusions/blood products with direct supervision of the clinical instructor if the facility policy allows.
6. Students may not co-sign any documents regarding blood product identification/compatibility or blood transfusion consent forms.
7. Students may administer intravenous piggyback medications through a saline lock with direct supervision by the clinical instructor.
8. Students can administer lipid solutions with direct supervision of the clinical instructor **and** designated staff RN at discretion of the instructor.
9. Students can administer and discontinue total parenteral nutrition solutions with direct supervision of the clinical instructor **and** designated staff RN at the discretion of the facility staff. Prior to administration of TPN, two [2] RNs must verify solutions.

## **NURSING 202**

1. Students can perform all the skills performed by the Nursing 201 student with direct supervision of the clinical instructor or designated staff RN.
2. Students can load client-controlled analgesia (PCA) devices with direct supervision of the clinical instructor or designated staff RN.
3. Students may utilize multiple lumen catheters to administer I.V. infusions and medications under the direct supervision of the clinical instructor or designated RN according to facility policy.

### **Nursing Skill Testing Policy**

1. Students are responsible to be competent in their nursing skills.
2. The following skills will be checked in the nursing laboratory: hand washing, IM injections, SQ injections, IV piggybacks, IV therapy, blood transfusion, enteral feeding,

sterile suctioning, medication administration, head-to-toe assessment, two-insulin administration, heparin, dry sterile dressing, IV push medications, Foley catheterization.

3. Prior to testing by the nursing faculty, each student will be checked by a peer on two separate occasions and deemed competent to test.
4. Each student may be required to complete a videotape of their skills and submit it to the lab instructor at the time frames specified by the lab instructor or completed face-to-face with the lab instructor. If the skill is a video/Panopto skill, all attempts are to be completed in the video/Panopto format.
5. The first attempt will be checked by the laboratory instructor.
6. The second attempt shall be conducted by the lab instructor during a time convenient for the lab instructor.
7. The third and final attempt will be conducted by another faculty member with the skills lab instructor present at a time convenient for the faculty member.
8. **Failure to pass the skill on the third attempt will result in course failure ("F").**

### **Students Charged/Convicted of Misdemeanors or Felonies While Enrolled in the Nursing Program**

As a part of the student's educational experience, certain nursing courses (NURS 101, 106, 107, 201, and 202) require that the student be able to apply what he/she has learned in the classroom and laboratory to clients in the clinical setting. To provide this experience, the nursing program has entered contracts with clinical agencies where our students might be performing clinical. As a part of that contract, the nursing program is obligated to notify the clinical agency when any student completing their clinical experience at that agency has been charged with, or convicted of, a misdemeanor or felony. For that reason, the following policy is put into effect:

1. Any student who is enrolled in the nursing major who is charged with or convicted of a misdemeanor or felony while a nursing student is to notify the nursing department director immediately.
2. The nursing department director will contact the clinical agency where the student is performing his/her clinical rotation. Information to be shared with the clinical agency includes: the student's name, the charges that have been levied against him/her, and the circumstances surrounding those charges.
3. The nursing department director will notify the Dean of the School of Science, Health, and Criminal Justice and the Vice-President for Student Affairs.
4. The clinical agency will either
  - a. Provide input into whether the student may complete the clinical rotation at their facility. In this case the final determination as to whether the student will be allowed to continue in the program will be made by the nursing department director in consultation with the Dean of School of Science, Health, and Criminal Justice and SUNY Legal Counsel. *or*
  - b. Determine that the student cannot complete the clinical rotation at their facility.

5. Because satisfactory completion of NURS 101, 106, 107, 201, and 202 is dependent upon satisfactory completion of the clinical component, students who are not allowed into clinical sites will be dismissed from the program and receive an “F” course grade unless they choose to withdraw.
6. In the event a student charged with a misdemeanor or felony and is later exonerated of those charges, they will be allowed to reapply for admission to the program.
7. Failure by the student to notify the nursing department director of misdemeanor or felony charges/convictions will result in course dismissal.

