Chestnut Hill College
Department of Nursing
Student Handbook

5/25

Dear Students,

Welcome to the Department of Nursing at Chestnut Hill College! You have chosen a rigorous and exciting course of study which will lead you to fulfilling and important work. Today's professional nurse is at the forefront of health care, with the capacity to make authentic and lasting change in the lives of individuals, families, communities and yourselves! Nursing education is highly specialized. Department policies and procedures have been designed to assure that Chestnut Hill College's nursing program prepares competent, confident graduates. This Handbook has been prepared to provide you with a guide to the nursing program policies and procedures designed to promote student and patient safety and success. The Chestnut Hill College School of Undergraduate Studies Catalogue is the primary source of information about the College in general.

Please note you are responsible for the policies in this book. Policy changes will be communicated to you using a variety of strategies: e-mail; posts on the Departmental bulletin board; and, through the Chestnut Hill College Student Nurses' Association leadership. The Director of Nursing is responsible for distributing any changes in policy.

The faculty and I wish you best wishes for a successful program of study. The future of nursing will be in your capable hands. Make yourselves AND Chestnut Hill College proud!

Be well,

Dean and Professor
Nursing Program

Table of Contents

MISSION

The Department of Nursing seeks to educate students in an intellectually rigorous program of study to become skilled and compassionate providers of nursing care through a transformative holistic nursing curriculum which is rooted in the charism of the Sisters of Saint Joseph and devoted to the service of the needs of the "dear neighbor".

The Department of Nursing will prepare compassionate nurses who understand that the formation of healthy relationships is the foundation of health and that the provision of care requires the fostering those relationships.

In pursuit of that mission, Chestnut Hill College nurses will be able to:

initiate and adapt to change, engage in critical thinking in health care innovation, engage in bold leadership in pursuit of individual, family, community, and environmental and professional advocacy, and seek knowledge wherever it presents itself in pursuit of a global culture of health.

VISION

Chestnut Hill College Department of Nursing will be the program of choice for students seeking personal and professional fulfillment in the discipline of nursing in an intentionally diverse environment. Nursing will be presented as it was meant to be: bold, innovative, taking care of the world as it is and the world as it will become.

PHILOSOPHY OF NURSING AND NURSING EDUCATION

The Department of Nursing affirms the Chestnut Hill College mission. It shares the College's commitment to transformative holistic education, just relationships, innovative thinking, responsible action and an animated spiritual life for ourselves and the recipients of our care, who are: individuals, families, communities and our planet.

The faculty in the Department of Nursing believe that health is vital for a full and complete life, a more unified global society and sustainable earth.   Health is defined as a state of wellness, not just the absence of disease, with the capacity to "use well every power we have" (Nightingale). Health care refers to the provision of all services which promote wellness. Professional nurses assist in the promotion of wellness and prevention of illness and diagnose and treat human responses to disease. Chestnut Hill College Department of Nursing subscribes to Henderson's classic perspective on nursing, that "the nurse does for others what they would do for themselves if they had the strength, the will and the knowledge". Professional nursing practice requires data collection, assessment, problem identification (based on data analysis and a sound body of knowledge from liberal arts and social and physical sciences), intervention, and evaluation of care with an intentional focus on and appreciation for diversity, equity, inclusion and belonging.

The nursing program at Chestnut Hill recognizes and values the wholistic nature of individuals, families, communities, and our earth who are entrusted to our care. We believe that central to every successful nurse-patient encounter lies an appreciation for the sanctity of human dignity.

The Department of Nursing believes that nursing education must occur in a supportive environment that empowers nurses to be confident, competent clinicians who possess the capacity to assume bold leadership in the health care industry. *Nursing faculty understand that care of the self is essential for professional nursing success and for authentic care of our patients. The Department of nursing will provide students with the skills necessary to care for self in preparation for the professional nurse role.* Nursing education is an active and collaborative endeavor between expert teacher/clinician and student. Chestnut Hill College of Nursing cultivates and supports faculty/student collaboration and mentoring with a focus on self-care, building resilience and developing personal strength and hardiness.

Effective nursing education can be delivered only by clinically competent nursing educators. Faculty model the philosophy of nursing by maintaining clinical competence, actively engaging in their profession and in their relationships with colleagues, students, and the community.

The Department of Nursing embraces the American Association of Colleges of Nursing's Essentials (April, 2021) which provides structure for the curriculum. The program is designed to build on liberal education, develop professional and values-based behaviors; expand and hone critical thinking and communication skills; develop technical skills; teach core nursing

knowledge; develop an appreciation for and understanding of diversity, equity and inclusion and facilitate development of the students' role as a member of the profession of nursing.

END-OF-PROGRAM OBJECTIVES

The End-of-Program Objectives are to:

- Provide competent professional registered nurses who use evidence to make health care decisions to the health care workforce.
- Pass the NCLEX-RN on their first attempt with an aggregate cohort pass rate of 80%.
- Obtain positions as Professional Registered Nurses within 9 months of graduation.

NURSING PROGRAM OUTCOMES

(Including Relationship to College and Nursing Profession Standards)

At the completion of the Bachelor of Science program in nursing, the graduate will be able to:

1. **Demonstrate that nursing process decisions are based upon knowledge from liberal arts, physical and social sciences and nursing science to assure safe, inclusive and equitable quality evidence-based care to individuals, families, communities and the planet.**

ALIGNMENT with CHESTNUT HILL COLLEGE MISSION and VALUES
Mission and Values: . . .an inclusive Catholic community; committee to transformative holistic education, just relationships. . .responsible action toward a more unified global society and sustainable Earth".

PROFESSIONAL STANDARDS ADDRESSED
AACN Domains (2021): **1**, 3, 4, 5, 6, 9
QSEN Competency iii [evidence-based practice], iv [quality improvement] and v [safety]; vi [informatics]

2. **Create nursing interventions designed to address health promotion, disease prevention and risk management for population health within the interprofessional care team.**

ALIGNMENT with CHESTNUT HILL COLLEGE MISSION and VALUES
Mission and Values: Just relationships, innovative thinking, responsible action

PROFESSIONAL STANDARDS ADDRESSED
AACN Domains (2021): 2, 3, 5, 6,
QSEN Competency I [patient centered care], ii [teamwork and collaboration], iii [evidence-based practice], iv [quality improvement] and v [safety], vi [informatics]

3. **Translate research, evidence, and practice patterns into personal and innovative nursing practice.**

ALIGNMENT with CHESTNUT HILL COLLEGE MISSION and VALUES
Mission and Values: Transformative holistic education; innovative thinking; responsible action

PROFESSIONAL STANDARDS ADDRESSED
AACN Domains (2021): **4**, 5, 6, 8, 9
QSEN Competency I [patient centered care] iii [evidence-based practice], iv [quality improvement] and v [safety], vi [informatics]

4. **Utilize information technology within a health care team, to gather data, plan and implement care, evaluate outcomes and develop quality improvement strategies.**

ALIGNMENT with CHESTNUT HILL COLLEGE MISSION and VALUES
Mission and Values: Transformative holistic education; innovative thinking, responsible action

PROFESSIONAL STANDARDS ADDRESSED
AACN Domain s (2021): 4, 5, 6, **8**, 10
QSEN Competency I [patient centered care], ii [teamwork and collaboration], iii [evidence-based practice], iv [quality improvement] and v [safety], vi [informatics]

5. **Provide safe, high quality, ethical, culturally, and spiritually sensitive care to recipients of nursing care.**

ALIGNMENT with CHESTNUT HILL COLLEGE MISSION and VALUES
Mission: Entire mission; just relationships, responsible action and animated spiritual life

PROFESSIONAL STANDARDS ADDRESSED
AACN Domain (2021): 2, 3, **5**, 9, 10
QSEN Competency I [patient centered care], ii [teamwork and collaboration], iii [evidence-based practice]

