

Labouré College
Division of Nursing

Associate Degree
Registered Nurse
Student Handbook

Academic Year
2020-2021

**DIVISION OF NURSING
ASSOCIATE DEGREE REGISTERED NURSE PROGRAM
STUDENT HANDBOOK
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The 11 Massachusetts Board required policies are identified within an asterisks (*)

MESSAGE FROM THE DEAN

Welcome!!

As Division of Nursing Chair at Labouré College, I welcome you to a challenging, rewarding profession. Whether you are a new or continuing nursing student, I congratulate you on choosing nursing as your profession and Labouré College as your nursing school.

In addition to offering the best possible professional education, faculty strives to provide evidence-based teaching and clinical practices and continued exposure to current nursing issues. Our nursing program is designed to prepare knowledgeable, caring, and clinically proficient registered nurses to function as leaders and full partners on interdisciplinary teams in complex health care environments within a global community.

Each faculty member is committed to assisting you in achieving success in school and in your nursing career. They are experienced in both nursing practice and teaching and will guide you every step of the way. We want to be your partner during your journey through nursing school so that your experience at the Labouré College exceeds your expectations.

This is a very exciting time to be a part of the nursing program. We have a beautiful state-of-the-art Simulation and Nursing Learning Lab Center, where you will find a safe and supportive learning environment, based on research and best practice. Our program is very progressive, and uses advanced technology to enhance your learning.

Within the pages of this Student Handbook is information and policies that will guide you along your journey. The student policies are publicly accessible, nondiscriminatory, and consistently applied. The policies are congruent with those of the College and those that are different are justified by the goals and outcomes of the Division of Nursing.

On behalf of the faculty and staff of the Labouré College, I want to congratulate you on entrance into the program and I invite you to immerse yourself in learning.

Karen Manning, MSN, RN
Dean, Division of Nursing

Disclaimer

The Division of Nursing Student Handbook is reviewed and updated annually according to the systematic evaluation plan and as needed. The Division of Nursing reserves the right to alter contents of the Student Handbook with notice to students as necessary. Students will be notified of the change in a timely manner, given an electronic copy of the change, and must sign they have received and understand the change.

Equal Opportunity

Labouré College does not discriminate based on race, color, religion, gender, sexual orientation, gender identity, national origin, age, disability, genetic information, marital status, amnesty, or status as a covered veteran. The College complies with local, state, and federal regulations prohibiting such discrimination in the administration of its academic, admissions, financial aid, and employment policies.

ASSOCIATE DEGREE NURSNG PROGRAM ACCREDITATION AND APPROVAL STATUS



The Associate Degree Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

Current Accreditation status: Accredited

Contact Information: ACEN, Inc. 3390 Peachtree Road NE, Suite 1400 Atlanta, Georgia 30326
Office: (404) 975-5000
Fax: (404) 975-5020
Website; www.acenursing.org

ACEN supports the interests of nursing education, nursing practice, and the public by the functions of accreditation. Accreditation is a voluntary, peer-review, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality. Accreditation also assists in the further improvement of the institutions or programs as related to resources invested, processes followed, and results achieved. The monitoring of certificate, diploma, and degree offerings is tied closely to state examination and licensing rules and to the oversight of preparation for work in the profession.



The Associate Degree Nursing Program is approved by the Massachusetts Board of Registration in Nursing.

Current approval status: Approved

Contact Information: Massachusetts Board of registration in Nursing 239 Causeway Street, Suite 500, 5th Floor
Boston, Massachusetts 02114
Phone: 1-800-414-0168 or 617-973-0900
Fax: 617-973-0984
Website; <http://www.mass.gov/eohhs/gov/departments/dph/programs/hcq/dhpl/nursing/>

The mission of the Massachusetts Board of Registration in Nursing is to protect the health, safety and welfare of the citizens of the Commonwealth through the fair and consistent application of the statutes and regulations governing nursing practice and nursing education.

ACADEMIC CALENDAR

2020 FALL SEMESTER

Fall All: Wednesday, September 9, 2020 through Tuesday, December 15, 2020.
Fall Session I: Wednesday, September 9, 2020 through Monday, October 26, 2020
Fall Session II: Monday, November 2, 2020 through Tuesday, December 15, 2020

September	(M) 7	Labor Day – HOLIDAY – College closed Professional Staff Day – No classes First class day Fall Session I & Fall All Adjustment Period Fall Session I & Fall All Pinning Ceremony
(Tu) 8		
(W) 9		
(W-Tu) 9-15		
TBD		
October	(F) 9	Last day to withdraw from a Fall Session I course Columbus Day – HOLIDAY – College closed Fall Session I Final Week
(M) 12		
(Tu-M) 20-26		
November	(M) 2	First class day Fall Session II Registration begins for Spring 2021 Adjustment Period Fall Session II Veteran’s Day – HOLIDAY – College closed Last day to withdraw from a Fall All course College closes at 2PM Thanksgiving – HOLIDAY – College Closed College Open- no classes Last day to withdraw from a Fall Session II course
(M) 2		
(M-Su) 2-8		
(W) 11		
(F) 13		
(W) 25		
(Th-F) 26-27		
(Sa-Su) 28-29		
(M) 30		
December	(F-Sa) 4-5	PASS Program Fall All & Session II Final class week RECESS – No Classes (College Open) Christmas & New Year’s – HOLIDAY - College Closed
(W-Tu) 9-15		
(W-W) 16-23		
(Th-Su) Dec 24-Jan 3		

2021 SPRING SEMESTER

Spring All: Monday, January 11, 2021 through Monday, April 26, 2021
Spring Session I: Monday, January 11, 2021 through Sunday, February 28, 2021
Spring Session II: Monday, March 8, 2021 through Monday, April 26, 2021

January	(M-Su) 4-10	RECESS – No Classes (College Open) Professional Staff Day – No classes First class day Spring Session I & Spring All Adjustment Period Spring Session I & Spring All Martin Luther King Day HOLIDAY – College closed Pinning Ceremony
(F) 8		
(M) 11		
(M-Su) 11-17		
(M) 18		
TBD		
February	(M) 8	Last day to withdraw from a Spring Session I course President’s Day – HOLIDAY -- College closed Winter RECESS - No classes for Spring All classes Spring Session I classes are not on recess and will meet as scheduled Spring All classes and clinicals resume Final Week Spring Session I
(M) 15		
(Sa-F) 13-19		
(Sa) 20		
(M-Su) 22-28		

**2021
SUMMER SEMESTER**

Summer All: Monday, May 17, 2021 to Monday, August 23, 2021
Summer Session I: Monday, May 17, 2021 to Saturday, July 3, 2021
Summer Session II: Tuesday, July 6, 2021 to Monday, August 23, 2021

May	(M) 17	First class day Summer Session I & Summer All
(M-Su) 17-23		Adjustment Period Summer Session I & Summer All
(Sa) 22		Commencement
TBD		Pinning Ceremony
(M) 31		Memorial Day - HOLIDAY – College closed
June	(M) 7	Registration begins for Fall 2021
(F)11		Last day to withdraw from a Summer Session I course
June	(Su-Sa) June 27 - July 3	Summer Session I Final Week
July	(M) 5	Independence Day Observed – College Closed
(Tu) 6		First class day Summer Session II
(Tu-M) 6-12		Adjustment Period Summer Session II
(M) 19		Last day to withdraw from a Summer All course
August	(F-Sa) 6-7	PASS Program
(M) 9		Last day to withdraw from a Summer Session II course
(Tu-M) 17-23		Summer All and Summer Session II Final class week
(Tu-Su) Aug 24 – Sep 5		Summer RECESS – No classes (College Open)
September	(M) 6	Labor Day – HOLIDAY – College Closed.
	(Tu) 7	Professional Staff Day – No classes

NURSING FACULTY LIST

Dean: Karen Manning, MSN, RN
Assistant Chairperson Clinical: Denise Edinger, MS, RN
Program Outcomes Director: Dorothy Chase, PhD, MSN, RN
Assistant Chair RN-BSN: Eileen Costello, DNP, RN, CNE
Administrative Assistant: Gigi Bleiler

Lab Coordinator: Helen Shedden, MS, RN
Curriculum Coordinator: Patricia Kelliher, MSN, RN
ATI Coordinator: Eric Buonaccorsi MSN RN-BC CMSRN
Director of Clinical Placement: Anitra Williams-Nance
Simulation: Meghan Drottar, MSN, RN

Theory

Faculty

NUR 1015

Judy Nicotera, MSN, RN, Course Coordinator
Nancy McDonald, MSN, RN
Karen Murray, MSN, RN
Dianne Mahoney, MSN, RN
Julie Norton, MSN, RN
Kathleen Stubbs, MSHCA MSN, RN
Paul Bianchi, MSN, RN
Karen Wenger, MSN, RN
Penelope Hennessy, MS, RN (Adjunct)

NUR 1035

Jillian Hatch, MSN, RN, CHSE, Course Coordinator
Angela Gates, MSN, RN

NUR 2005

Laureen Wagner, MSN, RN Course Coordinator
Bonnie Zapolin, MS, RNC
Denise Edinger, MS, RN
Coreen Salmon, MSN, RN
Susan Murphy, MSN, RN
Joanne Ciesielski, MSN, RN

NUR 1025

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Lynn Doyle DNP, RN, CPNP
Ann Sinewick, MSN, RN
Eric Buonaccorsi MSN RN-BC CMSRN
Maureen McDonald, MSN, RN (Adjunct)

NUR 2025

Stefanie Parker, MSN, RN Course Coordinator
Eduarda Fonseca, MSN, RN
Donna Terry, MSN, RN
Maureen McDonald, MSN, RN (Adjunct)
Monika Schuler, PhD, RN, CNE (Adjunct)
Natasha Chen, MSN, RN (Adjunct)

PROGRAM OVERVIEW

The Division of Nursing faculty members plan, implement, and evaluate both clinical and didactic learning experiences that are sequenced appropriately, kept current, and are attainable with a time frame of between two and four calendar years for the ASN program. The length of time and the credit hours required to program completion are congruent with the attainment of identified student learning outcomes and program outcomes and are consistent with the policies of the Labouré College, national standards, regulatory requirements (BORN 244 CMR 6.04), and accreditation standards (ACEN Standard 4). The curriculum has been developed by the faculty and is regularly reviewed to ensure rigor, and currency.

The curriculum is based on sound educational principles and follows the philosophy, mission and outcomes identified for the program and for the students. The student learning outcomes were used to organize the curriculum, guide the delivery of instruction, and direct learning activities. The program of study prepares students to practice according to the Massachusetts Board of Nursing Rules and Regulations. The learning experiences are progressive; the didactic and clinical portions are concurrent. The curriculum teaches students to communicate effectively, provide evidence-based patient centered care, use systematic clinical decision making, and engage in teaching/learning activities. It incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning outcomes and program outcomes consistent with contemporary practice.

In 2011, the IOM summarized the current problem facing nursing faculty with regards to nursing education: “The explosion of knowledge and decision-science technology also is changing the way health professionals’ access, process, and use information. No longer is rote memorization an option. There simply are not enough hours in the day or years in an undergraduate program to continue compressing all available information into the curriculum.” The content saturation is overwhelming, for both students and faculty. The IOM (2011) stated, “New approaches must be developed for evaluating curricula and presenting fundamental concepts that can be applied in many different situations rather than requiring students to memorize different lists of facts and information for each situation”. To address this issue, Labouré College associate degree moved towards concept-based curriculum learning.

Concept-based learning is an educational method that focuses on the big ideas and concentrates on the understanding of broader principles (concepts) that can be applied to a variety of specific examples (exemplars). Faculty link concepts to each other while presenting exemplars of concepts; this approach helps learners to extrapolate meanings from one concept to another and identify commonalities among exemplars and concepts. Concepts are applied throughout each nursing course and exemplars progress in level of complexity as students move through the program. Deeper understanding of the concepts will help promote development of clinical judgment necessary for graduate nurses to function in the health care system (Giddens, 2013).

According to the Institute of Medicine (IOM) (2011), “All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics”. To address this, the Division of Nursing faculty integrated the Nurse of the Future Nursing Core Competencies (NOFNCC) throughout the program and aligned the NOFNCC to the end of program student learning outcomes. Evaluation methods measure student progression of competencies in cognitive, affective, and psychomotor achievements. Evaluation methods are varied and measure student outcomes as well as program outcomes.

Reference

Giddens, J. F. (2013). *Concepts for nursing practice*. St. Louis: Mosby Elsevier.

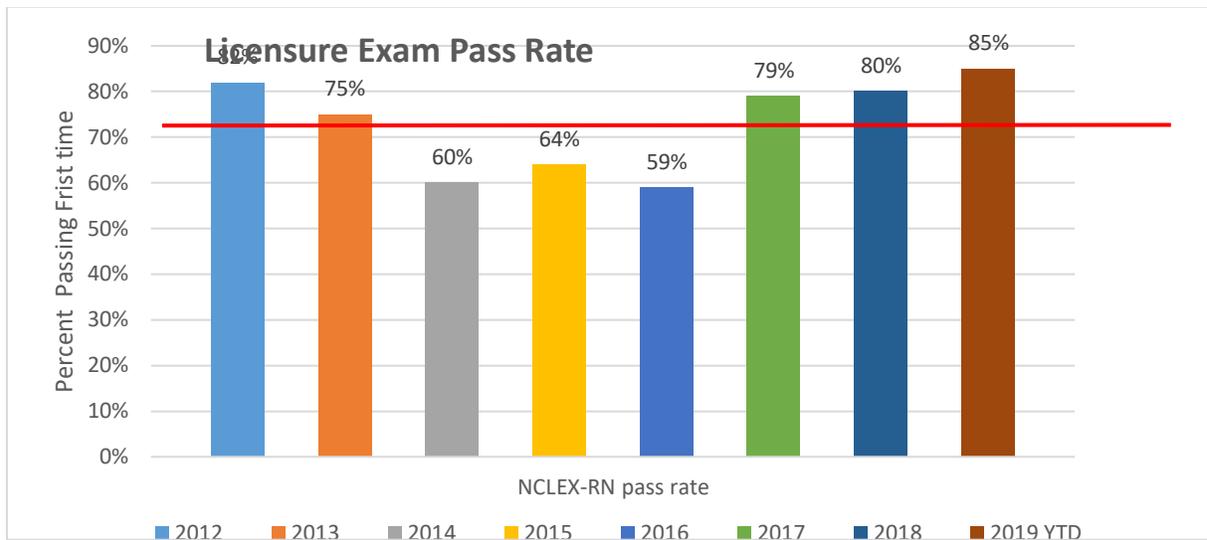
Giddens, J. F., Caputi, L., & Rodgers, B. (2015). *Mastering concept-based teaching: A guide for nurse educators*. St. Louis: Elsevier.

Institute of Medicine. (2010). *The future of nursing: Leading change, advancing health*. Washington, DC: Author.

Institute of Medicine (2011). *The Future of Nursing: Focus on Education*. Washington, DC: Author. Massachusetts Department of Higher Education Nurse of the Future Competencies Committee. (2016). *The Nurse of the Future Nursing Core Competencies-Registered Nurse*. Department of Higher Education: Boston, Massachusetts. Retrieved from http://www.mass.edu/nahi/documents/NOFRNCompetencies_updated_March2016.pdf.

PROGRAM OUTCOMES 2020 data needed

A. Performance on licensure exam: The Program’s most recent annual licensure examination pass rate will be at 80% for all first time test takers during the same 12-month period.