### **Clinical Expectations of Students**

1. Immunizations, proof of being free of TB results, proof of immunity to Measles, Mumps, rubella and varicella, and CPR certification status will be shared with appropriate clinical facilities prior to the first clinical day.
2. It is the student's responsibility to follow clinical laboratory agency policy and procedures. Policies and procedures are available at all clinical facilities.
3. Students are not allowed to smoke on the grounds of any clinical laboratory facility. Students who violate this policy will be dismissed from clinical, receive a clinical absence which may result in a clinical laboratory failure, and must meet with the Department Chair and may result in termination from the program.
4. Students who perform a procedure prior to discussion with the clinical instructor are considered to practice unsafe nursing. This activity may result in termination from the program.
5. Students are not allowed to take verbal or phone orders from a physician or other healthcare provider.
6. Students are responsible for their own transportation to and from clinical laboratory facilities.
7. It may be necessary to make changes after registration to accommodate the needs of the Nursing Department and/or the clinical facility. The nursing faculty members guarantee a clinical experience for all students admitted but there is NO guarantee of specific day, time, instructor, or facility.
8. Nursing students are strongly encouraged to have malpractice insurance.
9. Nursing students need to arrange their schedules to meet nursing course requirements. Employed students are advised to work no more than 24 hours a week. Students are required not to work the **eight hours prior to a scheduled clinical rotation** to ensure client and personal safety. Instructors have the right to send any student home if there is a safety concern.

10. Students unprepared for a clinical experience will not be permitted to participate in the clinical experience and will be considered absent. This may result in a clinical laboratory failure.
11. Clinical facilities may require an additional background check from students. Clinical facilities reserve the right to refuse a student based on the results.
12. Students must be able to attend a clinical practicum at any of the clinical facilities used by the Nursing Department during ANY semester. Student's personal convenience cannot be accommodated.
13. It is the student's responsibility to notify the Department Director of Nursing if they have been banned or denied entry into ANY clinical facility. Failure to report this information will result in termination from the Nursing Program.
14. Students with an LPN license that has ever been suspended, revoked, terminated, or otherwise modified as to rights and privileges must notify the Department Director of Nursing immediately.
15. If the reason for absence is of serious nature that changes the students' overall health status (i.e., fracture, surgery, injury) the instructor will advise the student they will be required to obtain a new clinical clearance from the Davis Health Center. If the Davis Health Center is providing medical care, written documentation for clinical clearance will be provided as appropriate. If a student is under the medical care of another provider other than the Davis Health Center, documentation will be obtained from that provider and submitted to the Davis Health Center; however, the authority to grant health clearance will rest with Davis Health Center. The student will provide a copy of the clearance statement to the Clinical Faculty. Once this documentation is submitted, the student may return to clinical.
16. Each student is to compile a clinical portfolio by the end of their clinical experience. The portfolio is evidence of successful achievement of clinical objectives. The portfolio by the end of NURS 202 should be submitted in an organized format including the following components:
  - a. SBAR report
  - b. One minute Care Plan
  - c. 60 second safety assessment
  - d. Clinical evaluations
  - e. Competencies
  - f. Clinical teaching projects/rubrics
  - g. Certifications (CPR, Infection Control, Child Abuse, LPN License and CNA Certification)
  - h. Resume
  - i. Nursing Philosophy
17. The portfolio will be submitted to the nursing course instructor/clinical coordinator (NURS 101, NURS 106, NURS 107, NURS 201, or NURS 202) at the end of the student's clinical rotation to include applicable clinical work.

## **NYS Health Regulations and Mandatory Clinical Orientation**

Each student is required to comply with the NYS mandatory guidelines that include initial physical examination, annual health assessment update, annual PPD, and MMR vaccination requirements. For those students who are not currently vaccinated against Hepatitis B, this vaccine is **strongly suggested**.

