HOOD COLLEGE

Nursing Handbook

2017-2018
Table of Contents

Welcome ............................................................................................................................................. 3
Hood College Vision, Mission ............................................................................................................. 3
Department of Nursing Mission ......................................................................................................... 3
Hood College Policies and Procedures Access .................................................................................. 3
Nursing Student Learning Outcomes ............................................................................................... 4
Nursing Program Course Requirements and Descriptions ............................................................... 4
Student Information, Policies and Procedures .................................................................................. 11
Faculty Information and Responsibilities ......................................................................................... 17
Preceptor Information and Responsibilities ..................................................................................... 20
Clinical Information, Policies and Procedures .................................................................................... 21
Teaching Adult Learners ................................................................................................................... 26
ANA Code of Ethics .......................................................................................................................... 30
Welcome!

Welcome to the Hood College Department of Nursing. This handbook is for use by students, faculty and preceptors and is intended to provide important information specific to the Department of Nursing and its programs. Whether you are a student, faculty member or preceptor, we are glad you have joined us to learn and to contribute to the quality educational experiences we offer our students.

The baccalaureate degree in nursing at Hood College is accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation) and conforms to the requirements set forth in The Essentials of Baccalaureate Education for Professional Nursing Practice (http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf) as set forth by the American Association of Colleges of Nursing. The BSN programs are approved by the Maryland Higher Education Commission and the Maryland Board of Nursing.

Hood College Vision and Mission

Our Vision
Hood College aspires to be a premiere comprehensive liberal arts college by offering its students an excellent and engaging educational experience that prepares graduates for success.

Our Mission
Through an integration of the liberal arts and the professions, Hood College provides an education that empowers students to use their hearts, minds and hands to meet personal, professional and global challenges and to lead purposeful lives of responsibility, leadership, service and civic engagement.

Department of Nursing Mission
The Hood College Department of Nursing strives to prepare nursing students in both the completion and pre-licensure programs for reflective, culturally competent nursing practice through the systematic study of the liberal arts and the science of nursing. By promoting the exploration of innovative practices, the incorporation of technology and research, and the pursuit of knowledge, we inspire our nursing students to advocate for the improved health of the individuals and families that make up the diverse global community.

Hood College Policies and Procedures

Faculty and Staff:

Hood College Faculty and Staff Policies and Handbooks may be found on the Hood College Human Resources web page:

- Staff Manual
- Faculty Handbook
- Faculty Code
- Policy 55: Prevention of Discrimination and Harassment at Hood College
- Policy 55 Brochure
- Nondiscrimination Notice: Prospective Students
- Nondiscrimination Notice: Current Students, Faculty and Staff
- Inclement/Severe Weather Policy

http://www.hood.edu/campus-services/human-resources/policies-and-procedures.html
Nursing Student Learning Outcomes

Bachelor of Science in Nursing Student Learning Outcomes:

- Integrate nursing science, humanities, and behavioral and physical sciences as a basis for safe nursing practice including clinical reasoning, critical thinking and judgment.
- Provide caring and competent nursing care to culturally diverse clients in a changing and complex healthcare environment across the lifespan.
- Support optimal health outcomes for patients, families, communities, and populations through actions that include health promotion, disease prevention, autonomy, and advocacy.
- Utilize effective communication strategies to collaborate with multidisciplinary teams to provide patient-centered care.
- Safely utilize information technologies to promote optimal patient care.
- Apply basic organizational and systems leadership for quality care, ethical practice, and patient safety.
- Cultivate professional development by making a commitment to life-long learning and professional activities.
- Evaluate the health policy, regulation, and payment process for the improvement of health care for all.
- Integrate research, ethical principles, and patient preference into clinical decision making through evaluative nursing practice.

Nursing Program Course Requirements and Descriptions

BSN Pre-licensure Program

Students will take a number of courses from the natural and social sciences. They will also complete all necessary degree requirements and complete all major requirements for the Bachelor of Science in Nursing. The following represents the nursing required courses. All other courses on the Sample Sequence of BSN Pre-Licensure Nursing Courses are designed to fulfill degree requirements.

Nursing Required Courses

Natural, Social Sciences, and Statistics

^BIOL 104 A & P for Nurses I
^BIOL 204 A & P for Nurses II
^CHEM 100 The Chemical World *
^PSY 101 Introduction to Psychology

CHEM 105 Molecular Basis of Nutrition
BIOL 232 Microbiology for Nurses
PSY 239 Developmental Psychology
SOC 101 Principles of Sociology
MATH 112 Applied Statistics* *

Nursing Courses

NUR 201 Fundamentals of Professional Nursing
NUR 203 Introduction to Nursing Pharmacology
NUR 202 Medication Administration
NUR 205 Adult Health I
NUR 303: Health Assessment
NUR 304: Informatics and Health Care Technology
NUR 305 Adult Health II Nursing
NUR 306 Mental Health Nursing
NUR 307 Pediatric Nursing
NUR 308 Maternity Nursing
NUR 309 Issues in Contemporary Health Care
NUR 403 Community Health Nursing
NUR 404 Leadership in Nursing Practice
NUR 405 Adult Health III
NUR 470 Senior Seminar

^ These courses must be completed with a minimum grade of C before students can enroll in any nursing courses
* Students may substitute CHEM 101 General Chemistry I
**Students may substitute PSY 211 Elementary Statistics or ECMG 212 Statistics for Economics and Management
Sample Sequence of BSN Pre-Licensure Nursing Courses:

<table>
<thead>
<tr>
<th>Nursing Course Schedule*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>BIOL 104 - Anatomy &amp; Physiology for Nurses I</td>
</tr>
<tr>
<td>CHEM 100 - The Chemical World or CHEM 101 - General Chemistry I</td>
</tr>
<tr>
<td>Language</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>SOC 101 – Principles of Sociology</td>
</tr>
<tr>
<td>NUR201 – Fundamentals of Prof. Nursing</td>
</tr>
<tr>
<td>NUR 303 -- Health Assessment</td>
</tr>
<tr>
<td>NUR202—Medication Administration</td>
</tr>
<tr>
<td>CHEM 105 -- Molecular Basis of Nutrition</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>NUR305 -- Adult Health II</td>
</tr>
<tr>
<td>NUR 306 -- Mental Health Nursing</td>
</tr>
<tr>
<td>Philosophical inquiry</td>
</tr>
<tr>
<td>Historical Analysis</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>NUR 405 -- Adult Health III</td>
</tr>
<tr>
<td>NUR 403 -- Community Health Nursing</td>
</tr>
<tr>
<td>NUR 304 -- Informatics &amp; Health Care Technology</td>
</tr>
<tr>
<td>Creative Expression</td>
</tr>
<tr>
<td>PE</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Note: *This curriculum is 128 credit hours and the sequence of courses may vary.
**Students may take MA 112, PSY 211, or ECMG 212
Students must also meet the Global Perspectives requirement
BSN Pre-Licensure Course Descriptions

NUR 201 - Fundamentals of Professional Nursing (5.0)
Prerequisite: Admission to BSN program and BIOL 104, BIOL 204, and CHEM 100 or CHEM 101. This course teaches the student the basic nursing skills necessary to provide safe and competent patient care. Students will learn to prioritize patient care based on Maslow's hierarchy of needs. Emphasis is placed on normal and abnormal assessments.

NUR 202 – Medication Administration (1.0)
Prerequisite: Admission to the nursing program and BIOL 104, BIOL 204, and completion of or concurrent enrollment in CHEM 100 or CHEM 101. This lab-based course will provide the student with the skills to complete accurate dosage calculations of drugs and solutions and to safely administer prepared medications via different routes. This one credit course is equal to three hours of lab.
Offered: First Semester

NUR 203 - Introduction to Nursing Pharmacology (3.0)
Prerequisite: Admission to BSN program or permission of the instructor. This course introduces the student to the principles and application of pharmacology within the context of the nursing process. Indications for use, mechanism of action, effects, contraindications, and interactions for selected drugs and drug classes are explored. Emphasis is placed on the nursing role with respect to administration and monitoring of drug therapy. This course is meant as an introduction.