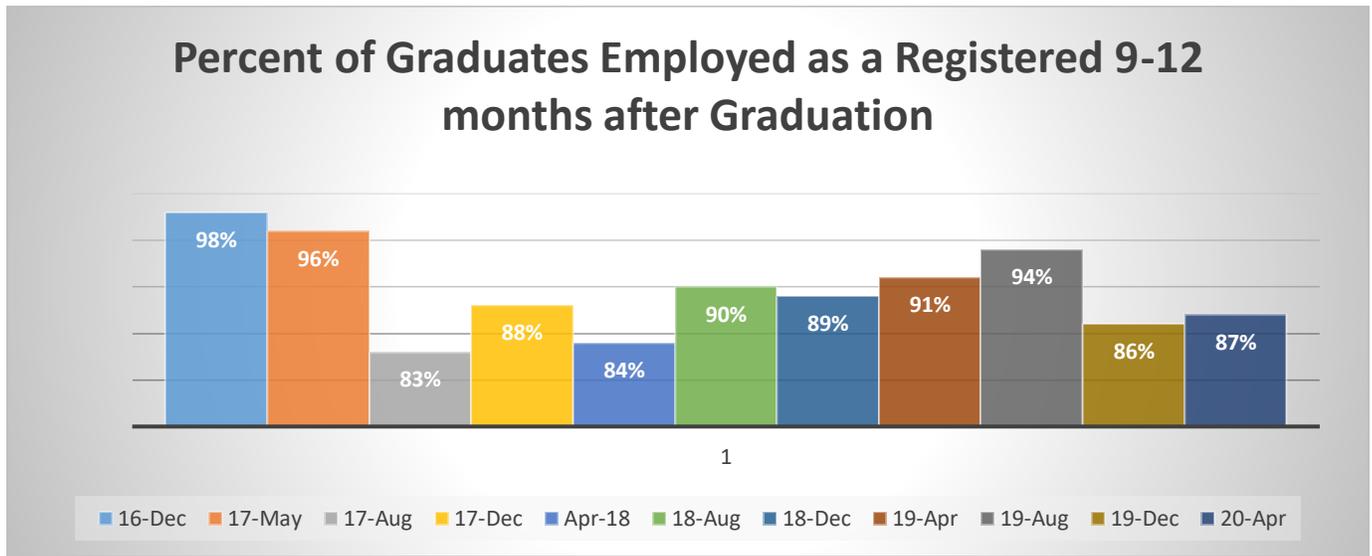


YTD= NCLEX Pass Rates include 2019 Q2

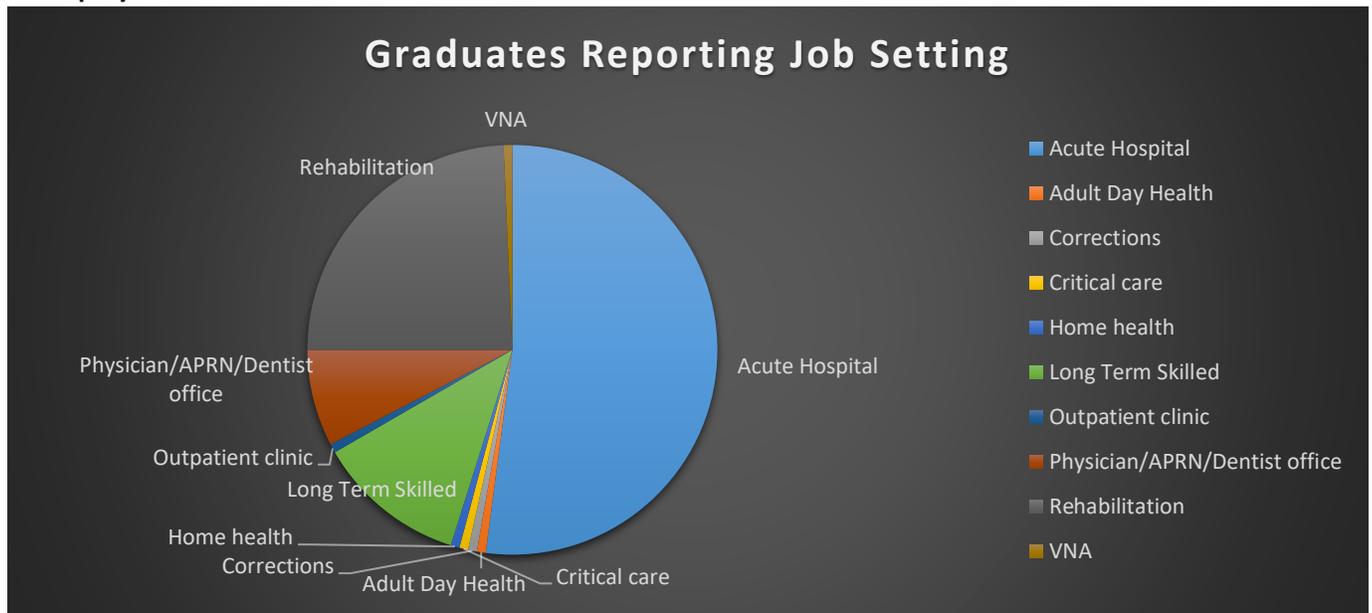
B. Program completion: At least 70% of the students admitted will graduate within 150% of the time of the stated program length beginning with the enrollment in the first day of the first professional nursing course: ADN Fundamental Health Concepts (First Nursing Course)

Labouré College Graduation Rates: ADN for 2017, 2018, 2019.					
Entering Semester	Total entering	Still enrolled	w/d, dismissed	Graduated within 6 semesters	Graduation percentage
Fall 2014	77	0	11	64	83%
spring	77	1	20	54	70%
summer	19	0	5	13	68%
Total	173			131	76%
Fall 2015	96	3	20	74	77%
spring	92	3	23	64	70%
summer	55	2	11	41	74%
Total	242			176	73%
Fall 2016	104	4	24	76	73%
Spring	104	3	30	71	68%
Summer	57	4	12	41	72%
Total	265			188	71%

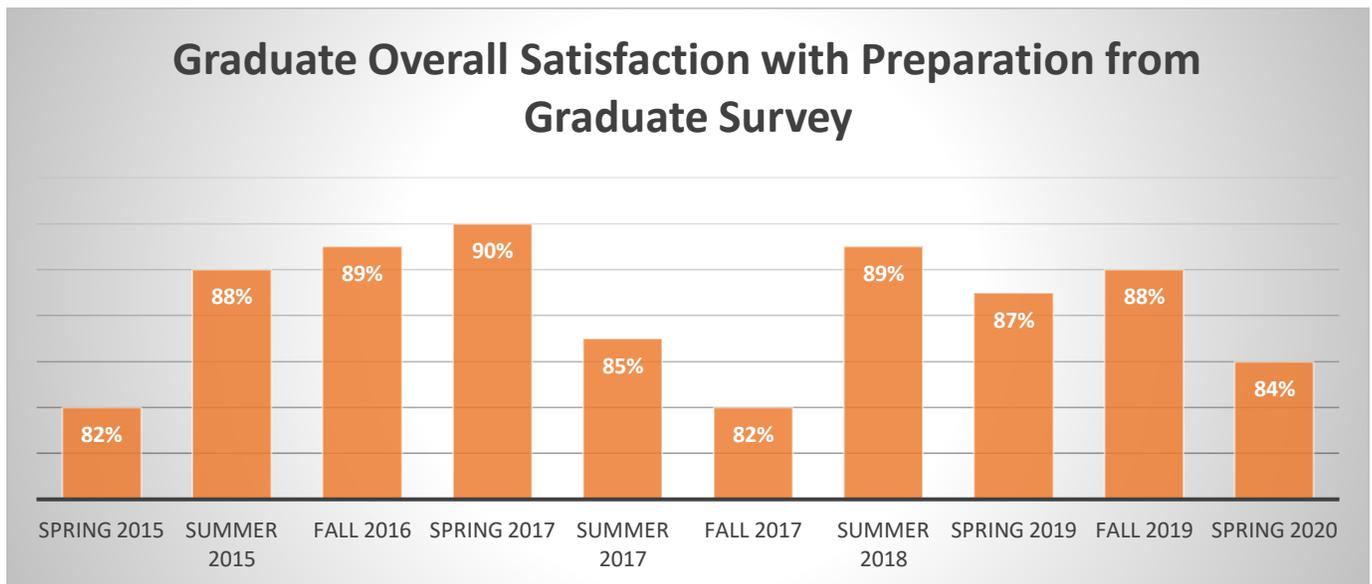
C. Job placement rates: At least 80% of the graduates seeking employment will be employed 12-months post-graduation in a position for which the program prepared them.



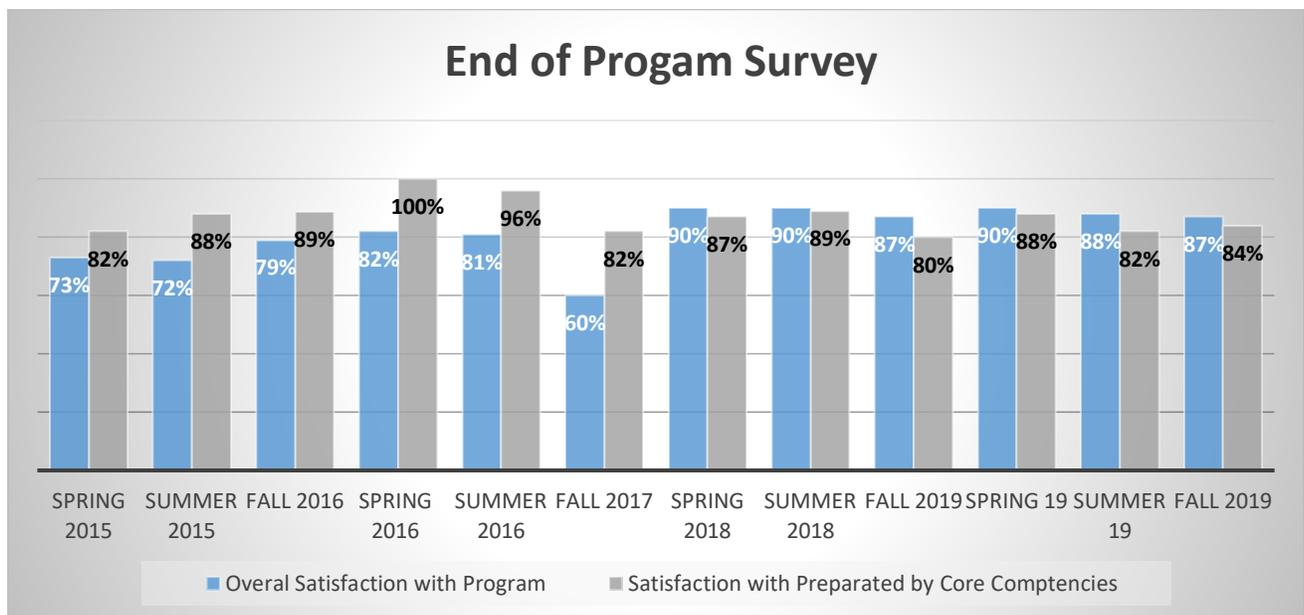
D. Employment Rates and Patterns: Academic Year 2017-2018



E. Program Satisfaction: At least 80% of graduates responding to the graduate survey, distributed within 9-12 months after graduation, will indicate overall satisfaction rate of 80% with the preparation as a nurse according to End of Program Student Learning Outcomes



F. Program Satisfaction: At least 80% of graduates responding to the end of program survey will indicate overall satisfaction rate of 80% with the preparation as a nurse according to End of Program Student Learning Outcomes



MISSION / FRAMEWORK / PROGRAM GOALS & OUTCOMES

Mission of Labouré College

The mission of Labouré College is to provide high-quality education and to prepare women and men for careers in nursing and allied health fields. Inherent in the Catholic identity of the college and its educational mission is a commitment to Judeo-Christian principles, which influence the academic curricula and the college environment. Consistent with these principles, the college seeks to give opportunities to a diverse population of students to continue their education as mature adults and responsible world citizens.

Vision

We aspire to be a model of excellence, recognized for innovative and collaborative approaches to education for practice in the health sector. We are committed to preparing practitioners who reflect on and care for a diverse patient population, and to fostering interdisciplinary approaches to address complex issues within healthcare and society.

Mission of the Division of Nursing

Consistent with the Labouré mission and vision, the nursing program provides quality nursing education at the associate and baccalaureate level to develop competent, caring nursing professionals. Graduates are prepared to meet the diverse and changing health care needs of a challenging health care environment. This education occurs in an environment that is centered in the Catholic academic tradition and incorporates liberal arts and science into nursing practice. Graduates are prepared to assume roles within the various levels of the health care system and are encouraged to continue the process of life-long learning.

PHILOSOPHY of the Division of Nursing

The faculty values the roles of both the associate degree and the bachelor degree nurse within the nursing profession. Faculty believes that the associate degree graduate is prepared to function as a competent entry level practitioner in a variety of health care settings. The faculty educates baccalaureate generalist nurses to assume increasing professional responsibilities in health care. Inherent within our Mission for life-long learning, all graduates are encouraged to advance their professional education to meet the demands of an ever changing diverse healthcare environment.

The faculty believes that:

- Learning is a lifelong process. The relationship between teacher and learner is one that remains dynamic and fosters the development of self-regulated learning and critical thinking.
- Nursing education is an interactive process between student and faculty. This process promotes the integration and application of knowledge that leads to professional nursing practice.
- Students should be empowered to implement and maintain standards of nursing practice and patient care consistent with evidence-based practice.
- Students need to acquire an awareness of social justice to advocate for patients, themselves, and their communities.
- Cultural, ethnic, racial and religious diversity is evident and supported throughout the nursing program. The faculty acknowledges diversity and is committed to meeting the unique learning needs of every student.
- A climate of mutual respect, honesty and professionalism should exist between faculty and students. The faculty feels that these are important qualities inherent to professional nursing practice.

The Labouré College Division of Nursing faculty develop, implement and evaluate program outcomes for both the associate and baccalaureate graduates and both programs subscribe to the same mission and philosophy.

ORGANIZING FRAMEWORK

In its 2010 report about the future of nursing, the IOM specifically mentioned concept-based learning as a solution to the issues with traditional content-based curricula: “fundamental concepts that can be applied across all settings and in different situations need to be taught, rather than requiring rote memorization” (IOM, 2010). In nursing, concept-based learning is a focused approach to singular nursing care concept that enables students to examine important concepts using a study guide for data collection, conduct a focused patient assessment, and evaluate the concept in terms of its practical application (Giddens & Brady, 2007; Nielsen, 2009). Concepts are “the strands, threads, or unifying themes that faculty have identified to shape, organize, and implement the curriculum in some logical, focused way” (Valiga & Bruderle, 1994).

The 3 domains of health and illness, nursing, and healthcare provide the conceptual framework guiding the Division of Nursing associate degree nursing curriculum. Concepts are organized within each these domains and learning occurs from wellness to advanced complex care. The concepts are taught through the use of exemplars, which are sample cases of the concept selected by the faculty based on the incidence and prevalence of clinical issues or problems, and/or the significance to the practice of nursing. A single concept such as metabolism may be taught as a primary or as an inter-related concept several times throughout the curriculum using a variety of exemplars such as osteoporosis in the elder years, obesity in children, diabetes and thyroid disease across the lifespan.

The Massachusetts Nurse of the Future Nursing Core Competencies (NOFNCC) emanate from the foundation of nursing knowledge, and are identified as ten essential competencies integrated throughout the curriculum and include patient-centered care, professionalism, leadership, systems-based practice, informatics and technology, communication, teamwork and collaboration, safety and quality improvement, and evidence based practice. Nursing knowledge is the core of all the NOFNCC competencies representing how nursing knowledge in its totality reflects the overarching art and science of the nursing profession and discipline. Essential knowledge, attitudes, and skills (KAS), reflecting the cognitive, affective, and psycho-motor domains of learning, are specified for each competency. The KAS identify expectations for initial nursing practice following completion of a pre-licensure professional nursing educational program.

The competencies, which inform future nursing practice and curricula, consist of the following:

- **Patient-Centered Care:** will provide holistic care that recognizes an individual’s preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care.
- **Leadership:** will influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals.
- **Communication:** will interact effectively with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.
- **Professionalism:** will demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.
- **Systems-Based Practice:** will demonstrate an awareness of and responsiveness to the larger context of the health care system, and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and value (Adapted from ACGME, n.d.).
- **Teamwork and Collaboration:** will function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning, and development (Adapted from QSEN, 2007)
- **Informatics and Technology:** will be able to use advanced technology and to analyze as well as synthesize information and collaborate in order to make critical decisions that optimize patient outcomes. (National Academies of Sciences, Engineering, and Medicine. 2015)
- **Safety:** will minimize risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2007).

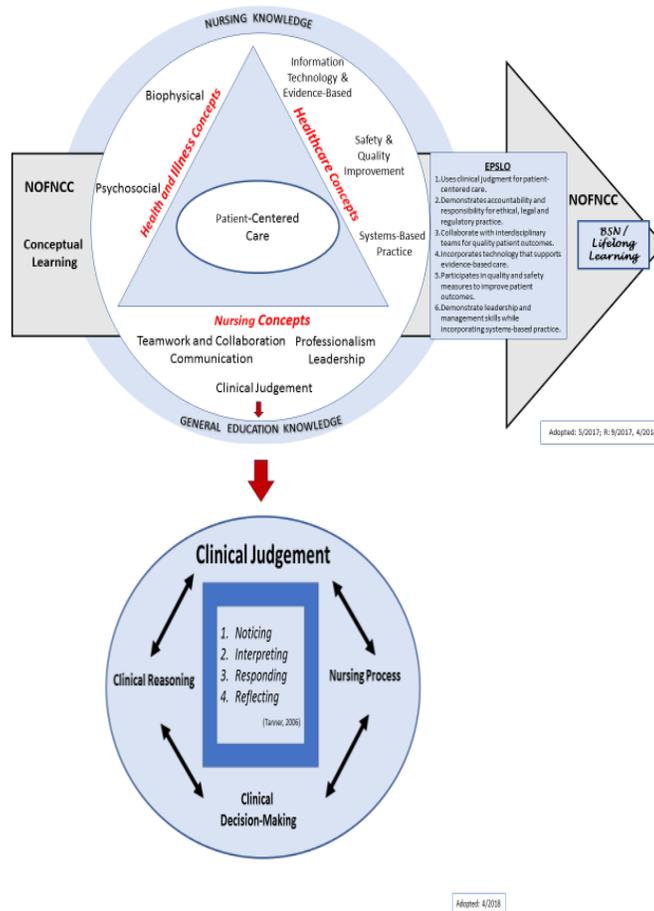
- **Quality Improvement:** uses data to monitor the outcomes of care processes, and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems. (QSEN, 2007)
- **Evidenced-Based Practice (EBP):** will identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients' preferences, experience and values to make practice decisions (Adapted from QSEN, 2007). Nurse of the Future Nursing Core Competencies© (revised 3.2016).

Several of the NOFNCC have been integrated as merged concepts that are threaded across the curriculum, with a goal to prepare students with the knowledge, skills, and attitudes needed to achieve competencies and the End of Program Student Learning Outcomes.