After being accepted into the Nursing program, the student must show evidence to the SUNY Canton Health Center by the following dates:

1. **May 1<sup>st</sup>** for those applicants admitted in February for fall admission
2. **July 14<sup>th</sup>** for those admitted in May for fall admittance
3. **December 30<sup>th</sup>** for spring admission

**Note: Failure to complete the health requirements stated below by the dates stated above may result in loss of admission to the Note: \*Students admitted to the first semester of the Nursing-BS (Dual Degree) Program do not need to complete the two step PPD until May 2023 but should get their physical and submit it with their vaccinations.**

**\*\*Students on the waitlist are encouraged to complete the following as a clinical section may become available. Please contact admissions at 315-386-7123 with questions. Part of the enrollment process includes completing all Health and CPR requirements as outlined below. We encourage students to start submitting documentation to the Health Center. The Health Center regularly reports to the nursing department director on the progress of incoming students.**

To complete these requirements, you must obtain and submit to the Health Center as soon as possible:

**\*Please be sure to include "Incoming Nursing Student" along with your student's name and Canton ID on all documents submitted to the Health Center\*\***

**\*\*If you have questions about any of these requirements, please email Julie Cruickshank at [cruickshankj@canton.edu](mailto:cruickshankj@canton.edu) or call (315) 386-7333\*\***

Student Name: \_\_\_\_\_ Start Date: \_\_\_\_\_

Requirements:	Date met/not met:
Have a physical examination completed by your health care provider within one year of clinical rotation. The required form is available at: <a href="http://www.canton.edu/media/pdf/health_history.pdf">http://www.canton.edu/media/pdf/health_history.pdf</a> <b>Initial employment</b> – Requires initial physical exam on file. Health reassessment completed annually thereafter unless there are changes in the staff person's capabilities.	
Proof of immunity to Measles (Rubeola) – Must have documentation of two live measles vaccine doses administered no more than four (4) days before the first birthday and at least 28 days apart. A measles (rubeola) titer (blood test) showing immunity is also acceptable proof.	
Proof of immunity to Mumps – Must have documentation of two live mumps vaccine doses administered no more than four (4) days before the first birthday and at least 28 days apart. A mumps titer (blood test) showing immunity is also acceptable proof.	
Proof of immunity to Rubella (German measles) – Must have documentation of one dose of live rubella vaccine administered no more than four (4) days before the first birthday. A rubella titer (blood test) showing immunity is also acceptable proof.	
Proof of immunity to Varicella (chickenpox) – <b>If you need the Varicella vaccine, please complete your Tuberculin Skin Testing first.</b> Must have documentation of two doses of varicella vaccine or a varicella titer showing proof of immunity.	
Proof of Tetanus and Pertussis vaccination within 10 years. (i.e., Tdap).	
Hepatitis B vaccine series is strongly recommended. A positive Hepatitis B titer is also acceptable. The vaccine series can be declined by completing a waiver form at the time of the clinical clearance appointment at the Student Health Center.	
*Two-Step Tuberculin Skin Testing (PPD Mantoux) is required. The two PPDs must be at least one (1) week apart. If you have had annual PPDs done in the past three years, submit all three PPDs with results. The most recent PPD must be current. A blood test called IGRA (QuantiFERON-TB Gold) is also acceptable in place of the two-step Tuberculin Skin Testing (PPD Mantoux). This will be done annually. If you have had a positive PPD in the past, a recent Chest X-ray with the radiologist reading must be submitted with physical exam and vaccines. Annual screening questionnaire regarding tuberculosis symptoms will be repeated as part of faculty annual clinical clearance.	
CPR certification must be maintained throughout employment. The only acceptable CPR certification for our institution is the American Heart Association (AHA) Basic Life Support for the Healthcare Provider.	
Proof of influenza vaccination for the current year and annually throughout program. The only exception for this requires DOH- 4482 form be completed by the employee's primary care provider and requires the employee to wear a mask as per clinical facility policy.	
Proof of COVID-19 vaccination(s). Current minimum requirement is one J & J vaccine or 2 Moderna or Pfizer vaccines. Please include documentation of any booster vaccinations received.	