NUR 205 - Adult Health I (5.0)
Prerequisite: NUR 201 or permission of the instructor. This course will provide the beginning nursing student with opportunities to develop the competencies necessary to meet the needs of adults in a safe, legal, and ethical manner using the nursing process. Students will learn the concepts and theories basic to the art and science of nursing with an emphasis on being part of a healthcare team.

NUR 303 - Health Assessment (3.0)
Prerequisite: Admission to the BSN program. This course is designed to assist the student compile a complete and comprehensive health status database through history taking, physical assessment, and documentation. Course content will reflect a holistic approach to health promotion. Effective communication, assessment and documentation will be practiced in the laboratory setting.

NUR 304 - Informatics and Health Care Technology (3.0)
Prerequisite: Admission to the BSN program or permission of the instructor. This course introduces the student to information technology and its applications in health care. The foundations of information management will be investigated. Regulatory requirements, legal and ethical issues, and privacy and confidentiality issues will be examined. Finally, the students will explore the future of technology in health care.

NUR 305 - Adult Health II (5.0)
Prerequisite: NUR 205 or permission of the instructor. The course expands on nursing knowledge acquired in Adult Health I and focuses on care of the adult in acute care settings challenged with stable, acute illnesses. Students will use the nursing process to care for patients experiencing major health problems related to alterations in selected body systems.

NUR 306 - Mental Health Nursing (5.0)
Prerequisite: NUR 305 or permission of the instructor. This course utilizes theories and concepts related to human behavior and alterations in human behavior. Using a holistic nursing approach, emphasis is on communication skills, self-awareness, and therapeutic use of self in selected settings. Students will have the opportunity to contribute to mental health promotion in a global perspective through Joining Forces. Clinical experiences will concentrate on QSEN core competencies and behavioral criteria.
NUR 307 - Pediatric Nursing (5.0)
Prerequisite: NUR 205 or permission of the instructor. This course focuses on research-based evidence in the nursing care of children and childrearing families. Content will include the biopsychosocial and developmental needs of the well child, the special needs child, and the child experiencing acute and chronic illness. Clinical experiences will include both well children and children with health care needs.

NUR 308 - Maternity Nursing (5.0)
Prerequisite: NUR 205 or permission of the instructor. This course introduces students to theory and principles relevant to contemporary health care for women and families during the reproductive years of the life cycle. Course content will include normal and abnormal physical, psycho-social, developmental, and ethical concerns of the mother and fetus during, pregnancy, birth, postpartum and the inter-conceptual period. Students will be introduced to maternity nursing and apply the theoretical constructs and evidence-based care during a practicum experience.

NUR 309 – Issues in Contemporary Health Care (3.0)
Prerequisite: NUR 305 or permission of the instructor. This course introduces students to government health care policies, regulatory agencies, managed care, and health care finance from the perspective of nursing practice. The student will examine socio-cultural issues, economic, legal, ethical and political factors influencing the provision of health care.

NUR 401 - Nursing Research & Evidenced-Based Practice (3.0)
Prerequisite: Admission to the BSN program or permission of the instructor. Introduces scientific inquiry. Discusses specific elements of the research process including problem identification, literature review, variables, research design, sampling concepts, data collection, data analysis, and interpretation. Students gain experience in research dissemination, critique, and application through a translational project.

NUR 403 - Community Health Nursing (5.0)
Prerequisite: NUR 303 or permission of the instructor. This course examines the provision of public health with the goal of promoting and preserving the health of communities. Students will examine health care in the context of local, state, national, and global resources and issues. Clinical experience as a component of public health education is required.

NUR 404 - Leadership in Nursing Practice (5.0)
Prerequisite: NUR 303. This course examines managerial and leadership concepts, issues, roles and functions as applied to the role of the professional nurse in various healthcare settings. Students will have an opportunity to apply content in a clinical setting of choice.

NUR 405 - Adult Health III (5.0)
Prerequisite: NUR 305 or permission of the instructor. This course expands on nursing knowledge acquired in Adult Health I/Adult Health II, and focuses on care of the adult in acute care settings challenged with complex and often critical illnesses. Students will use the nursing process to care for patients experiencing complex/critical health problems related to alterations in selected body systems.

NUR 470 - Senior Seminar & Practicum (3.0)
Prerequisite: NUR 404 or permission of the instructor. This course will help students synthesize previous concepts and knowledge as they transition to the role of an entry-level professional nurse. Students will demonstrate critical thinking in the development and implementation of comprehensive plans of care through advocacy, collaboration, and evidence-based practice.
BSN Completion Program
Maryland RN-BSN Articulation Model
Hood College is a participant in the Maryland RN-BSN Articulation Model. All Registered Nurses admitted to Hood College will enter under the terms of this model, as they apply to Hood College’s Nursing Program:

- Up to 62 community college credits will be accepted in transfer
- No community college nursing credits will be transferred
- All RNs with an active, unencumbered license to practice in Maryland or a Maryland compact state will be granted 30 upper-level nursing credits per the articulation model.
- RNs will complete the remaining upper-level nursing credits and any additional program requirements at Hood College

General Education Requirements
- Associate Degree or
- 56 credits from an accredited community or other college with the appropriate General Education distribution
- Additional Hood required courses

<table>
<thead>
<tr>
<th>BSN Completion Program Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Anatomy &amp; Physiology w/ lab</td>
<td>8</td>
</tr>
<tr>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry w/ lab</td>
<td>4</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Humanities electives</td>
<td>6</td>
</tr>
<tr>
<td>Intro to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total prerequisite credits</strong></td>
<td><strong>52</strong></td>
</tr>
</tbody>
</table>

Nursing Program
- Unencumbered Maryland Registered Nurse License | 30
- Additional electives | 8-9
- Global Perspectives | 3-4
- Nursing credits | 31

<table>
<thead>
<tr>
<th><strong>Total Nursing Program Credits</strong></th>
<th><strong>72</strong></th>
</tr>
</thead>
</table>

| **Total Credits for Graduation** | **124** |

-
### Sample Sequence of BSN Completion Nursing Courses*

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
<th>Credits per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall I</strong></td>
<td>NUR 301: Dimensions of Professional Nursing</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>CHEM 105: Nutrition (if needed)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Global Perspectives</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td><strong>Semester II</strong></td>
<td>NUR 304: Informatics and Health Care Technology</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Nursing Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>^<strong>Semester III</strong></td>
<td>NUR 303: Health Assessment</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Nursing elective</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td><strong>Semester IV</strong></td>
<td>NUR 403: Community Health Nursing</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>NUR 401: Nursing Research and Evidenced-Based Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Semester V</strong></td>
<td>NUR 404: Leadership in Nursing Practice</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>NUR 309: Issues in Contemporary in Health Care</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

* Course sequence may vary
^ Location in curriculum may vary
BSN Nursing Completion Course Descriptions

NUR 301 - Dimensions of Professional Nursing (3.0)
Prerequisite: Admission to BSN program or permission of the instructor. This course focuses on introducing the student to nursing history and developing an understanding of the nursing profession through examination of philosophy and theory. Responsibilities of the professional nurse will be examined with respect to theory application and historical perspectives.

NUR 303 - Health Assessment (3.0)
Prerequisite: Admission to the BSN program. This course is designed to assist the student compile a complete and comprehensive health status database through history taking, physical assessment, and documentation. Course content will reflect a holistic approach to health promotion. Effective communication, assessment and documentation will be practiced in the laboratory setting.

NUR 304 - Informatics and Health Care Technology (3.0)
Prerequisite: Admission to the BSN program or permission of the instructor. This course introduces the student to information technology and its applications in health care. The foundations of information management will be investigated. Regulatory requirements, legal and ethical issues, and privacy and confidentiality issues will be examined. Finally, the students will explore the future of technology in health care.

