Nursing Student Handbook 2023-2024

HOOD COLLEGE

FREDERICK, MARYLAND

Contents

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Welcome!

Welcome to the Hood College Bachelor of Science in Nursing Program. This handbook is for use by students and is intended to provide important information specific to the program.
The baccalaureate degree in nursing at Hood College is accredited by the Commission on Collegiate Nursing Education (http://www.aacnnursing.org/CCNE) and conforms to the requirements set forth in The Essentials of Baccalaureate Education for Professional Nursing Practice (https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf) by the American Association of Colleges of Nursing. The BSN program is approved by the Maryland Higher Education Commission and the Maryland Board of Nursing.

Nursing Program Information

Hood College
Vision
Hood College is a premier, comprehensive liberal arts college, offering both undergraduate and graduate students an excellent and holistic educational experience that prepares them for personal and professional achievement and productive participation in society. Education at Hood reaches beyond boundaries, whether those boundaries be academic disciplines, the classroom or the campus. We thereby offer a holistic education that encompasses the curriculum, co-curricular experiences and a rich array of experiential learning opportunities facilitating student exploration and fostering intellectual, spiritual and physical growth. We recognize that this vision can only be realized in a diverse, collaborative, student-centered community in which all are empowered to be educators and mentors to our students, facilitating their preparation to "meet personal, professional and societal challenges and to lead purposeful lives of responsibility, leadership, service and civic engagement" (Hood College Mission).

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.

Core Values
Hope: To believe that everyone can have a positive impact in the world and that education is instrumental in creating and sustaining hope.
Opportunity: To fully use one's talents and skills to realize professional and personal achievement and to help create and realize opportunities for others.
Obligation: To fulfill personal and professional responsibilities with integrity and to be a responsible steward and servant to the betterment of others and this world.
Democracy: To embrace diversity, foster freedom of thought and expression, and to promote engaged citizenship both in self and others.

The Ruth Whitaker Holmes School of Behavioral and Health Sciences

Vision

To:
- Positively impact the quality of human and community life;
- Promote innovation and interdisciplinary collaboration reflective of the dynamic, ever-changing fields of behavioral and health science;
- Create an accountable culture that centers diversity, equity, and inclusion as essential components; and
- Enhance understanding of health, behavior, and society through dissemination of knowledge from basic and applied research, as well as practice.

Mission

To prepare graduates to support and advocate for the needs of **diverse communities** by providing a **holistic** study of health and behavior as **a continuum of physical, mental, and social well-being**. The School provides an **interdisciplinary** learning environment consistent with the college's **liberal arts** mission and applied through **research and practice** environments.

Values

The School of Behavioral and Health Science upholds a set of core values that align with the College and guide our work with all constituents. We are committed to:
- Demonstrating professionalism, integrity and ethical principles;
- Creating actionable solutions that promote health, social equity, and access to resources;
- Promoting excellence in teaching, research and practice;
- Championing diversity, equity and inclusion; and,
- Celebrating interdisciplinary collaboration.

Hood College Department of Nursing

Mission

The Hood College Department of Nursing strives to prepare nursing students for reflective, culturally-humble 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.

Bachelor of Science in Nursing Program Outcomes

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

8. Evaluate the health policy, regulation, and payment process for the improvement of health care for all
9. Integrate research, ethical principles, and patient preference into clinical decision making through evaluative nursing practice

Hood Nursing Curricular Model (2023)

Hood Nursing's curriculuar model is based on the 2021 AACN Essential Domains:

Domain 1: Knowledge for Nursing Practice
Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care
Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and
developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health
Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected
communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Domain 4: Scholarship for the Nursing Discipline
The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety
Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships
Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Domain 7: Systems-Based Practice
Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8: Informatics and Healthcare Technologies
Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9: Professionalism
Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

Domain 10: Personal, Professional, and Leadership Development
Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

General Information

Academic Advisement

Upon progression to Level 2 of the BSN program, each student is assigned to a full-time Nursing faculty member who will serve as their academic advisor. Students may meet with their advisors during posted office hours or by appointment. Students must meet with their advisors during the advising period each semester to be approved for course registration for the following semester.

Students should meet with their advisors regularly, especially in the following instances:

- Student is having difficulty in a course.
- Student is considering withdrawal from any course or the nursing program.
- Student is having challenges with college life or other personal challenges.
- Student is re-applying to the nursing program or returning from a leave of absence.

See *Student Success Center* at https://www.hood.edu/academics/josephine-steiner-student-success-center

Accessibility Services

Students who need academic accommodations for a disability must contact the Office of Accessibility Services, per college policy. If a request for accommodations is granted, the student will provide the documentation to the faculty for each enrolled course. Please allow sufficient time for the Department to arrange for the service or function that has been granted.

Please see *Office of Accessibility Services* at https://www.hood.edu/academics/josephine-steiner-student-success-center/accessibility-services

APA Style for all written assignments

All written assignments must comply with the 7th Edition of the *Publication Manual of the American Psychological Association* that is currently recommended by faculty.

Core Performance Standards

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.

Personal Safety

The Department of Nursing attempts to establish and maintain safe working and learning environments for students, faculty, and staff. Awareness and communication of potentially unsafe situations can decrease the possibility of a harmful or lethal occurrence.

The Department of Nursing will not relay information about the location of any student to anyone other than an authorized Hood College employee acting in an official capacity. The Department will not post schedules that include student names and clinical locations in public areas.

Students must not reveal the location of other students to anyone other than an authorized Hood College employee acting in an official capacity. Students should inform their own family members or significant others what they want them to know about their whereabouts. Students should establish with these individuals how to reach them in case of emergency.

If students' personal situations could present a threat to their own or others' safety, they should immediately confer with the relevant faculty, Department Chair, and campus security to establish procedures to maintain a safe learning and teaching environment.

Professional Conduct

Standards of Professional Conduct and Safe Clinical Practice

Nursing students are expected to demonstrate responsibility and accountability and to practice nursing in a manner that protects the safety of patients and others in the clinical environment. All students are expected to adhere to the Department of Nursing *Standards of Professional Conduct and Safe Clinical Practice* (see addendum) at all times, and to adhere to the ANA Standards of Practice. Failure to adhere to these standards may result in disciplinary action, which may include dismissal from the nursing program.

All students will receive a copy of the *Standards of Professional Conduct and Safe Clinical Practice* upon matriculation into the BSN program. Students will be required to sign a statement indicating that they have read and understand the *Standards*. This statement will be kept in the student's academic file during the student's enrollment in the Department of Nursing.

The *Standards of Professional Conduct* will be reviewed with all students at the beginning of each subsequent academic year.