NOFNCC	Merged Concepts	Aligned Interrelated Concepts
1. Patient-centered care	Patient-Centered Care and Clinical Decision-Making	Critical decision-making, nursing process nursing care plan, managing care, caring, advocacy, culture diversity, ethics
2. Professionalism	Professionalism	Clinical Decision-making, Communication, Culture and Diversity Professional standards – AACN, ANA, IOM, NCSBN, QSEN/NOFNCC, MBORN Regulations, Safety
3. Teamwork and Collaboration	Teamwork and Collaboration, communication	Advocacy ,Culture and Diversity, Ethics, Healthcare systems, Managing Care, Quality Improvement, Teaching and Learning
4. Communication		
5. Evidence-based Practice	Evidence-based Practice and Informatics and Technology	Information literacy skills, evidence-based practice, culturally sensitive nursing care, quality and safety
6. Informatics and Technology		
7. Safety	Safety and Quality Improvement	Accountability, clinical decision making, Evidence based practice, patient centered care, national safety standards
8. Quality Improvement		
9. Leadership	Leadership and systems based practice	Advocacy, Clinical Judgement, Communication Ethics, Healthcare Systems, Legal Issues, Managing Care, Teaching and Learning
10. Systems-based Practice		

The NOFFCC are evaluated within each ASN nursing course through classroom interactive learning and discussion, classroom assignments, unit quizzes, exams and final exams; clinical evaluation tool, clinical patient care, clinical medication administration, simulation activities, and pre and post clinical conference discussion. This organizing framework consist of concepts and competencies that encompass the qualities of a successful graduate ASN nurse.

The conceptual model serves as a guide to nursing instruction in the attainment of student learning outcomes. The Division of Nursing conceptual model as seen in the diagram below, visually illustrates that the curriculum is organized under three domains of health and illness, nursing, and healthcare. The NOFNCC are evaluated across the curriculum within the domains and intended to serve as a measures of student's achievement of competencies and Student Learning Outcomes. The Associate Degree Registered Nurse program graduate's students with the Knowledge, Attitudes and Skills appropriate for ASN education and will advance the KAS's as representative of the arrow below as graduates advanced their educations to a BSN.



End of Program Student Learning Outcomes

The purpose of the Labouré College Associate Degree Nursing Program is to develop competent entry level registered nurses to function as caring, competent, and compassionate practitioners across a variety of care settings and to establish a foundation for lifelong learning. The graduate of this program will be able to work with and provide care for patients of diverse groups in a multicultural community.

The end of program student learning outcomes are derived from the mission, philosophy, curriculum framework, and organizing concepts and structure of the nursing program, inclusive of the Massachusetts Nurse of the Future Nursing Core Competencies.

1. Use clinical judgement, with consideration of patients' culture, preferences, values and needs, to provide patient-centered care across the lifespan (**Patient-Centered Care**).
2. Demonstrate accountability and responsibility for the delivery of standards based nursing care that is consistent with ethical, legal, and regulatory practice (**Professionalism**).
3. Collaborate with patient and interdisciplinary teams, employing effective communication skills, to achieve quality patient outcome (**Teamwork and Collaboration and Communication**).
4. Incorporate information and technology that supports current best practices for the provision of evidence-based patient-centered care (**Informatics and Technology and Evidence-based Practice**).
5. Participate in quality and safety measures to improve patient outcomes (**Safety and Quality Improvement**).
6. Demonstrate leadership and management skills while incorporating systems-based practice in health care setting (**Leadership, Systems-Based Practice**). *EPSLO 2018 Approved 4-18-2018*

NURSING COURSES

NUR 1015 Fundamental Health Concepts

This course is designed to provide the foundation of contemporary nursing practice for the entering student. The Nurse of the Future Nursing Core Competencies (NOFNCC) serve as a framework and guiding principle for the design of competencies-based education and practice. Concepts basic to nursing practice and exemplars within the professional nursing role are introduced. The concepts are organized according to the domains of Health and Illness, Nursing, and Healthcare. Selected exemplars are used to support an understanding of the concepts. The following concepts are introduced: patient-centered care, professionalism, teamwork and collaboration, communication, informatics and technology, evidence-based practice, safety, quality improvement, leadership, system-based practice, and clinical judgment. Some concepts will define nursing care across the life span. Nutrition and principles of basic pharmacology are integrated. Opportunities are provided for students to learn, practice, and achieve basic-level competencies using concept-based skills in lab, simulation, and clinical setting. **(9 credits)** 12 hrs. Clinical/Skills laboratory - 5 hours' theory (Weekly). Pre -requisite Course: ANA 1010

NUR 1025 Health and Illness Concepts of the Adult and Child

NUR1025 builds upon the Nurse of the Future Nursing Core Competencies (NOFNCC) and concepts related to the domains of Health and Illness, Nursing and Healthcare previously introduced. Selected concepts with exemplars focus on the care of the adult and child. Health and Illness concepts are expanded to further develop clinical judgment when caring for the adult and child across the lifespan. Nutrition and principles of pharmacology are integrated. Opportunities are provided for students to learn, practice, and achieve competencies using concept-based skills in lab, simulation, and the clinical setting. The equivalent of 0.5 credit (7.5 hours) Pharmacological connections are included as an online component of this course.

(Credits 9.5) 12 hours of Clinical/Skills/Simulation laboratory, 5 hours' theory, and 0.5 hours' online theory (Weekly)

Prerequisite Courses: ANA 1120, and NUR 1000 or NUR 1015

NUR 1035: Health and Illness Concepts of the Adult for LPN to RN

NUR 1035 builds upon the Nurse of the Future Nursing Core Competencies (NOFNCC) and concepts related to the domains of Health and Illness, Nursing and Healthcare previously introduced throughout your Practical Nursing program. Selected concepts with exemplars focus on the care of the adult. Health and Illness concepts are expanded to further develop clinical judgment when caring for the adult. Nutrition and principles of pharmacology are integrated. Concepts related to role transition and scope of practice from LPN to the RN will be addressed. Opportunities are provided for students to learn, practice, and achieve competencies using concept-based skills in lab, simulation, and the clinical setting. The equivalent of 1.0 credit (15 hours) Pharmacological connections are included as an online component of this course.

(Credits 11) Hours per week: 6 hours Classroom 12 hours Clinical/Simulation, 1-hour Theory Online

Prerequisites: ANA 1120, successfully completion HESI Fundamental and HESI Maternity/Pediatrics, and hold a current LPN license in good standing.

NUR 2000 Family Centered Nursing

Nursing 2000, introduces the learner to the nursing care of the childbearing woman, family, and the neonate through adolescence. Concepts based on the 3 domains of health & illness, nursing and healthcare, and the Massachusetts Nurse of the Future Nursing Core Competencies (NOFNCC) continue as the theoretical framework. The Concept Learning Modules introduce the learner to the specific needs of the childbearing woman, neonate,

and child and nutrition and pharmacology continue as components within this course. Clinical experiences are selected so that the student learns to communicate effectively with assigned clients and practices within the legal and ethical framework of nursing. **(Credits 8)**

12 hours Clinical /Simulated laboratory - 4 hours' theory

Pre-requisites: NUR 1020, NUR 1015, MIC2010

NUR 2005 - Health and Illness Concepts of the Adult and Childbearing Families

NUR2005 continues to build upon the Nurse of the Future Nursing Core Competencies (NOFNCC) and concepts with more complex exemplars related to the domains of Health and Illness, Nursing and Healthcare previously introduced. Selected concepts with exemplars focus on the care of the adult and childbearing family. Health and Illness concepts are expanded to further apply clinical judgment when caring for the adult and childbearing family. Concepts will illustrate nursing care across the life span. Nutrition and principles of pharmacology are integrated. Opportunities are provided for students to learn, practice, and achieve competencies using concept-based skills in lab, simulation, and the clinical setting. The equivalent of 0.5 credit (7.5 hours) Pharmacological connections are included as an online component of this course.

(Credits 9.5) 12 hours of clinical/skills laboratory, 5 hours' classroom theory, and .5 hours' online theory each week. Prerequisite: NUR 1025, and MIC 2010 or MIC 2201.

NUR 2025 Advanced Health and Illness Concepts

NUR2025 focuses on the analysis and synthesis of complex concepts and exemplars associated with the domains of Health and Illness, Nursing and Healthcare acquired in previous nursing courses. A more in-depth understanding of nursing and healthcare concepts and exemplars focus on professionalism, teamwork and collaboration, communication, informatics and technology, evidence-based practice, safety, quality improvement, leadership, system-based practice, and clinical judgment. Nutrition and more advanced principles of pharmacology are integrated. Opportunities are provided in simulation and the clinical setting, for students to achieve competency of more complex concept based skills.

(9 credits) 12 hours of clinical/skills laboratory, and 5 hours' classroom theory. Prerequisite: NUR 2005. All general education courses must be completed prior to or concurrent with NUR 2025.

INTRODUCTION TO INDIVIDUALIZED LEARNING

Elements of Individualization / Teaching-Learning Strategies

The individualized learning approach at Labouré is an individualized learning process accommodating different learning styles and abilities within a prescribed framework. Individualized instruction improves student's independence, mode of thinking, personal responsibility, and self-reliance. This type of instruction incorporates the following elements:

1. carefully defined learning objectives
2. clearly articulated learning strategies
3. structured learning guidelines that make student activity efficient and economical
4. feedback to students from faculty on how the course objectives are being met

The nursing curriculum Concept Learning Modules involves a multiple learning systems approach including: Classroom discussion, Case Studies, Lecture, Student Presentations, Media, Readings, Role Playing, Nursing Lab Resource Center activities, Simulation and Clinical Experiences with faculty.

At the beginning of each nursing course, students will have access to Concept Learning Modules through the course e-learning site. The nursing faculty will provide the student with an implementation guide, which identifies a prescribed time framework for completion of the Concept Learning Modules.

The nursing faculty will design class sessions to explore the concepts, objectives, and exemplars in order to facilitate students' learning. Various teaching methodologies will be utilized; e.g., small group discussions, role-playing, case studies, lecture, discussion, select demonstrations, audiovisuals and power point presentations on select concepts and exemplars.

Learning is a self-directed activity requiring motivation, desire and effort by the learner. It is an active process and requires deliberate choosing by the participant. This choosing involves educator and learner interaction directed toward establishment of the educational goals of the student. It is through this combined effort that students learn self-direction and self-evaluation.

Learning involves more than the memorization of facts. In order to be a competent nurse, a student must demonstrate the following intellectual behaviors in the care of clients: the ability to know facts, comprehend, apply, analyze, synthesize, and evaluate data (information).

- Knowledge involves recall of facts, principles, and terms.
- Comprehension involves restating in new terms such as explaining and giving examples. This is the first step to understanding.
- Application means the use of previously learned facts in a new situation.
- Analysis involves breaking material down into component parts.
- Synthesis involves putting parts together to form a whole.
- Evaluation involves consciously judging the value of material for a given purpose with the aid of definite criteria.

The use of the Concept Learning Module(s) Classroom Activities (with the guidance of the nursing faculty), Nursing Laboratory/Simulation and Clinical Experiences will provide students with opportunities to develop these behaviors.

In preparation for the Registered Nurse Licensure examination (NCLEX-RN) CAT (Computer Adaptive Test), it is critical that students develop these behaviors during their educational process.

CONCEPT LEARNING MODULE (CLM)

The Nursing Curriculum is presented through Concept Learning Modules in all the Nursing Courses (NUR 1015, 1025, 1035, 2000, 2005, and 2025).

A concept learning module is essentially a guide to help a student prepare for class. Each learning module identifies essential concepts related to the patient and organized according to the domains of health and illness, healthcare and nursing. The concepts intrinsic to health and illness are both biophysical and psychosocial. The concepts intrinsic to nursing are related to the core components of professional practice, NOFNCC, and incorporate the art of caring as well as the science of nursing. Nursing process and evidence-based practice are the foundation for clinical decision making in providing patient-centered care. The concepts intrinsic to the health care system reflect expected competencies (NOFNCC) and encompass community and society. The health care system is the environment in which the individual receives care and in which the nurse practices patient-centered, collaborative care. Selected exemplars are used to support an understanding of the concepts. Key core concepts integrated across the curriculum include nursing process, clinical decision-making, and clinical judgement, professionalism, teamwork and collaboration, communication, evidence-based practice, safety and quality improvement, informatics and technology, leadership and systems based practice. Also included are the student learning outcomes, assigned readings and assigned learning strategies – the preparatory work required for each module, which may include preparing for class, Nursing Lab Resources Center, Simulation Center, and clinical.

Using Learning Resources for Student Success:

The student should use the following guideline for student success:

1. Read the Course Syllabus and Implementation Guide
 - The syllabus is an informational outline with specific facts about the course and its requirements.
 - The Implementation Guide will tell you what date and time each Concept Learning Module (CLM) will be discussed and the unit exam schedule.
2. Follow the Concept Learning Module, read the student learning outcomes, and complete the Assigned Readings prior to attending class;
 - This will acquaint students with the concept definition contained in this CLM.
 - Go the e-Learning page for each concept and review the instructor provided resources, for example links to videos, PowerPoint presentations, and other learning tools.

******* In preparation for class, it is expected that students will complete all reading assignments, and learning activities.**

3. Participate in the Nursing Lab Resource Center (NLRC) and Simulation
 - a. The NLRC is the designated area in the program where clinically related competencies are practiced. For those Concept Learning Modules that require the NLRC, students are expected to be:
 - Prepared for laboratory activity

- Able to demonstrate a satisfactory level of performance for each nursing skill. Students are encouraged to participate in open lab to refresh their skills as they progress through the nursing courses. Students may be asked to remediate a skill in the lab to improve competence
- b. Simulation: The Simulation center is the designated area in the program where students are given the opportunity to practice and refine competencies relating to real life patient care scenarios. Feedback is provided, student engagement is expected and opportunities for students to evaluate the simulation and student performance may be evaluated
- Prepare for the simulation by reading and completing all assigned pre Simulation materials
 - Related the Simulation to the Concept Learning Modules

4. Clinical Experience Opportunities

Students will be provided clinical learning opportunities and patient care assignments that relate to the concept and exemplars in the Concept Learning Module

5. Take Unit Exam

Review Concept Learning Modules and notes prior to Unit Exams. Participate in active study strategies to ensure ability to apply knowledge.

Review the Concept Learning Module and essential concepts and exemplars related to the patient and organized according to the domains of health and illness, healthcare and nursing. If there are questions regarding the module, contact the nursing faculty.

Course concepts, exemplars, and assignments are developed and selected to engage students and support achievement of student learning objectives utilizing a variety of teaching/learning strategies. The nursing courses and course outcomes are logically structured to meet expected end of program student learning outcomes

Student Success Center (SSC)

The Student Success Center (SSC) is a comprehensive program designed to enrich the learning opportunities through resources available to all students at Labouré College. Modeled on best practices for excellence in teaching and learning, the SSC provides students with opportunities to extend and to deepen their classroom learning experiences by participating in academic advising, academic coaching (focused on learning strategies), academic tutoring (focused on course content), basic skill strengthening (e.g., focused on Mathematics, Writing, or Critical Reading), career counseling, and/or short-term personal counseling. The SSC also offers specialized assistance to students with learning differences, including advocacy, learning strategies, and, when appropriate, reasonable accommodations such as extended time on exams, note-taking assistance, enlarged print, preferential seating, and support in accessing digital audio texts, readers, scribes, and/or assistive technologies. Located adjacent to the student lounge, the SSC strives to be a warm and welcoming community of learners dedicated to fostering student growth and success.

Access and Support Services

Labouré College is committed to extending reasonable and appropriate accommodations to students whose learning differences are consistent with standards described in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. To be eligible, students seeking accommodations will provide documentation from a licensed medical or behavioral health professional that describes a legally recognized learning difference and that indicates the accommodations necessary to assure equal access to the College's programs and services. This documentation should be submitted at the time of enrollment to ensure proper accommodations can be made. Access and Support Services are offered by the Student Success Center.

You may [download a copy of the Access and Support Services Handbook by clicking on the link.](#)

NURSING LAB RESOURCE CENTER AND SIMULATION CENTER

The Nursing Lab Resource Center (NLRC) is the multimedia environment where student nurses have access to computers-assisted technology, manikins, nursing equipment and human simulation models to practice and demonstrate problem solving and clinical decision making skills. The NLRC is an environment where students can practice and demonstrate increasing competency in student learning outcomes, from the beginning course NUR 1015 to the more complex competencies in NUR 2020 and NUR 2025.

Basic Assumptions related to the Nursing Lab Resource Center and Simulation Center

The goals of the NLRC is to provide opportunities for students to apply new knowledge of concepts to clinical practice believing:

1. The patient has the right to quality care provided by members of the health care team who are accountable for the care they provide;
2. The student has the right to develop and practice knowledge and skills necessary to function as a safe competent student nurse;
3. The faculty assist students to develop confidence in thinking and skills while learning to evaluate their own performance;
4. The faculty assist students to identify and remediate areas of clinical practice that require additional practice to demonstration of competency.

The NCLR is located on the second floor (Building C) at Labouré College, and is open at various times during the semester. Late afternoon hours may also available. Faculty will post open lab sessions in e-Learning.

Student Expected Behaviors in the NLRC and Simulation Center

Professionalism: Student are required to demonstrate professionalism when adhering to the following statements:

1. Be on time, and sign in to the required attendance sheet.
2. Be in the Labouré Clinical Uniform with additional pair of gloves, stethoscope, penlight and watch (with a second hand).
3. Students will not switch their scheduled time with another student.
4. Be prepared: review the planned activity, complete required assignments.
5. Unprepared students will be dismissed and marked as a clinical absentee. Student absent from skills lab will be required to schedule a make-up during the next Open Lab. [Note: Open Labs are not teaching sessions.]
6. Submitted all pre or post-lab work assigned by faculty on the date required.
7. Missed time will be considered a clinical absence from school [Review Labouré Associate Degree Registered Student Handbook Attendance Policy]

Safety: is always a priority. The student is required to demonstrate safety when adhering to the following statements:

1. Patients/ Mannequins are to be used with respect and treated as if they were assigned clients.
2. Consider the planned experience the same as you would your patient assignment in the clinical setting making safe practice a priority.
3. Any equipment abuse must be reported to the faculty.
4. Do not use the equipment for any purpose other than specified.
5. All damage/malfunction of equipment must be reported immediately to the faculty.
6. No equipment, computer or supplies can be removed without consent of the NLRC SIM Coordinator.
7. Ensure that all equipment is returned to proper location, clean and in good working order.