NUR 309 – Issues in Contemporary Health Care (3.0)
Prerequisite: NUR 305 or permission of the instructor. This course introduces students to government health care policies, regulatory agencies, managed care, and health care finance from the perspective of nursing practice. The student will examine socio-cultural issues, economic, legal, ethical and political factors influencing the provision of health care.

NUR 401 - Nursing Research & Evidenced-Based Practice (3.0)
Prerequisite: Admission to the BSN program or permission of the instructor. Introduces scientific inquiry. Discusses specific elements of the research process including problem identification, literature review, variables, research design, sampling concepts, data collection, data analysis, and interpretation. Students gain experience in research dissemination, critique, and application through a translational project.

NUR 403 - Community Health Nursing (5.0)
Prerequisite: NUR 303 or permission of the instructor. This course examines the provision of public health with the goal of promoting and preserving the health of communities. Students will examine health care in the context of local, state, national, and global resources and issues. Clinical experience as a component of public health education is required.

NUR 404 - Leadership in Nursing Practice (5.0)
Prerequisite: NUR 303. This course examines managerial and leadership concepts, issues, roles and functions as applied to the role of the professional nurse in various healthcare settings. Students will have an opportunity to apply content in a clinical setting of choice.
Student Information, Policies and Procedures

Abusive Criticism
The faculty and staff are open to receiving and responding to constructive suggestions. Processes are available to allow for appeals of grades and for other grievances. The expression of criticism or problems through the use of abusive language or disruptive behavior directed toward faculty or staff will not be tolerated. Such behavior is inconsistent with professional standards and inappropriate for registered nurses.

Academic Advising
Each student has an assigned academic advisor for the entire program. You will work with your advisor to seek help with any academic questions or problems. Advisors assist in planning schedules and must approve the courses that students select at registration.

The faculty is interested in working with you to promote a positive learning experience at Hood College. We will identify times during each semester to meet and discuss education or policies designed to improve your learning.

Academic Honesty
Cheating either on a test or in the preparation of reports will not be tolerated. Exact duplication of printed material from a journal or text without the use of quotation marks and an appropriate reference to the author constitutes plagiarism and is academically dishonest.

Academic integrity is governed by the Hood College Honor Code. As noted in the catalog and on the college web site.

The Honor Code is governed by the Academic Judicial Council. The purpose of the Academic Judicial Council (AJC) shall be to maintain the Honor System. Any student violating the Honor Code regulations of Hood College shall have the right to appear before at least two-thirds quorum of the duly constituted judicial council. AJC shall perform this function in accordance with the procedures outlined in the By-Laws of the Hood College Student Government Association (HCSGA) to ensure procedural due process and justice. The statute of limitations extends through the period of time in which a person is a student at Hood College. Should a student be found guilty of an offense, sanctions are determined by the AJC and range from a reprimand to expulsion from Hood College.

Academic Standards
Students in the BSN Pre-licensure Program will be expected to maintain a grade point average of 2.75 or higher in order to progress to the subsequent level of the nursing pre-licensure program.

All required courses in the nursing major must be completed with a grade of C (2.0) or higher and students may repeat only one nursing course. Students will be required to complete (and pass) a standardized assessment at the conclusion of each pertinent clinical course and a comprehensive NCLEX practice exam at the conclusion of the program. The standardized programs have opportunities for student remediation.

Should a student not pass a course with a “C,” the student may not be allowed to progress in the curriculum. Ability to take other courses in the curriculum will depend on whether the course was a prerequisite for another course. The student may need to wait one year for the repetition of the course in order to continue.
The student may be placed on probation following a grade less than a “C” or if the cumulative Grade Point Average is less than 2.0. For a student to pass a clinical course, the final grade of the clinical evaluation tool must be “satisfactory.”

A student may not progress in the program with a grade of INC (incomplete) on any course.

The BSN Completion Program adheres to the Hood College academic standards and scholastic standing.

**Admission to nursing program**

*Pre-licensure Program admission policy:*

Students interested in the **BSN Pre-licensure Program** will be considered for admission to Level 2 of the program following their freshman year (Level 1) and successful completion of required courses. Transfer students will be considered for admission on a space available basis.

The following are required for admission to the Department of Nursing:

- Achievement of at least a minimum grade point average of 2.75 (on a scale of 4.0) by the end of the second semester of the Level 1 year.
- Completion of 24 credits of required courses in the nursing major with a grade of C or higher in all courses.
- Completion of the following courses with a grade of C or higher on the freshman level:
  - Biol 104
  - Chem 100 or 101
  - Biol 204
  - Psy 101 or Soc 101
- Applicants should be aware that the laws in all states require that persons practicing nursing be licensed as a condition to performing the duties and responsibilities of the occupation. These laws generally permit a licensing board or agency to deny a license or to revoke, or suspend a license or to reprimand a licensee if he or she is convicted or pleads guilty or nolo contendere to a felony or other specified crime. If you have a criminal record, Hood College urges that you inquire of the applicable state licensing authority of the effects, if any, of your criminal record on eligibility for licensure before you apply or accept admission to the Hood College BSN Pre-licensure Program.

Applicants further should be aware that the BSN Pre-licensure Program requires that you complete various clinical courses at off-campus sites including hospitals or other institutional settings that are not part of Hood College. In order to participate in these experiences, you will be required to undergo a criminal background check and a drug screen, and meet certain health requirements. Some sites may preclude students who have a history of criminal activity, child abuse or other serious offenses from the facility.

Even if the applicant is able to complete the experience at another agency and thus complete the program, it is possible that the State Board of Nursing may deny licensure based on the applicant’s criminal or child abuse history.

- All students accepted into the BSN Pre-licensure Program will be required to undergo a criminal background check and a drug screen, and meet certain health requirements at their own expense prior to beginning clinical courses. The criminal background check and drug screen are conducted in accordance with established guidelines of CastleBranch.

*As recommended by the National Council of State Boards of Nursing and the American Association of Colleges of Nursing, students admitted to nursing programs are expected to meet certain functional abilities in order to be successful in a nursing education program as well as in professional nursing. Students who apply for admission to the nursing program should meet the following performance standards, with reasonable accommodation:*
- Ability to see, hear and touch, smell and distinguish colors (e.g., the student should have the ability to auscultate sounds; hear emergency signals; visualize and read monitors; assess health needs).
- Oral and writing ability with accuracy, clarity and efficiency (e.g., the student should have the ability to document clinical findings and nursing care; communicate patient education).
- Manual dexterity, gross and fine movements (e.g., the student should be able to perform such function(s) as to move around in the workplace to provide care; administer cardiopulmonary resuscitation; provide safe and effective nursing care).
- Ability to learn, think critically, analyze, assess, solve problems, reach judgment (e.g., the student should have the ability to interpret subjective and objective changes in patient status and respond appropriately).
- Emotional stability (e.g., the student should have emotional stability; ability to accept responsibility and accountability; interpersonal skills sufficient to interact with individuals, families, and groups).
- Stamina (e.g., the student should have health and physical stamina sufficient to carry out continued work assignments in 8-12 hour periods of time).

BSN Completion Program admission policy:
To be considered for admission to the Hood College BSN Completion Program, an applicant must be a graduate of an National League for Nursing Accrediting Commission (NLNAC) accredited associate degree or diploma nursing program with a GPA of 2.5 or above and an unencumbered Maryland (or Maryland Compact State) license to practice as a Registered Nurse. Admission is limited and competitive for all students.

ATI Policy
Assessment Technologies Institute (ATI) is an online learning tool to support students’ learning and improve pass rates on the nursing licensing examination at the end of the program. ATI is used as an adjunct to the Hood College nursing curriculum through additional books, Nurse Logic, Skills Modules, Content Mastery, Assessments and Remediation. This includes online practice content and proctored examinations. The ATI books are to supplement the course content and enhance student learning. They are not to replace the course textbooks. The ATI content concludes with preparation for the nurse licensing examination at the end of the program.