Violation of these *Standards* will result in the following:

The faculty member who observes a violation will discuss the incident with the student immediately. The faculty member will document the incident on the *Violation of Standards of Professional Conduct* form, give one copy to the student, and forward a copy of the form to the course manager.

If the violation involves unsafe clinical practice, the student may be required to leave the clinical unit for the remainder of that day at the instructor's discretion. The student may be given an alternative assignment at the instructor's discretion.

The alleged violation will be fully investigated. The student may not return to clinical until the investigation is completed. The outcome of the investigation may include:

a) No action required
b) Written warning
c) Probation
d) Dismissal from the program

The Department may dismiss a student from the program in cases of:

- Breach of confidentiality of patient information (HIPAA violation)
- Clinical practice that is repeatedly unsafe
- Falsifying documentation of patient care
- Acting in a manner that is a threat or danger to the safety of the student or to others
- Failure to comply with the policies of the agency in which the student is placed for clinical learning activities.

The student may appeal dismissal from the BSN Program by submitting a letter to the Chair of the program within 10 days of the date of the dismissal letter identifying the reason for the appeal and the new evidence to be considered that was not included in the previous deliberations.

Additional reasons for dismissal from program
Students may also be dismissed from the BSN program with evidence of the following:

a) Failure to meet and maintain academic standards
b) Disruptive behavior
c) Unprofessional behavior
d) Unsafe nursing practice

This list is meant as a guideline and should not be considered exhaustive or all-inclusive.
The Department of Nursing reserves the right to remove any student from the nursing program if that student is not meeting academic, professional, and/or clinical standards at any time.

Cell Phone Policy
Cell phone use for personal reasons (text and phone calls) is not allowed in class, lab, or clinical settings. Cell phones may be used for reference reasons if requested by faculty and allowed by agency policy.

Feedback to Faculty and Staff
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.

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 or 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:

a) 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.
b) Ask the disruptive student to leave if the behavior is not changed immediately, and call campus security or the local police if necessary to escort the student from the classroom.
c) 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.

A complaint of student misconduct may be filed with the director of the BSN Program by faculty, staff or student. All allegations should be filed in writing within 10 business days of the incident. The director will provide a thorough investigation of the incident and take appropriate action.

Department of Nursing students are also subject to all Student Life policies as described in the Hood College Student Handbook, https://www.hood.edu/sites/default/files/ResLife/StudentHandbook20-21.pdf

HIPAA and Patient Confidentiality

Federal regulations under the Health Insurance Portability and Accountability Act (HIPAA) include provisions designed to protect the privacy of patient information and are commonly known as the Privacy and Security Rules. The HIPAA Privacy and Security rules affect all healthcare providers.

Confidential patient information means information that identifies the patient, relates to the patient's diagnosis or condition, the patient's care, treatment or other services provided to the patient, or the patient's billing and payment information.

Students violating patient confidentiality practices are subject to civil and criminal liability under applicable law and are subject to Standards of Professional Conduct and Safe Clinical Practice and the Confidentiality Agreement rules.

Honor Code Policy – Academic Dishonesty, Use of Prohibited Items

The Department of Nursing adheres to all honor codes put forth by Hood College and found in the Hood College Catalog and Hood College Student Handbook:

Catalog:
https://hood.smartcatalogiq.com/2022-2023/catalog/ Undergraduate Academic Policies

Student Handbook:
Appendix B: Academic Honor Code

Testing and Evaluation

It is the policy of the Department of Nursing that the following materials [prohibited items] may not be used by a student as a part of study-preparation for a test in any Nursing course, unless expressly first approved in writing by the course faculty:

a) Copies of tests previously administered by the course faculty or any other instructor of Hood College Department of Nursing, unless distributed to all students in the class by the course faculty
b) Copies of an "instructor" version of an assigned text-book
c) Copies of test-banks or other sample tests published for faculty by textbook publishers
d) Internet sources that provide inappropriate access to testing materials, which violates the Hood College Honor Code.

For purposes of this policy:

a) Possession of prohibited materials shall constitute presumptive evidence of use by the possessing student.
b) Receipt and possession of any document compiled by a student who was in possession of prohibited items shall constitute presumptive evidence of use by the receiving student, if the receiving student knew or should have known that the content derived from prohibited items.
c) Possession of prohibited items shall constitute "receiving assistance in coursework in a manner not authorized" under the Academic Integrity Policy of the University and will be addressed by the professor consistent with that policy.

On-line Testing

The Nursing Department of Hood College is committed to integrity in all aspects of the nursing program. To ensure the security and integrity of the exam process, a proctored experience may be required for successful completion of a nursing course. A proctored exam is one in which the student is monitored while taking the exam.

All Nursing Courses are expected to have proctored final exams, but some may have additional proctored tests within the course. Hood College Nursing currently utilizes the Blackboard learning management system and Zoom for online proctoring. This system is easy to use and is accessible anytime and anywhere.

Technical Requirements:
Students will need a computer with a webcam and microphone (internal or USB), their student ID, the **Google Chrome browser**, the **Zoom extension**, and a quiet private location **with a reliable internet connection**.

Technical Help:
If a student has technical problems with proctoring, check to make sure that 1) the Chrome browser is being used 2) the proper extension has been installed. If the student continues to experience technical issues, they must email the professor immediately to report the problem. Issues will be worked out on an individual basis as quickly as possible.

Environment Requirements:
- A quiet, secure, fully lighted room for the examination.

- No other people in the room.
- Sit at a clean desk or clean table (not in a bed or sofa).
- No talking out loud or communicating with others by any means (except for contact with the faculty member in an emergency).
- No leaving the room.
- Nothing except computer and external cameras on the desktop or tabletop –
- Remove all books, papers, notebooks, or other materials, unless specifically permitted in written guidelines.
- Students are *not allowed* to use the following: Excel; Word; PowerPoint; textbooks (online/computer or hardcopy books); notes (online/computer or hardcopy notes); pen and paper (for the purpose of taking notes during exam or calculations); other websites.
- External cameras, should be placed on the lid of the laptop or where it will have a constant, uninterrupted view of the test taker.
- No writing visible on desk or on walls.
- No music playing.
- No other computers or other digital devices running in the exam room.
- No headphones or ear buds allowed.
- Webcam must be focused on the individual test taker.
- Lighting must be good quality; overhead is preferred.

Nursing Student Confidentiality Agreement

Upon entering Level 2 of the BSN Program, students must agree to and sign the Student Confidentiality Agreement. This agreement is in force throughout the student's time in the program.