**Final Step:** Clinical Clearance Appointment with the SUNY Canton Davis Health Center Once you have completed and submitted all of the above health requirements to the Health Center, call the Health Center at (315) 386-7333 to make an appointment for clinical clearance. Before your appointment, the Health Center staff will review your physical, immunizations, and CPR certification to ensure that you are complete.

You do NOT have to wait until everything is done to begin to submit your paperwork to the health center. Their staff will guide you with any questions you have as you are completing the clinical clearance process.

Once your clinical clearance is complete, you will receive two copies of the form. One copy for your clinical instructor on the first day of clinical, and the second copy is to be kept with the student while in a clinical facility.

Your clinical clearance appointment must be scheduled by May 25th and completed by June 10th. Failure to complete the requirements by June 20th will result in the loss of your admission status.

If you have unique circumstances or have any questions regarding the requirements, please contact the Health Center (315) 386-7333, [healthcenter@canton.edu](mailto:healthcenter@canton.edu), as soon as you realize you have a conflict, but definitely before the due dates above.

The following steps will be instituted to ensure that the clinical requirements are completed through an organized, efficient, and timely process:

Admissions will send a letter stating the CPR and health requirements with the letter of acceptance to the program. The nursing department director will send a list of students admitted into the program to the health center by **July 2<sup>nd</sup>**. The health center will send a list of students who have completed their health requirements to the nursing department director by **August 1<sup>st</sup>**. Students failing to complete the health requirements by **August 1<sup>st</sup>** may be dropped from the program.

Any additions to the roster for each semester will be made on a separate sheet in alphabetical order by Health Center staff.

Clinical requirements for the fall semester will be presented to the NURS 106 or NURS 107 class in April.

All students will be notified by their instructor as to who needs clinical clearance for the following semester/year at least three weeks prior to the semester's end.

All returning students are required to have a completed clinical form in hand on the first day of class.

All continuing/returning nursing students will complete the clinical requirements before the semester ends in May.

Late admit students or students who do not obtain a health clearance in the week prior to the start of classes, or later, must have tuberculin skin tests. These need to be administered prior to that appointment for clearance with the Davis Health Center by their own provider/employer at their own expense.

Health reassessment forms and tuberculin skin tests will be done concurrently so only one visit is required for the year.

The clinical health clearance form is incomplete until the PPD is read and signed by the health care provider.

In addition to the above guidelines, each student is required to participate in the clinical agency's clinical orientation.

### **Clinical Policies**

- All students will be required to attend a clinical rotation at Upstate during their senior year. Transportation is provided by the college to the Upstate clinical site only. Students are responsible for transportation to all other clinical site placements.
- Each student receives a clinical grade of either pass "P" or fail "F".
- Specific guidelines for clinical performance are found in the clinical sections of each course manual.
- To protect students from any potential legal/ethical conflicts, **cell phones and smart watches/devices are not allowed in the patient care areas under any circumstance.** If you feel you need to be contacted by someone during the clinical experience, please leave contact information (clinical agency and floor/unit name and telephone numbers) with individuals who may need to contact you. If a cell phone is on the clinical unit, this is immediate grounds for dismissal from the program.
- Students scheduled to complete their clinical time on the weekends must have 14 weeks of clinical; therefore, weekends encompassing a holiday on the academic calendar may be worked.
- Once a clinical rotation is started, students may not switch clinical facilities.
- Uniform/appearance:
  1. Students will follow the clinical agency's appearance policy.
  2. The dark navy uniform is to be worn to clinical and community health agencies only as directed by the faculty. Uniforms are to be neat, clean, fit, and be in good condition. A clean, white, short, or long sleeve t-shirt may be worn under the uniform top if acceptable by the clinical facility. SUNY patch is to be on the right sleeve.
  3. Students may not wear uniform coverings such as lab jackets, sweaters, etc. when providing client care.
  4. For clinical experiences that do not require/allow a uniform to be worn, students are expected to be dressed in professional attire (no jeans, tee shirts, sleeveless shirts, or open toed/heel shoes) and be well groomed. The determination of appropriate attire and application of the uniform policy is at the discretion of the clinical instructor.
  5. Uniforms/clothing at professional conferences must cover the midriff, cleavage of the breast, and buttocks always. Underwear should not be visible through clothing.
  6. Hair must be neatly arranged and worn off the collar. Ponytails/braids are acceptable.
  7. Unnatural hair colors will not be permitted (pink, blue, green, etc.).
  8. No necklaces/medals are to be worn.
  9. No visible body piercing (eyebrows, cheeks, nose, tongue, face), except for earrings are allowed. Dangling and hoop earrings are not allowed.
  10. Body art (tattoos) must be covered as per the clinical facility's policy.
  11. A plain wedding band is the only acceptable ring worn in the clinical setting.