ATI content mastery will be included in selected course grades. Students will be required to complete an ATI practice assessment with a passing grade of 85% or higher. All students must complete a two hour focused review. Those who score Below Level 1 will be required to complete 4 hours of Focused Review Time and complete a Re-Test. Practice Assessment B will be available and recommended for further study for the proctored assessment. The score for the Practice assessments will be Pass/Fail. Students are responsible to hand in their transcript on the day of the Proctored Exam that indicates the score on the Practice Assessment A and the time in the focused review.

The ATI Proctored Exam will be worth 50 points and not to exceed 15% of the course grade. The exam will be scored as noted below:
### Proficiency on Proctored Assessment

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Points Awarded</th>
<th>Time in Focused Review</th>
<th>Total Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency Level 3</td>
<td>50</td>
<td>None required</td>
<td>50</td>
</tr>
<tr>
<td>Proficiency Level 2</td>
<td>30</td>
<td>2 hour = 10 points</td>
<td>40</td>
</tr>
<tr>
<td>Proficiency Level 1</td>
<td>25</td>
<td>3 hours = 10 points</td>
<td>35</td>
</tr>
<tr>
<td>Below Level 1</td>
<td>15</td>
<td>4 hours = 10 points</td>
<td>25</td>
</tr>
</tbody>
</table>

#### Remediation Explanation
- Remediation is required and rewarded. This involves:
  - Spending time completing the **Focused Review** that can be accessed after completion of an assessment
  - Students will be required to hand in the page of the “transcript” highlighting the score of 85% or higher and the two hours spent in the focused review for practice assessment A as well as the score and the time in the focused review for the proctored assessment.

#### Attendance and Tardiness Policies
- Attendance AND attentiveness required. In fairness to all students, you must submit written documentation if you are requesting that an absence be excused
- Absenteeism, tardiness, lack of preparation for class, working on unrelated material during class, sleeping, late assignments, chatting in class will negatively affect your ability to master the course objectives and will be reflected in deduction of points from final participation grade and course grade.
- Students are expected to arrive on time for examinations. A student arriving late may take the exam at the discretion of the faculty. If an absence is unavoidable (illness, family emergency), the student must notify the faculty member prior to the examination. A make-up examination may be given at the discretion of the faculty and may or may not be in the same form as the original examination.
- A grade may be reduced for a late assignment.

#### Complaint form
Should a student have an issue that cannot be resolved through other means, the student may choose to make a formal complaint with the Department of Nursing. To do this, the student must complete the Student Formal Complaint form, which is available from the department administrative assistant.

#### Disability Services
The Disability Services office provides academic support for students with disabilities. Examples of disabilities include, but are not limited to, mobility impairments, blindness/low vision, psychiatric conditions, recurring medical conditions, ADHD, Autism Spectrum Disorders, and others. The following are examples of academic accommodations:
- Extended time on exams
- Note-taking support
- Textbooks in alternative formats (electronic, audio, etc.)
- ASL interpreting services
If you have a documented disability and are interested in finding out more about academic accommodations, please contact Lauren Reis, the Disability Services Coordinator, by e-mail at reis@hood.edu, by phone at (301)696-3421, or by visiting CAAR (Rosenstock 330).

**Dismissal from program**
Students can be dismissed from the nursing programs with proof of the following:

- Failure to meet and maintain academic standards
- Disruptive behavior
- Unprofessional behavior
- Unsafe nursing practice

*This list is meant as a guideline and should not be considered as exhaustive or all-inclusive. Dismissal from the program is at the discretion of the Program Director.*

**Disruptive behavior**
Disruptive behavior: any behavior a reasonable person would view as substantially or repeatedly interfering with an instructor’s ability to teach or the ability of other students to benefit from the instructional program.

A disruptive student is one who disturbs the teaching and learning process in the classroom or on the clinical unit.

It is the responsibility of the student to conform to conduct conducive to learning by being prepared, prompt, attentive, courteous, and respectful in the classroom and on the clinical unit and by conforming to policies and learning activities set forth by the teacher to maintain academic integrity.

Any time a student is completing work as a Hood College student, the student is considered to be in the classroom and must maintain appropriate conduct. A student must be able and willing to examine and change behaviors when they interfere with productive individual or group relationships.

Instructors have the responsibility and the authority to maintain a productive educational environment. Civility, understanding and mutual respect among all persons are intrinsic to such an environment. Students’ side conversations, disruptive use of cell phones or pagers, use of profanity or threatening language, routinely coming late or leaving early, inappropriate interruptions, hostile and intimidating comments, personal insults, and arriving unprepared to the clinical unit will not be tolerated.

If the student’s behavior is negatively affecting the learning environment, the instructor will:

- Confront the disrespectful behavior. This may be done as a word of caution to the whole group or the instructor may direct the student to meet after class/clinical to discuss the behavior.
- Ask the disruptive student to leave if the behavior is not changed immediately, and call security or the local police if necessary to escort the student from the classroom.
- Communicate the facts of the situation to the Program Director so that the student can be formally counseled.
- Leave the classroom/clinical unit if there is repeated hostility that does not cease and the instructor fears personal injury or extensive, intolerable verbal abuse.

*Consequences of repeated disruptive behavior will include removal from the classroom/clinical unit, removal from the course, and if indicated by the severity of the disruption or disrespectful behavior, dismissal from the program.*
Facilities
Hood College resides on a 50-acre campus in the middle of downtown Frederick, MD. It offers state-of-the-art classroom space, library services, and a modern campus center. The library offers numerous online nursing journals, a computer lab with printers, copy machines, and adequate room for quiet study. Many popular books are available and may be borrowed from the library. The library does not purchase course books.

Hood College Nursing offices are in Hodson Science and Technology Center. Classrooms will be assigned on campus as the need and room dictates. An administrative assistant assist's the Program Director in coordinating the needs of both students and faculty.

Nursing courses are taught in the classroom and in the Clinical Simulation Area in the Nursing Laboratory. Students practice and develop skills through learning experiences using a variety of instructional support methods and resources.

Financial Aid
The Office of Financial Aid is housed in the Office of Admissions. The mission of the Office of Financial Aid is to help students develop a financial plan to make a Hood College education affordable. Their phone number is (301) 696-3411.

Other opportunities for financial aid and scholarships for students are available. Please contact the Department of Nursing office at 301-696-3277 for additional information on financial aid.

Honesty and Accountability
In any profession, accountability rests not with the employer but with the individual. The American Nurses Association Code for Nurses and Standards of Nursing Practice clearly indicates that nurses are individually responsible for their own actions as well as for those of personnel under their supervision.

Organizations
The many varied student organizations may be found at: http://www.hood.edu/studentorganizations/
Interested students may obtain the paperwork at the student activities office and develop a club to meet their needs and interests. Organizations geared toward Registered Nurses are possible and will be welcomed.

Peer and Staff Mentoring
The Josephine Steiner Center for Academic Achievement and Retention offers a variety of services and programs to the entire Hood College community to assist students who are experiencing difficulty in a course as well as students who want to be more effective and efficient learners. Assistance in writing skills and mathematics is available by appointment. Students should be encouraged to attend early in the semester for help with writing projects.

Progression Policy
In order to receive a baccalaureate degree in nursing from Hood College, students must meet all requirements identified by the Department of Nursing and those contained in the College Catalog.

Pre-licensure Program progression policy:
- Students must maintain a cumulative GPA of 2.75 or higher in the nursing major (on a 4.0 scale) in order to progress to the Level 3 and Level 4 of the nursing program.
- ALL NURSING COURSES IN LEVEL 1 AND LEVEL 2 OF THE NURSING CURRICULUM MUST BE COMPLETED BEFORE PROGRESSION TO LEVEL 3.
- ALL COURSES IN THE LEVEL 3 NURSING CURRICULUM MUST BE COMPLETED BEFORE PROGRESSION TO LEVEL 4.
• IF A STUDENT FAILS TO MEET NURSING REQUIREMENTS FOR PROGRESSION, HE/SHE MAY APPEAL THE DECISION TO THE DIRECTOR OF NURSING PROGRAMS. THIS APPEAL MUST BE IN WRITING WITHIN 10 DAYS OF THE DECISION.