Social Media

Nursing students must be very aware of their postings in social media communications (i.e., Facebook; Twitter; Linked-In; 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 expected 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. Postings about faculty, instructors, and staff also fall under this social media policy.

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.

Complaint Resolution

Should a student have a concern or complaint, the student should make every effort to resolve the issue by speaking with the person with whom he or she has the issue. If the situation is not resolved, the student should consider speaking with the next person in the chain of command. For example, if a student cannot resolve an issue with an instructor at a clinical site, the student may decide to speak with the faculty who is the course manager.

Should a student have an issue that cannot be resolved through the process above, 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.

Academic Progression Policies

Grading

Students in the BSN Program are expected to maintain a composite grade point average of 2.75 or higher in order to progress to the subsequent level of the nursing program. If a student's composite GPA falls below 2.75, the student has one semester to bring the GPA back up to a minimum 2.75. Failure to meet the composite GPA benchmark will be subject to review by the Department of Nursing and may prevent the student from continuing in the program.

The composite grade point average is the average of all college work attempted. All grades earned at Hood and those completed at other institutions are calculated, regardless of whether the course credit was accepted for transfer. The composite average is used to determine eligibility for various honor societies as well as determining Hood College Commencement honors.

All nursing and nursing-required courses must be completed with a grade of C (2.0) or higher. Students may repeat only one nursing course AND two nursing-required courses ONE TIME EACH. A student also must earn a minimum 75 percent average on tests, quizzes or exams in a Nursing course. No grades will be rounded and no extra-credit work will be offered. Earning an exam/testing average below the required 75% will result in a grade of C- for the final grade.

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 failed course is a prerequisite for another course. The student may need to wait for the repetition of the course in order to continue. The student may be placed on probation following a grade less than "C" or if the composite grade point average is less than 2.75. For a student to pass a clinical course, the final grade of the clinical evaluation tool must be "satisfactory" and meet the stated benchmarks for the course. Additionally students must receive a passing/satisfactory grade in the lab component of a course, which may require achieving a competent level for psychomotor skills.

Each student must demonstrate the skills needed to provide safe care. One essential skill is dosage calculation. The student will have an opportunity to demonstrate proficiency with a dosage calculation examination, beginning at the end of NUR 201 and continuing with every clinical experience that includes medication administration (NUR 310, 311, 315 & 406). **Demonstrated proficiency with a dosage calculation is the expected standard to administer medications at the clinical site and to pass the course:**

Course	Minimum Proficiency	
	Beginning of semester (%)	End of semester (%)
NUR 201 (level 2)	--	90 (po meds only)
NUR 310 (level 3)	100 (po meds only)	90 (po, injectable, IV meds)
NUR 311 & NUR 315 (level 3)	100 (po, injectable and IV meds) Dosage calculation questions included in exams	

NUR 406 (level 4)	Dosage calculation questions included in exams

*If students do not meet the above benchmarks they are not allowed to pass meds at clinical and will have the opportunity for remediation and one re-test. Remediation activities include math practice assignments and meeting with a math tutor.

The Department of Nursing uses the following grading scale:

A	93-100	B-	80-83.9	D+	67-69.9
A-	90-92.9	C+	77-79.9	D	65-66.9
B+	87-89.9	C	75-76.9	D-	60-64.9
B	84-86.9	C-	70-74.9	F	<60

Withdrawal from a nursing course while failing the course is considered a course failure.

A student may not progress in the program with a grade of INC (incomplete) in any course without the approval of the Program Director.

Progression (see addenda: Policy 1.1.1)
The nursing curriculum is a rigorous course of study. Academic progression in the nursing program is framed from the perspective of providing safe, quality care, and overall achievement of basic level competencies to be successful on the nursing licensure exam; therefore, minimum standards are identified which support these goals.

Reinstatement/Readmission
Students who, for academic or other reasons, extend their program must contact the program director for permission to return to the program. Returning students will be required to validate prior learning before enrollment in the next sequential clinical nursing course. Students on leave for more than 1 semester will be required to validate prior learning through a competency exam. Those who do not meet the benchmark will be required to repeat coursework. Reinstated/readmitted students are allowed to return based on space availability. Students who fall out of progression will be required to follow the curriculum in place for the level they return to.

If a student has left Hood College and wishes to return, the student must also submit a re-admission form, https://www.hood.edu/sites/default/files/pictures/registrar%20office/Readmission%20form(1).pdf, to the Registrar's Office.

Graduation and Licensure

Degree Completion
All nursing program requirements for the BSN degree are expected to be met within 5 years of starting Level 2 of the nursing program. If a student is granted an official leave of absence, this policy is suspended for the length of the leave, up to two semesters.

Under unusual circumstances, the student may petition for an extension of the degree completion requirements. The petition must be supported by the academic advisor and submitted to the faculty of the Department of Nursing for final decision:

1. Academic advisors will monitor their advisees' progression toward meeting degree requirements and notify any student whose progress in the program is at risk for not completing degree requirements within the stated time period. Students are ultimately responsible for tracking their progression and progress.

2. Students who want to petition for an extension of this policy must submit a letter to their academic advisors including:

   a) the reason or reasons for the delay in meeting degree requirements;
   b) evidence of continuing progress toward completion of the degree, and
   c) a plan and a proposed date for completion of the degree.

3. The academic advisor signs and dates the letter if the advisor supports the student's request. If the advisor opposes the request, the student will indicate this on petition and the advisor will submit a statement of opposition. The letter then is submitted to the faculty of the Department of Nursing for a decision.

4. The Department Chair will notify the student in writing of the decision. A copy of this letter will be filed in the student's permanent record.

Eligibility for Licensure

The Maryland Board of Nursing addresses criteria for application for licensure. The Maryland Board of Nursing has the power to deny opportunity to procure a license through testing if the applicant has willfully committed a felony under the laws of Maryland. Details are requested when the graduate makes application for licensure. Any student who has a concern about eligibility should address this concern with the Board of Nursing in the state in which they will seek licensure.

Student Feedback and Participation

The Department of Nursing participates in Hood College's efforts to continually improve student learning. Student input is solicited through course evaluations and evaluation of teaching effectiveness. Nursing students are also asked to evaluate clinical sites and clinical instructors/preceptors following each course with a clinical component.

Participation in Department of Nursing Meetings

Each cohort of students (Levels 2, 3, 4) will select one representative and one alternate to participate in Nursing Department Faculty meetings. Only one student representative from each group will attend; if the elected representative is not available, the alternate will attend. These representatives will participate in Department discussions, raise questions, offer ideas, and communicate information to classmates. The focus of Department meetings is to address broad issues and make decisions that affect the BSN program and the Department, rather than on specific courses. Concerns or issues about a specific course need to be addressed with the course faculty.