6. **Collaborate with all stakeholders across professions to maximize the experiences of the recipients of nursing care.**

ALIGNMENT with CHESTNUT HILL COLLEGE MISSION and VALUES
Mission: Entire mission; just relationships, responsible action and animated spiritual life

PROFESSIONAL STANDARDS ADDRESSED
AACN Domain (2021): 6, 7, 9
QSEN Competency I [patient centered care], ii [teamwork and collaboration], iii [evidence-based practice]

7. **Demonstrate bold leadership in health care systems in pursuit of safety, quality, and equity for the recipients of nursing care.**

ALIGNMENT with CHESTNUT HILL COLLEGE MISSION and VALUES
Mission and Values: Community engagement; just relationships; innovative thinking

PROFESSIONAL STANDARDS ADDRESSED
AACN Domains (2021): **2**, **5**, 6, **7**, 8, 9, 10
QSEN Competency I [patient centered care] iii [evidence-based practice], iv [quality improvement] and v [safety]

8. **Assess the relationship between public policy, health care finance and health care regulation and its influence on the health care system recipients of nursing care.**

ALIGNMENT with CHESTNUT HILL COLLEGE MISSION and VALUES
Mission: Just relationships, innovative thinking, responsible action

PROFESSIONAL STANDARDS ADDRESSED
AACN Domains (2021): 2, 3, 4, 5, 6, 7, **9, 10**
QSEN Competency I [patient centered care] iii [evidence-based practice], iv [quality improvement] and v [safety], vi [informatics]

9. **Engage in high quality professional communication (written, oral, inter-personal, technologic) to provide safe, compassionate and effective team-based care.**

ALIGNMENT with CHESTNUT HILL COLLEGE MISSION and VALUES
Mission and Values: Innovative thinking, responsible action

PROFESSIONAL STANDARDS ADDRESSED
AACN Domains (2021): All Domains
QSEN Competency I [patient centered care], ii [teamwork and collaboration,] iii [evidence-based practice], iv [quality improvement] and v [safety], vi [informatics]

10. **Represent in practice, behavior and attitude the professional values of self-care, altruism, autonomy, human dignity, integrity, social justice, and life-long learning.**

ALIGNMENT with CHESTNUT HILL COLLEGE MISSION and VALUES
Mission: Entire mission and values of transformative holistic education, just relationships and responsible action

PROFESSIONAL STANDARDS ADDRESSED
AACN Domain (2021): **9, 10**
QSEN Competency I [patient centered care]

Faculty and Staff

Susan Apold, PhD, RN, ANP
Dean and Professor

Robin Bankhead, MSN, RN, ACNP
Skills Instructor

Sharon Mingo, DNP, RN
Associate Professor

Mitali Pande,
Clinical Coordinator

Susan Rux, PhD, DNP, RN
Professor

Curriculum Plan
Traditional Undergraduate Program

Traditional Undergraduate Baccalaureate Program In Nursing (4 Year Program)			
Year One: Semester 1, Fall		**Year One: Semester 2, Spring**	
Course Number and Title	**Cr**	**Course Number and Title**	**Cr**
WCHC 101 Welcome to CHC	3	ENGL 101 College Writing	3
LADS 120 Discovery Seminar	3	RST 104 or 105 Religious Studies	3
MATH 121 Pre-Calculus or Math 227 Intro to Probability	3	PSYCH 101 General Psychology	3
CHEM 131 Principles of Chemistry (with lab)	4	BIOL 210 Nutrition	3
CORE Foreign Language and Culture	3	CORE Foreign Language and Culture	3
Total Term Credit	16	Total Term Credit	15
Year Two: Semester 1, Fall		**Year Two: Semester 2, Spring**	
Course Number and Title	**Cr**	**Course Number and Title**	**Cr**
BIOL 201/201LAnatomy and Physiology I (with lab)	4	BIOL 303/303L Anatomy and Physiology II with Lab	4
BIOL 215 Biological and Medical Ethics	3	BIOL 324 Microbiology with Lab	4
GLST 201 Global Studies	3	**PSYC XXX Developmental Psychology**	3
CORE Analysis of the Social World	3	NURS XXX Health Assessment with Lab	3
NURS XXX Culture of Health	3	CORE Art and Creative Expression	3
Total Term Credit	16	Total Term Credit	17
Year Three: Semester 1, Fall		**Year Three: Semester 2, spring**	
Course Number and Title	**Cr**	**Course Number and Title**	**Cr**
CORE Meaning and the Interpretation of the Human Experience	3	NURS XXX Nursing Care of the Adult and Aging Patient I	5
NURS XXX Evolving Issues in Nursing	2	NURS XXX Nursing Care of the Adult and Aging Patient II	5
NURS XXX Fundamentals of Patient Centered Care	6	NURS XXX Considerations in the Care of the Aging Adult	2
NURS XXX Pharmacophysiology	3	NURS XXX Pharmacophysiology	3
Total Term Credit	14	Total Term Credit	15
Year Four: Semester 1, Fall		Year Four: Semester 2, Spring	
Course Number and Title	**Cr**	**Course Number and Title**	**Cr**
NURS XXX Nursing Care of the Adult and Aging Patient III	5	NUR 4XX Population Health: Communities	4
NURS XXX Population Health: Women, Children and the Childbearing Family	4	NUR 4XX Population Health: Behavioral Health	4
NURS XXX Evidence Basis for Nursing	3	**NURS XXX CAPSTONE** Leadership and Transition to Professional Nursing	9
CORE Analysis of the Social World	3		
Total Term Credit	15	Total Term Credit	17
Total Credits for the Traditional Undergraduate Baccalaureate Program in Nursing = 125 credits			

Curriculum Plan
Accelerated Second Degree Program

Year One: Semester 1, Fall	Cr	Year One: Semester 2, spring	Cr
Course Number and Title	**Cr**	**Course Number and Title**	**Cr**
NURS XXX Health Assessment	3	NURS XXX Nursing Care of the Adult and Aging Patient I	5
NURS XXX Culture of Health	3	NURS XXX Nursing Care of the Adult and Aging Patient II	5
NURS XXX Fundamentals of Patient Centered Care	6	NURS XXX Considerations in the Care of the Aging Adult	2
NURS XXX Pharmacology	3	NURS XXX Pathophysiology	3
Total Term Credit	15	Total Term Credit	15
Year Two: Semester 3, Summer		**Year Two: Semester 4, Fall**	
Course Number and Title	**Cr**	**Course Number and Title**	**Cr**
NURS XXX Nursing Care of the Adult and Aging Patient III	5	NUR 4XX Population Health: Communities	4
NURS XXX Population Health: Women, Children and the Childbearing Family	4	NUR 4XX Population Health: Behavioral Health	4
NURS XXX Evidence Basis for Nursing	3	**NURS XXX CAPSTONE** Leadership and Transition to Professional Nursing	9
NURS XXX Evolving Issues in Nursing	2		
Total Term Credit	14	Total Term Credit	17
Total Credits for the Accelerated Second Debre Baccalaureate Program in Nursing = 61 credits			

All students must have taken the following courses as a condition of Enrollment in any of these courses:

*A General Chemistry (or its equivalent) with a lab
*Anatomy and Physiology I and II with labs
*Microbiology with a lab
Nutrition
Developmental Psychology or its Equivalent

Course Descriptions

300 Level Courses
NURS XXX: Culture of Health
Course Description: This course examines theories and principles of health promotion, disease prevention and risk reduction. Primary (prevention), secondary (detection) and tertiary (reduction of continuing risk will be reviewed across the lifespan. Contemporary theories of health promotion will be examined. Utilizing current and federal guidelines for prevention including such documents as Health People 2030, CDC Guidelines and Institute of Medicine documents students will identify health behaviors for themselves and their patients. Social determinants of health (SCOH), public policy, and health care financing will be examined in the context of promoting health for all.