• Students who, for academic or other reasons, extend their program will be required to validate prior learning before enrollment in the next sequential clinical nursing course.

• Students must satisfy all clinical requirements prior to clinical course enrollment.

• All required courses in the nursing major must be completed with a grade of C (2.0) or higher and students may repeat only one nursing course.

• Students may repeat any one nursing course only once.

• Grades in nursing courses will not be changed if a student transfers a test question response incorrectly onto a Scantron form.

• Additional nursing course grades and general education course grades of C– or below (1.7 or lower on a 4.0 scale) will result in dismissal from the nursing program.

• Students may not progress if they have a grade of INC (incomplete) in any course.

• ATI Progression Testing: ATI skills and testing will be incorporated throughout the academic program. Designated proficiency levels are required for successful completion of each course and progression to the next level of the curriculum.

Student Exit Interview
If failure or withdrawal from the program occurs, students may meet with the program director, or designee, for an exit interview to assist the student in decision making.

Students with Disabilities
Hood College actively supports the rights of students with disabilities to have equal access to education. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Hood makes every reasonable effort to accommodate the needs of students with diagnosed disabilities. Students with disabilities who will need accommodations must notify the disability services coordinator as soon as possible. Early notification prevents delay in initiation of services and ensures the student full access to educational activities. Students should present documentation of a disability from a medical professional, and this documentation should state accommodations the student requires to participate fully in the educational programs at Hood College. The disability services coordinator will meet with the student to prepare an individualized plan for services. The student is then prepared to take on the responsibility of advocating for her or himself.

Recording lectures/labs
Students who desire to record lectures or labs for their personal study only, must obtain WRITTEN instructor permission prior to recording. Recorded lectures/labs may not be shared with other people without the consent of the presenter. Recorded lectures/labs may not be used in any way against the faculty member, other instructors, or students whose comments or actions are recorded as part of the class activity. Information contained in the recorded lecture/lab is protected under federal copyright laws and may not be published or quoted without the express consent of the instructor and without giving proper identity and credit to the instructor. All recordings must be erased at the end of the semester.

Simulation
Confidentiality
Nursing students at Hood College participate in several simulations throughout the course. Simulations that include pre scenario assignments, simulation objectives, patient history, patient scenarios, pre-briefing, debriefing and post scenario assignments are to be kept confidential and must not be revealed to fellow students. Any posting to social media, sharing, discussing in any (written, electronic or verbal) format is considered a violation of academic integrity. Any student who shares information will receive a failing grade in the lab for that day and potentially fail the course as stated in the Hood College Nursing Handbook.
Simulation Facility Standards
While in the lab, students are expected to behave in a professional manner. (See Nursing Handbook)
Adherence to the dress code is expected. You must be in uniform to participate in any activity in the lab.
Students must sign in and out of the Simulation Area during open lab times.
Absolutely no food or drink is permitted in the Simulation Area.
Students will be under the supervision of an instructor only.
Pens, markers, silk tape or Betadine are not permitted in the Simulation Area.
Any damaged equipment is to be reported promptly to the designated person.
Supplies, books, audiovisual equipment are not to be removed from the Nursing Laboratory.

Video Recording and Photography
Simulations and skills demonstrations may or may not be recorded for debriefing and teaching purposes.
Students may also be individually recorded performing skills for sign-off purposes. Recordings will be viewed
for debriefing purposes and then destroyed. The faculty retains the right to archive select video simulations
for educational purposes upon written consent of the participants. Students are not able to access these
videos at any time.

Additional information
Students are NOT ALLOWED to move simulation mannequins out of beds.
Children and pets are NOT ALLOWED in the classroom and skills rooms in Nursing Lab, Hodson 317.

Faculty Information and Responsibilities

If you are new to the nursing faculty, the following requirements must be met before you begin working with us:

- You must attend the Hood College Faculty Orientation.
- Complete all HR hiring requirements
- Meet with the Program Director (PD)
- Participate in Hood College Nursing Faculty Orientation

Hood College Faculty Orientation
Faculty will attend the orientation for faculty of Hood College as indicated. Included in the Hood College
orientation is information on the following topics:

- Faculty handbook
- Library
- Registrar
- Student
- Information Technology
- Academic Services

Complete all HR/Nursing Hiring Requirements:

- Receive, complete and return HR hiring packet materials: Be sure all forms are filled out accurately
  and completely to expedite the arrival of your paycheck.
- Transcripts
- MD Nursing License
- Resume
Hood Nursing Faculty Orientation
You will receive a welcome packet to assist you as a new member of the Department of Nursing. Additional materials will be available to you as needed.

Nursing adjunct faculty members are welcome to attend any faculty development instruction available to all faculty members at Hood College, including online learning and student engagement techniques.

Expectations for Nursing Faculty
- Maryland Board of Nursing Registered Nurse
- No active disciplinary action from the Maryland Board of Nursing or any other source
- Resume
- Adhere to the American Nurses Association Code of Ethics
- Develop and update course syllabus
- Establish a class roll
- Work with the registrar’s office identifying students who are adding/dropping courses
- Accommodate Students with Disabilities as appropriate
- Apply Policy 55: Prevention and Resolution of Discrimination and Harassment
- Uphold the Hood College Honor System
- Post and hold Faculty Conference Hours (Office Hours)
- Arrive at teaching site at least 15 minutes before the start of teaching and be available after teaching for questions
- Respond to student phone calls and email in a timely manner
- Promote professionalism in nursing
- Make lawful use of copyrighted printed and online materials
- Tutor students
- Provide Course and Instructor Evaluation forms to students
- Give examinations
- Assign grades (Faculty are expected to provide feedback to students within two weeks)
- Provide make-up assignments for students as indicated
- Be drug free
- Adhere to computer privacy policy
- Utilize Benner’s theory of novice to expert in transitioning student to expert role

Faculty members may be adjunct, part-time, or full-time employees of Hood College. Nursing faculty will develop classroom, laboratory, or clinical experiences for students as indicated by the particular course. During clinical courses, it is anticipated that the Hood College faculty member will make a minimum of one site visit during the semester to evaluate student competency. Additional site visits may be necessary pending clinical preceptor evaluation.

Blackboard
Each nursing course has a companion website in the Hood College Blackboard. These sites are updated each semester and are specific to each nursing course. On this site you can find all course-related documents pertaining to the lecture and clinical components. The site also contains various sections that may facilitate your teaching.

Course Grading
See course syllabus

Confidentiality
See Hood College Faculty Handbook
Critical Incident Report
Should an incident occur to student or student’s client while involved in a course-related clinical activity, a Critical Incident Report may be completed and given to the Program Director. An agency incident report or other risk management document may also need completing.

Exams
Faculty should examine any question where 60% of the students do not score correctly. Identify the source of the problem if possible. Faculty members may decide to choose more than one correct answer or to nullify the question, giving credit to those who answered incorrectly. Those who answered correctly do not get an extra point. If a question is deemed to be satisfactory, no action may be taken.

Exam reviews should be completed in class one week after the exam is administered.

Students who have formal accommodation plans from the Americans with Disabilities Act administrator are responsible to present and discuss the plan with the faculty member. It is the student’s responsibility to present the accommodation plan to the faculty member each semester and for each course.

Hood College Faculty Handbook
The Hood College Faculty handbook addresses many issues in addition to these guidelines. Please refer to it for additional faculty information.

Meetings
A meeting of all faculty members is held at the beginning of every fall and spring semester. Additional meetings may occur as indicated by needs of the students or program. Faculty who are teaching during any given semester will meet as needed. Preceptors are welcome to attend all meetings, but are not required to do so. An agenda will be distributed prior to the meeting and any faculty member can add an item to the agenda by contacting the Program Director prior to the meeting.