Organizations

Hood College recognizes the Nursing Club as one of its approved campus organizations. The mission of the student-led Hood College Nursing Club is to help students advance their knowledge and create leadership skills that will allow them to grow into the role of the professional nurse and serve to strengthen the health of our community.

Student Awards

Department Awards and Honors

Departmental Honors Cords
The Department recognizes nursing graduates who have earned a 3.6 or higher cumulative GPA. These students are awarded cords at pinning and noted in the pinning program with an asterisk by their name. Department Awards (given at Hood Convocation)

The Linda Mae Snapp Memorial Award in Nursing was established in 2013 by Carol Snapp, Hodson professor of nursing, in memory of a family member. The prize is awarded annually to a student(s) in the nursing program based on leadership and service.

The Linda J. Kennedy Outstanding Nursing Student Award was established in 2021 by the faculty of the Department of Nursing in honor of Linda J. Kennedy, Hodson Assistant Professor of Nursing at Hood College. The award is given annually to a graduating senior in the nursing program whom the faculty believe has the potential to make a significant contribution to the nursing profession through practice, research and/or education.

The Martha Chandler Gurzick Clinical Excellence Prize was established in 2023 by David Gurzick M.S.'03 in honor of his wife, Martha, the prize is awarded annually to a graduating senior in the nursing department who has displayed excellence in their clinical rotation as recommended by site-based practicing nurses and clinical instructors. This student has excelled in transitioning research and evidence-based learning to clinical practice and has demonstrated strong critical thinking skills, professionalism, and persistence.

The DAISY Award
DAISY is an acronym for Diseases Attacking the Immune System. The DAISY Foundation was established in 1999 in memory of Patrick Barnes who died at the age of 33 from complications of Idiopathic Thrombocytopenia Purpura, a blood disorder. Touched by the remarkable compassion and clinical skills demonstrated by the nurses who cared for Patrick, the foundation seeks to recognize exceptional nurses everywhere.

Hood College Department of Nursing is proud to be a DAISY award partner, recognizing student nurses with this special honor annually. The DAISY Award for Extraordinary Nursing Students is designed to remind students, even on the hardest day of nursing school, why you want to be a nurse. By recognizing students for the above-and-beyond care and compassion shown to patients their families, we celebrate what it truly means to be a nurse. We honor the nurse-patient connection that makes all the difference to patients and their families in their healthcare experience and that makes great nurses truly great.

Program Courses

BSN Program Course Requirements

<u>Nursing-Required Courses – all students</u>

BIOL 104 A & P for Nurses I^	BIOL 232 Microbiology for Nurses
BIOL 204 A & P for Nurses II^	PSY 239 Developmental Psychology
CHEM 100 The Chemical World^ *	MATH 112 Applied Statistics* *
PSY 101 Introduction to Psychology^	PHIL 221 Ethics or approved alternate
CHEM 105 Molecular Basis of Nutrition	SOC 101 Principles of Sociology

^ 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 Course Plan for students entering the major (Level 2):

Level 1				
FALL		**SPRING**		
BIOL 104 – A & P for Nurses I	4	**BIOL 204** – A & P for Nurses II	4	
CHEM 100 – The chemical world [core] Or CHEM 101 – General Chem I	4	**PSY 101** – Intro to Psychology [core]	3	
Language [core]	4	Language [core]	4	
FYS [core]	3	PE [core]	1	
		ENGL Foundation/Writing [core]	4	
	15		16	
Level 2				
BIOL 232 – Microbiology for Nurses	4	**SOC 101** – Principles of Sociology [core]	3	
PSY 239 – Developmental Psychology	3	NUR 201 Fundamentals of Nursing Practice**	5	
CHEM 105 – Molecular Basis of Nutrition	3	NUR 203 Concepts of Pathophysiology & Pharmacology	5	
NUR 200 Foundations of Professional Nursing	3	**PHIL 221** [or approved alternate] [core]	3	
NUR 206 Health Assessment & Promotion**	3			
	16		16	
Level 3				
NUR 310 Adult Health I**	7	NUR 311 Adult Health II**	7	
NUR 312 Leadership in Nursing Practice	3	NUR 315 Maternal Health Nursing**	4	
NUR 306 Mental Health Nursing**	4	NUR 321 Research and EBP	3	
MATH 112 – Applied Statistics (sub PSY 211 or ECMG 212 [core]	3	Literary Analysis [core]	3	
	17		17	
Level 4				
NUR 403 Community Health Nursing**	4	NUR 407 Informatics in Healthcare	3	
NUR 406 Pediatric Nursing**	4	PE [core]	1	
NUR 397A Special Topics in Nursing	3	NUR 470 – Transition to Practice/Senior Practicum (Acute Adult Health/Medical-Surgical Nursing)**	6	
Historical Analysis [core]	3	Visual/Performing Arts [core]	3	
	14		13	

** course with clinical practicum hours

BOLD = nursing-required courses (non-nursing courses required for the major)
NUR = nursing course
Note:
- Global Perspectives course is required as part of the Core
- Students may take MATH 112 <u>OR</u> PSY211 <u>OR</u> ECMG212

Classroom Etiquette

Calculators - During course examinations, students may use only calculators provided by the Department of Nursing or those integrated into the electronic product being used.

Cell Phones – Should be silenced during class. The use of cell phones in class is prohibited unless authorized by the course instructor. If students are seen using a cell phone during the class session, they may be asked to leave for the remainder of the class session.

Children - Students are not permitted to bring children to class, regardless of their age(s). Arrangements must be made for child care in case of illness, in the event that school or day care is canceled due to inclement weather, etc.

Recording Devices - Recording devices may only be used with the permission of the faculty member or when included in an authorized academic accommodation through the office of Accessibility Services.

Clinical/Lab Courses and Simulation

Preparation for Clinical

Students in the BSN 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. The list of requirements is provided to all students entering Level 2 of the BSN Program. Each student is responsible for updating and maintaining compliance throughout their time in the program.

Fulfillment of clinical requirements is monitored through CastleBranch, the compliance manager engaged by the Hood College Department of Nursing. BSN students must complete the following and submit documentation to CastleBranch:

a) Current health examination (within the previous 12 months)
b) Immunization requirements
c) COVID-19 vaccination
d) Criminal Background check
e) Drug Screen
f) Health insurance
g) American Heart Association Basic Life Support for Health Care Providers CPR training
h) Training in HIPAA/OSHA regulations through CastleBranch

Unless otherwise stated, all requirements must be met by <u>Aug. 1</u> prior to the fall semester in which the student takes NUR 200 Foundations of Professional Nursing. Additional requirements may be instituted based on current public health concerns.