NURS XXX: Health Assessment
Course Description: This course provides students with the theoretical knowledge and clinical skills necessary for comprehensive and systematic collection of subjective and objective patient data. Students will learn to develop a database through collection of a health history, evaluation of pertinent laboratory data and performance of a physical assessment. The emphasis of this course is on the differentiation between normal and abnormal findings. This course includes a laboratory experience which will provide students with the opportunity to refine clinical assessment skills and synthesize the components of a health history and physical assessment findings.

NURS XXX: Considerations in the Care of the Aging Adult
Course Description: This course examine the experiences of aging in the variety of cultures and socioeconomic strata of the nation. The focus of this course will be on the fastest growing population in the nation, individuals over the age of 65 and the frail elderly. The role of the nurse in engaging in the health, wellness and quality of life in this population will be examined. Physiologic, psychologic, developmental and social issues will be discussed. The course will provide a wholistic approach to the role of caregiving and end-of-life experiences.   Emphasis will be given to syndromes most often associated with aging, such as polypharmacy, decompensatory pathologies, frailty, abuse and geriatric syndromes. Strategies essential for the treatment and coordination of care for individuals and families dealing with aging family members, as well as the impact on population health locally, nationally, and globally will be addressed. (2 Credits)

400 Level Courses
NURS XXX Research, Theory and Evidence Basis for Nursing Care
Course Description**:** This course focuses on the theoretical and research foundations of nursing care. Research methodologies and theories from nursing and other disciplines will be used to provide evidence for the basis of nursing care and the creation of nursing knowledge. Students will be introduced to the processes of scientific inquiry in nursing and nursing theory development. Current nursing research will be discussed in relation to key theories explaining phenomena relevant to nursing practice. Critical analysis of published research students regarding implications for clinical practice will be addressed.

NURS XXX Leadership Development in Transition to Professional Nursing

Course Description: This Capstone course is designed to integrate didactic and clinical work to explore fundamental issues in leadership and the application of leadership theory to clinical nursing. The framework within which these issues will be explored is the Center for Creative Leadership's (CCL) approach to leadership development that probes leadership of self in the context of self awareness, leadership of groups and leadership of systems. Concepts of leadership will be explored in the context of history, current issues in health and exploration of future possibiliites for the profession of nursing.

<center>**ACADEMIC POLICIES AND PROCEDURES**</center>

Academic Integrity

Policy: Academic integrity is essential to academic excellence. Integrity and a code of ethics is central to any profession. Academic integrity is the responsibility of every member of the nursing program (faculty, students and staff). It is an expectation that all students maintain academic integrity in all course work and in all clinical settings. Violation of academic integrity in any form will result in swift and immediate action with the possibility of dismissal from Chestnut Hill College. Breaches of academic/professional integrity include but are not limited to: plagiarism (misrepresenting material as your own when it is not), cheating on a test, gossiping, breaching patient confidentiality (this is also a violation of federal law). Chestnut Hill College's policies on Academic Integrity and Appeals and can be found in corresponding policies in the Student Undergraduate Handbook.

Admission and Progression Requirements for Nursing Majors

First-Time College Freshman Application Process

Each year, the School of Undergraduate Studies enrolls a first-year class of motivated, diverse students whose records show academic achievement, intellectual curiosity, and potential for growth. We recommend that a student prepare for Chestnut Hill College by taking the strongest course of study offered by his/her high school. Specifically, this should include the following:

- four years of English composition and literature
- four years of social science/history
- three years of mathematics
- three years of science
    - Students who wish to be accepted into the Nursing Major must have 1 year of Chemistry and 1 year of Biology, 1 year of Anatomy and Physiology is preferred.

Chestnut Hill College will accept college-level course work completed prior to matriculation provided the relevant courses were completed successfully at an accredited college or university.

Credit may also be given for performance on Advanced Placement examinations and completed International Baccalaureate Diplomas.

Application

Application for admission should be made after the completion of the Junior year of high school. Chestnut Hill College subscribes to a rolling admissions policy that strives to notify the applicant of the Admissions Committee's decision within two 18 18 weeks after a complete application is received. The following credentials are required or preferred for a complete basic application:

- Completed Chestnut Hill College Application or Common Application
- Score results from the Scholastic Aptitude Test (SAT I) (Optional) or American College Test (ACT) (Optional) ▪ Official high school transcript(s)
- An essay/personal statement and letter(s) of recommendation are optional but strongly recommended. The Admissions Committee reserves the right to request additional documentation and/or a personal interview with a member of the Admissions staff.

Criteria for Progression for Traditional Students moving into the Clinical Phase of their Nursing Program

Applicants must meet the Admission Criteria for all traditional Undergraduate students. In order to progress into the clinical education portion of the program (as early as first Semester Junior year), students must have:

- 3.0 cumulative GPA
- Completion of TEAS test with a minimum score of 70% (students may retake the TEAS one time; it is recommended that students sit for the TEAS examination no later than the second semester of their sophomore year)
- Minimum of 'B' or better in all math and science prerequisites
- Prerequisite coursework[*]:
    - Anatomy and Physiology, I and II (with lab)
    - Microbiology (with lab)
    - General Chemistry (with lab)
- Developmental Psychology
- Nutrition

*Only one science course may be repeated one time

Admission to the Accelerated Second Degree Program

Applicants for the Accelerated Second Degree Program must meet the following criteria:

- 3.0 cumulative GPA
- Completion of TEAS test with a minimum score of 70% (students may retake the TEAS one time)
- Minimum of 'B' or better in all math and science prerequisites
- Prerequisite coursework:

- Anatomy and Physiology, I and II (with lab)
- Microbiology (with lab)
- General Chemistry (with lab)
- Developmental Psychology
- Nutrition

Progression Criteria through the Nursing Program

All Nursing Programs of study:

- Once the student enters the clinical phase of the program, a minimum c2.67 GPA must be maintained. Any student who falls below this threshold will be placed on academic probation. A student may be on academic probation for one semester. Failure to return to good academic standing may result in dismissal from the program.

- Only **ONE** nursing course may be repeated **ONE** time. Any two course withdrawals in a nursing course (whether from the same or different courses) equate to one failure. Course withdrawals resulting from an *approved* leave of absence will not count against the student's progression in the program.

- Students who are unsuccessful in any two nursing courses will be dismissed from the program.

Academic Advisement

All students in the nursing program will be assigned a nursing faculty advisor. The nursing faculty advisor is the student's direct point of contact to discuss and seek guidance with the academic program of study, career planning, graduate education and professional letters of recommendation.

**Alternate Path to Academic
Progression (Accelerated Second Degree Students)**

Policy: Students who have been accepted into the Accelerated Second Degree BSN program may, under extraordinary circumstances, be eligible to withdraw from the full-time program of study and complete the program on an alternative schedule. Eligibility for this option will be decided on a cse-by-case basis. Situatons that may be considered for this altnerate path include, but ar not limited to: illness, life events such as pregnancy, family emergencies or illnesses, and/or an inability to meet the outcomes of a course.

Procedure:

1. The student should speak to their advisor as soon as possible to discuss this option.

2. The decision to seek an alternate path to academic progression must be communicated to the Director of Nursing no later than week 4 of any clinical course.
3. A written request must be made to the Program Director, seekign permission to complete the nursing program on an alternate schedule. The letter must include:
   a. The reason for the request
   b. A reasonable timeline for completion of the program
4. Once a student has been given permission to complete the program using an alternate schedule, the student may not opt to return to the Accelerated Program.
5. Students wh are granted the privilege of an alternate path to progression will be charged a pro-rated per credit rate
6. Students must complete their program of study within 18 months of beginning their alternate schedule.