Peer and Staff Mentoring
The Josephine Steiner Center for Academic Achievement and Retention (CAAR) offers a variety of services and programs to the entire Hood College community - to assist students who are experiencing difficulty in a course as well as students who want to be more effective and efficient learners. Assistance in writing skills and mathematics is available by appointment. Students should be encouraged to attend early in the semester for help with writing projects.

Professional Growth
From the Hood College Faculty Handbook:
Faculty members are expected to become engaged in scholarly or creative activities which may include writing, research, concerts, exhibits, workshops, consulting, continued education, professional organizations, and educational travel. Often these activities may be possible through support from the following sources

- Sabbatical Leave
- McCardell/Board of Associates Professional Development Program
- Faculty Conference and Development Fund
- Grant Writing

Professional Liability Coverage
The college maintains professional liability coverage for faculty and students in the amount of $1 million per occurrence and $3 million aggregate. The college insurance only covers faculty and students during sanctioned clinical activities. Individual faculty members may consider obtaining their own additional professional liability insurance.
Service to the College (Faculty)
- Service on College Committees
- Academic Advising
- Other service may include meeting with potential students, advising student organizations, attending various student functions, or providing service to the community.

Adjunct faculty members do not normally sit on college committees, but will serve the college through advising and other service.

Student Exit Interview
If failure or withdrawal from the program occurs, students are required to meet with the Program Director, or designee, for an exit interview to assist the student in decision making.

**Preceptor Information and Responsibilities**

**Preceptor Criteria**
- Preceptors are selected based on individual ability to provide the student with relevant clinical learning opportunities with Benner’s novice to expert theory as framework
- All preceptors are expected to adhere to the ANA code of ethics and standards of practice
- Key attributes of selected preceptors include: highly skilled, moral grounding, exceptional interprofessional relationships, mutual respect, committed to excellence, innovative thinking and practice
- Preceptors selected must meet the qualifications of their respective organizations with regard to preceptor standards.

**Expectations for Preceptors**
- Maryland Board of Nursing Registered Nurse
- No active disciplinary action from the Maryland Board of Nursing or any other source
- Minimum education: Bachelor of Science degree in Nursing
- At least 2 years clinical experience
- Adherence to ANA Code of Ethics
- Resume
- Current Continuing Education (Preceptor Training)

**Clinical Evaluation**
The preceptor is responsible for regular formative evaluation of each student. The preceptor provides the midterm and summative evaluation of student clinical performance. The Hood College faculty member(s) is responsible for communicating with the preceptor and meeting with the student as needed. The faculty member(s) is ultimately responsible for evaluation of student learning outcomes.

**Confidentiality**
See Hood College Faculty Handbook

**Critical Incident Report**
Should an incident occur to student or student’s client while involved in a course-related clinical activity, a Critical Incident Report may be completed and given to the Program Director. An agency incident report or other risk management document may also need completing.
Clinical Information, Policies and Procedures

Students will have the opportunity for new experiences and to gain new skills at a variety of clinical sites in Frederick and the surrounding area. Some of the clinical sites include, but are not limited to, Frederick Memorial Hospital, Frederick County Health Department, and Way Station of Frederick County.

Students cannot deliver care if unprepared in any way. They are to be dismissed from clinical if impaired, mentally or physically. The instructor has an obligation to dismiss the student from the clinical area if a condition exists that compromises patient safety such as fatigue, substance abuse, physical illness, emotional instability, or inadequate preparation for clinical. Excessive fatigue due to working the night or evening prior to the clinical experience is to be considered impairment.

Students are expected to adhere to the policies and procedures of Hood College, the Hood College Nursing Programs and the hospital or agency in which they are completing clinical experience. Failure to comply could result in dismissal from the clinical site and/or the nursing program.

Responsibilities of the Students:

- Accept responsibility for own learning. Identify and communicate own learning needs.
- Accept responsibility for own practice within the legal, ethical and practice standards of the discipline and the agency.
- Work collaboratively with preceptor and course faculty member.
- Provide feedback to preceptor and liaison instructor regarding learning progress.
- The students will be held to the same standards of professionalism as all Registered Nurses. These standards have been set by the Nurse Practice Act of Maryland.
- Malpractice laws hold each person liable for his/her own actions. Each student is responsible for seeking instructor/preceptor guidance if he/she needs help performing an assigned task.
- Students are expected to be adequately prepared to care for assigned clients.
- Students must attend an orientation to the clinical area.
- The student is to immediately report any unexpected changes in the client status to the instructor/preceptor/primary nurse.
- A student may not serve as a witness to any legal document in the clinical setting.
- Students are responsible for the return of all clinical agency property. Students will be billed for items unreturned. Final grades may be withheld until items are returned or the bill is paid.
- Student must provide own transportation to clinical site.
- No photos/recordings can be taken in any clinical setting unless approved in writing by the affiliating institution. Please see section regarding Social Media.

Alcohol and Drug Use

See student handbook for information on the Hood College drug and alcohol policy for the Hood College Campus.

Any use or possession of alcohol and the use and unlawful possession of any drugs during any clinical activity associated with the nursing program is prohibited. Students may not test positive for drugs or alcohol. Students will be tested for alcohol and drugs upon “reasonable suspicion.” Reasonable suspicion is defined to mean that the student’s instructor, supervisor, and his/her designee believe that the behavior, speech, body odor, or appearance of a student is indicative of the use of alcohol or drugs. Reasonable suspicious behavior could include conduct that prevents the student from performing the essential functions of his or her role in the clinical setting or which poses a direct threat to the safety of others. Other suspicious behavior which could lead to drug or alcohol testing includes, but is not limited to: odor of alcohol or drugs, unsteady or staggering gait, rapid or slurred speech, pinpoint or dilated pupils, unresponsiveness, bloodshot eyes, fine
motor tremors, difficulty participating in activities, nausea, vomiting, sweating, erratic behavior, incoherent speech, verbal or physical outbursts, self-report of drug use or alcohol abuse, unsafe behavior, unsatisfactory care for others, and threats to harm self or others.

If there is suspicion of substance abuse, the student will be removed from any clinical situation. The faculty member has the right to mandate a health assessment including drug or alcohol screening.

When in the professional judgment of a faculty member a student exhibits a psychological and/or physical impairment that inhibits the individual’s ability to meet the established standards of performance, competency and safety in the clinical setting, the student will be asked to leave the clinical area and alternative transportation for departure will be arranged.

Refusal of test:
The student will be given 30 minutes to reconsider the consequences of his/her action. The faculty member will contact the program director or designee. If the student continues to refuse the test, the student will be treated as if the test were positive.

Positive Test Result, Self-Admission:
Hood College will initiate disciplinary proceedings against a student using illegal drugs or abusing alcohol in the clinical area and may include dismissal from Hood College.

Hood College will take reasonable measures to ensure individual privacy under this policy including, without limitation, keeping all drug and alcohol test results confidential to the extent possible. Drug or alcohol test results will be released in accordance with federal and state laws and regulations.

Cell Phones
Personal beepers, cell phones, pagers, etc., will be turned off during class and clinical and can only be used during breaks. Hospital/agency policy states that no cell phones will be turned on or used during clinical time. Computers and iPads are to be used only for classroom assignments and note taking. Checking email or being on the internet is not allowed during class or clinical time. Use of any clinical agency’s computers for personal reasons is forbidden.

Clinical Evaluation
The preceptor is responsible for regular formative evaluation of each student. The preceptor provides the midterm and summative evaluation of student clinical performance. The Hood College faculty member(s) is responsible for communicating with the preceptor and meeting with the student as needed. The faculty member(s) is ultimately responsible for evaluation of student learning outcomes.

Dress Code
The full student uniform is required in certain designated clinical agencies and allows the students to dress professionally in any agency.