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 standard 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:

a) 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.
b) Report any exposures to the clinical instructor, preceptor or the immediate clinical supervisor.
c) Students should obtain an agency incident report and have the clinical instructor, preceptor or immediate clinical supervisor outline the following details:

   i. Type of exposure (blood or other body fluid/subcutaneous or mucous membrane)
   ii. 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).

Occurrences (see addenda: Policy 1.1)

Reporting of occurrences, whether actual or a near miss, is a component of professional nursing practice and quality improvement. The intention of reporting such events is to improve patient care, processes, to learn from mistakes or near misses, and to inform overall quality and safety. Faculty and students are responsible for providing a learning environment that fosters individual and patient safety.

Clinical Placements

The purpose of clinical learning in the nursing program is to provide students with hands-on, experiential learning to foster the application of knowledge from theory to practice, develop clinical reasoning and judgment, and build confidence in the learner. Clinical learning should be an experience where the learner has as few obstacles or distractions as possible. In addition, clinical learning requires the learner to receive feedback to improve performance.

Clinical placements are at the discretion of the program and may require travel away from the immediate campus area.

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.

Attendance Policy

Being on time in the clinical area is imperative to patient safety and professionalism. Being late creates a delay in patient care and is associated with adverse consequences. Delays in assessment, medication administration and other treatments reduce the quality of patient care.

Professional behaviors include being prompt and punctual, assuring that coworkers are not tasked with additional assignments or the inability to leave the work site at the end of the shift. Tardiness can create personal and professional issues for other members of the health care team.

a) Attendance is necessary for students' mastery of the body of knowledge needed for safe clinical practice and preparation for licensure as a registered nurse. Attendance to all scheduled laboratory and clinical classes is mandatory. All students are expected to arrive prepared and on time for their lab and clinical experiences.
b) Lab is considered clinical time and the terms may be used interchangeably for purposes of attendance and grading.

c) Students are required to attend the clinical and lab sessions to which they are assigned. Switching lab or clinical days with other students is not allowed unless confirmed by all instructors involved.
d) No provisions are made for clinical orientation make up and facility computer training. Students who do not attend the clinical orientation as scheduled for the first day of the clinical rotation will be dropped from the class.

Classroom Attendance

Rules regarding lecture/classroom attendance will be under the purview of the individual instructor. The lecture attendance policy will be stated in the course syllabus. Poor attendance or chronic tardiness may negatively impact the student's final grade.

Lab and Clinical Attendance

Students are required to attend all clinicals, labs, and simulations as a fundamental part of their nursing education. Regular attendance ensures the acquisition of essential skills and knowledge necessary for safe practice and licensure. Excessive absences, as determined by the faculty, may result in mandatory withdrawal from the course, jeopardizing the student's progression in the program.

Excused Absence

Absence from clinical experiences is excused in four circumstances only.

a) Illness of student or dependent, including potential or real exposure to COVID-19. The instructor must be notified at least 1.5 hours in advance (e.g. clinical beginning at 0630, instructor must be notified by 0500 hrs.) The instructor/course coordinator reserves the right to request a provider's note* as evidence of treatment or as a release for the student to return to the clinical site. Failure to notify the instructor 1.5 hours in advance will be considered an unexcused absence.
b) Death in the immediate family- notice should be provided to course coordinator as early as possible. Documentation may be requested in the form of obituary or document from the funeral establishment.
c) Court order/military – notification to the course coordinator must be at least 1 week in advance of scheduled absence for court date. Absence due to military obligation should be presented to the course coordinator at the earliest possible date and a copy of the military orders should be submitted for consideration.
d) Religious holiday – student should notify the course coordinator during the first week of the semester.

Excused absence will be scheduled for make up at a time and date convenient to the needs of Hood Nursing Program. Failure to attend scheduled make up will result in forced course withdrawal or course failure.

While illness with provider documentation is considered an excused absence, students are responsible for ANY content, exam or clinical/lab time missed. More than one excused absence due to illness could result in faculty recommendation of medical withdraw from the course, which will delay progression in the program.

Students are expected to attend every clinical, lab and simulation; absence may result in mandatory withdrawal from the course.

Unexcused Absence

Unexcused absence from clinical/lab is defined as absence without appropriate notification or without justifiable reason, as stated above (see Excused Absence, above). Examples of unexcused absence include, but are not limited to, late arrival without appropriate prior notification, absent without notification, scheduling appointments or personal matters on clinical dates.

Any unexcused absence requires a meeting with the course coordinator to determine if a clinical failure/course withdrawal is warranted. If the student is allowed to remain in the course, the clinical day

must be made up per the direction of the course coordinator. A second absence, excused/unexcused, will result in forced course withdrawal/clinical failure.

Late Arrival

Late arrival is defined as the student's failure to be onsite and prepared to start clinical at the assigned time. To be on time, students must be on the unit prepared to take report or attend pre-conference at the assigned time, i.e. students should plan to arrive a few minutes early in order to hang up coat, put away lunch, etc.

Late arrival is disruptive to the instructor and fellow students. Late arrivals will be noted on the clinical evaluation tool by the clinical instructor. TWO episodes of late arrival will result in a meeting with the clinical coordinator and may result in clinical failure. Repeated late arrivals impede the student's ability to meet course objectives, do not meet professional standards, and are a barrier to effective patient care. Therefore, the student may not be successful in the clinical course.

Two late arrivals of $\geq$15 minutes without prior notification to the instructor will be considered an unexcused absence, resulting in a meeting with the course coordinator and possible forced withdrawal. If the student is allowed to remain in the course, a make-up day will be scheduled. Students arriving **30 minutes or later** to the clinical/lab site **with or without notification may be sent home for the day** and scheduled for a makeup day, according to the direction of the clinical instructor. This may be considered an unexcused absence.

Responsibilities of Clinical Instructors and Preceptors

A clinical instructor teaches groups of students in lower levels of the BSN program during rotations in the clinical setting. Preceptors provide a one-to-one relationship between an experienced nurse and a nursing student in higher levels of the program.

The relationship between the clinical instructor or preceptor and student, clinical instructors or preceptor and course faculty member, and student and course faculty member are all necessary and valuable 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 clinical instructor's or preceptor's first responsibility is to assigned clients, and then to students. The clinical instructor or preceptor:

a) Designs, implements and evaluates learning activities for student growth through a clinical experience. The course faculty member gives the final grade for the student's clinical experience based on input. Students are responsible for their own learning and actions.
b) Provides a supportive learning environment.
c) Collaborates with the course faculty member to plan, implement, and evaluate the learning experience.
d) Models quality nursing practice.
e) Provides feedback to the student and faculty course coordinator.
f) Provides opportunities for observation and practice while collaborating with the student in decision making.