Communication: Student are required to demonstrate professional communication when adhering to the following statements:

1. Be respectful when criticism is offered. Offer criticism in a respectful way
2. Use goal directed communication with faculty so that the best information is provided to improve competency (as example: “I am not sure I am always hearing and recognizing breath sounds, I would like to improve my health assessment competency in this area. When can I schedule Lab time?”)
3. Limit conversation, and keep to low tones as it can be difficult to practice and receive feedback in loud settings.
4. Report equipment issues promptly

Teamwork and Collaboration; Students are required to demonstrate teamwork and collaboration when adhering to the following statements:

1. Working in groups allow all other student the opportunity to practice and improve competence;
2. Leave the area clean organized and ready for the next student use;
3. Leave the unit with beds made, placed back in the lowest position, lower side rails left down, curtains pulled back, bed linen straightened, and overhead light/lamp should be turned off;
4. Ask faculty what else can be completed to leave the area on the best /safest manner.; and
5. Place dirty linen, trash in the proper location (not outside hallway). Do not put containers with liquids [ex. cups with lids or IVs] in the trash.

Leadership: Student are required to demonstrate leadership when adhering to the following statements:

1. Discussing with faculty possible clinical experiences that could be recreated in the NLRC as a review to improve competence; share ideas;
2. Hold themselves accountable for the cleanliness, organization and safe environment of the NLRC.

Student Standards for Simulation

Simulation is an educational strategy in which a particular set of conditions are created or replicated to resemble authentic situations that are possible in real life. Simulation can incorporate one or more modalities to promote, improve, or validate a student performance (adopted INACSL Standards of Best Practice: Simulation, 2016)

Debriefing is a reflective process immediately following the Simulation Learning that is led by a trained faculty using an evidence-based debriefing model. Students’ reflective thinking is encouraged, and feedback is provided regarding the students’ performance while various aspects of the completed simulation are discussed. Students are encouraged to explore emotions and question, reflect, and provide feedback to one another. Debriefing allows the student self-assess, in a non-threatening safe environment. The purpose of debriefing is to move toward integration and adaptation to transfer learning to future clinical situations (adopted/ modified INACSL Standards of Best Practice: Simulation, 2016)

Rationale for Debriefing

1. Learning is dependent upon the integration of experience and reflection.
2. Reflection is the conscious consideration of the meaning and implication of an action.
3. Reflective thinking does not happen automatically.
4. Learners report that the debriefing session is the most important component of a simulated learning experience.

Student Outcomes of Debriefing

The integration of the process of debriefing into simulation:

- Enhances learning.
- Heightens self-confidence for the learner.
- Increases understanding.
- Promotes knowledge transfer.
- Identifies best practices.
- Promotes safe, quality patient care.
- Promotes life-long learning.

Expected Student Behaviors Specific to Simulation in addition to all NLRC behaviors

Professionalism: Student are required to demonstrate professionalism when adhering to the following statements:

1. Come prepared for Simulation by being able to discuss faculty provided patient information like diagnoses, pathophysiology, and medications as well selected patient information prepared in an assignment;
2. Completes assignments and have ready for review;
3. Respects the privacy, rights, privileges, health, or safety of other student and faculty;
4. Use professional behavior including treating others with respect, using courteous conduct and communication;
5. Keep confidential group and individual practice and performance; and
6. Maintain confidentiality for all scenarios; including signing the confidential agreement at the start of each scenario.

Safety: is always a priority. The student is required to demonstrate safety when adhering to the following statements:

1. Only being in the Simulation area in the presence of Simulation staff or Faculty.
2. No food, gum, or drink in any Simulation patient care rooms, specified water container in the conference area only.
3. Anyone not enrolled in the simulation should not be brought to the school during the simulation (including friends, family etc.).
4. As in the clinical setting a student unprepared for Simulation, in not prepared for patient care and will not be allowed to participate. A clinical make-up will be required (Attendance policy).

Communication: Student are required to demonstrate communication when adhering to the following statements:

1. Using Therapeutic communication with patients, families in all patient scenarios.
2. Using professional communication with members of the healthcare team involved in the simulation scenario.
3. Limiting conversation that may overflow from conference area to simulation room.
4. Completing a required evaluation of the SIM experience.
5. Reporting equipment problems and safety concerns to faculty.
6. Ensuring all electronics devices including cell phones, PDA's, cameras, camera phones and video recorders are prohibited. All electronic devised should be stowed away and shut off.

Teamwork and Collaboration: Student are required to demonstrate teamwork and collaboration when adhering to the following statements:

1. Demonstrating awareness for the roles and responsibility of healthcare team members participating in the scenario.
2. Actively participating in maintenance of the patient simulation area by safely storing equipment, handling the patient simulators carefully and respectfully.
3. Encouraging collaboration with other students to efficient and carefully prepare the simulation areas for incoming students.
4. Seeking faculty approval to leave the Simulation or conference area when the area is determined to be comparable to a safe patient care unit.

Leadership: Student are required to demonstrate leadership when adhering to the following statements:

1. Holding themselves accountable for quality of their preparation, participation and reflection in simulation.
2. Missed simulation hours is considered a clinical absence as well as a lost opportunity to practice and demonstrate competence [Review Labouré Associate Degree Registered Student Handbook Attendance Policy pgs. 38-39].
3. Understands responsibility for patient area:
 - a. Keeps ball point/felt tip pens away from the manikins (causes permanent discoloration).
 - b. Report immediately all damage or malfunctioning Simulation equipment so that repairs may be made in a timely manner.
 - c. Is aware of rules relating to the use of tape and other nursing equipment that may damage the patient simulators.
 - d. **DO NOT** place containers with liquids [ex. cups with lids or IVs] in the trash.

POLICIES

Review Procedure Policies

All student policies and procedures are annually reviewed and revised as necessary by the Division of Nursing Faculty. Students are invited to present student concerns, questions, and recommendations regarding the policies and procedures through Open Forums or designated student representative on the Student Advisory Group and the Student Nurse Association. Revised and new policies and procedures in the Division of Nursing Student Handbook are communicated to all nursing students and available on each of the nursing course eLearning sites. Students will be required to sign a Student Handbook acknowledgement form. If there are revisions of old policies/procedures or new policies and procedures during the academic year, those will be communicated to student and another acknowledgement form with the revised/edited/new policy will be required to be signed by students. All students are expected to read each policy and procedure, clarify any questions or concerns, and adhere to the policies and procedures for the current academic year.

General

Please refer to the [College Catalog and Student Handbook](#) for information on all academic policies.

Admission

The Admission policy is detailed and can be accessed in the [College Catalog and Student Handbook](#)

Progression within the Nursing Division

Progression within the nursing program at Labouré College is dependent upon satisfactory completion of a standard sequence of courses. A minimum grade of C+ (77%) in science courses and nursing theory, and a passing grade (Satisfactory) in clinical/simulation/lab, must be achieved before progressing to the next course.

Table 3. Division of Nursing Progression Criteria

Table 3. Policies	SCIENCE COURSE REQUIREMENTS
Minimal acceptable grade	C+
Course dismissal	A student will be dismissed from the nursing program if they are unsuccessful (less than 77% or withdraw failing) in two sciences. This includes failure of the same science course twice and/or failure of two different science courses.
Repeat of failed science course	Students are allowed to repeat a science course only once. Students may request to repeat a course a third time, due to extenuating circumstances. See extenuating circumstance policy. Any student who is not approved to repeat a course by the Academic Progression Review Committee or who does not achieve a passing grade in any subsequent science, will be dismissed from the nursing program.
Failure to meet the science requirements	Withdrawal or dismissal from the nursing program
NURSING COURSE REQUIREMENTS	
Minimal acceptable grade	C+ (77%) Students must obtain a grade greater than or equal to 77% with exams, final, and ATI proctored/predictor exam (combined) before quiz grades or course assignments will be added (see grading policy).
Course dismissal	A student will be dismissed from the nursing program if they are unsuccessful (less than 77% or withdraw failing) in two nursing courses. This includes failure of the same nursing course twice and/or failure of two different nursing courses.
Repeat or failed nursing course	Students are allowed to repeat a nursing course only once.

	Students may request to repeat a course a third time, due to extenuating circumstances. See extenuating circumstance policy. Any student who is not approved to repeat a course by the Academic Progression Review Committee or who does not achieve a passing grade in any subsequent nursing course, will be dismissed from the nursing program.
Incomplete grade (I)	Governed by the College Catalog and Student Handbook Policy
Courses with both a theoretical and a clinical component	<p>Require a passing grade of C+ in the theory component and a passing grade in the clinical, lab, simulation component based on the clinical evaluation tool. A failure in either the theory or the clinical/lab/simulation component of the course will result in an automatic course failure.</p> <p>A student who is failing clinical/simulation or theory after to the College withdrawal date and does not complete all assessment will be assigned a zero for all incomplete assessments.</p> <p>A student who is failing clinical/simulation at any time during the semester for either a pattern of unsafe nursing behavior, unprofessional nursing behavior, or a particularly serious incident of unsafe or unprofessional nursing behavior may be withdrawn from the course. Once a student is informed that she or he is failing a clinical course the student will be withdrawn and assigned a WF from the theory course even if passing the theory portion.</p>
Medication Math Administration	All students must pass a medication calculation test before being allowed to administer medications in the clinical setting. A benchmark grade of 90% must be achieved. Failure will necessitate a medication math remediation course. See policy.

(*See Labouré College Handbook regarding Satisfactory Academic Progress (SAP) policy.)

Incomplete Grade Policy ([College Catalog and Student Handbook](#))

An incomplete (I) grade may be recorded for any coursework unfinished by the end of the semester, providing that an incomplete is requested by the student and approved by the professor and Division Dean. The Incomplete Grade Contract form is located on the myLabouré.edu website or at the Welcome Center. Professors may choose not to give an incomplete and then the grade is calculated on the work completed and submitted. Deadline by which completed work is to be submitted within six weeks or earlier. Any work or grade not submitted by the sixth week will result in the grade as indicated on the approved Incomplete Grade Contract.

An “Incomplete” can only be awarded to students who are in good academic standing and because of unexpected personal or professional emergencies. A grade of “I” may not be granted to a student whose work has been substantially unsatisfactory or who has failed to submit a substantial number of assignments (i.e., postings, responses, written assignments, etc.) in a timely manner by the end of the course. Students requesting extensions due to medical reasons are expected to provide official medical documentation. It is the student’s responsibility to consult the professor and submit the Incomplete Grade Contract prior to the end of the course. The professor will not accept assignments received after the date indicated on the agreement, and the student’s grade will be assigned according to the work the candidate completed by the end of the course.

Written permission for further extension may be granted by the course professor with the approval of the Division Dean.

Educational Mobility Policy

Educational mobility enables an individual to move from one educational level to another with acknowledgement of acquired competencies and minimal repetition of previous learning. Labouré College policies and procedures for Advanced Placement are designed to recognize previous nursing education without regard to basis of race, color, national origin, citizenship, alienage, religion, creed, sex, sexual orientation, gender identity, age, disability, or

veteran status. Applicants who are licensed practical/vocational nurses may be granted advanced placement within the curriculum upon passing theory validation testing.

Labouré College also builds a solid foundation for future endeavors in professional development and educational mobility. Labouré College has an automatic acceptance into the online RN-BSN program for ASN graduates who obtain an RN license.

Advanced Placement Policy for LPN to RN ([College Catalog and Student Handbook](#)).

This policy is designed for LPNs wishing to attain an Associate of Science in Nursing degree and qualify for RN licensure. To be eligible for advanced placement, the candidate must complete the application procedure through the Office of Admissions. The applicant must have graduated from a regionally accredited, post-secondary institution, pre-licensure program recognized by the Department of Higher Education, and fully approved by a Board of Nursing. Proof of a current, valid license in good standing as a Licensed Practical Nurse is required.

Upon receiving an acceptance letter, a student should contact the Division of Nursing at (617) 322-3579. Every student completes the fee-based HESI Fundamentals of Nursing examination, which is offered twice per semester. A student will need to earn a minimum score of 780 on the HESI Fundamentals exam to receive nine credits for *NUR 1015, Fundamental Health Concepts*. There is only one opportunity for a re-test. Those students who do not achieve a minimum score of 780 on the HESI Fundamentals examination are ineligible for advanced placement status. These students are then eligible to enroll in *NUR 1015: Fundamental Health Concepts*, on a space-available basis, to begin the professional nursing courses.

Successful completion of the Fundamentals of Nursing HESI exam makes the student eligible to complete the fee-based Maternity/Pediatric HESI exam. A student achieving a score of 780 or greater on the Maternity/Pediatric HESI exam will be awarded 8 credits for *NUR2000, Nursing II*. There is only one re-test opportunity. In the event the student does not achieve a minimum score of 780 for the Maternity/Pediatric HESI exam, the student will be required to enroll in *NUR 1025, Health, Illness Concepts of the Adult and Child*. Upon successful completion of the Fundamentals of Nursing HESI exam and the Maternity/Pediatric HESI exam, the student is eligible to enroll in *NUR 1035, Health, Illness Concepts of the Adult for LPN to RN students*, course, students need to have completed ANA 1010 and ANA 1020 with a minimum grade of C+ and attend the Nursing PASS Program.

Nursing Course Credit Transfer Policy

Students transferring credit from another regionally accredited, post-secondary institution, pre-licensure program recognized by the Department of Higher Education and fully approved by board of nursing program at the time of enrollment, within the last two years, and has obtained a minimum grade of 77% (C+) may request a credit transfer for Nursing Fundamentals. Students will be required to validate prior learning through testing (HESI Testing). Students requesting nursing transfer credit must submit the following:

1. Official transcript from the previous institution of study in a sealed envelope bearing the institution's unbroken seal/stamp.
2. The course description for the course at the time the student took the course.
3. Detailed course outline/syllabus for the course completed at the previous institution in the term that the course was completed (electronic or printed copies acceptable).
4. A letter from the Director of Nursing stating that the student was not dismissed for ethical or safety related violations. A letter of support must be included.

Transfer students with a previous science course or nursing course failure will be dismissed from the nursing program if they are unsuccessful (less than 77% or withdraw failing) in any subsequent nursing course at Labouré College. Please refer to *Division of Nursing Progression Criteria*.

Course Exemption

In some cases, students may be eligible for limited course exemptions. Exemptions for college wide General Education requirements are based upon prior completion of a baccalaureate degree from an accredited college or university in the United States. Limited exemptions for specific General Education requirements may be granted under the university policies related to credit by examination or credit for prior learning.

Exemptions for courses required by the Nursing program are limited but may be granted in certain circumstances. Students who have completed prior coursework credit that meet or exceed the content and learning outcomes of specific nursing courses may be eligible for course exemptions but only through examination of knowledge.

Repeat Course Policy

Students are allowed to repeat a science or nursing course only once. Students may request to repeat a course a third time, due to extenuating circumstances [ref Extenuating Circumstance Policy p.31]. Any student who is not approved to repeat a course by the Academic Progression Review Committee or who does not achieve a passing grade in any subsequent science or nursing course, will be dismissed from the nursing program

Withdrawal/ Dismissal from the Nursing Program

A student will be dismissed from the nursing program if they are unsuccessful (less than 77% or withdraw failing) in two science or nursing courses. This includes failure of the same science or nursing course twice and/or failure of two different science or nursing courses.

Re-entry/Readmission to the Nursing Program

Readmission or re-entry to the Nursing Program is not guaranteed. See Readmission to a Program in a [College Catalog and Student Handbook](#).

A nursing student who successfully completes a nursing course and decides not to progress to the next course may, after approval from the Academic Review Committee, re-enter, on a space available basis, for up to one calendar year. If the student does not re-enter within one year, the student may be required to re-start the nursing courses to ensure current nursing knowledge and skills.

Repeat course/re-admission due to Extenuating Circumstances

1. Students who are dismissed from the nursing program and wish to be considered for readmission due to extenuating circumstances will be required to submit a letter requesting readmission consideration to repeat the course or courses in which they were unsuccessful or withdrew, along with all remaining curriculum coursework.
2. Students will be required to write an essay describing the extenuating circumstance(s) and how the event(s) impacted their ability to be successful in the nursing program. Complete documentation supporting the extenuating circumstance(s) (e.g., legal documents, medical documentation) must be included.
3. The extenuating circumstance(s) must have occurred during the semester of a course failure or withdrawal. Extenuating circumstances include, but are not limited to, medical emergencies, death of spouse/parent/child, and loss of home due to circumstances beyond student's control.
4. A written, detailed self-evaluation and plan for success (no more than 500 words) is required.
5. Any student requesting readmission consideration due to extenuating circumstances must submit the required documentation to the nursing office within thirty working days of the end of the semester in which the dismissal occurred.

6. The Division of Nursing Academic Progression Review Committee, comprised of the Chair of Nursing, Assistant Chair of Nursing, Standardized Test Coordinator, Advisor, and science or nursing faculty, will review all documentation submitted by students requesting to return due to extenuating circumstances.
7. Any student re-admitted to the nursing program due to extenuating circumstances will be held to the standards, policies and procedures of the nursing program at the time of re-admission.
8. Students may only submit an application for readmission for extenuating circumstances one time during their entire time at Labouré College.