BSN Pre-licensure student uniform requirements:
CLINICAL UNIFORM: Pre-licensure students are required to purchase a minimum of two sets of Hood College nursing uniforms and a polo available in the Hood College Bookstore. All uniforms must be clean and pressed.
CLINICAL SHOES: Pre-licensure students also must purchase either all white, or all black closed-toe leather/vinyl shoes. Shoes cannot be open weave. Clogs are not acceptable.
WARM-UP JACKET (optional): Each student may purchase one white warm-up jacket in the Hood College Bookstore for use in various clinical areas and the nursing lab. The jacket is to be clean and pressed.
WATCH: A waterproof watch capable of measuring seconds is required.
BSN Completion student uniform requirements:
LAB COAT: Each student must have one white lab coat for use in various clinical areas and the nursing lab. The lab coat is to be clean and pressed. A lab coat should cover the uniform when leaving the clinical unit. Lab coats are to be worn over the following business attire: dress slacks, skirts, dresses, blouses, shirts, or sweaters.

The following are not permitted in the clinical area at any time:
- Jeans
- Sun dresses
- Shorts
- Sweatpants/shirts
- Halter tops
- Flip flops

Jewelry: no VISIBLE jewelry is to be worn in the clinical area, except plain, small post-type earrings (one per earlobe), a plain wedding band, and waterproof watch capable of measuring seconds.

Personal Hygiene: All students are reminded to practice good personal hygiene, especially body cleanliness, which includes daily bathing, the use of an effective deodorant, and oral hygiene.
- Hair must be pulled back off the collar from the face with conservative barrettes and/or ponytail holder and kept clean, manageable, and conservatively styled. Extended or artificial fingernails may compromise the safety of the patient and are not allowed.
- Male students must shave daily. Beards, mustaches, and side-burns may be worn but they must be kept neatly trimmed.
- Cosmetics are to be worn in moderation. No perfume, cologne or other scented preparations are to be worn to clinical.
- No gum chewing.
- No facial, oral, or body piercing. No spacers or large gauge body piercing jewelry.
- Visible tattoos must be covered.
- Nails must be short and well-groomed; no artificial nails; no nail gel or polish.

Other:
Members of religious orders may adhere to their order’s dress code if consistent with the school dress code. Facial covering is not allowed. When students are assigned for experience in locations or agencies where the nursing uniform is not required, it is expected that they adhere to the guidelines regarding appropriate attire in that agency or institution.
The nursing faculty and student body will accept responsibility jointly for monitoring dress code. Some clinical areas mandate stricter dress code policies, which the students will be required to follow.

Inclement Weather
Clinical assignments will be canceled if Hood College closes due to inclement weather. The student is responsible for notifying their preceptor. If the college opening is delayed, the clinical experience will begin at the time of the Hood College opening. It is up to the student to decide if individual conditions warrant extra precaution. Faculty should not coerce a student to drive if conditions are not safe. Student experiences may be rescheduled according to the schedule of the clinical faculty member.

Preparation for Clinical
Students in the BSN Pre-licensure Program and the BSN Completion program must meet all requirements prior to starting any clinical experience. These requirements are approved by the Hood College Department of Nursing and meet standards acceptable to most health care agencies. Should an agency have additional requirements, it is the student’s responsibility to meet those requirements prior to the start of any clinical experience.

Fulfillment of clinical requirements is monitored through CastleBranch, the compliance manager engaged by the Hood College Department of Nursing. BSN Pre-licensure students must complete the following and submit documentation to CastleBranch:
• Health Assessment
• Immunization requirements
• Criminal Background check
• Drug Screen
• Health insurance
• American Heart Association Basic Life Support for Health Care Workers CPR training
• Training in HIPAA/OSHA regulations through CastleBranch

All requirements must be met by August 1 prior to the fall semester in which you take NUR201 Fundamentals in Professional Nursing.

BSN Completion students must complete the following and submit documentation to CastleBranch:
• Health Assessment
• Immunization requirements
• Criminal Background check
• Drug Screen
• Health insurance
• Current CPR card
• Current nursing license

All requirements must be met by July 15 prior to the fall semester in which you take NUR403 Community Health Nursing.

Health Insurance Portability and Accountability Act (HIPAA)
All Registered Nurse Students are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information outside of the agency setting. Unless you have the client’s written permission, confidentiality must be strictly maintained when discussing or writing about clients in the classroom, in assignments and in process recording. In writing about clients do not use real names including the name of your setting and actual dates of services. In terms of dates use terms such in the “past fall” and not October…., 2010 or presenting complaint began about 10 years ago when client was 20 and not 2000. Students must provide documentation of HIPAA training prior to beginning any clinical rotations.

Occupational Health and Safety Administration Policy (OSHA)
All blood or other potentially infectious material is considered infectious regardless of the perceived status of the source individual. Therefore, all students must follow OSHA guidelines for university precautions in order to prevent contact with blood or other potentially infectious materials in both classroom settings and clinical/practicum sites. This includes the use of gloves, eyewear, and protective clothing, as well as the proper care of sharp objects and other precautionary measures.

In the case of any needle-stick injury or accidental blood/body fluid exposure:
Remove and dispose of all contaminated personal protective equipment. Wash the exposed area thoroughly with soap and running water. Use an antibacterial soap if possible. If blood is splashed in the eye or on a mucous membrane, flush the affected area with running water for 15 minutes.
Report any exposures to the preceptor or the immediate clinical supervisor.
Students should obtain an agency incident report and have the preceptor or immediate clinical supervisor outline the following details:
Type of exposure (blood or other body fluid/subcutaneous or mucous membrane)
The hepatitis and HIV status of the patient (if serological status is unknown, the student or clinical supervisor should contact the patient’s attending physician and request that the physician obtain a specimen for serologic testing).
Professional Liability Coverage
The college maintains professional liability coverage for faculty and students in the amount of $1 million per occurrence and $3 million aggregate. The college insurance only covers faculty and students during sanctioned clinical activities. Individual faculty members may consider obtaining their own additional professional liability insurance.

Social Media
Nursing students must be very aware of their postings in social media communications (i.e., Facebook; Twitter; LinkedIn; video-sharing and photo-sharing sites such as YouTube and Flickr; wikis; blogs; personal websites; and, any other similar sites or applications). As potential employers often search the aforementioned sites, it is imperative that nursing students not convey negative or inappropriate remarks regarding the nursing program or related issues.

Students are encouraged to maintain professionalism as well as responsibility and accountability for all their behaviors. Students need to be mindful of their postings as they reflect upon them as students of the nursing program.

Students must not discuss or reveal confidential matters of any kind on social media. Students have a duty to report any conduct that violates the rules set forth in this policy or other related Department of Nursing policies.

In addition, students are to maintain compliance with any social media policy of any affiliated clinical agency provided during respective clinical orientations. Violation of this social media policy may result in disciplinary measures up to and including dismissal from the nursing program.

Responsibilities of the Clinical Preceptors
A preceptorship is a one-to-one relationship between an experienced nurse and a nursing student. The value of involving clinical preceptors in the teaching/learning process is that a one-to-one relationship is the most effective mechanism for clinical learning at this level of student clinical performance. The relationship between the preceptor and student, preceptor and course faculty member, and student and course faculty member are all necessary and valuable in order to provide the best possible clinical learning for the student. In order to be successful, these relationships must be grounded in mutual trust and respect, clear expectations, open communication, and empowerment.

- The preceptor's first responsibility is to his/her clients, and then to students. Students are responsible for their own learning and actions. Course faculty members design, implement and evaluate learning activities for student growth through a precepted clinical experience. The course faculty member gives the final grade for the student's clinical experience based on input
- Provide a supportive learning environment
- Collaborate with the course faculty member to plan, implement and evaluate the learning experience.
- Model quality nursing practice.
- Provide feedback to the student and faculty/course coordinator
- Provide opportunities for observation and practice while collaborating with the student in decision making.