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 Health Hospital, Meritus Health, local long-term care facilities, and Frederick County Health Department.

Students cannot deliver care if unprepared in any way and will 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 BSN Program 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 Students

a) Accept responsibility for own learning. Identify and communicate own learning needs.
b) Accept responsibility for own practice within the legal, ethical and practice standards of the discipline and the agency.
c) Work collaboratively with clinical instructor, preceptor and course faculty member.
d) Provide feedback to clinical instructor, preceptor and course faculty regarding learning progress.
e) Consistently exhibit professionalism. 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 and the ANA Code of Ethics for Nurses.
f) Seek faculty/clinical instructor/preceptor guidance if help performing an assigned task is needed. Malpractice laws hold each person liable for his/her own actions.
g) Adequately prepare to care for assigned clients.
h) Attend an orientation to the clinical area.
i) Immediately report any unexpected changes in the client status to the clinical instructor/preceptor/primary nurse.
j) A student may not serve as a witness to any legal document in the clinical setting.
k) Return all clinical agency property before leaving the clinical site. Students will be billed for items unreturned. Final grades may be withheld until items are returned or the bill is paid.
l) Comply with the Nursing Handbook section on Social Media. No photos/recordings can be taken in any clinical setting unless approved in writing by the affiliating institution.
m) Students must provide own transportation to clinical site.

Alcohol and Drug Use

See the Hood College 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, or 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 substance abuse is suspected, 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.

Smoking

The odor of smoke on hair, skin, and clothing may be detrimental to clients in clinical settings, and professional nurses are expected to be role models of good health practices. For these reasons, smoking prior to and during clinical learning activities is prohibited. In addition, smoking while in uniform at any time is considered a violation of the standards of professional conduct.

As of August 1, 2019, Hood College is a smoke-free campus.

Cell Phones and Other Electronic Devices

Cell phones, pagers, etc., will be turned off during class, lab and clinical and may only be accessed 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 prohibited during class or clinical time. Use of any clinical agency's computers for personal reasons is prohibited.

Clinical Evaluation

Clinical instructors and preceptors are responsible for regular formative evaluation of each student. The clinical instructor provides regular evaluation of students on a schedule set by the faculty course coordinator. The preceptor provides midterm and summative evaluation of student clinical performance in conjunction with the faculty course coordinator. The Hood College faculty course coordinator is responsible for communicating with the clinical instructor or preceptor and meeting with the student as needed. The faculty course coordinator is ultimately responsible for evaluation of student learning outcomes.

Clinical, Lab and Simulation

BSN student uniform requirements
The full student uniform is required in certain clinicals, labs and simulations.

a) Clinical uniform: 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. Students must also purchase khaki/beige slacks. Black or white tops may be worn under the scrub top, however there should be no visible writing, designs, logos, or symbols on the top.
b) Clinical shoes: students also must purchase either all white, or all black closed-toe **leather/vinyl shoes** (NOT cloth). Shoes can be sneakers, but cannot be open weave. Clogs with holes or open heels are not acceptable.

c) 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.
d) Watch: A waterproof analog watch with sweep second-hand is required. Smartwatches are permissible as long as they have an adjustable analog face.
e) Jewelry: Jewelry worn in the clinical area is limited to plain, small post-type earrings (one per earlobe), a plain wedding band, and waterproof watch with sweep second hand. Facial jewelry/piercings may not be worn. Bracelets and neckwear are not permitted.

The following are not permitted in the clinical area at any time:

- Jeans
- Sleeveless dresses
- Shorts
- Sweatpants/shirts
- Spaghetti straps
- Yoga pants
- Leggings
- Halter tops
- Flip flops/ sandals
- Hoodies

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.

a) Hair must be pulled back off the collar from the face and kept clean, manageable, and conservatively styled.
b) Hair must be a naturally occurring color. Healthcare institutions we partner with do not permit artificially colored hair such as purple, blue, striped, etc.
c) Extended or artificial fingernails may compromise the safety of the patient and are not allowed.
d) Beards, mustaches, and side-burns may be worn but must be trimmed closely enough to prevent interference with proper personal protective equipment use.
e) Cosmetics are to be worn in moderation. False eyelashes are not permitted. No perfume, cologne or other scented preparations may be worn to clinical as they may be detrimental to clients.
f) No gum chewing.
g) No facial, oral, or body piercing. No spacers or large gauge body piercing jewelry.
h) Visible tattoos must be covered.
i) Nails must be short and well groomed, not longer than ¼ inch: no artificial nails, no polish.

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.

Health Insurance Portability and Accountability Act (HIPAA)

All nursing 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 the client has given written permission, confidentiality must be strictly maintained when discussing or writing about clients in classroom assignments. In writing about clients, students must not use real names, including the name of the setting, and actual dates of services. Students must provide documentation of HIPAA training prior to beginning any clinical rotations.

Professional Boundaries

The nursing student is responsible for delineating and maintaining professional boundaries.
Nursing students in all learning environments are not to give personal information such as telephone number and address to clients. At the completion of the clinical experience, nursing students are expected to professionally end the therapeutic relationship and refrain from further contact with clients and their families.

Failure to maintain professional boundaries will be considered a violation of Department Standards of Professional Conduct and Safe Clinical Practice. Please refer to A Nurse's Guide to Professional Boundaries by the National Council of State Boards of Nursing:
https://www.ncsbn.org/public-files/ProfessionalBoundaries_Complete.pdf

Inclement Weather

Online learning will be available in the case of inclement weather. Students are encouraged to monitor Blackboard and email for announcements regarding individual courses. Onsite clinical assignments will be canceled if Hood College closes due to inclement weather but may be replaced by online learning. Students are encouraged to monitor Blackboard and email for announcements regarding individual clinical sites.

It is up to the student to decide if individual conditions warrant extra precaution. The student is responsible for notifying their clinical instructor or preceptor if they will not attend. Faculty should not coerce a student to drive if conditions are not safe. Student experiences may be rescheduled in conjunction with the faculty course coordinator.

Transportation to Clinical Learning Activities

It is the responsibility of students to provide their own transportation to and from clinical sites.

Use of Simulation and Skills Labs

1. The clinical simulation and skills labs were developed for group instruction and individual learning of nursing students. Individual students may use the labs during open lab hours.

2. Open practice hours may be scheduled by the lab instructor/lab coordinator as needed.

3. Food or drinks are NOT permitted in the simulation or skills labs.

4. Students are required to comply with the uniform policy for all scheduled simulation lab activities, including open labs.