Attendance Policy

The nursing faculty of Labouré College believe that attendance at all scheduled classes, nursing skills or simulation labs, and clinical sessions is necessary to prepare students for professional practice and favorable NCLEX-RN achievement.

Class Attendance

Attendance records are kept by the Registrar for attendance documentation according to college policy. [College Catalog and Student Handbook](#).

Additionally, the ASN faculty maintains attendance due to the challenging quality of the nursing program curriculum. Students are expected at all classes. Students who miss three classes are required to meet with course faculty, and review the current status of their success in completing all course requirements. A student who has missed 4 or more classes may be withdrawn from the course.

Class Attendance Requirements

1. If a student is late for class for any reason they are requested to enter quietly to attend the rest of class unless prior arrangements have been discussed with the faculty member. Faculty are not responsible for providing individual student instruction.
2. Students who are absent, late, or leave before the end of class will hold the responsibility of obtaining missed class work.
3. If late for a scheduled exam, no additional time will be provided to complete the exam. See Examination Policy

Nursing Simulation, NLRC & Clinical Sessions Attendance Requirements:

Attendance at all scheduled skills lab, simulation, and clinical sessions is mandatory.

To enable the student to achieve competency in clinical practice in Nursing, a standard number of hours of instruction is required. Therefore, each student is expected to actively participate in all clinical experiences (clinical, skills lab, and/or simulation lab). A student will not be given permission for any time off during clinical experiences or allowed to leave early. It is the responsibility of the student to notify the instructor of an intended absence or tardiness prior to the start of the clinical day. A clinical absence or tardiness without prior notification will result in a written warning on the Communication Record/Performance Improvement Plan.

All missed clinical, skills lab and/or simulation lab experiences will be made up whether it was student-initiated, clinical faculty-initiated, healthcare organization initiated or due to inclement weather. The following requirements will be strictly adhered to: Clinical/Skills Lab/Sim Lab Faculty will submit an electronic make-up request to the email of Course Coordinator, Make-up Lab Faculty, Lab Coordinator, Sim Coordinator, Assistant Chair of ASN Operations, and the Assistant Chair of Clinical Placement indicating the number of make-up hours and the type of clinical experience needed. The Assistant Chair of Clinical Placement will notify the Welcome Center regarding the billing of all student-initiated make-up requiring payment. The Course Coordinator and Make-up Lab Faculty will communicate with the Assistant Chair of ASN Operations and the Assistant Chair of Clinical Placement regarding staffing needs for makeup.

The following requirements will be strictly adhered to:

Policy	Student Initiated * See below	Non-Student Initiated (School closing, faculty absence, etc.)
1-9 hours Clinical/Skills Lab/ Sim Lab absence	The student will be required to make up all missed time at the end of the semester after final exams or as determined by course faculty in the Skills lab, Simulation Lab or at a Health Care Organization at no cost. The clinical faculty will document the occurrence as a Verbal Warning on the Communication Record/Performance Improvement Plan .	A virtual clinical simulation experience will be used.
10-18 hours Clinical/ Skills Lab/ Sim absence	The student will be required to make up all missed time at the end of the semester after final exams in the Skills lab, Simulation Lab or at a Health Care Organization at a fee of \$60.00 per hour. The clinical faculty will document the occurrence as a Written Warning on the Communication Record/Performance Improvement Plan .	The student will be required to make up all missed time during the semester on predetermined dates in the Skills lab, Simulation Lab or at a Health Care Organization at no cost.
Greater than 18 hours Clinical/Skills Lab/ Sim absence	The student will receive a failing grade for clinical and be withdrawn from the course.	The student will be required to make up all missed time during the semester on predetermined dates in the Skills lab, Simulation Lab or at a Health Care Organization at no cost.
	* Students who have failed the theory component of the course will not have to participate in the clinical makeup day. A student will receive a failing grade when absenteeism interferes with the student's ability to demonstrate clinical competencies or if absence is greater than 18 hours of the clinical experience due to student initiated absence.	

A NO CALL, NO SHOW FOR CLINICAL, IN ALL COURSES, IS GROUNDS FOR DISMISSAL

Graduation Requirements

The Graduation policy can be accessed in the [College Catalog and Student Handbook](#)

Alcohol and Drugs

As per Labouré College Policy (See [College Catalog and Student Handbook](#)). The College expects students to abide by federal, state, and local laws and regulations pertaining to the use of alcohol and drugs. The college will support enforcement of these laws and regulations pertaining to the use of alcohol and drugs. Students are responsible for guests' behavior and their adherence to these regulations as well.

Smoking

As per Labouré College Policy (See [College Catalog and Student Handbook](#)) There is a NO smoking policy in effect on campus.

Cell Phones

Cell phones may be allowed during class time. Faculty reserve the right to ask that cell phones be placed in a nearby bag if distracting during class time. Cell phones should be on vibrate as to not disturb class. Cell phones should be placed away and on vibrate during NLRC activities, Simulation, and in the clinical setting per clinical agency requirement. Cell phones must be placed in a designated area at the discretion of faculty during quizzes, tests, and/or exams or at clinical on the patient care unit. (See Exam-Taking Policy).

Student Social Media Policy

The Division of Nursing of Labouré College supports the use of social media to reach audiences important to the College such as students, prospective students, faculty and staff.

This Student Social Media Policy applies to nursing students who engage in internet conversations for school related purposes or school-related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based applications that are built on the ideological and technological foundations of the web that allows the creation and exchange of user-generated content. Examples include but are not limited to LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Instagram, Snapchat, Allnurses.com, Twitter, Facebook, YouTube, and Myspace.

As students you will want to represent the College and the nursing profession in a fair, accurate and legal manner while protecting the reputation of the institution.

When publishing information on social media sites remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communications with your audience, you have less control about how materials you post will be used by others.

- Protect confidential, sensitive, and proprietary information: Do not post confidential or proprietary (identifying) information about the College, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a Labouré College nursing student.
- Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and of the college.
- Do not use Labouré College or Nursing Division marks, such as logos and graphics, on personal social media sites. Do not use Labouré College's name to promote a product, cause, or political party or candidate.
- It is expected that during clinical, the use of cell phones, iPads, tablets etc. and other devices employed for social media will be used only as authorized by faculty. If a smart phone is being used, it is expected that the cell phone aspect of the device is silenced.

- No personal phone conversations or texting are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class/clinical, the student is asked to leave the area and respond as deemed necessary.
- Use of computers (iPads, Notebooks, etc.) during class shall be restricted to note taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity but those in the immediate area/vicinity.
- No student shall videotape professors or fellow students for personal or social media use without the permission of the faculty or fellow student.
- At NO time shall patients/clients be videotaped or photographed.
- Be aware of your association with Labouré College in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on Labouré College's behalf, unless you are authorized to do so in writing.
- HIPPA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.
- Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself, your own and others privacy and confidential information.

Violation of Social Medial Policy will result in:

- Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and be dismissed from the program.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
- Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

Student Concerns or Complaints

Students with a concern or complaint regarding an assigned final course grade, or unfair treatment, as in an allegation of discrimination, must follow the College's Grade Appeal Policy or Grievance Policy. See [College Catalog and Student Handbook](#)

During a nursing classroom, clinical, simulation or skills lab experience, a student may have a concern, matter or a question related to that course that may cause distress. The faculty believe that a student must have the opportunity to meet with and resolve, through an informal professional dialogue, the concern with that faculty member. It is the belief of faculty that nearly all student concerns can be addressed and resolved informally between a faculty member and a student.

Faculty provide posted office hours and may provide additional times to meet with students.

There may be a circumstance where the faculty and student are challenged to resolve a situation. To ensure that there is complete documentation of an unresolved student concern, and to follow accepted communication pathways to resolution the concern or complaint form is used for this purpose.

Chain of Communication Policy

Graduates of the nursing program are prepared for professional practice by gaining competence in nursing knowledge, skills and abilities following the NOFNCC. This includes management and leadership skills that prepare graduates for effective conflict resolution. Following a communication pathway is a step to resolve a student concern and complaint.

First link in the chain: contact and make an appointment to meet with the faculty member. If the concern or complaint cannot be resolved or if no response is received within two (2) business days from the faculty member, proceed to second link.

Second link: The “Concern/Complaint form” is initiated. The Student will contact the Course Coordinator, who will then schedule an appointment to meet with the student and the faculty to work with through a process of communication to resolve the student concern or complaint. If the matter cannot be resolve or if response within two (2) business days from the course coordinator, then the third link in the communication pathway will be initiated.

Third link: If there is no resolution after this meeting, then student and or Course Coordinators will make an appointment with the member of nursing leadership. SEE BELOW.

1015: Curriculum Coordinator: Patricia Kelliher	ext. 3580
1025: Division of Nursing Dean: Karen Manning	ext. 3528
1035: Assistant Chairperson Clinical: Denise Edinger	ext. 3526
2005: Curriculum Coordinator: Patricia Kelliher	ext. 3580
2025: Assistant Chairperson Clinical: Denise Edinger	ext. 3526

If there continues to be no resolution, the student will then be referred to the Division Chair.

Division of Nursing Dean: Karen Manning	ext. 3528
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It is important to remember that a student concern should always begin first with the faculty member involved. This is a professional courtesy. Any student who seeks out administration before meeting with faculty will be reminded to first schedule an appointment with the course faculty.

In order for the student, the faculty, course coordinator, and or division administration to be prepared for the meeting, meetings will only be held as scheduled appointments. All concerns will be handled in confidence and on individual basis. Faculty and students will be informed of all communication and discussions. This policy & procedure provides an appropriate and professional chain of communication in which information is shared with only the involved parties.

A concern that cannot be resolved by referral to the Division Dean, must be resolved in the college’s formal Student Conduct Policies and Procedures (former Grievance Policy).

**Laboure College
Division of Nursing**

Communication Record/Performance Improvement Plan

Course Coordinator Signature: _____ Theory Faculty Signature: _____ Date: _____

Third Link: Assistant Chairs.

Assistant Chair Signature: _____ Date: _____

Fourth Link: Dean Feedback

Division Dean Signature: _____ Date: _____

- Resolved
- Unresolved: Needs to move to Dean

Grade Dispute-During a Course

Every student has a right to receive an assigned grade that is fair and unprejudiced based on a method that is neither random nor unpredictable. Students who wish to appeal a grade are responsible for demonstrating that the grade they received was contrary to procedures as specified in the course syllabus or was based on computational or clerical error. Faculty have the right to assign a grade based on any method that is professionally acceptable, outlined in the syllabus all students, and applied equally. Faculty have the responsibility to provide the careful evaluation and timely reporting of all grades. Course grading methods should be clearly outlined in the syllabus and explained to students at the beginning of the term. Labouré College assumes that the judgment of the instructor is authoritative, and the final grades assigned are correct. Faculty members and students have a responsibility to attempt to resolve grade disputes informally and move to a formal process only when an agreement cannot be met.

Policy for grade dispute during a course

- A grade dispute during a course shall be restricted to charges of unfair action toward an individual student and may not involve a challenge of an instructor's grading standard.
- Dissatisfaction with a grade is not a rationale for appeal.
- A student has a right to expect thoughtful and clearly defined approaches to course grading, but it must be recognized that standards can vary and individual approaches to grading are valid. If a grade has been assigned in a manner other than that stated on the course syllabus or other published course documents or are inconsistent with how they were assigned to other students than a grade appeal will be considered.
- A grade dispute during a course considers whether a grade was determined in a fair and appropriate manner; it does not attempt to grade or re-grade individual assignments or project.
- A student must begin the grade dispute procedure before the next exam is given.

Faculty members and students should communicate regularly and openly about all grading issues. A student who is dissatisfied with an instructor's grading decision during a course on an exam or an assignment should discuss the issue with the faculty and attempt to resolve the matter informally.

Grade Dispute Procedure:

1. First Level: The student must first reach out to the faculty member that assigned the grade. The student will contact course faculty by email to dispute a question or questions on an exam within 48 after a scheduled review. The individual exam/ assessment grade appeal procedure begins at the time the grade is submitted or within 48 hours of a scheduled review, but not after a second exam has been administered.

Course faculty will respond to student disputed question/ questions within 72 hours with explanation; a rationale for the correct answer, or a correction.

Possible Resolution of Grade Appeal procedure -The student receives adequate explanation that there are no grounds for the grade to be changed, explanation of why grade was changed, and the student decides to not pursue the grade appeal procedure.

2. Second Level: If the student does not receive a satisfactory response or no response within 72 hours then the Second level is initiated with the Course Coordinator. The student must provide documentation of question/questions to be reviewed. The Course Coordinator will respond within 72 hours with an explanation, a rationale for the correct answer or a correction.

3. Third Level: If the student does not receive a satisfactory response or no response within 72 hours, the student may bring the grade appeal to one of the Division Assistant Chairs. The student and or Course Coordinators will make an appointment with the Assistant Chairperson. Student must submit additional supportive information at this level

since dissatisfaction with the response from the course coordinators cannot be the only reason for requesting an appeal.

- Assistant Nursing Chairperson: Denise Edinger MSN, RN Ext 3526

Grading issues that remain unresolved at the third level during the term may become the basis for a formal course final grade appeal once the term has ended and a final course grade has been assigned.

The formal process may be used only for grading issues that impact the final course grade. For example, if a student disagrees with a grade given on a particular exam or assignment but changing the grade on that particular exam or assignment will not affect the outcome of the student’s final course grade, then the issue is not appropriate for a formal appeal.

Grade Appeal Policy

Please refer to the College Grade Appeal Policy [College Catalog and Student Handbook](#)

Student Records Policy:

The Nursing Program Adheres to the following Records Retention and Retirement Policy

Student Records: Family Educational Rights and Privacy Act (FERPA): The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of student records by requiring prior written consent before disclosing personally identifiable information to a third party. It applies to colleges and universities that receive funding from the federal government.

Document	Responsibility	Retention	Retirement	Comment/Rationale
Admission Record	Admissions Office	College Policy	College Policy	See College Wide Records Retention Policy
Student Health related records during enrollment	Student Affairs/Medical Records	7 years private secured, and on file	7 years and then shredded and destroyed	
Castle Branch Health Record/ Correspondences	Medical Records	While enrolled in the nursing program		
Nursing Student Evaluation File <ul style="list-style-type: none"> • Clinical Evaluations • Competency Completion • Simulation Evaluation • Letter of Warning 	Nursing Division Dean Nursing Admin Assistant	1 year post-graduation in private secured file	Shred and discard after 1 years	
Grievance Records	VP of Student Affairs	10 years private secured file	Kept 10 years – then destroyed	As required by program specific accreditation bodies.
Grade Appeal	VP Academic Affairs	10 years private secured file	Kept 10 years – then destroyed	
Withdrawal Records	College Registrar	5 years private secured file	Kept 5 years – then destroyed	
NCLEX-RN Failure	Nursing Division Dean	5 years private electronically	5 years and then destroyed	
Student Financial Aid Records:	Financial Aid Coordinator	3 years private and secured file in the Financial Aid Office	Kept 3 years and then destroyed	Following College Policy

GENERAL BEHAVIOR POLICIES

Ethical Behavior

The highest level of academic honesty is expected at Labouré College. Forms of academic dishonesty include:

- Cheating on quizzes and exams
- Plagiarism (misrepresenting someone else's work as your own)

As per Charles Lipson, in his book entitled, *Doing Honest Work in College*: "Academic honesty boils down to three simple but powerful principles:

- When you say you did the work yourself, you actually did it.
- When you rely on someone else's work, you cite it. When you use their words, you quote them openly and accurately, and you cite them too.
- When you present research materials, you present them fairly and truthfully. That's true whether the research involves data, documents, or the writings of other scholars.

Student Conduct

The College expects each student to respect the rights and privileges of others, to adhere to acceptable standards of personal conduct, and to follow the moral and ethical standards of the health care professions as reflected in the Catholic philosophy of the College, in both academic and non-academic matters.

The College reserves the right to take any reasonable and appropriate action to protect the rights, safety and well-being of all members of the College community, and to review the behavior of any student who, in the judgment of the College, conducts himself/herself in a manner incompatible with the purpose and mission of the College. ([See College Student Handbook](#)).

Students must adhere to the Code of Professional Conduct from the Student Nurses' Association; see **Addendum A**.

Students are expected to conduct themselves in a manner that is consistent with the Mission, Philosophy, and Goals of Labouré College as outlined in the American Nurses Association's Standards of Practice and Ethical Code for Nurses. Part of the student's education focuses on preparing him/her for the work force. In order to meet this goal, a discipline policy, which is modeled after typical employment policies, is followed in order to facilitate the graduates' transition into the workforce. It is critical that the program groom students as total professionals in order to achieve future success. Failure to meet certain standards may cause students to enter into progressive discipline. Examples of behaviors that can lead to progressive discipline include but are not limited to:

- Disruptive behaviors in the classroom
- Disrespectful behaviors toward the instructor (clinical or classroom)
- Perceived threatening behaviors to faculty or peers
- Failure to adhere to the dress code
- Failure to complete assignments
- Performance issues
- Attendance and tardiness issues

Professional and Ethical Behaviors Policy and Warning Procedures

Following the Student Conduct Policy, the Faculty believe included in conduct is professionalism. Defined as an expected graduate competency, professionalism is a critical behavior that must be adopted by all healthcare professionals to achieve positive patient outcomes. Faculty and students will engage in professional behaviors in all interactions. Students are expected to use professional behaviors in the classroom, clinical, lab and simulation

setting. Faculty have developed a procedure of warnings for students that fail to show professionalism in any learning setting. The levels of warning and outcomes are as follows;

1. **Verbal Warning** - a student will receive a verbal warning, verbal counseling and suggestion for improvement. The verbal warning will be entered on the weekly evaluation form or added to the student record.
2. **Written Warning** - a student has been counseled regarding the need to improve in a specific area, has failed to consistently demonstrate improvement, or displays a lack of awareness to professional behaviors in the learning settings. The student may not have benefited from verbal counseling. A performance improvement plan will be implemented to specifically describe how professional student behaviors will be met.
3. **Final Written Warning** – a second written warning is considered the Final Warning. The Final Written warning describes unresolved ongoing unprofessional behaviors.
4. **Recommendation for Dismissal** - This recommendation may be made when the student has received a Final written warning, and continues to fail to meet the professional standards, conduct outlined in the Student Handbook and within the Course Clinical Evaluation Tool.