12. A watch capable of counting seconds is required. It is recommended that the watch band be an expansion type. A lapel watch is permitted. No smart watches will be permitted.
13. All students will be expected to observe good personal hygiene. Only non-perfumed hygienic products are allowed. Perfume and cologne should not be worn in the clinical setting.
14. Picture ID is required and worn above the heart level.
15. Clean sneakers are worn with the uniform. White nursing shoes are also acceptable. Sneakers and shoes should be fluid resistant and solid. Open-toed and/or openheeled shoes are not allowed.
16. Bandage scissors and penlight are considered part of the uniform and should be taken to every clinical. On most clinical units, students may take their own stethoscope. Students are required to purchase their own stethoscope and BP cuff.
17. Fingernails are to be no longer than the tip of the finger. Clear, colorless nail polish is the only nail polish allowed. Acrylic/artificial nails are not allowed in the clinical setting.
18. The student must hold CPR certification by **July 14<sup>th</sup>** (or before) for fall admission and by **January 3<sup>rd</sup>** for spring admission and throughout the program. American Heart Association for Health Care Professionals (BLS for Adults, Infant, and Child) certification is valid for two years. Note: "Heart Saver" and "Community CPR do not meet the CPR requirement. A copy of the CPR card is placed in the student's clinical folder in the Davis Health Center.
19. Students are expected to adhere to all infection control policies and procedures of the clinical agency. Students who have exudative lesions, weeping dermatitis, or other possible communicable conditions should bring this to the attention of their clinical instructor prior to providing any type of client care.
20. It is expected that students will function in a safe manner and not place clients in jeopardy. To provide safe and effective care, students need to prepare for the clinical experience. Instructions for clinical preparation are in the clinical manuals for each course. Students who are not prepared for clinical will receive a verbal warning the first time they are not prepared. The second time the student comes to clinical unprepared a written contract is established between the instructor and student. If the student comes to clinical unprepared for a third time, it will result in clinical/course failure ("F").
21. It is recommended that students sign up a maximum of one time for a clinical rotation at a facility where they are employed while a student is in the nursing program. All efforts should be made to rotate clinical facilities during the program.
22. **CONFIDENTIALITY:** All information and records related to client care are to be treated in a confidential manner according to both state and federal regulations. Students who fail to maintain client confidentiality will be immediately dismissed from the program and receive an "F" course grade. Keep in mind the following:
  - a. Be very careful in sharing client/resident information.
  - b. Do not discuss client/resident care with anyone who is not directly involved in the delivery of care to that individual.
  - c. Do not discuss clients/residents anywhere outside of the facility. Within the facility, do not discuss client/residents in the cafeteria, hallway, elevator, bathroom, parking lot, etc.
  - d. As a rule, only discuss clients/residents in pre or post conference and with your clinical instructor or nursing staff at the facility. At times, clinical cases/situations may be discussed as a learning experience in the classroom or lab setting. When this happens, all identifiers must be omitted.

- e. Health Insurance Portability and Accountability Act (HIPAA) - Requires that health information about clients be secured in such a way that only those with the right and need to acquire the information can do so. Be sure not to leave charts out or computer screens open where others (without authorization for access) can view it.
- f. **HIV Confidentiality** Part 63 – describes confidentiality related to test results for individuals infected with human immunodeficiency virus (HIV) which may lead to acquired immunodeficiency syndrome (AIDS). HIV test results or information regarding a person's HIV status (positive or negative) should not be shared with any individual.