Responsibilities of the Faculty/course coordinator
- Arrange precepted clinical experiences.
- Link students with preceptors.
- Empower student and preceptor to achieve clinical outcomes
- Identify clinical outcomes and evaluation mechanisms
- Provide communication link between Hood College and clinical agency.
• Provide ongoing support for preceptor and student.
• Evaluate and grade student experience.
• Build relationships with community agencies.
• Decision making must be fair and equitable
• Students must receive “due process” when faced with a course failure. Please direct student to Program Director.
• Preceptors and course faculty must document frequent communication with all students and especially those students at risk of failing clinical. This can be addressed to the clinical evaluation tool and the learning plan, if applicable.
• Students are not to be knowingly placed at risk, such as with violent clients or in unsafe settings.

Evaluations
Clinical Agency: Agency evaluations will be completed by students and faculty/course coordinators. The course coordinator will provide the evaluation to the student.

Faculty: Students will have the opportunity to evaluate the clinical preceptor and the faculty/course coordinator after the completion of the course. The faculty/course coordinator will provide the evaluation form to the student.

Agency-Specific Information
Each clinical facility has specific policies and procedures that must be followed by students and faculty. These are outlined in contracts that are maintained by the Program Director. It is the responsibility of the faculty/course coordinator and the student to adhere to the relevant policies and procedures of the assigned clinical area.

Faculty and Preceptors
Teaching Adult Learners

Principles of Adult Learning
Part of being an effective instructor involves understanding how adults learn best. Compared to children and teens, adults have special needs and requirements as learners. Despite the apparent truth, adult learning is a relatively new area of study. The field of adult learning was pioneered by Malcolm Knowles. He identified the following characteristics of adult learners:

• Adults are autonomous and self-directed. They need to be free to direct themselves. Their teachers must actively involve adult participants in the learning process and serve as facilitators for them. Specifically, they must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. They should allow the participants to assume responsibility for presentations and group leadership. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show participants how the class will help them reach their goals (e.g., via a personal goals sheet).

• Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base. To help them do so, they should draw out participants' experience and knowledge which is relevant to the topic. They must relate theories and concepts to the participants and recognize the value of experience in learning.

• Adults are goal-oriented. Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.
• Adults are relevancy-oriented. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests.

• Adults are practical, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson will be useful to them on the job.

• As do all learners, adults need to be shown respect. Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

Motivating the Adult Learner
Another aspect of adult learning is motivation. At least six factors serve as sources of motivation for adult learning:

• Social relationships: to make new friends, to meet a need for associations and friendships.

• External expectations: to comply with instructions from someone else; to fulfill the expectations or recommendations of someone with formal authority.

• Social welfare: to improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work.

• Personal advancement: to achieve higher status in a job, secure professional advancement, and stay abreast of competitors.

• Escape/Stimulation: to relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life.

• Cognitive interest: to learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind.

Barriers and Motivation
Unlike children and teenagers, adults have many responsibilities that they must balance against the demands of learning. Because of these responsibilities, adults have barriers against participating in learning. Some of these barriers include lack of time, money, confidence, or interest, lack of information about opportunities to learn, scheduling problems, "red tape," and problems with child care and transportation.

Motivation factors can also be barriers. What motivates adult learners? Typical motivations include a requirement for competence or licensing, an expected (or realized) promotion, job enrichment, a need to maintain old skills or learn new ones, a need to adapt to job changes, or the need to learn in order to comply with company directives.

The best way to motivate adult learners is simply to enhance their reasons for enrolling and decrease the barriers. Instructors must learn why their students are enrolled (the motivators); they have to discover what is keeping them from learning. Then the instructors must plan their motivating strategies. A successful strategy includes showing adult learners the relationship between training and an expected promotion.

Learning Tips for Effective Instructors
Educators must remember that learning occurs within each individual as a continual process throughout life. People learn at different speeds, so it is natural for them to be anxious or nervous when faced with a learning situation. Positive reinforcement by the instructor can enhance learning, as can proper timing of the instruction.
Learning results from stimulation of the senses. In some people, one sense is used more than others to learn or recall information. Instructors should present material that stimulates as many senses as possible in order to increase their chances of teaching success.

Four critical elements of learning must be addressed to ensure that participants learn. These elements are:

- **motivation**
- **reinforcement**
- **retention**
- **transference**

**Motivation:** If the participant does not recognize the need for the information (or has been offended or intimidated), all of the instructor's effort to assist the participant to learn will be in vain. The instructor must establish rapport with participants and prepare them for learning; this provides motivation. Instructors can motivate students via several means:

- **Set a feeling or tone for the lesson.** Instructors should try to establish a friendly, open atmosphere that shows the participants they will help them learn.
- **Set an appropriate level of concern.** The level of tension must be adjusted to meet the level of importance of the objective. If the material has a high level of importance, a higher level of tension/stress should be established in the class. However, people learn best under low to moderate stress; if the stress is too high, it becomes a barrier to learning.
- **Set an appropriate level of difficulty.** The degree of difficulty should be set high enough to challenge participants, but not so high that they become frustrated by information overload. The instructor should predict and reward participation, culminating in success.

In addition, participants need specific knowledge of their learning results (feedback). Feedback must be specific, not general. Participants must also see a reward for learning. The reward does not necessarily have to be monetary; it can be simply a demonstration of benefits to be realized from learning the material. Finally, the participant must be interested in the subject. Interest is directly related to reward. Adults must see the benefit of learning in order to motivate themselves to learn the subject.

**Reinforcement:** Reinforcement is a very necessary part of the teaching/learning process; through it, instructors encourage correct modes of behavior and performance.

- **Positive reinforcement** is normally used by instructors who are teaching participants new skills. As the name implies, positive reinforcement is "good" and reinforces "good" (or positive) behavior.
- **Negative reinforcement** is the contingent removal of a noxious stimulus that tends to increase the behavior. The contingent presentation of a noxious stimulus that tends to decrease a behavior is called Punishment. Reinforcing a behavior will never lead to extinction of that behavior by definition. Punishment and Time Out lead to extinction of a particular behavior, but positive or negative reinforcement of that behavior never will.

When instructors are trying to change behaviors (old practices), they should apply both positive and negative reinforcement.

Reinforcement should be part of the teaching-learning process to ensure correct behavior. Instructors need to use it on a frequent and regular basis early in the process to help the students retain what they have learned. Then, they should use reinforcement only to maintain consistent, positive behavior.
Retention: Students must retain information from classes in order to benefit from the learning. The instructors' jobs are not finished until they have assisted the learner in retaining the information. In order for participants to retain the information taught, they must see a meaning or purpose for that information. The must also understand and be able to interpret and apply the information. This understanding includes their ability to assign the correct degree of importance to the material.

The amount of retention will be directly affected by the degree of original learning. Simply stated, if the participants did not learn the material well initially, they will not retain it well either.

Retention by the participants is directly affected by their amount of practice during the learning. Instructors should emphasize retention and application. After the students demonstrate correct (desired) performance, they should be urged to practice to maintain the desired performance. Distributed practice is similar in effect to intermittent reinforcement.

Transference: Transfer of learning is the result of training -- it is the ability to use the information taught in the course but in a new setting. As with reinforcement, there are two types of transfer: positive and negative.

- Positive transference, like positive reinforcement, occurs when the participants use the behavior taught in the course.
- Negative transference, again like negative reinforcement, occurs when the participants do not do what they are told not to do. This results in a positive (desired) outcome.

Transference is most likely to occur in the following situations:

- Association -- participants can associate the new information with something that they already know.
- Similarity -- the information is similar to material that participants already know; that is, it revisits a logical framework or pattern.
- Degree of original learning -- participant's degree of original learning was high.
- Critical attribute element -- the information learned contains elements that are extremely beneficial (critical) on the job.


See also:

University of Minnesota
http://www.nursing.umn.edu/Preceptors/information/home.html
American Nurses Association Code of Ethics

- The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
- The nurse’s primary commitment is to the patient, whether an individual, family, group or community.
- The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
- The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.
- The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
- The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
- The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
- The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.