Student Rights and Responsibilities

The Students Rights and Responsibilities policy can be accessed in the [College Catalog and Student Handbook](#)

Code of Conduct Policies and Procedures (formerly Grievance Policy)

The Code of Conduct Policies and Procedures policy can be accessed in the [College Catalog and Student Handbook](#)

STUDENT SAFETY and HEALTH COMPLIANCE

Background Checks

- All Students registered for ANY class at the College, on-site or off-site, must submit to a Criminal Offender Record Information (CORI) Background Check.
- Students registered for a Clinical course involving the care of minors will undergo a Sex Offender Record Information (SORI) background check prior to the start of the course.
- Students may be required to undergo additional background checks, in accordance with Affiliation Agreements between the College and sites to which they are assigned.

Student Health Requirements

Program Health Requirement

Students admitted to the College must meet College Health Requirements (see [College Catalog and Student Handbook](#)) All enrolled students in ANY class at the College, on-site or off-site, must submit the required information to Castle Branch.

Students admitted to the Associate in Science in Nursing program (ASN) and registered in a nursing course with a clinical component is required to submit to Castle Branch evidence of compliance with all immunization requirements specified by the Massachusetts Department of Public Health prior to the first class.

In accordance with Massachusetts Board of Registration in Nursing regulations, (Referencing 244 CMR 6.04 (3)(a) Student Health Requirement), requires all candidates for admission to provide satisfactory evidence of secondary school graduation, or its equivalent, and compliance with the immunization requirements specified by the Massachusetts Department of Public Health. Clinical agencies may require specific immunizations and/or titers and/or tuberculosis screening in addition to the requirements of the MA DPH at [Immunizations](#)

Tdap	1 dose; and history of a DTaP primary series or age appropriate catch-up vaccination. Tdap given at ≥7 years may be counted, but a dose at age 11-12 is recommended if Tdap was given earlier as part of a catch-up schedule. Td or Tdap should be given if it has been ≥10 years since Tdap.
Hepatitis B	3 doses; laboratory evidence of immunity acceptable; 2 doses of Heplisav-B given on or after 18 years of age are acceptable
MMR	2 doses; first dose must be given on or after the 1 st birthday and second dose must be given ≥28 days after first dose; laboratory evidence of immunity acceptable. Birth in the U.S. before 1957 acceptable only for non-health science students
Varicella	2 doses; first dose must be given on or after the 1 st birthday and second dose must be given ≥28 days after first dose; a reliable history of chickenpox* or laboratory evidence of immunity acceptable. Birth in the U.S. before 1980 acceptable only for non-health science students
Meningococcal	1 dose; 1 dose MenACWY (formerly MCV4) required for all full-time students 21 years of age or younger. The dose of MenACWY vaccine must have been received on or after the student's 16 th birthday. Doses received at younger ages do not count towards this requirement. Students may decline MenACWY vaccine after they have read and signed the MDPH Meningococcal Information and Waiver Form provided by their institution. Meningococcal B vaccine is not required and does not meet this requirement

Influenza	1 dose; seasonal influenza vaccine for the current flu season (July-June) must be received annually by December 31 st . New students entering between January 1 st and March 31 st must have received a dose of vaccine for the current flu season for entry.
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**Medical exemptions (statement from a physician stating that a vaccine is medically contraindicated for a student) and religious exemptions (statement from a student, or parent/guardian if the student is <18 years of age, stating that a vaccine is against sincerely held religious beliefs) should be renewed annually at the start of the school year.*

** A reliable history of chickenpox includes a diagnosis of chickenpox, or interpretation of parent/guardian description of chickenpox, by a physician, nurse practitioner, physician assistant, or designee.*

Any other requirement as mandated by the local and state Department of Public Health.

Additional Clinical Course

- Students registered for a Clinical Course must also submit the following information to their Castle Branch account by the following dates: August 15 (Fall); December 15th (Spring); April 15th (Summer I/II):
 - ✓ PPD (Tuberculosis Skin Test): within past year; every year or if PPD is positive: Chest X-Ray every 5-years AND Annual TB Symptom Review Form.
 - ✓ **CPR Certification:** Submit a copy of the card (front and back); maintain current certification, submitting copies to the Compliance Office. The following is the ONLY approved course: **“American Heart Association, BLS Provider”**
- Additional Health Clearance steps may be required of students, in accordance with Affiliation Agreements (e.g., physical exam, 2-step PPD, drug testing, fingerprinting).
 - **Drug testing**
 - Several clinical agencies require a negative drug screen prior to beginning clinical experiences in their facility and students participating in those clinical agencies will be required to do drug testing. Therefore, passing a drug screen is a Technical Standard for all students participating in the nursing program. (Student who are required to do drug testing for clinical placement must submit written proof of a prescription of medication).
 - Prior to screening. If a student fails a drug screen and does not have written proof of prescription, retesting occurs within 24 hours of notification of results. Failure to pass a drug screen or refusal to submit to screening will make the student ineligible for clinical placement, resulting in a clinical failure. All screening will be at the student’s own expense.

Student Health Insurance

- Students taking 9 or more credits and attending classes on campus are required to have health insurance and will be automatically enrolled in the Student Health Insurance Plan.
- If you have comparable insurance and do not wish to enroll in the Student Health Insurance Plan you must *waive ONLINE by the announced deadline.*
- *Visit my.Laboure.edu, “Downloadable Forms” > “Welcome Center” for more information*

General Student Health Policy

Students must engage in proper health maintenance activities so as to function safely and effectively in the classroom, lab, and clinical settings.

Information and directives on health and wellness and current COVID policies can be found on the Laboure College website. For any questions contact the Wellness Coordinator at wellnesscoordinator@laboure.edu

- **The Centers for Disease Control and Prevention (CDC) advises students to stay home if they are sick until at least 24 hours after they no longer have a fever (100 degrees Fahrenheit or 38 degrees Celsius) or signs of a fever (have chills, feel very warm, have a flushed appearance, or are sweating).**
- Students who get sick at school or clinical should go home as soon as possible.
- In the event that a student develops a health condition/illness that results in time away from class, lab, and/or clinical/professional practice experience, or if his/her condition warrants dismissal from such, the following shall occur at the discretion of Division Dean and/or the Assistant VP of Student Affairs.
- The Student may be required to submit a health clearance letter from his/her healthcare provider (MD, DO, NP, PA-C) that states the student "may return with 'No Restrictions' to class, lab, clinical/professional practice experience" to the Division Chair and/or the VP of Student Affairs.
- The College reserves the right to release health records to clinical sites.

TESTING IN THE NURSING DIVISION

Math Policy/Competency Requirement

The administration of medication to patients is an ethical and legal responsibility of the professional nurse. To safely administer medication to patients, the professional nurse must be able to accurately calculate medication dosages. Safe and accurate drug calculations are an essential component of the American Nurses Association Code of Ethics and the individual state's Nurse Practice Act.

Medication Calculation Requirement (1015, 1025, 1035, 2005, 2025)

As a prerequisite to the administration of medications in any clinical setting, medication calculation competency must be demonstrated. Successful completion of a medication calculation exam, *Progression Medication Competency Exam*, is required in each nursing course. Understanding of medication math calculations is an essential skill for safe and effective nursing practice. Each course uses multiple steps to learn new content and to retain previously learned math skills for competency.

1015 students: in PASS students receive and complete a Medication Math "Ticket to first class" assignment A or B.

For new content in the 1025, 1035, 2005, and 2025 nursing courses, students are required to complete and upload to Coursework the Medication Math assignments prior to the specific concept class. The assignments are listed in the Concept Learning Module as a "Ticket to class". Required Medication Math assignments are from the resource *Calculate with Confidence 7th ed. (2018)* by Donna Morris.

There are 2 assessment steps to achieving medication math competency in each course. The process includes:

1. *Mid-semester Self-assessment quiz that includes the Common Blueprint (see below). During Remote testing, course-specific medication calculation questions will be added to the mid-semester assessment quiz.*
 - Course specific medication calculation questions
 - NUR1025: Weight-based IV and fluid maintenance, insulin
 - NUR1035: Heparin IV
 - NUR2005: Heparin IV
 - NUR2025: Critical medication calculations
2. *Progression Competency exam at the end of the semester (see Medication Competency Common Blueprint*

All assessments contain 10-questions from the common blueprint. During Remote testing, the mid-semester Self-assessment quiz will have additional course specific medication calculation questions. The expected level of achievement is a 9/10 (90%). The mid-semester Self-assessment quiz require students who do not achieve a 9/10 to complete independent remediation with the Laboure math tutor, practice questions using the Morris text, ATI resources and/or collaboration with course faculty.

Medication competency assessments are awarded a Pass/Fail grade. A passing grade is a 9/10. However, the mid-semester Self-assessment quiz will be awarded a maximum 1% to the course grade. For example, if a student achieves a 10/10 on the Mid Semester Self-assessment quiz the student will receive 1%, if a student achieves a 7/10 the student will receive a 0.7% to the course grade. This potential 1% is calculated in the course grade along with course exams.

The student will take a final *Progression Medication Competency Exam* at the end of the semester and is expected to receive a minimum of 90% (9/10 correct) in order to pass the course. This exam is a **pass/fail** grade and will not be included in calculation of course grade but will result in the following:

- Students who receive 90% or better progress to the next level nursing course.

- Students who do not receive a 90% on the *Progression Medication Competency Exam* and who have passed the course are able to progress to the next nursing course with concurrent enrollment in a 7-week remedial math calculation course. There is a fee for the remedial course and an end of the course **competency** exam. If a student fails the competency exam, the student will have the opportunity to repeat the 7-week remedial course in weeks 8-14 of the semester. At the end of the semester, students who have failed the second course and competency exam will not be able to progress to the next nursing course.

Medication Competency Common Blueprint

	Question Type	Gray/Morris chapters	Mid-semester Quiz and Progression Competency <i>Number of questions</i>
	Conversions within and between systems may be in the following questions	Ch. 6, 7, 8, 9, 12	
1.	Oral med tab or cap	17	1
2.	Oral med liquid (mL)	17	1
3.	Parenteral (IM, IV, SC)	18	2
4.	Powdered med with single way to reconstitute	19	1
5.	IV flow rate (mL/hr)	21, 22,	1
6.	IV flow rate (gtt/min)	22	1
7.	Completion (infusion) time (using military time)	22	1
8.	Dosage by weight	25	1
9.	IV med infusion (determine IV flow rate mL/hr)	22	1
Total Questions			10

Medication labels will be used in calculation questions.

Examples of question types:

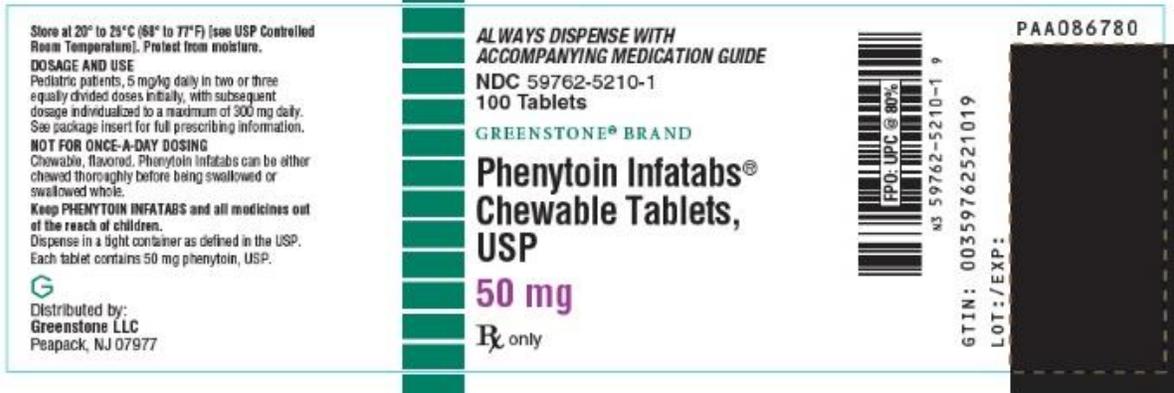
1. Oral med tab or cap

The nurse is caring for a client prescribed digoxin 0.125 mg po daily. The pharmacy dispenses digoxin 0.25 mg tablets. How many tablet(s) will the nurse administer?

_____ tablet(s)

Oral med tab or cap (with label)

The nurse is caring for a client prescribed phenytoin 150 mg po bid. Available is the phenytoin pictured below. How many tablet(s) will the nurse administer per dose?



_____ tablet(s)

2. Oral med liquid (mL)

The nurse is caring for a client prescribed digoxin 0.125 mg po daily. The pharmacy dispenses digoxin oral suspension 0.05 mg per mL. How many mL will the nurse administer?

_____ mL

2. Oral med liquid (mL) (with label)

The nurse is caring for a client prescribed diflucan 100 mg po daily for 2 weeks. The pharmacy dispenses diflucan as seen in the image below. How many mL will the nurse administer per dose?



_____ mL

3. Parenteral (IM, IV, SC)

The nurse is caring for a client prescribed morphine sulfate 1 mg IV q3h prn pain > 5/10. The client reports a pain score of 7/10. The pharmacy dispenses morphine sulfate 2 mg/mL. How many mL will the nurse administer per dose?

_____ mL

Parenteral (IM, IV, SC) (with label)

The nurse is caring for a client prescribed heparin sodium 5,000 units subcutaneous q12h. Available is the heparin as seen in the image below. How many mL will the nurse administer per dose?



_____ mL

4. Powdered med with single way to reconstitute

The nurse is caring for a client prescribed ceftriaxone 700 mg IM X 1 STAT. The pharmacy dispenses ceftriaxone powder for reconstitution. The directions read:

For IM administration: Reconstitute with 2.1 mL 1% Lidocaine Hydrochloride Injection, USP or Sterile Water for Injection, USP. Each 1 mL of solution contains approximately 350 mg equivalent of ceftriaxone.

How many mL will the nurse administer per dose?

_____ mL

5. IV Flow rate (mL/hr)

The nurse is caring for a client prescribed 1 liter 0.9% Normal Saline IV to infuse over 4 hours via an infusion pump. How many mL/hr will the nurse administer?

_____ mL/hr

6. IV flow rate (gtt/min)

The nurse is caring for a client prescribed D5½NS IV to infuse at 125 mL/hr. There is a gravity set available with a drop factor of 15 gtt/mL. How many gtt/min will the nurse administer?

_____ gtt/min

The nurse is caring for a client prescribed 0.9% Normal Saline 500 mL to infuse over 4 hours. There is a gravity set available with a drop factor of 10 gtt/mL. How many gtt/min will the nurse administer?

_____ gtt/min

7. Completion (infusion) time (using military time)

The nurse is caring for a client prescribed D5LR IV at 80 mL/hr. The day shift nurse hangs a new 1-liter bag of D5LR at 100 mL/hr at 1100. At what **time** will a new bag of D5LR need to be hung? (**Answer in military time**).

7. Completion (infusion) time (using military time)

The nurse is caring for a client prescribed D5LR IV at 80 mL/hr. The day shift nurse hangs a new 1-liter bag of D5LR at 100 mL/hr on Monday at 2200. On what day and time will a new bag of D5LR need to be hung? **(Answer in military time).**

8. Dosage by weight

The nurse is caring for a client prescribed ceftriaxone 100 mg/kg/day IV. The client weighs 18 kg. The pharmacy dispenses ceftriaxone 1 gram per 50 mL of dextrose. How many mL will the nurse administer per dose?

_____ mL

The nurse is caring for a client prescribed ceftriaxone 100 mg/kg/day in equally divided doses every 12 hours. The client weighs 10 kg. The pharmacy dispenses ceftriaxone 10 mg/mL IV solution. How many mL will the nurse administer **per dose**?

_____ mL

9. IV med infusion (determine IV flow rate mL/hr)

The nurse is caring for a client prescribed gentamicin sulfate 80 mg IV t.i.d. The pharmacy dispenses gentamicin sulfate 80 mg/100 mL NSS. Gentamicin sulfate should be administered over 30 minutes via an infusion pump. How many mL/hr will the nurse administer?

_____ mL/hr

The nurse is caring for a client prescribed 1 units PRBC's IV over 4 hours. The total volume to be infused is 275 mL. There is an infusion pump available. How many mL/hr will the nurse administer? **Round the answer to the nearest tenth.**

_____ mL/hr

Use of calculators

The use of a simple calculator* will be permitted for all Medication Dosage Calculation Competency on site. (*The use of PDA's, scientific calculators, calculator telephones or calculator watches will not be permitted.). The dropdown calculator from the computer program will be permitted for remote testing.