Chain of Communication

Policy: Students are to observe the chain of communication as outlined in the Nursing Department Table of Organization.

When discussing course/class issues, students are to address issues as follows, to:

➢ the specific professor teaching the class
➢ their academic advisor and/or
➢ the course coordinator
➢ the Director of Nursing

Students practicing in a clinical setting are the responsibility of Chestnut Hill College and **not** the clinical agency. Students at all times report to and are responsible for following the instructions of the clinical faculty. Clinical facilities have no jurisdiction over Chestnut Hill College policies and procedures.

Class Attendance

Students are expected to be present, prepared and on time for each class session. Students are responsible for all missed classwork. Students who have unexcused absences for quizzes or exams will receive a "0" for the missed quiz or exam. Students who are late will NOT be given extended time to complete the quiz or exam. Stduents who arrive more than 15 minutes late for a quiz or exam will not be permitted to test and will receive a grade of "0". Faculty are under no obligation to provide make-up quizzes or examinations or to extend deadlines.

Students who are unable to attend class, that is, students who have notified their professor of a personal situation may be granted consideration by the professor.

Clinical Attendance

Policy: 100% attendance is required for all clinical rotations.

Rationale: Nursing is a practice profession. The Nursing Clinical Arts Center (NCAC) and clinical agencies provide students with opportunities to apply theory to the direct care of clients. Self-responsibility and accountability are important aspects of professional nursing education. Students are to arrive at all clinical rotations, including the Nursing Clinical Arts Center (NCAC) on time and remain in those clinical agencies for the time designated by the clinical professor. Lack of punctuality and lack of attendance are not acceptable, will be reflected in students' clinical performance evaluation and may be cause for dismissal from the program. An unexcused clinical absence will result in failure of the course. An unexcused clinical absence is defined as a "no call, no show" event; that is, the student fails to notify the Director of Clinical Education or faculty of the absence and does not report to the designated facility for the clinical experience. (This applies to both agency and NCAC clinical experiences.) *While 100% attendance at clinical rotations are expected, students may face illness or emergency that precludes attendance. Clinical faculty will determine whether or not any clinical absence is "excused." Excused absences include (but are not limited to) military obligations, death of a family member, mandated court hearing, student hospitalization or contagious illness (must provide proof from an authorized provide [NP, PA, MD, OD). The decision of the students' clinical faculty on issues of attendance is final.*

Whether an absence is excused or unexcused, the clinical experience MUST be made up. Excused absence make-ups will not incur a cost to the student.

Procedure: Should a student determine that a clinical absence is imminent, that student must notify their clinical instructor and the Director of Clinical Education as soon as they become aware of the possibility of a clinical absence**.** Failure to comply with the above will result in an automatic failure in the clinical course. A fee of $100.00 per unexcused clinical absence will be charged to the student. Any clinical make-up must be approved by the Nursing Center Chair. More than one clinical absence may result in course failure or dismissal from the Nursing program.

Clinical Clearance Requirements

Policy: *The Pennsylvania Code, Title 49, Professional & Vocational Standards, Section 21.111 Health Program of the State Board of Nursing requires that the health program include*: pre-entrance and periodic health examinations, an immunization policy, and that appropriate cumulative student health records be maintained throughout the enrollment of the student. All clearance and student health records are to be submitted through CastleBranch. Students are responsible to pay for, open and maintain a CastleBranch account. Requirements for entering the clinical portion of the Nursing program are listed below:

Health clearance document include:
- Annual physical
- Seasonal influenza vaccination (annually)
- COVID vaccination in accordance with CDC guidelines
- Two-step PPD testing (preferred over QuantiFERON) (annually)
- Immunizations **and** titers:
    - Measles
    - Mumps
    - Rubella
    - Varicella
    - Hepatitis B and C
    - Tetanus (TDaP)

Professional clearance documents:
- CPR Certification, Basic Life Support (American Heart Association [AHA] **ONLY**)
- HIPPA certification
- Personal Health Insurance
- Professional liability insurance
- A professional background check that includes drug screening (annually)

All nursing students must purchase a CastleBranch account to track health and professional clearances.

Please note, that Students who change to a positive background, for any reason, will be dismissed from the program until their record is expunged.

Criminal Background Check Policy for Clinical Education

An FBI background check must be conducted each year that the student is in a clinical rotation. This criminal background check is required annually and must be current. Students are responsible to notify the Center Chair of any change in legal status. Students who change to a positive background, for any reason, will be dismissed from the program until their record is expunged.

Any offense (arrest, conviction, misdemeanor, felony, etc.) on a student's record will prohibit him/her from being validated for progression in the Nursing program. Students must have a clear background to continue in nursing courses. Any student found to have anything on their FBI background check, will be dismissed from clinical courses and/or dismissed from the nursing program until such time that their background is cleared. (Some offenses cannot be removed from a record. This includes some felonies and insurance fraud.) If the offense is expungable, the student is encouraged to seek legal counsel. If the student's record is cleared, once the record shows as "clear" the student is eligible for progression, provided all other eligibility requirements are met.

Any student with an offense listed on the "Prohibitive Offenses" contained in PA Act 169 of 1996 as amended by Act 13 of 1997, the Older Adult Protective Services Act, will not be admitted to the BSN Program.

Students who change to a positive background, for any reason, will be dismissed from the program until their record is expunged.

Drug Testing Policy for Clinical Education

A student will not be validated to enter clinical unless the student's 10 panel drug screen is negative. Drug testing is done through instructions in Castlebranch.

Upon faculty member's discretion, students may be asked to obtain an additional drug screen at any point in the semester, at the student's expense. This drug screen must be completed immediately upon request. The student is required to go directly to the testing site from the University. Students have one hour to arrive at the testing site. Any student who does not arrive within the hour will be assumed to have a positive result and be dismissed from the program.

STUDENTS ENROLLED IN THE TRADITIONAL UNDERGRADUATE PROGRAM MUST HAVE ALL CLINICAL CLEARNCES SUBMITTED BY JUNE 1 IN ORDER TO BEGIN CLINICAL ROTATIONS IN THE FALL SEMESTER

STUDENTS ENROLLED IN THE ACCELERATED SECOND DEGREE PROGRAM MUST HAVE ALL CLINICAL CLEARANCES SUBMITTED BY JULY 15 IN ORDER TO BEGIN THE PROGRAM IN THE FALL SEMESTER. STUDENTS MUST HAVE CLINICAL CLEARANCES SUBMITTED BY JULY 1 IN ORDER TO BEGIN CLINICAL ROTATIONS IN THE LAST 4TH SEMESTER OF THE PROGRAM.

STUDENTS WHO DO NOT COMPLY WITH THESE DATES WILL NOT BE PERMITTED TO PROGRESS THROUGH THE PROGRAM UNTIL THE FOLLOWING SEMESTER.

Course Residency

Policy: All courses carrying a NURS prefix must be taken at Chestnut Hill College. Except under unusual circumstances, Chestnut Hill College does not accept nursing course credits from other colleges. All unusual circumstances will be reviewed by the Program Director.

Course Withdrawal and Repeat Procedures

Students may repeat one course with a NURS prefix one time. The student will be eligible to repeat the course the next time it is offered. Two course withdrawals are the equivalent of one course failure.

Dress Code

Policy: While in any clinical agency, students are expected to dress professionally. Professional dress means that all students will appear in clothing which is clean, pressed, conservative and modest.

While in a hospital or clinical agency or in the Nursing Clinical Arts Center (NCAC) students will wear the royal blue scrub top and slacks with the identifying Chestnut Hill College Nursing Student embroidery over the left pocket in red. Students may wear black, red, white or gold turtle necks or tops under their scrub top. All scrubs are to be purchased through College's official vendor, Flynn and O'Hara. Uniform shoes are to be worn with scrubs and can be either black or white. Sneakers may be worn; however, they must be able to be cleaned (they must be "scrub able"-no mesh)

When in a clinical agency that does not require scrubs, women's blouses/tops are to be buttoned/zipped or otherwise closed so that the décolletage is completely covered.