## **Student Activities**

### **Student Governance and Participation in Faculty and Course Meeting:**

SUNY Canton offers students opportunities to have a voice in college functions through recognized campus student government associations and appropriate student groups and committees. Students' representatives will be encouraged to be on the program's curriculum and outcomes committee.

### **Student Nursing Association (SNA)**

The Nursing Program maintains an organization for students sponsored by Canton College of Technology SCA (Student Cooperative Alliance). This association promotes personal and professional growth. Attendance at local, state, and national nursing conferences, participation in fund raising events, coordination of health-related activities, field trips and planning of the annual recognition ceremony following graduation are examples of sponsored programs. Students enrolled in the practical nurse and associate degree and baccalaureate-nursing programs are eligible to attend.

### **Health Related Volunteer Activities**

Students are encouraged to provide health related volunteer service to organizations and individuals in need throughout the nursing program.

### **Nursing Recruitment**

Students may participate in area nursing recruitment activities and efforts.

### **North Country Professional Nurses Association**

Upon graduation, associate-degree nursing students are offered a free one-year membership in NYSNA District#6, the professional nursing organization.

## **Awards**

Students from the Nursing Program are eligible to apply for any of the many colleges needbased awards and scholarships and may do so through contacting the Financial Aid Office. Among these are the Goldie Burgess Scholarship, the Ethelyn B. Davis Memorial Scholarship, the Dr. Harry E. Howe Scholarship, the Fulton and Anna McAllister Scholarship, the Elaine Claxton Pidgeon Scholarship, and the St. Lawrence State Hospital School of Nursing Alumni Association Scholarship. A complete listing is found in the SUNY Canton Academic Catalog.

In addition, the nursing faculty recommends students for special nursing awards such as:

### ***The Virginia McAllister Award for Excellence in Nursing***

Criteria for this award are Academic Excellence (3.0 Average and B or better in all nursing courses), Initiative (Assumes responsibility for own learning; is self-motivated, shows leadership ability), Skill in Nursing Practice (Creative nursing care, competence and safety, implements the nursing process effectively), Professionalism (Inspires confidence in clients, humaneness, respected by peer, faculty, and health team members) and Communication Abilities (Expresses self in a positive manner).

### ***The Catherine Kelly Award for Psychiatric Nursing Practice***

Criteria for this award are B or better average, a graduating senior, clinical excellence, strong IPR skills, and a demonstrated commitment of nursing to psychiatric clients.

### ***The Linda Lahey Fay***

Criteria for this award are and a senior graduate who has assisted both fellow students and faculty members throughout the Nursing program. In May of 2002, the nursing faculty established the SUNY Canton Nursing Faculty Award to recognize a senior graduate who has assisted both fellow students and faculty members throughout the nursing program.

### ***Paula Bouchard Jacques Award***

This award recognizes a freshman student who has earned a B or better grade in NURS 101 and has assisted fellow students in learning. The student should demonstrate strong assessment skills, effective communication skills, and respect and caring for the elderly.

### ***Eva Niles Award***

Criteria for this award are a well-rounded student who has completed one year of the nursing program. This award is sponsored by Canton-Potsdam Hospital in honor of Eva Niles, CPH's first employee. Ms. Niles began her career on March 13, 1925, in the John Brown Home@ a small house on the corner of Cottage and Waverly which was to be the first Canton - Potsdam Hospital. She was the nurse, the billing clerk, the maintenance worker, the nutritionist, the laundress, and the superintendent.... in fact, she was the only employee. The award is sponsored by the administration of today's CPH who wish to honor her commitment.

### ***Claxton-Hepburn Medical Center Team Player Award***

The Team Player Award was established in 2005 by Claxton-Hepburn Medical Center to recognize a senior graduate who has been identified by faculty and peers as being an integral part of the clinical team. This graduate demonstrates a willingness to go beyond what is expected to help peers, staff, and clinical instructor.