Medication Reference:

Safe Medication Administration/Calculation Guidelines NEW below

Please note that the following abbreviated guidelines are not all inclusive. Refer to the Morris text for additional medication measurement and administration guidelines.

Medication Calculation Formulas

- $\frac{\text{Amount of solution (mL)} \times \text{Drop factor (gtts/mL)}}{\text{Time (minutes)}} = \text{gtts (drops)/min}$
- **D (desired dose)**
 $\text{H (on hand dose)} \times \text{Q (quantity)} = \text{X (Amount to Give)}$
- $\frac{\text{Total number of mL to infuse}}{\text{mL/hr infusion rate}} = \text{Total infusion time}$
- $\frac{\text{Amount of solution}}{\text{Time in hours}} = \text{x mL/hr}$
- $\text{H: V} :: \text{D: X}$
(H)on hand: (V)vehicle: (D)desired dose: (X)needed amount
- Temperature Conversion: Celsius = $0.556 \times (\text{Fahrenheit} - 32)$
Fahrenheit = $(\text{Celsius} \times 1.8) + 32$

“Rounding Rules”:

- “The determination of how many places to carry your division when calculating dosages is based on the equipment being used. Some syringes are marked in tenths and some in hundredths. To ensure accuracy, most calculation problems require that you carry your division at least two decimal places (hundredths place) and round off to the nearest tenth. To express an answer to the nearest tenth, carry the division to the hundredths place (two places after the decimal). If the number in the hundredths place is 5 or greater, add one to the tenths place. If the number is less than 5, drop the number to the right of the desired decimal place.” (Morris, 2018, p. 37).
- “In some instances, such as critical care or pediatrics, it may be necessary to compute decimal calculations to thousands (3 decimal places) and round to hundredths (2 decimal places). These areas may require this accuracy” (Morris, 2018, p. 37).
- “When a decimal fraction is not preceded by a whole number (ex. 12), always place a “0” to the left of the decimal (0.12) to avoid interpretation errors and to avoid overlooking the decimal point.” (Morris, 2018, p. 40).
- All weights should be rounded to tenths.
- IV drip rates (other than specialty areas such as ICU or NICU) should be rounded to whole numbers unless otherwise specified.

Calculation Equivalents	“Basic Rights”
1 oz. = 2 T = 30mL	Right patient
0.5oz = 1/2 oz. = 1 T = 15mL	Right medication
1 tsp = 5 mL	Right dose

1,000 gm = 1 kg = 2.2 lbs.	Right time
1,000 mg = 1 gm	Right route
1 cc = 1 mL	Right reason
1 cup = 8 oz. = 240 mL	"Additional Rights"
1 pint = 16 oz. = 500 mL	Right documentation
1 quart = 32 oz. = 1,000 mL	Right assessment
2.54 cm = 1 inch	Right to patient education
1 lb. = 16 oz.	Right response
1 hour = 60 minutes	Right reactions
Macrodrop = 10, 15, or 20 gtt/mL	Right to refuse
Microdrop = 60 gtt/mL	

	ID	SC	SC (Heparin)	SC (Insulin)
Site	Inner forearm, chest, & back	Outer upper arm, anterior thigh, and abdomen	Abdomen	Abdomen, anterior thigh, outer upper arm
Gauge & Length	25-27 gauge 3/8"-5/8"	25-27 gauge ½-5/8"	25-26 gauge 3/8	Insulin syringe only
Angle	10-15 degrees	90 degrees, 45 degrees for very thin patients	90 degrees 45 degrees if on a thin patient	90 degrees 45 degrees if on a thin patient
Volume	0.1-0.2 mL	0.5-1 mL	Per physician order	Per physician order
Other				Less than 50 units should use low-dose insulin syringe.
Aspirate	NO	NO	NO	NO

Parenteral Medication Administration Guidelines

	IM		
Site	Deltoid muscle	Vastus lateralis muscle	Ventrogluteal site
Gauge & Length	23 – 25 gauge 5/8 – 1 inch	19 – 23 gauge 1 – 1 1/2 inch	19–23 1– 1 1/2 (up to 3 for large adult)
Angle	90 degrees	90 degrees	90 degrees
Volume	1 mL	Up to 3 mL (adult)	Up to 3 mL(adult)
Other	Refer to table 2 – 4 in Pearson, vol.3 for newborn, infant, and small child	Refer to table 2 – 4 in Pearson, vol.3 for newborn, infant, and small child	NEVER use in children less than 2 years
Aspirate	NO	NO	NO

References: Morris, D.G. (2018). *Calculate with Confidence*, 7th ed. St. Louis: Elsevier, Inc. ISBN: 9780323396837 (textbook)

NURSING EXAM POLICIES

ATI Proctored Assessment Exam Policy

Assessment Technologies Institute (ATI) assessment (exams) are administered to students toward the end of designated nursing courses at designated times. These scheduled exams are mandatory. An incomplete will be submitted as the course grade if a student does not take the required ATI assessment.

All students in NUR 2025 are required to participate in NCLEX preparation through the following steps:

1. All students are required to take an ATI Proctored Assessment at the beginning of the semester and remediate upon these results.
2. Students are required to participate in weekly ATI Capstone Review during the first half of the semester, and complete an ATI Proctored Assessment mid- semester as scheduled by course faculty.
During the final 4 weeks of NUR2025, all students will be required to participate in the Virtual ATI NCLEX preparation and successfully complete 50% prior to the end of the semester. Students must show active ATI engagement every week.
3. All students will be required to attend the ATI Live Review to prepare for NCLEX which will be scheduled during the end of the semester. Failure to attend the live review will count as two (2) clinical absences and may result in clinical failure.
4. All students are required to take an ATI Comprehensive Predictor at the end of the semester. The benchmark score for the Comprehensive Predictor exam is 95% predicted probability of passing NCLEX. Students that do not achieve a 95% or better will receive an incomplete and be required to remediate. Remediation will consist of successfully completing the Virtual ATI NCLEX Preparation Review and attending Labouré ADN program NCLEX review.

ATI Proctored Assessment Plan

All courses administering an ATI proctored exam for a course grade use the following percentage point rule. Points for the ATI Practice and Proctored are outlined on the course syllabus.

Level III: 95%

Level II: 85%

Level I: 77%

Below level I: 70%

All ATI Proctored assessments will be delivered on campus and proctored live by faculty and proctoring staff or will be proctored remotely utilizing compatible software supported by ATI.

Exam Administration Policy

Nursing Exams are secured and any information from a test, quiz, or examination is not to be written down or copied at any time. This allows nursing faculty to maintain the integrity of the Nursing Exams. The consequence for failure to abide by the policy will result in a grade of zero for the exam and may result in dismissal from the nursing program.

Exams may be administered on campus in the computer lab or may be administered utilizing a remote proctoring software program.

The following applies for all exams:

1. Student will be required to remove all electronic devices. Any students found with a cell phone or electronic device in the testing room or attempting to enter the testing room with a device, will be considered in violation

of this Examination Policy. These actions will warrant disciplinary action including but not limited to points deducted, and assigning a failing grade to the exam. Faculty will document the incident and submit a report to the Vice President of Student Support Services.

2. Remove hoodies, jackets, hats, and scarfs **PRIOR** to entering the testing area.
3. Room quieting ear plugs may be used in some instances and only after inspection by faculty. Administration, faculty, and college proctors reserve the right to inspect eye glasses, ear pieces, any watch, or potential unauthorized electronic devices prior to and during any examination or standardized exam.
4. If a student is absent from an exam, **the student will take an alternative exam with alternative format.**
6. Exams missed for reasons such as planned vacations are not considered valid reasons, and will be subject to the following penalty percent deduction: **5-point deduction for any missed exam.**
7. Students must notify course faculty if they are going to be absent prior to the exam. A student that does not notify the course faculty, is considered unexcused and will be subject to **penalty of 5 points deduction** for any exam.
8. Faculty may determine that a student's behavior during an examination demonstrates a testing irregularity and academic dishonesty [ref: sharing screen, sharing testing paper, providing answers using signals and using a nonauthorized device]. Faculty will continue to observe, take notes, and gather evidence. Faculty will immediately collect the notes, device, papers, or suspected items. Faculty may determine that collecting evidence and allowing the student to complete the exam is less disruptive to other students, rather than removing the possible offender.
9. If academic dishonesty is suspected faculty will not post the examination grade of the possible offender until the matter is resolved.
10. If a student's action is determined to have resulted in academic dishonesty during an examination, the student will be disciplined, including a zero grade applied to the exam and may be dismissed from the nursing program.

Exam administration procedure for on campus examinations

1. Arrive outside of the assigned testing room 15 minutes before the scheduled exam.
2. Have your Laboure ID visible to the faculty and the proctors. You will not be allowed to test without your ID.
3. Random seating will be assigned by the faculty and proctors.
4. No admittance 5 minutes after the start of an examination. The start time of the exam is defined as when faculty distribute a password for the exam.
5. Leave your back packs and cell phone in your car, or place in an assigned locker.
6. Remove hoodies, jackets, hats, and scarfs **PRIOR** to entering the testing area.
7. Administration, faculty, and college proctors reserve the right to inspect eye glasses, ear pieces, or potential unauthorized electronic devices prior to and during any examination or standardized exam
8. Room quieting ear plugs may be used after inspection by faculty
9. Place keys in the designated place in the testing area.
10. Remove all wristband products and store in back packs/ school bags before entering the testing room (watch, smart watch, wrist phone, exercise monitor etc.)
11. Faculty may provide white boards for student use, but must be kept flat during testing and turned over after the exam is complete.
12. When exams are complete turn over any white boards to signal the proctor you have completed the examination.
13. Leave all testing items, when allowed, including, white boards, scrap paper, and testing sheets flat on desk at all times.
14. Students with questions regarding a non-medical terminology will raise their hand, a faculty member will respond by clarifying in writing, the non-medical term and definition on the testing room white board.
15. If testing irregularity and academic dishonesty [ref: sharing screen, sharing testing paper, providing answers using signals and using a non-authorized device] is suspected, faculty will observe, take notes, and/or gather evidence. Faculty may determine to allow the student(s) to complete the exam rather than disrupting other students. In the event that academic dishonesty is suspected, faculty will not post the examination grade of the possible offender until a decision is determined.

For administered procedure using any Remote proctoring software

1. Pre- exam Requirements: Testing Preparation Student Responsibilities
 - Students are responsible for self-testing the functionality of the system a minimum of 72 hours prior to all Remote Proctored examinations so that any required troubleshooting can be accomplished. Students should check with their faculty member for available practice exams.
2. After completion of the identity verification using facial recognition, students are required to complete a 360 ° room scan and desk sweep. The student will need to hold up their laptop or detach their external webcam and turn around to show system the room and their desk. This will be reviewed to insure that there is no use of assistive materials or other behaviors of concern.
3. Test Environment Requirements: The online testing environment should mimic the ‘in class’ testing environment, and MUST conform to the following:
 - A quiet, secure, fully lighted room. Maintain room lighting bright enough to be considered “daylight” quality. Overhead lighting is preferred; however, if overhead is not possible, the source of light should not be behind the test taker.
 - Sit at a desk or table if available. Be sure the desk or table is cleared of all other materials. This means the removal of all books, papers, notebooks, calculators, etc. is necessary.
 - No other computer monitors, screens or tablets should be in view of the test taker.
 - No watches (any type, including Fitbit, Apple watch or similar device) are allowed to be worn during the testing period.
 - No writing should be visible on the table or desk surface or walls in the computer area.
 - Students should NOT exit Remote Proctor during the exam.
 - No test items should be copied, saved or shared during or following the exam. **Screenshots of test information are prohibited. This behavior will result in immediate dismissal from the nursing program.**
 - Noise should be kept to a minimum. If possible, do not have a radio or television playing in the background.
 - Refrain from communicating with others during the exam. Please note that if communication needs to occur your exam will be reviewed by a committee.
 - No other persons other than the test takers should be in the testing area while the exam is occurring.
 - No headphones or ear buds allowed.
 - Dress as if in a public setting.
4. Have the webcam correctly situated:
 - Webcam must be focused on individual taking exam at all times
 - Nothing covering the lens of the camera at any time during the exam
 - Lighting must be “daylight” quality and overhead lighting is strongly recommended.
 - External cameras, when possible, should be placed on the lid of the laptop so the proctor will have a constant, uninterrupted view of the test taker.
5. Exam proctoring utilizing ExamSoft ExamMonitor or ATI proctoring software video is reviewed post exams, if there are inconsistencies in the exam proctoring, a student’s exam grade may be adjusted and the student may be referred to the Assistant Vice President of Student Affairs.
6. If there are more than 2 integrity violations, you may be required to take your exam on campus.

Post Examination Review Procedure

The purpose of a post exam review is to increase the student's understanding of the question, the correct answer, the rationale for the correct answer, the rationale for incorrect answers and to correct thinking. Post Exam review is a learning opportunity. Post exam reviews are not the time or place for question challenges, for seeking acceptance of alternative answers or for extra points.

1. Post exam review is immediately following the exam through Examsoft.
2. Student requesting to review their exam concepts with faculty **must** make an appointment within 2 weeks of the date of the exam completion date.
3. There will be no final exam review.
4. Students may request further clarification about an exam question after the exam review by emailing the course faculty within 48 hours of the exam review. The email should include:
 - a. content of the question,
 - b. why you are questioning this item, and
 - c. a rationale for a correct answer identify from the courses resources including CLM, and class materials. References or rationales submitted from other than Laboure College course listed material will not be accepted.
5. A written response will be emailed by the faculty within one week of receipt of the question clarification email.
6. To resolve a continue concern with an exam question where the matter cannot be resolved with course faculty, the student should follow the chain of command as outlined in the Nursing Student Handbook.

Grade Posting

All exam and final exam grades will be posted on the eLearning site 48 hours after the exam. Faculty will "hide" exam scores from student view until the item analysis is complete, and any grade corrections are made. The purpose of the 48 hour waiting period is to allow faculty sufficient time to conduct a careful item review and analysis of all exam questions.

To improve student success on examinations, the Divisions of Nursing will refer all students not successful on the first exam in a Nursing course will be referred to an Advisor. Mid-semester a letter will be sent to all students that are at risk for being unsuccessful, or for whom grades are below the 77% passing benchmark.

CLINICAL POLICIES

Expected Student Clinical Practice

The Massachusetts's Nurse Practice Act regulates standards of practice for registered nurses in the state of Massachusetts. When providing clinical care, nursing students are expected to adhere to professional standards of practice and code of ethics that have been developed to guide the profession of nursing. A client and their family have a right to expect safe, competent nursing care consistent with knowledge of scientific principles and guided by the nursing process.

Labouré College nursing students, while not licensed as registered nurses, are held to the standards of practice, professional performance and ethical behavior described in the Massachusetts's Nurse Practice Act and the National Student Nurses Association. Additionally, Labouré nursing students are expected to demonstrate safe and ethical professional behavior in preparation for provision and documentation of nursing care according to course and clinical outcomes. The expected student clinical practice includes is expected to demonstrate professional behavior with regard to other students, clinical staff, client/patients and faculty while in clinical (i.e., client/patient-care) sites.

A student who demonstrates unsafe clinical nursing practice may be dismissed at any time from the clinical area. Unsafe clinical practice is defined as any behavior that is actually or potentially detrimental to the client, family or health care agency. Behaviors may include, but are not limited to: being impaired, contributing to physical injury or mental distress, performing acts beyond the level of nursing practice for which the student has demonstrated competency, and lack of preparation for safe, quality patient outcomes.

Examples of unsafe, unethical or unprofessional conduct include, but are not limited to:

1. Failure to notify the instructor of clinical absence;
2. Failure to follow Nursing Program or clinical agency policy and procedures;
3. Reporting for clinical sessions under the influence of drugs and/or alcohol;
4. Refusing assignments based on the client/patient's race, culture, religious preference, sex, national origin, age, handicapping condition, medical diagnosis or any protected status category;
5. Denying, covering up or not reporting own errors in clinical practice;
6. Ignoring or failing to report unethical behavior of other health care persons in the clinical setting, i.e., behavior that jeopardizes client/patient welfare;
7. Displaying mental, physical or emotional behavior(s) that may adversely affect well-being of self or others;
8. Failure to follow through on suggested referrals or interventions to correct deficit areas that may result in harm to others;
9. Acts of commission or omission in the preparation for and actual care of client/patients (i.e., including but not limited to physical abuse, emotional abuse, placing client/patients in hazardous positions, conditions or circumstances, medication errors);
10. Interacting inappropriately with agency staff, co-workers, peers, client/patients, families or faculty resulting in miscommunication;
11. Lacking physical coordination essential for carrying out nursing procedures;
12. Lacking critical or analytical thinking skills necessary for making appropriate clinical judgments or decisions;
13. Performing activities that are beyond the preparation or capabilities of the student;
14. Inconsistent clinical performance such as multiple warnings in various areas with or without improvement;
and
15. Performing activities that do not fall within the legal realm of professional nursing practice.

A faculty member may take the following measures if a student demonstrates unsafe or unethical behavior(s) in any setting:

1. Immediate dismissal from the learning setting. The faculty member will immediately contact a nursing program Assistant Chair listed in the student handbook. The student's actions will be reviewed in

consultation with the Division Chair and a determination will be made of resulting in an issuing of a clinical warning with remediation plan or dismissal from the program.

2. A clinical faculty may make a recommendation for immediate dismissal from the nursing program – i.e., if the behavior is of a grave nature, including but not limited to patient safety violations, substance abuse, unlawful or unethical acts.