Jeans, Capri pants, sneakers, any form of "flip-flop", clogs and Crocs™ are prohibited. Jewelry is to be kept to a minimum. Piercings are limited to one earring in each ear. No hoop or "dangling" earrings may be worn. With the exception of a MedicAlert Bracelet, bracelets are prohibited.

Neck chains are to be no longer than 18 inches.

Hair is to be clean, off the face and shoulders, and free of adornment. Facial hair is to be neat, trimmed and clean. No unnatural hair color e.g. bright green, bright blue. Large ornamental hair attachments are not considered proper when in uniform. Facial hair should be short and neatly trimmed.

Tattoos may be visible unless a clinical site has a policy of no visible tattoos. In that case, the student must abide by that policy and conceal any tattoos. Tattoos that may be offensive or cause distress to patients, coworkers, or visitors or that contain profanity, nudity, violence, racial references, alcohol or controlled substances must be covered regardless of agency policy.

A Chestnut Hill College name pin must be worn.

The following are not acceptable[*] in the Clinical agency and NCAC:

- Strong perfume, aftershave, colognes and/or cigarette smoke
- Chewing gum
- Heavy make-up

- Long fingernails: fingernails must be kept short and well-groomed. No acrylic nails or gel tips are permitted and if nail polish is worn, it must be clear and unchipped. **For further information on hand and nail hygiene, please see: https://www.cdc.gov/hygiene/personal-hygiene/nails.html**
- Jewelry: earrings are limited to one post/stud per ear, no dangling or hoop earrings are permitted; bracelets, necklaces and rings (other than wedding bands) are not permitted. Medical Alert bracelets, are permitted.

*Religious exemptions are to be discussed with the Clinical Instructor.

Failure to comply with this policy will result in dismissal from the clinical agency for the day and constitute an unexcused absence.

Differentiation between Traditional and Accelerated Nursing Programs

The _traditional_ and _accelerated second degree_ nursing programs are separate and distinct programs and are registered as such by official accrediting bodies. Students enrolled in the traditional nursing program are not permitted to take nursing courses in the accelerated program, and students enrolled in the accelerated program may not take courses in the traditional program.

Electronic/Cell Phone Communication

Policy: Use of electronic communication, i.e., cell phone calls, text messaging, instant messaging for non-academic purposes while in the classroom or clinical site is prohibited.

Rationale: When in the classroom or patient care setting, professionals are expected to be fully engaged in the educational/care giving experience. Communication for non-academic or care delivery purposes is a distraction from the primary purpose of the educational experience.

Procedure:

1. Cell phone use in a clinical agency: At all times students and faculty will follow agency policy on the use of cell phones. No student is to use a cell phone for any purpose in a patient designated area. Students who accept or make a call, instant message or text message on their cell phone during a clinical rotation will be fined $100.00, be sent home from that rotation and have the incident documented on their clinical evaluation. A second offense will result in disciplinary action and may result in dismissal from the Chestnut Hill College Nursing Program. Use of cell phone cameras in any area of any clinical agency is a violation of federal law (HIPPA violation). Such violations can result in fines and civil action. For further information on HIPPA, view: https://www.hipaajournal.com/what-are-the-penalties-for-hipaa-violations-7096/

2. Electronic communication in the classroom: Students who use electronic technology in the classroom for other than academic purposes may be prohibited from bringing electronic media into the classroom for the duration of the Nursing program.

Eligibility for NCLEX-RN Examination

Policy: Students will be recommended for NCLEX-RN candidacy by the Nursing Center Chair Nursing upon successful completion of all coursework in the nursing program and successful completion of the standardized capstone testing through Standardized Testing.

Rationale: The faculty in the Nursing Department believe that it is our responsibility to assure that nursing students are in the best possible position to be successful on NCLEX-RN the first time they take it. Therefore, students will be required to participate in the ATI Testing Suite in order to assure that they are maximally prepared for the NCLEX-RN examination.

Procedure:

1. During NURS XXX, students will be required to take a simulated NCLEX-RN examination through the ATI Content Mastery Series. Students will take the examination under testing conditions. The test will be administered and proctored by nursing faculty.

2. Students will have the opportunity to repeat the test one time

3. All students will be provided an NCLEX-RN review course through ATI post-graduation at no cost.

Evaluation of Clinical Progress

Policy: All students will receive both formative and summative evaluations of clinical progress. Formative evaluations will be given at the mid-point of each clinical rotation. Formative evaluations will consist of a review of strengths and challenges the student and clinical faculty member have encountered during the beginning of the clinical rotation. Summative evaluations will take place at the end of each clinical rotation. Summative evaluations will consist of a review of the students' progress during the semester, and determination of the students' clinical competence. Students must receive a passing grade in their Summative evaluations in order to pass the course.

Rationale: Formative evaluations provide the student with a realistic assessment of their clinical progress at mid-semester and provide the student with the opportunity to optimize clinical skills and take corrective action if necessary. Summative evaluations provide the student with evaluation of their clinical progress and competence at the end of a clinical rotation.

<u>Procedure</u>: Clinical faculty will meet individually with each student at a mutually agreed upon time at mid-term and at the end of the semester to engage in the evaluation process. All evaluations will be provided to the student in writing. Copies of the summative evaluations will be retained in students' file.

Grading Policies

Grading and Progression Criteria

1. The minimum grade for successfully passing any course with a NURS prefix is C+ (a minimum numeric grade of 76.45)
2. A student may repeat ONE course with a NURS prefix ONE time. That is, only one nursing course may be repeated ONE time.
3. A student must maintain a minimum cGPA of 2.67 (B-) in order to be considered in good academic standing. A student who earns a cGPA lower than 2.67 will be place on academic probation in the Nursing major
    a. A student may be on academic probation in the nursing program for one semester. Failure to achieve a 2.67 cGPA in the subsequent semester may result in dismissal from the Nursing program
4. Grades on examinations and papers will carry their original number value to the hundredth place. The final course grade will be rounded to the tenth place after totaling all assignments.
5. All coursework must be completed by the last day of the semester. Coursework submitted or completed after the last day of the semester will not be accepted.
    a. Nothing in this policy shall be construed to man that students are permitted to submit late work with the permission of the professor.
6. No course examinations or papers may be re-taken or re-submitted in an effort to seek a higher grade. No request at the end of the semester to "locate points" on a previously submitted and graded work will be considered.
    a. Any dispute regarding a final course grade must follow the Nursing program grievance policy outlined in this Handbook.
7. Criteria for grades that carry a NURS prefix are:

Grade	Numeric Value
A	93—100
A-	90—92
B+	87—89
B	83—86
B-	80—82
C+	77—79
C	73—76

C-	70—72

Grade Appeal Policy (Nursing Program)

Policy: Students may appeal a COURSE grade within 3 days of receipt of the grade, under the following circumstances:
- ➢ There has been a clear miscalculation of the grade;
- ➢ Changes were made in the grading procedures after the student received the course management policy (syllabus); or,
- ➢ The grade appears to be arbitrary and not based on published evaluation procedures.