5. Students will bring appropriate equipment and reference materials to all scheduled simulation/lab activities (e.g., watch, writing materials, stethoscope, and drug manual, other items specified by the faculty member or lab or simulation coordinator).

6. Supplies and equipment are not to be removed from the simulation/labs.

7. Students are responsible for cleaning up after themselves in all areas.

8. Students may use simulation manikins under the direct supervision of a faculty member or Simulation Coordinator only.

9. Students will report any equipment problems to the Simulation Coordinator.

10. Computers are for academic use only.

11. Students who violate these rules may be dismissed from the simulation and skills labs. Such an absence from a scheduled simulation or lab activity will be recorded as unexcused.

Simulation Confidentiality

Nursing students at Hood College participate in simulations throughout the course of the program. Simulations include pre-scenario assignments, simulation objectives, patient history, patient scenarios, pre-briefing, debriefing and post scenario assignments. All information provided regarding simulation experiences is to be kept confidential and must not be revealed to fellow students. This practice preserves the integrity of the simulation and supports the best learning experience for each student. 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

Handbook) Adherence to the dress code is expected. Students 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. 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 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 and learning 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 or lab & simulation areas.

Addenda

Department of Nursing

Policy: Progression in the Nursing Program
POLICY NO. 1.1.1
CREATED: February 1, 2019
REVIEWED/REVISED: 8/2019

BACKGROUND
The nursing curriculum is a rigorous course of study. Academic progression in the nursing program is framed from the perspective of providing safe, quality care, and overall achievement of basic level competencies to be successful on the nursing licensure exam; therefore, minimum standards are identified which support these goals.

DEFINITIONS:
- Nursing-required course: a non-nursing course that is a required component of the BSN curriculum
- Nursing course: any course with the prefix NUR, all of which are required components of the BSN curriculum

POLICY
1. A minimum grade of C is required in nursing courses and nursing-required courses to progress.
2. Students must maintain a composite GPA of 2.75 to progress in the nursing program. When the composite GPA falls below 2.75, the student will have one semester of coursework to improve the GPA to the benchmark. The student may be dismissed from the major if the GPA does not improve.
3. Nursing courses must be taken according to the sequence/level/semester identified in the BSN program plan. Students must successfully complete all nursing courses required in one level and/or semester before beginning the next level/semester
4. In courses with exams/tests (quizzes – at discretion of course faculty) a minimum average of 75% must be achieved on those assessments in order to pass the course.
5. Students must pass the medication calculation competency in the designated clinical courses at the stated benchmark in order to progress to pass the course. A maximum of 2 attempts are allowed. Course benchmarks are identified in each course.
6. Students must successfully complete PSY 239, BIOL 232, SOC 101, and CHEM 105 before progressing to Level 3 of the curriculum.
7. A student may repeat up to two different nursing-required courses, however the student may repeat the nursing-required course only once.   The student must earn a minimum of a C in the repeated course in order to progress.
8. Nursing students may repeat one nursing course, once, and must achieve a minimum grade of C in the repeated course in order to progress.
9. Withdrawal from a nursing course while failing the course is considered a course failure.
10. A student may not progress in the program with a grade of INC (incomplete) in any course unless approved by the Program Director.

11. A student who exceeds the allowed course repeats as stated above, will be dismissed from the program. The student may appeal this decision to the BSN Program Director in writing within 10 days of receipt of the dismissal.
12. Students who extend their program, for academic or other reasons, will be required to validate basic skills and assessment competencies, complete any required remediation, and submit a written action plan for success to the BSN Program Director, all prior to resuming coursework. Students who have more than 1 semester of leave from the program may be required to complete a standardized written assessment to determine if the minimum knowledge competency has been maintained. If the student does not meet the benchmark on the written assessment, a course/courses may need to be repeated to achieve the minimum competency needed to progress in the program.
13. Students who need to repeat a nursing course which necessitates them waiting until the course is offered after the next semester, will resume their program of study under the most current curriculum.

Department of Nursing

Policy: Clinical Placements

POLICY NO. 1.1.2
DATE: March 1, 2019
LAST REVIEWED/REVISED: 8/2023

BACKGROUND
The purpose of clinical learning in the nursing program is to provide students with hands-on, experiential learning to foster the application of knowledge from theory to practice, develop clinical reasoning and judgment, and build confidence in the learner. Clinical learning should be an experience where the learner has as few obstacles or distractions as possible. In addition, clinical learning requires the learner to receive feedback to improve performance.

POLICY
1. The final decision for clinical placements rests with the nursing faculty/program director.
2. Students are prohibited from seeking their own clinical placements under any circumstances. If a student knows of a potential placement opportunity the information should be sent to the program director. Failure to comply with this policy will result in a code of conduct violation.
3. Students will not have a clinical placement on the same unit they are employed on to avoid conflict of interest and role confusion.
4. Students will not be placed in a clinical experience where a relative (by blood or marriage) is working on the same unit/department to avoid a conflict of interest.
5. Students will not be placed with a clinical instructor or preceptor who is a relative (by blood or marriage) to avoid a conflict of interest.
6. Students may have to travel outside of the Frederick geographic area for clinical practicum.

Department of Nursing

Policy: Reporting Occurrences
POLICY NO. 1.1.4
DATE: October 30, 2018
REVIEW DATE: 8/2023

BACKGROUND
Reporting of occurrences, whether actual or a near miss, is a component of professional nursing practice. The intention of reporting such events is to improve patient care, processes, to learn from mistakes or near misses, and to inform overall quality and safety. Faculty and students are responsible for providing a learning environment that fosters individual and patient safety.

DEFINITIONS
- Occurrence: An unplanned event that results in injury or threatens the safety of an individual.
- Major Occurrence: An occurrence which resulted in serious injury or harm.
- Minor Occurrence: An occurrence which did not result in serious injury or harm but required resolution.
- Near Miss: An unplanned event that did not result in injury, illness, or damage – but had the potential to do so.

POLICY & PROCEDURE
1. When an occurrence occurs, first follow the facility policy and procedures including notification of appropriate personnel at the facility and completion of any facility-specific documentation.
2. The clinical instructor will notify their course manager or designee:

   a) within the hour for major occurrences
   b) within 4 hours for minor occurrences
   c) within 24 hours for a near miss

3. The clinical instructor, and student if applicable, will complete the Hood College Department of Nursing Occurrence Report and submit within 24 hours of the occurrence to the course manager or designee.
4. When the occurrence involves a patient, the clinical instructor will collaborate with the facility personnel to engage in the analysis of the occurrence and any action steps deemed necessary.
5. When the occurrence involves only a student, the clinical instructor will collaborate with the course manager/designee in the analysis of the occurrence and determine any action steps deemed necessary.
6. The Course Manager is responsible for ensuring these steps are taken, and reporting the occurrence to the Department Chair.