### ***North Country Professional Nurses Association Award***

Criteria for this award are graduating senior student with a 3.0 or better GPA, strong clinical performance record, participation in professional, political and/or community activities, and potential for active participation in the North Country Professional Nurses Association with intent to live and work in Jefferson, Lewis, or St. Lawrence County.

### ***Linda Richards Award***

Criteria for this award are a graduating senior student with a positive attitude, which she termed having heart, a commitment and to both the art and science of nursing, and a desire for further education. This award is sponsored by Canton-Potsdam Hospital in honor of America's First Trained Nurse who was born in West Potsdam, New York.

### ***Perseverance Award***

The Perseverance Award was established by the nursing faculty to recognize a senior graduate who has been successful in achieving a nursing education by persistently, diligently, and wholeheartedly pursuing his or her goal.

## **Program Termination**

Termination from the nursing program is based upon any one of the following:

1. Unsuccessful completion of any NURS course. These courses must be taken sequentially and completed successfully. If the student is unsuccessful in any NURS course, the student must reapply to the nursing program through the Admission's Department. This can only be done once (see Admissions Criteria). **This includes skills lab and clinical failures.**
2. Cheating SUNY Canton has a longstanding policy that prohibits cheating and plagiarism; therefore, students in all classes are expected to do their own work. Any proven incident of cheating, plagiarism or other dishonest activity will result in the student being terminated from the nursing program with no possibility of re-entry or re-admission.

The Nursing Department expects that all student assignments will be the student's own work. This includes:

1. Any verbal communication or written material that is fraudulent, untruthful and/or dishonest or written in an unprofessional manner. **Submitting written material previously submitted by another or self for a grade.**
2. Academic dishonesty such as cheating on exams, knowingly assisting another to cheat, or failure to report observed cheating by other students.
3. Unsafe clinical practice  
**Unsafe:** Nursing Department faculty reserve the right to remove from the clinical area any student deemed unsafe. The clinical facility reserves the right to remove a student from the facility and not allow the student to return. This can occur at any point during the semester. Should this occur, the student will have a conference with their course faculty member and the Department Director of Nursing. Any student who has a clinical

evaluation of unsafe will be terminated from the nursing program with no possibility of reentry or re-admission. Unsafe practice includes:

- a. Lack of preparation for clinical practicum.
  - b. Performance which could jeopardize life, impedes recovery, or interferes with the maintenance of the client's current health status.
  - c. Failure to immediately report a client-care error to the clinical faculty and/or responsible nursing personnel.
  - d. Performance of a procedure prior to discussion with the clinical instructor is considered unsafe nursing practice. This may result in termination from the program.
  - e. The New York State Board of Nursing will be notified of licensed students who have been terminated due to unsafe practice.
  - f. Students testing positive for drugs/alcohol will be deemed unsafe for the clinical setting and will be terminated from the Nursing Program. Students that test positive for drugs and hold an LPN license will be reported to the New York State Board of Nursing.
4. Violations of principles of confidentiality.
  5. Violating any of the policies within this handbook may result in termination from the program with no possibility of return/reapplication.
  6. Failure of entering students to provide adequate clinical eligibility documentation by the deadline date and time will result in the student being terminated from the program and needing to reapply to the program.
  7. It is the student's responsibility to notify the Department Director of Nursing if they have been banned or denied entry into **ANY** clinical facility that the Nursing Program uses for student instruction. Failure to report this information will result in termination from the Nursing Program.
  8. Orientation to class, college laboratory and clinical laboratory is critical to student's performance. Absence from any of these orientations may necessitate an instructor-initiated withdrawal from the course. Punctual attendance at all nursing classes—lecture, college laboratory, clinical practicum and assigned community experiences is expected. Excessive absences from any of these (lecture, college laboratory and/or clinical laboratory) may result in an instructor-initiated withdrawal from this course.
  9. Attendance Issues: See attendance policy.
  10. Permanent termination from the Nursing Program will be warranted for refusal to submit to drug/alcohol screening without adequate explanation.
  11. **Students identified as accessing their wireless devices in the classroom, college laboratory or any clinical facility for unsanctioned reasons may be required to meet with the Department Director within five business days and may result in termination from the program.**