Procedure**:**
1. Step One: Student discusses problem with the involved instructor
2. Step Two: The student discusses the problem with the Program Coordinator.
3. Step Three: If the situation is not resolved a Hearing Committee will be convened.
   a. The Hearing Committee shall consist of two faculty members, one from the Nursing Center and another from the Center for Natural and Behavioral Sciences or. The Nursing faculty member will be selected by the Nursing Center Chair, the other by the involved student.
   b. The committee will hear the case and may request any documentation from any individual involved in the case.
   c. The decision rendered by this departmental *ad hoc* committee will be the final step in the Nursing Center.
   d. The Committee will provide the Nursing Center Chair with a written summary report and a recommendation within 10 business days of the conclusion of the hearing.
   e. The Nursing Center Chair will render a decision and make a recommendation to the Provost.
   f. The Provost will make the final decision. The decision of the Provost is final and not open to appeal.
   g. If the Nursing Program Dean or Center Chair is the instructor of record of the course, the Provost will make a determination regarding who will serve in the Nursing Center Chair's place.
4. Satisfactory resolution of the issue at any step means that it is unnecessary to continue the grievance process.

Math Proficiency Policy

Policy: All students must demonstrate proficiency in calculation, dosage, conversions and any other mathematical skill necessary to provide safe administration of medication and safe patient care. Student who are unable to meet mathematical proficiency standards will be dismissed from the nursing program.

Procedure: Concurrent with enrollment in the first clinical nursing course students will be provided instruction and learning materials on the math competencies needed for safe

medication administration and the use of common abbreviations. Students are expected to utilize these materials to understand, practice and master drug dosage calculations that are needed to safely administer medications. Competency in safe drug administration will be assessed throughout the curriculum with calculation questions on all course examinations in addition to mandatory testing outside of individual courses. Mathematics and calculation proficiency will be taught, assessed and evaluated using Safe Medicate, a modular math course.

All students will complete a Modular Math curriculum concurrently with the nursing curriculum. An online Foundation Numeracy examination will be conducted at the beginning of the Foundations Nursing Course. Progression through the modules is contingent on gaining a passing grade as set by the on-line course administrator. Modules will continue throughout the nursing curriculum and students must successfully complete all materials in sequence prior to being considered for graduation from the Nursing Program.

Safe Medicate Medication Math Policy:

Safe Medicate is a requirement of all clinical courses and is to be completed by the specified due date. Each student will independently complete the required self-study/practice modules as assigned per semester prior to the summative assessment (examination). Before the student may take any examination, the student may be asked to submit written proof of completion of the required modules in the form of the student record.

Prior to beginning the Safe Medicate modules each student is required to take a foundation numeracy examination. A grade of 85% or higher is needed for a student to move into the Safe Medicate modules. A grade of less than 85% indicates a fundamental arithmetic problem. There is no remediation for this. The student will be responsible for finding a tutor in fundamental math before continuing with Safe Medicate.

After Semester One, each student will need to achieve 90% on the specific summative Safe Medicate assessment *prior to advancing into the next clinical course and/or administering medications* in the clinical setting. If the student does not achieve 90% by the *second* attempt, the student is to meet with their academic advisor and a remediation plan will be initiated. The student is expected to complete this remediation prior to the next scheduled examination date. Proof of completion of modules and a 100% on a practice assessment is required prior to sitting that assessment.
If the student is unsuccessful in attaining a score of 90% on the specific Safe Medicate exam after the **third** attempt, the student **will not be able to progress to the next clinical course** until this criterion is met.

Professional Decorum

Student nurses represent both the profession of nursing and Chestnut Hill College. Students must, in all circumstances, but particularly when wearing the Chestnut Hill College uniform, must behave in a professional manner toward faculty, staff and patients and to the public in general. It is an expectation that students demonstrate courtesy, honesty and responsibility in

verbal and electronic communication. Behavior that interferes with clinical agency/staff/faculty or public relationships may be cause for dismissal from the Nursing program.

Unprofessional behavior or any display of incivility towards administrators, faculty, staff, fellow students or others on and off campus, in the classroom, or in any clinical setting, will result in a hearing with either the Program Director or his/her designee. Disciplinary action may result in a warning, probation, or dismissal from the program. A "Warning" is a formal notice of conduct which must be rectified immediately; "Probation" is a status in which the student is identified as having seriously breached the policies contained in this handbook OR has either repeatedly engaged in prohibited conduct and received warnings for previous unprofessional conduct. Students who disagree with the decisions of the hearing may file a formal complaint and initiate the Grievance Procedure outlined in this Handbook. Unprofessional behavior or incivility includes, but is not limited to:
1. Academic misconduct, including but not limited to cheating on and exam, plagiarism, falsification of documents or forgery.
2. Disruption or obstruction or teaching, classroom, or educational interactions or use of abusive, aggressive or rude language or behavior towards administrator, faculty, staff fellow students or others on campus, or at a clinical site.
3. Unprofessional or dishonorable conduct which may deceive, defraud or injure patients.
4. Violation of safety and/or infection control practices, impairment or intoxication.
5. Physical, verbal abuse, threats, intimidation, stalking, bullying or harassment.
6. Sexual misconduct or indecent language or behavior.
7. Violation of HIPPA regulations.
8. Failure to comply with the verbal or written direction of staff, faculty or employees while performing clinical duties unless those actions violate standards of professional practice.
9. Attempt or actual theft, vandalism or damage of school, hospital, and clinical facilities' property.
10. Use, possession, distribution of alcoholic beverages, illegal drugs or weapons.

Testing

Overview for Supplemental Work and Examinations

The Department of Nursing at Chestnut Hill College require the use of the ATI Content Mastery series as supplemental study and practice for the NCLEX-RN examination. This program is required of all students in order to maximize their success on NCLEX. ATI supplemental material will be embedded throughout the curriculum. Students will be working with ATI resources and take ATI examinations throughout the curriculum. All students MUST participate in practice exams and remediation work.

Overview for Unit Examinations: The Department of Nursing has implemented ExamSoft as the testing platform for all nursing courses. ExamSoft is a secure, computer-based testing

environment providing students with an experience similar to the NCLEX-RN exam using a software download known as Examplify.

Student Responsibilities for ExamSoft Use:

1. Students are expected to have access to a fully functioning laptop computer meeting the minimal system requirements for ExamSoft for all testing sessions in nursing courses. (The minimal system requirements for computer devices can be found after this section.)
2. Prior to the start of the nursing program, students are expected to download ExamSoft by the designated due date using the instructions provided by the Department of Nursing. This information will be communicated via College email. If the student has an issue with downloading or utilizing Examsoft, it is the responsibility of the student to directly notify and discuss the circumstance with a member of the nursing faculty by the date when ExamSoft is to be downloaded.
3. Students are required to complete the download of each examination in Examplify as instructed and come to the testing session prepared to begin testing. A due date and instructions for downloading an examination will be provided by the faculty via an email sent to all students in the course.
4. Students who do not complete the download of an examination during the designated time frame will receive a 5% deduction in the examination grade for any examination not downloaded within the download window provided by the faculty. If a student fails to download an exam within the specified time frame, the student may be provided with an opportunity to download the exam at the testing session at the discretion of the faculty. The 5% deduction will still apply. Make-up examinations will not be administered for failure to download the exam.
5. Students are expected to have a functioning computer for all examinations. Students are expected to report any problems with examination downloading or technical issues related to personal computers to the course coordinator or Nursing IT Consultant as soon as a problem is identified and no later than 5:00pm on the last business day PRIOR to the scheduled testing session. (For example, if the exam is at 9:00am on Monday, the student needs to notify the faculty by 5:00pm on Friday of any problems; for an 8:00am exam on a Tuesday when Monday is a holiday, the student needs to notify the faculty by 5:00pm on Friday). If persistent computer issues prevent the student from using their own device beyond one exam 5% may be deducted from the examination score.
6. Students are expected to follow all pre-testing computer set-up instructions including, but not limited to, closing all applications and de-activating all anti-virus software. These practices will assure optimal performance of Examplify during the testing session.