American Nurses Association Code of Ethics (2015)

Students are expected to adhere to the *ANA Code of Ethics for Nurses:*

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person

2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.

3. The nurse promotes, advocates for, and protects the rights, health and safety of the patient.

4. The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquire, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

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Standards of Professional Conduct and Safe Clinical Practice

Nursing students are expected to adhere to the following standards of professional conduct and safe clinical practice:

1. Comply with all institutional, ethical, and legal parameters regarding confidentiality of patient information.

2. Students and faculty are not permitted to access their personal medical records from any clinical site while acting in their student or faculty role. This policy does NOT prohibit students or faculty who are, or have been patients at a clinical site from accessing their records, *while not acting in their Hood College role*, using web-based patient portals or other methods created and approved by the healthcare organization.

3. Adhere to College, Department, and clinical agency policies regarding drug and alcohol use.

4. Comply with all other policies of assigned clinical sites.

5. Demonstrate respect toward clients and their families, peers, faculty, staff members, and others in clinical, lab or classroom setting, the Department of Nursing, and Hood College, regardless of race, religion, national origin, ethnicity, gender, sexual preference, age, health status, or diagnosis.

6. Demonstrate integrity in all educational activities.

7. Use standard and transmission-based precautions in all patient care activities.

8. Promptly report any error to the faculty member and to other appropriate clinical personnel.

9. Comply with Department of Nursing and clinical agency dress policies.

10. Arrive punctually for clinical learning activities.

11. Maintain appropriate professional role boundaries.

12. Demonstrate the application of previously learned clinical competencies.

I agree to maintain these standards for the entire time I am in the Hood College BSN Program.

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Student Confidentiality Agreement

I agree to hold as strictly confidential all information regarding client records, communications and activities and all other information made confidential by law to which I have access or obtain during any clinical assignment as a student in the Hood College Bachelor of Science in Nursing Program.

I agree that I will not read or otherwise gain access to such client confidential information except as required to perform my duties and responsibilities as a student. Further, unless disclosure is authorized or required by law, I agree that I will not disclose any such confidential information now, or at any time in the future, either directly or indirectly, except as required to perform my duties and responsibilities as a student, and then only to the extent disclosure is consistent with the authorized purpose for which the information was obtained.

I agree to handle all confidential information, whether written, computerized, oral, or in some other form, in such a way that it shall not be inadvertently revealed or disclosed to any other person. Except as authorized by my duties and responsibilities as a student, I agree that I will not maintain for my files any permanent record that contains client confidential information and will provide for the complete destruction of any rough drafts or unofficial copies of such confidential information.

I agree to abide by the requirements set forth in the Social Media section of the Hood College Nursing Handbook.

Further, I agree not to discuss or reveal confidential matters of any kind on social media. I acknowledge that I have a duty to report any conduct that violates the rules set forth in this policy or other related nursing department policies.

In addition, I agree 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.

I acknowledge and agree that any breach of this Student Confidentiality Agreement could result in my release from my clinical assignment and from my affiliation with the Hood College Bachelor of Science in Nursing Program. Further, I understand that such a breach could result in legal action.

The terms of this Student Confidentiality Agreement are effective immediately, will continue for the entire time I am in the BSN Program and apply to all client confidential information I have attained in the past, or will attain in the future.

Rev. 3/18/19

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Nursing Skills Simulation Lab Confidentiality and Performance Agreement

<u>Confidentiality</u>

As a nursing student at Hood College, I will participate in numerous simulations throughout the program. I understand simulations 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 or discussing, whether written, oral or electronic, 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.

- I understand the content of any simulation is to be kept confidential and all scenarios, regardless of their outcome, must be treated in a professional manner. I agree to treat all students involved in the scenarios/group activities with respect and to pay attention. I understand situations simulated in the lab are considered learning tools and I agree not to discuss the action(s) of fellow students outside the lab. A debriefing session will be provided for all simulation experiences.

<u>Performance</u>

I agree to treat, care for, and respect the simulation mannequins as if they were live patients. Refer to Fiction Contract for more information.

- Minimum expectations for all simulations include and are not limited to:
  - Introduction of self to "patient"
  - Proper hygiene before and during all simulation experiences
  - Active participation in case scenarios/simulation debriefing
  - Appropriate communication with the patient, faculty, family, and other team members
  - Use of the Rights of Medication Administration and standard patient identification procedure(s)

I understand that simulation and skills demonstrations may or may not be recorded for debriefing and teaching purposes.

Rev. 07/2019

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Simulation Fiction Contract

The purpose of simulation-based healthcare training is for students to develop skills, including judgment and reasoning, for the care of real patients. Using patient simulators and simulation teaching techniques, instructors will recreate realistic patient care situations. The realism of each simulation may vary depending upon the learning objectives for the session. The simulated environment and patient have certain limitations in their ability to exactly mirror real life.

When participating in simulations, I agree to assume the behaviors and responsibilities of a professional nurse. Additionally, when a gap occurs between reality and simulated reality, I will try to understand the goals of the learning session and behave accordingly.

Instructor Responsibilities:
- Create goal-oriented, practical simulations based upon measurable learning objectives.
- Add enough realism to each simulation so that the learner receives enough clues to identify and solve a problem.
- Set and maintain an engaging learning environment.
- Provoke interesting and engaging discussions and foster reflective practice.
- Identify performance gaps and help close the gaps.

Learner Responsibilities:
- Suspend judgment of realism for any given simulation in exchange for the promise of learning new knowledge and skills.
- Maintain a genuine desire to learn even when the suspension of disbelief becomes difficult.
- Treat the simulated patient with the same care and respect you would an actual patient.
- Keep content of simulation confidential (Please refer to Hood College Nursing Skills Simulation Lab Confidentiality and Performance Agreement).
- Maintain professionalism at all times.

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Student Resources, Fall 2023

As a student in the BSN Program at Hood College, I acknowledge that I have both received and read the following information and agree to abide by any policies, rules and guidelines contained herein for the entire time I am in the BSN Program. <u>I further agree to keep up to date on any subsequent changes to these resources.</u>

INFORMATION

[Hood College Nursing Handbook (2020-2021)](#)

[Hood College Student Handbook](#)

[Health and Counseling Services](#)

[Academic Services](#)

[Campus Safety and Hood Alert](#)