12. Performance that violates the SUNY Canton Student Handbook, Student Rights and Responsibilities and/or the Nursing Department Student Program Handbook.
13. Falsification of any required documents including false documentation during the clinical rotation turned in to the Nursing Department will result in termination from the Nursing Program.
14. A student may appeal their termination by filing an academic grievance as described in the student handbook. Students may not attend classes during the appeal process.

### **Pinning Ceremony**

The pinning ceremony is the Nursing Department completion ceremony for graduates. The ceremony is sponsored by the pinning committee and held at the end of the NUR 202 semester. A specific date for the ceremony is determined by members of the graduating class and the faculty advisor.

There is a specific protocol which has been traditionally established for the ceremony. Dress code for this event is a white nursing uniform, if a uniform dress is worn, white stockings must be worn too. The planning committee for the ceremony consists of the nursing faculty, members of the graduating classes and the pinning committee.

The costs for the ceremony are the responsibility of the students in the graduating class.

The pinning ceremony is a long-held tradition in the field of nursing signifying the culmination of the educational program. This ceremony is a welcoming of students into the professional field of nursing. Students are expected to behave in an appropriate and respectful manner during this formal event.

## Appendix A

### Nursing Student Self-Remediation Form

**Student Name:** \_\_\_\_\_ **Course:** \_\_\_\_\_

**Date of exam:** \_\_\_\_\_ **Exam score:** \_\_\_\_\_ **Date of next exam:** \_\_\_\_\_

Your last exam score was below 80%. You are advised to contact your course faculty to schedule an appointment and discuss the following form. Complete the student portion of this form prior to meeting with your faculty.

**Student will complete the following (please check *all* that apply).**

Information-Processing Analysis Tool														
Processing Errors	Question Number													Total
<b>STEM</b>														
Missed word indicating negative polarity														
Missed word setting priority														
Missed key words that direct attention to content														
Misinterpreted information presented														
Missed the central point/theme														
Missed the central person														
Read into the question														
Missed the step in the nursing process (NP)														
Incompletely analyzed the stem; read it too quickly														

Did not understand what the question was asking															
Did not know or remember the content associated with the question															

<b>OPTIONS</b>															
Answered quickly without reading all the options															
Failed to respond to negative polarity in stem															
Misidentified the priority															
Misinterpreted information															
Read into option															
Did not know or did not remember the content															
Knew content but inaccurately applied concepts and principles															
Knew the right answer but recorded it inaccurately															
<b>Personal Performance Trends</b>	<b>Comments</b>														
1. I finished the exam with time to review. YES { }                      NO { }															
2. I was able to focus with little distraction. YES { }                      NO { }															

3. I felt calm and in control. YES { } NO { }	
4. When I changed answers, I got more questions right rather than wrong. YES { } NO { }	
5. Identify error clusters: a. First third of exam { } b. Middle third of exam { }	
c. Last third of exam { } d. "Runs" of errors { } e. No cluster identified { }	

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Faculty Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix B Nursing Skill Remediation Referral Form

Students who require extra practice of nursing skills should be referred to the nursing lab for remediation. Please complete the following and forward to the nursing lab ISA.

### Part A: Referral

Date:

Students Name:

Clinical Instructor:

Student is being referred to the nursing lab for remediation of the following skill(s):

### Part B: Remediation

The following student, \_\_\_\_\_, came to the nursing lab on \_\_\_\_\_ for remediation of the following skill(s):

\_\_\_\_\_  
—  
\_\_\_\_\_  
— \_\_\_\_\_.

The student received \_\_\_\_\_ minutes/hours of remediation and has satisfactorily demonstrated the skill in the nursing lab.

\_\_\_\_\_  
Designated Lab Instructor

\_\_\_\_\_  
DATE