7. Students are expected to arrive to the testing session with a fully charged computer device. Each classroom will have differing levels of access to electrical outlets. Electrical outlets can be used as available.
8. Students are expected to upload their completed examinations immediately upon completion of testing.
9. Clockwork is an online web portal to be used by students with documented disabilities who are requesting accommodations. Students who register with this portal may also request accommodation letters to be sent directly to their professors, so that they can view and confirm receipt of those letters. Students must provide documentation to the course coordinator as soon as possible and at least 4 working days PRIOR to the first examination.
10. All students are expected to follow the College's Academic Integrity policy as stated in the Nursing Handbook.
11. All students are expected to follow the Testing Session Procedure as stated in the Nursing Handbook.

Examplify: Minimum System Requirements (link below)
[Link for Minimum System Requirements for Examplify](#)

Testing Session Procedures

1. Students are expected to arrive on time for testing sessions and are to be seated and ready to test at the designated start time.
2. All personal belongings should be placed in the front of the room or at a designated area determined by the faculty. This includes all bags, coats, hats, phones, watches, electronic devices and any other items at the discretion of the faculty.
3. All cell phones or other electronic devices should be turned off. Cell phones may not be visible to the student or the exam proctor.
4. Students should use the restroom prior to the testing session. Restroom use is restricted during the testing session and will be allowed only in emergency situations.
5. Students will not be permitted to leave the classroom during testing except in the case of an emergency.
6. Only a computer and mouse (as needed), College identification, and a pencil will be allowed on the desk during the testing session.
7. Faculty will provide scratch paper for each student. Students will be required to write their name on the paper and return it to the faculty at the conclusion of the examination.
8. No food or beverages will be allowed at the desk during testing sessions.
9. Talking during the exam is not permitted unless an emergency occurs.

10. No questions will be answered during the examination unless related to an error/typo on the examination or a technical difficulty. Raise your hand for assistance if this occurs.
11. Do your own work. Any evidence of cheating will be subject to the College's Academic Integrity Policy.
12. Students are required to upload the examination as soon as the examination is completed or when testing time has expired. Proctors should confirm the green screen prior to the student leaving the testing room. Students should not leave the testing session without confirming an examination upload with the proctor.
13. When the student leaves the testing session after the completion of the examination, the student will not be allowed to return to the testing session until all students have completed the examination.

Examination Review
Procedures:

1. Students must take exams on the date, time and location specified by the course instructor.
2. Students are to notify the course instructor if they are unable to take the examination on the date/time specified. Make-up examinations are permitted only at the discretion of the course instructor.
3. Students may make up only one examination during any given semester.
4. Pre-test reviews ARE NOT conducted in the Nursing program
5. Examination blue prints will not be provided
6. Students may have only a basic calculator, one piece of scrap paper and two pencils during the testing period.
7. Apparel and objects that obstruct the student's face e.g. hats, blankets, hooded sweatshirts with the hood over the student's head are prohibited.
8. All student belongings will be placed in a secure location during the testing period. Students are advised to bring as few personal items to the testing space as possible. NO ELECTRONIC DEVICES are permitted in the testing area, this includes phones, ear buds, earphones smart watches or Google glasses. Any student who has these items in their possession once the testing period begins will be disqualified from taking the test, receive a "0" for a score and be prohibited from re-taking the examination.
9. Students are advised to use the restroom prior to the start of the examination. Students who require a bathroom break will not be given additional time to complete their examination.
10. Students who are more than 10 minutes late for the examination will not be permitted to take the examination.

11. No post-examination review will be held in a group setting. Students who wish to discuss areas with which they struggled on the exam must make an in-person appointment to meet woth the instructor to discuss these questions.
12. NO EXAMINATION IN THE NURSING PROGRAM is graded on a curve; EXTRA POINTS ARE NOT GIVEN ON ANY EXAMINATION FOR ANY REASON.

Chestnut Hill College Nursing Clinical Arts Center (NCAC) Policies and Procedures

Lateness / Absence:

All NCAC sessions carry the expectation of attendance.
Students must attend assigned skills and simulation sessions and complete all assignments in order to pass the Clinical component of a course.

If a student is less than 10 minutes late, it is at the discretion of the individual instructor whether the student will be permitted to join the session in progress.

Two late attendances may incur a monetary fee of $50 to be applied to a student's account and/or a point deduction (max 5 % of the course grade) to be applied to the course in progress.

If a student is more than 15 minutes late, they will only be permitted to join the session in progress at the discretion of the Instructor running the session. If refused entry, the instructor is not obliged to provide a make-up session.

In any course with a NCAC component, only one missed session will be permitted. A second missed NCAC session will trigger an automatic fail of the clinical component of the course. Failure in the clinical component translates to a failure in the course.

Incivility:
Incivility will not be tolerated in the NCAC and students are expected to conduct themselves professionally at all times.

Students will be asked to leave the NCAC if they demonstrate uncivil behavior and this will be considered the equivalent of an absence with the accompanying penalties.

Lab Uniform & Equipment Policy:

Students are expected to attend skills and simulation sessions in full nursing uniform with name badge displayed and be in possession of, or have ready access to their equipment: lap-top, note-taking materials, text / skills book, watch with second hand, stethoscope & BP Cuff.
Food & Drink Consumption:
The consumption of food and drink and the chewing of gum is prohibited in all areas of the NCAC.

Smoking & Vaping:
The use of tobacco and vaping products is strictly prohibited on the campus, except where designated and is strictly prohibiting in the NCAC, and the parking area. College sanctions will be applied to a student found in violation of this policy.

Marijuana Use:
The use of marijuana products in any form is strictly prohibited.

Cellphone Use:
Cell phones are prohibited in the classrooms and skills areas of the NCAC and must be powered off and stowed during skills and simulation sessions. Students identified with a cell phone on their person will be asked to leave the session and stow said phone in their bag or a locker. Any student who needs to be contacted by an outside party should notify the instructor or NCAC before the start of any sessions.

Repeated cellphone use/texting may at the discretion of the NCAC Director, result in a student being removed from the skills and simulation sessions and refused re-entry. If a student is denied entry to a session, this will be considered the equivalent of an absence and incur the associated penalties.

Confidentiality & consent to record:
All students with be given a confidentiality / audio-visual recording consent form when joining the NCAC. A signed consent is required to participate in NCAC activities and will be held in your NCAC file until such time as a student graduates. Any student who refuses to sign the confidentiality agreement will be unable to participate in NCAC simulation sessions, which will result in a failing course grade.

Skills Competencies Guide

All students are required to take part in skills competency demonstrations. **Guidelines will vary according to the course (Accelerated BSN vs. Traditional).**

When preparing for skills demonstrations students are encouraged to participate fully in formal sessions, and practice sessions where available. Students should review the skills in the as directed by the instructor, and view the relevant ATI skills modules.

The initial skills demonstrations will take place at the beginning of each semester during clinical hours as arranged by each faculty member. Successful skills demonstration must be completed by the end of each semester.

The skills demonstrations will take place in the NCAC simulation suites and skills rooms. Arrive 10 minutes prior to the scheduled time wearing clinical attire. **Each student will be required to demonstrate 1-2 skills dependent upon their academic level and course placement.** The skills are randomly assigned by the faculty. It takes approximately 12 minutes to perform each skill.

END OF PROGRAM SKILLS COMPETENCY

Students may be asked to successfully demonstrate any of the taught skills prior to graduation.

	Sterile Gloving	Suction-ing And Airway Mgmt.	Straight Cath or Foley Insertion	IM or SC Injection	IV Push Med Admin with Reconstitution	NG-Tube Insertion or Med Administration	PPD Admin	IVPB Set-up
Patient-centered Care	X		X	X	X		X	
Care of Adult / Older Adult	X	X	X	X	X	X		X
Community	X		X	X				X
Mental Health	X	X						X
Maternity	X		X		X			X
Pediatrics	X	X		X		X	X	
Prior to graduation	X	X	X	X	X	X	X	X

NCAC Practicums

During the course of the nursing program, students will be required to validate a variety of clinical skills. Validation is a formal evaluation measure, e.g. a test or examination. All validations will take place in the NCAC. The validation space is a testing space. Students may not speak to faculty observers or one another at any time during the validation. Students may not ask questions about the content that they are demonstrating; if validation is conducted in pairs, students may not coach or otherwise provide information to one another during the validation. Violation of this policy will result in a failing grade for that validation. A failing grade for a validation will impact the overall course grade. For testing, faculty may either remain in the room or outside of the simulation rooms and document their observations through the one-way window or via camera observation. The demonstrations may be video and audio recorded. Once all students have completed the skills demonstrations, or have graduated the program, the video and audio recordings will be erased.

When demonstrating the skills, keep the following in mind:

1. Always maintain patient safety.

2. Include all critical steps. (Critical steps are those steps that may jeopardize patient safety).

3. If something is forgotten or the student feels that they have done something incorrectly, it is important for the student to loudly identify what was done incorrectly and how it may more safely be done in actual clinical practice (self-remediate)

4. **A repeat session will be provided for students who are not successful the first time.**

Chestnut Hill College Policies on Student Life: See Chestnut Hill College Student Handbook

Chestnut Hill Policies on Academic Integrity (Undergraduate Handbook, p. 11—13)

<u>Academic Integrity Policy</u>

Academic integrity, which is essential to the mission of Chestnut Hill College, consists of responsibility and honesty in the fulfillment of academic duties and is vital to the College community of scholars. Academic integrity promotes trust, mutual respect, cooperation, and the advancement of learning. Academic integrity requires:

▪ Careful and thorough preparation for courses, including reading, completion of assignments, finding required background material, and reflecting on relevant issues.

▪ Regular and prompt attendance for the entire course session unless there is a serious reason for absence. ▪ Effort to maintain careful and focused attention during class.

▪ Participation in course discussion by both speaking and listening.

▪ Consistent attendance at lectures, events, study groups, and/or conferences with the Instructor, as required or suggested by the Instructor.

▪ Asking questions and seeking appropriate assistance from peers, academic support staff, and Instructors, as needed.

▪ Respect for Instructors and students.

▪ Careful and thorough preparation for and complete honesty in fulfilling assignments, writing papers, citing sources, and taking tests and examinations.

▪ Speaking to any student observed in violation of academic integrity, to discourage such violation. If this is not successful, reporting the violation to the instructor.

<u>Cheating and Plagiarism</u>

Cheating and plagiarism destroy the trust and mutual respect that are essential to a community of learning. These behaviors violate the deepest convictions of the College community and are infractions of Academic Integrity.

The following acts are examples of cheating, though the list is not exhaustive:

• Using material or data not specifically allowed by the Instructor during the taking of an examination, test or quiz, such as:
     o material written by another student with or without his or her knowledge
     o cheat sheets whether on paper or electronic
     o textbooks and/or notes
     o unauthorized use of calculators, phones, watches or any other unauthorized aid.

- Collaborating during an in-class or on-line examination, test or quiz, either in the giving or receiving of information or improper collaboration.

- Using textbooks, materials or assistance outside the directions of the Instructor on a take-home examination or laboratory report.

- Stealing, using or transmitting verbally, electronically, or otherwise, examinations, tests, quizzes or portions thereof, or other likewise confidential information before or during the time of the exam.

- Stealing, receiving, or transmitting verbally, electronically, or otherwise, assignments to/from other students.

- Submitting for a grade in one course any material previously or simultaneously submitted for a grade in another course without documented authorization from both Instructors.

- Substituting for another student or permitting any other person to substitute for oneself to take a test or examination.

- Falsifying laboratory or research data or results.

- Falsifying or inventing bibliographical entries.

- Withholding knowledge of cheating or plagiarism.

- Knowingly participating in another student's act of cheating or plagiarism.

- Willfully committing, aiding, or abetting any act of cheating.

Plagiarism is defined as the submission of work (written work, art work, musical composition, oral presentation, software program, experimental design, etc.) that incorporates ideas from another individual (student, teacher, author, etc.) and presents these ideas as one's own without adequate acknowledgement of the source.

The following acts will be deemed acts of plagiarism, though this list is not exhaustive:

- Presenting published or unpublished work prepared by others, or dictated by others, as one's own, including papers purchased or borrowed from any person or organization.

- Incorporating formal lecture notes, on-line course material, or information from textbooks into one's own work without acknowledgement and thus presenting them as original.

- Presenting, as one's own, computer solutions, multi-media projects, or computer programs developed by someone else.

• Copying multimedia objects (videos, audio files, animations, presentations, websites, blogs, wikis, discussion posts, e-publications, e-portfolios, etc.) without appropriate citation, and presenting this as one's own original work.

• Copying the ideas and/or language of any other person or persons, without appropriate citation or acknowledgement, and presenting this as one's own original work.

Penalties Instructors are responsible for determining when a violation of academic integrity has occurred, as well as for reporting and providing penalties for this violation. Because consequences may differ when multiple infractions have occurred, all violations must be reported to the Dean of the School of Undergraduate Studies. The Dean's Office is responsible for keeping track of the number of times a student is reported. Penalty levels:

▪ A: Remediation/written warning
▪ B: Assignment of additional work
▪ C: No credit for the test or assignment
▪ D: Failure of the course
▪ E: Suspension from participating in optional College activities such as SGA, athletics, honor societies and programs, etc.
▪ F: Dismissal from the College

An Instructor may impose any of the penalties A through D at his/her discretion; however, the Instructor should first check with the Dean to determine whether the student has previous infractions of Academic Integrity. When imposing a penalty, the Instructor must complete the Violation of Academic Integrity Form, available in the Office of the Dean.

Penalty E is enacted by the Dean of the School of Undergraduate Studies when the violation is severe or when the student has multiple infractions. Penalty F can only be enacted by the President in consultation with the Dean. Even a first offense, if severe, may incur these penalties. No student held responsible for violations of Academic Integrity during a given semester or academic year will be eligible for inclusion on the Dean's list.

Students found responsible for an academic integrity violation may lose other honors.

Appeals

A student reported to the Dean of the School of Undergraduate Studies for a violation of Academic Integrity may appeal the charge according to the following procedure:

▪ Academic Integrity cases should first be addressed between the faculty member and the student in an effort to reconcile their differences. If the faculty member determines that a violation of Academic Integrity has occurred, he or she will complete the appropriate form and submit the form to the Dean.

▪ If the student disagrees with the charge, he or she will have three weeks from receipt of notification to present an appeal in a signed letter to the Dean. It is the charge that is in question, not the penalty. All participants in the hearing must have three working days' notice of the hearing.

▪ The Appeals Board for the School of Undergraduate Studies will be composed of four members: the Chair of the Academic Standards Committee, the SGA Vice-President for Academic Affairs or another student appointed by the Dean, one other faculty member appointed ad hoc by the Dean, and the Dean of the School of Undergraduate Studies. If either the Chair of the Academic Standards Committee or the student representative has a conflict of interest, the Dean will appoint a replacement. The first three members are voting members. The Dean will moderate the discussion but will not vote.

▪ If the case is brought to the Appeals Board, both student and faculty member will submit relevant evidence (i including a list of witnesses) to the office of the Dean three working days before the hearing. If more than one student is involved, each will have a separate hearing. No attorneys or parents/guardians are to be present at this hearing. Only individuals approved by the Dean may be present at the hearing.

▪ The Appeals Board will pronounce on the charge, not the penalty. If the student is found innocent, the sanction is lifted. Otherwise it remains as imposed. The decision of the Board is final. The Dean will communicate the decision to the student within ten working days of the hearing.