Clinical Evaluation

The clinical learning outcomes pertinent to each clinical nursing course will be evaluated by clinical faculty during a clinical session as a formative evaluation. A clinical session can be defined as a 6-hour, 9-hour, or 12- hour clinical experiences. A summative evaluation will be done at the end of the course. *At any point in the clinical rotation, a performance improvement plan can be written for a student not meeting the clinical competencies.* Faculty will consider an improvement plan for any student who is “needs improvement or is “unsatisfactory” in three competencies in a single session (1) or one competency in a pattern of needs improvements or unsatisfactory over two (2) or more sessions. A student who is “needs improvement”, or is “unsatisfactory”, in safe practice may receive only one (1) verbal warning, and then will receive a **clinical warning for** any further demonstration of **unsafe clinical practice**. Improvement plans will include the student contributing to the identified outcomes of the improvement plan and a specific timetable for bringing the competencies to a satisfactory.

Failing clinical will constitute failure of the course and will prevent progression to the next nursing course. A student determined to have failed clinical, including skills competencies, and simulations will not be eligible to complete the theory component of the course or take the course final examination.

Operational Definitions of Unsatisfactory Clinical Performance

The Operational Definitions of Unsatisfactory Clinical Performance form will be given to each student at clinical orientation. Clinical Faculty will meet with students who have demonstrated unsatisfactory behaviors to discuss clinical performance and assist in remediation. The clinical faculty will determine the expected date of resolution of unsatisfactory clinical competency(is). The clinical faculty reserves the right to dismiss the student from clinical at any time for unsafe clinical practice and/or unprofessional behavior.

The following behaviors have been identified as unsatisfactory clinical performance based on the curriculum concepts:

- Inadequate preparation for clinical assignment as set forth by clinical faculty to meet course objectives.
- Does not report significant changes in patient condition immediately to clinical faculty and/or primary nurse.
- Violates basic safety principles, which places the patient in jeopardy.
- Requires constant supervision and continuous verbal cues from faculty when delivering care.
- Exhibits dishonest or unprofessional behavior with patients, families, staff, peers and faculty.
- Fails to utilize professional communication with patients, staff, peers and faculty.
- Engages in clinical practice when not mentally or physically fit.
- Unable to establish priorities when delivering nursing care for assigned patients.
- Does not utilize appropriate channels of communication to accomplish goals related to delivery of patient care.
- Fails to maintain patient confidentiality according to HIPPA.
- Does not adhere to College/Clinical agency policies.
- Fails to take responsibility for own actions.
- Demonstrates a lack of insight and understanding of own behaviors.

2. After orientation has taken place, students’ clinical performance will be evaluated.

- A. If any of the listed unsatisfactory behaviors occur, the clinical faculty will meet with the student to discuss the identified behavior(s) and to develop an improvement plan to remediate the deficiency(ies). The faculty is responsible to document a description of the unsatisfactory behavior(s) and expected date of resolution on the Operational Definition of Unsatisfactory Clinical Performance form. The student must read and sign

this form. The student's signature indicates that the student has read the faculty's summary and is aware of specific areas needing improvement in order to receive a satisfactory clinical grade.

- B. Student and faculty will meet weekly to evaluate and remediate the unsatisfactory clinical behaviors.
- C. If the student has not met the clinical objectives by the end of the clinical component of the course, the student will fail the course. Documentation of the student's unsatisfactory clinical behavior will be placed in the student's file.

Impaired Student Policy

As defined in 244-CMR 9.02, definitions, "impaired" means the inability to practice nursing with reasonable judgment, skill, and safety by reason of alcohol or drug abuse, use of other substances, a physical or mental illness or condition, or by any combination of the following. Examples might include fatigue, acute physical illness, over the counter preparations to treat common illness, and other prescribed medications. Adhering to the Program's concept of patient safety and quality care as paramount to student practice, Labouré College nursing students will be held to the same standards and definitions of impaired as defined at 244 CMR 9.02.

If a faculty suspects a student is practicing impaired, the student will;

- Be informed of the observed behavior and of faculty concerns of impaired performance.
- Be removed from patient care responsibilities and asked to leave the setting. Transportation will be arranged or the student may be accompanied to the emergency services department of the facility if emergency treatment is indicated.
- Be requested in writing to attend a meeting with College and Division Chair ideally within 24 hours.

The student may be asked to have an evaluation including a drug test at a drug testing facility. If the drug screen is deemed positive by the testing agency the student will be dismissed from the program. The student will be encouraged to seek treatment for drug or alcohol abuse. Test results will be held in confidence and treated as medical information. The student may seek readmission after treatment.

Clinical Tardiness

Punctuality is one of the expectations of a professional person. Being on time conveys positive messages to not only your peers and supervisors, but also communicates respect to your clinical agency. Clinical times are assigned for each location and all students are expected to arrive at clinical at the time specified by your instructor during your clinical orientation. Remember being on time means being ready to work, not the time to arrive on the unit. Plan ahead, know where to park, where to place your belongings and where to meet your clinical group.

* A student who **arrives 5 minutes past** the assigned start time will be considered "**late**". A student that has a repeated pattern (greater than one time) of tardiness will not be allowed to participate in clinical for the day and will receive an absence from clinical.

If you need to miss a clinical you must notify the clinical instructor at least 1 hour prior to the start of the clinical experience. Please utilize the numbers your instructor provides to you. Students must continue to call until they get a direct confirmation back from Clinical Instructor. Text messages are not acceptable.

Professional Image/Uniform Requirements

Nursing's image begins with a professional appearance. It is the student's professional responsibility to meet these requirements.

- Clinical attire consists of a royal blue scrub top and pants with the Labouré College emblem embroidered on the left chest. A white long sleeved T-shirt may be worn under the scrub. The shirt should be neat and clean as are all other parts of the Labouré uniform. A white scrub jacket with embroidered school emblem on left chest may be worn over the uniform. Labouré College ID badges are to be worn in addition to the facility-

specific identification requirements. Students are expected to carry and use their own stethoscope and bandage scissors.

- White or dark colored leather/vinyl shoes must be worn in clinical. Canvas sneakers and running shoes with decals or neon markings are not allowed. Shoes must be clean and maintained daily for infection prevention purposes and socks must be worn so that no skin or leg is showing.
- Hats or head covering scarf are not to be worn with uniform.
- The Labouré College uniform is worn only while engaged in clinical field experiences as designated by your nursing faculty. It must be wrinkle free with pant legs hemmed, if necessary, so that they do not touch the ground. Students must carry their own protective eye goggles and have a pair of clean gloves in their uniform pocket at all times (OSHA requirement).
- Students are not allowed to wear the College uniform while gainfully employed.
- The white scrub jacket with college emblem and Labouré College identification badge must be worn during non-patient care activities in the clinical area, e.g., preparation for clinical assignment.
- Jeans are never to be worn with the scrub jacket.
- Meticulous care in personal hygiene is essential.
- Jewelry is limited to the wearing of a plain wedding band. Only one small stud earring is permitted to be worn in each earlobe. No other pierced jewelry is to be worn in the clinical site. This is done in order to maintain infection control and patient safety guidelines. Labouré College is not responsible for any lost or damaged items.
- Hair must be clean and neatly arranged while in uniform. Long hair is to be secured off the face and collar. Male students must keep beards and moustaches neatly trimmed. Conservative style; hair color must be a “natural color” defined as one that is grown naturally (i.e., no bright colors as pink, purple, green, etc.).

In order to maintain infection control and patient safety requirements, nails must be short and clean. Artificial nails are not allowed and nail polish, if worn, must be light-colored and not chipped or cracked
([ref: https://www.cdc.gov/HandHygiene/download/hand_hygiene_core.pdf])

Failure to meet all uniform requirements will result in a written warning and the **student being sent home. The missed session will be entered as a clinical absence**, to be made up as specified in the clinical attendance policy.

Equipment Required

As part of the clinical uniform, students are required to obtain following equipment and supplies: stethoscope, wrist watch with a second hand, pen light, and black pen.

Legal Name Statement

Students in the Division of Nursing at Labouré College are required to use their legal name throughout the program. Name should appear as printed on their driver’s license or government approved ID. Students must always use their full legal names on forms including hospital/clinical orientation documents, ID badges for the college and all clinical sites, when requesting a background check, when charting in patient records (written or electronic), and for any form of legal documentation related to the nursing program. It is the student’s responsibility to make sure that all Labouré College records reflect their current legal name. All students documenting in a medical record will add “SN, LC” (Student Nurse, Labouré College) after each signature of their legal name. SN, LC follows the student signature at all times.

Annual Centralized Clinical Placement Orientation Requirements

Clinical Orientation: All students are required to complete the online clinical orientation through the Massachusetts Centralized Clinical Orientation. Students who have not completed the online orientation will not be allowed to go to clinical sites. <https://www.mass.edu/mcncps/orientation/welcome.asp>

Transportation to Clinical Sites

Nursing students will provide their own transportation to and from the clinical site. Car-pooling is urged since parking is limited and may be expensive. The following page contain agency contact information including website information and directions.

Clinical Sites

The website, address and telephone will be provided to student prior to the start of assigned clinical agency. Directions for various clinical agencies can be accessed on their websites. Students are responsible for ensuring an on time arrival to the assigned clinical agency including the orientation day.

Scent Policy

Scented products such as hair spray, perfume, and deodorant can trigger reactions such as respiratory distress and headaches. Labouré College Division of Nursing is a Scent-free environment. Please do not use scented products such as lotions, perfume or cologne while in class, skills lab, SIM lab or at the clinical agencies. Tobacco residue odors on body, clothing and or other items may be offensive. Students who smell strongly of scented products and/or tobacco smoke may not be allowed in theory, lab/SIM, or clinical. If dismissed from the classroom, lab, sim or clinical setting for strong sent odors, including tobacco, will be counted as an absence according to the attendance policy.

Latex Allergy Management

Applicants to health care programs need to be aware that a number of products used in health care contain latex. Labouré will make every effort to provide a latex free environment on campus however latex is not always easily identified in an academic environment. It is necessary for the student to be aware of their environment and possible risk of exposure. Students who have a confirmed latex allergy must provide medical documentation and will be required to sign an acknowledgement of their risk and responsibility for avoiding latex whenever possible. Students with a latex sensitivity are responsible for the costs of any testing to confirm the sensitivity. Students with a latex allergy will be at some risk while completing the program. Labouré is not able to guarantee the clinical environment will be latex free. Students will agree to allow communication of their latex allergy status to appropriate clinical agencies by the Assistant Chair of Clinical to facilitate placement and planning.

COURSE POLICIES

Guidelines for Writing Papers

Formal papers in nursing courses will be graded according to guidelines developed by course faculty. The Division of Nursing has adopted the “Publication Manual of the American Psychological Association” (APA Manual) as the standard for writing style and format. Information regarding APA format can be found on the APA website www.apastyle.org and other reputable websites in addition to the APA manual.

Recording of Grades Policy

All student nursing course grades are posted on e-Learning®. The grade book on e-Learning® is used for communicating grades.

Grading Policy

Professors determine grading methodology for each course. This will be identified in writing on the course syllabus.

The minimal acceptable grade for a science course is a “C+”.

The minimal acceptable grade for a nursing course is a “C+”. Failure in the theory, Nursing Labs, or simulation component means failure in the nursing course.

All nursing courses are based on 100% (percent). Overall, a minimum grade of C+ (77%) must be earned to pass the course. The break down for obtaining a minimum of 77% are listed in the course syllabus.

Students must obtain a grade greater than or equal to 77% with unit exams, final, and ATI proctored exam (combined) before other assignments will be added.

Grades on course assignments, in class quizzes and on unit examinations will not be rounded. The final examination for any professional course will not be rounded. The course final grade, which is determined by percentages involving decimals will be rounded up to the next whole number when equal to 0.5 or greater. This policy only applies to final course grades where the final course grade is determined using percentages with decimals.

<i>Quality Points</i>	<i>Letter Grade</i>	<i>Grade Equivalencies</i>
4.0	A	100-93
3.7	A-	92-90
3.3	B+	89-87
3.0	B	86-83
2.7	B-	82-80
2.3	C+	79-77
2.0	C	76-73
1.7	C-	72-70
1.3	D+	69-67
1.0	D	66-63
0.7	D-	62-60
0.0	F	59 or below

e-Learning®

All Labouré College courses, regardless of format, utilize e-Learning® courseware. The Nursing Division uses e-Learning® for:

- Posting the syllabus, implementation guide, course materials and assignments
- Posting the Nursing Division Student Handbook
- Posting class announcements

- Posting phone and e-mail contact information
- Posting grades

It is the responsibility of each student to be aware of and to comply with current policies and procedures. Therefore, for the latest nursing information, check e-Learning® frequently for announcements and every time you come on campus.

e-Learning® - BULLETIN BOARD

e-Learning® serves as the official “bulletin board” for nursing. It is the responsibility of each student to be aware of and to comply with current policies and procedures. Therefore, for the latest nursing information, check e-Learning® frequently and before you come on campus for announcements and other information.

Recording of Lectures:

The Division of Nursing at Labouré College does not permit recording of lectures, unless indicated through the Labouré Access and Support Services for an ADA accommodation. If such accommodation is permitted, a “Recording of Lectures Agreement” must be signed by the student and given to theory instructors. Unauthorized recording of classes will result in disciplinary action, including dismissal from the program.

Authorized recordings, to accommodate ADA considerations, may only be used for the purposes of an individual’s study in the course, and may not be shared with any wider audience on or off campus, including social media platforms, unless the instructor has explicitly given such permission. Violations of this policy would be considered a violation of Labouré Code of Conduct and could result in discipline or dismissal from the program.

DIVISION OF NURSING MEETINGS

Student Nurses Association

The Student Nurses Association is an integral part of student life at Labouré College.

This association of your peers offers you the opportunity to develop new friendships and to keep abreast of what is happening in nursing. For information on how to become a member contact Bonnie Zapolin at 617.322.3543 or Kathleen Stubbs 617.322.3569 within the Division of Nursing.

SNA Purpose: to enhance communication among nursing students, nursing faculty and administration; and promote student participation in the Division of Nursing, in the College and in the community.

Officers are elected each year during the spring semester.

Student Representatives from each nursing course are selected during the fall: Each nursing class will be asked to select one representative and an alternate to communicate information among students, faculty and administration.

General Information

- a. The Student Nurses Association is comprised of nursing students. SNA works to provide opportunity for personal, intellectual, professional and social growth of its members. Each Nursing student is encouraged to cultivate leadership skills within the SNA and through membership in The National Student Nurses' Association and The Massachusetts Nursing Students' Association.
- b. The purpose of the Student Nurses Association is:
 1. To provide opportunities to network and socialize with peers and nursing professionals.
 2. To facilitate the development of self-directed individuals in the nursing profession.
 3. To provide opportunities for community service.

Membership: All students within the Division of Nursing are eligible for membership.

Meetings: SNA meetings shall be held according to bylaws and when deemed necessary by the Executive Board.

Opportunity for Student Involvement in SNA

- **Pinning Recognition Ceremony** – Responsibilities will be making the invitations, preparing the pins, setting up the hall, etc.
- **Representatives to serve on Division of Nursing Standing Committees**
 - The Curriculum Committee
 - The Program Evaluation Committee
 - The Division of Nursing Faculty meeting
 - The Division of Nursing Advisory Board
 - The Division of Nursing Student Advisory Group
- **Fundraising**
- **Benefits**
 - Professional Growth
 - Participation in Division and College Governance
 - Leadership and/or Volunteer Certificate
 - Leadership and/or Volunteer Graduation cord
 - SNA President to address graduates at Pinning Ceremony

Student Nurses Association Bylaws

ARTICLE 1: Title

This organization will be known as the Student Nurses Association.

ARTICLE II: Purpose

The purposes of this organization are:

- To promote awareness and involvement in nursing and nursing education.
- To support the education of the student nurse as a professional.
- To act as a liaison between nursing faculty and nursing students.
- To play an active role within the student government.

ARTICLE III: Membership

Section 1. ELIGIBILITY

All students within Nursing are eligible for membership, both ADN and RN-BSN.

Section 2. ACTIVE MEMBERSHIP

Eligible members must attend meetings, participate in fund raising, committees and/or activities sponsored by this organization in order to be considered active, voting members.

ARTICLE IV: Officers

Section 1. The officers of this organization will consist of the president, vice-president, secretary, treasurer.

Section 2. The executive board will consist of the officers and class representatives.

Section 3. The term of office will be for one year.

ARTICLE V: Qualifications of Officers

Section 1. Nominees for office must be active members.

Section 2. Nominations for the office of president and vice-president will be from the 200 level classes or higher.

ARTICLE VI: Responsibilities of Officers

Section I: President

- The president will demonstrate leadership and provide organization and initiative within SNA.
- The president is the representative of the SNA to the faculty.
- The president presides at all meetings of the organization and of the executive board.

Section 2: Vice President

- The vice-president will preside in the absence of the president.

Section 3: Secretary

- The secretary will keep the record of the proceedings of all meetings.
- The recording secretary will also take attendance at all meetings.

Section 5. Treasurer

- The treasurer will keep an itemized record in a permanent file of all receipts and expenditures and give written report of same each month.

Section 6. Class Representatives – the responsibilities of the class representatives are:

- To serve as liaisons between their respective classes, the SNA and faculty.

Section 7. All members of the executive board will keep detailed records and procedures of their job responsibilities.

Section 8. Officers not fulfilling the functions designated by these bylaws may submit their resignations or allow the decision to continue in their office to rest on a 2/3 vote of the executive board.

ARTICLE VII: Function of Executive Board

Section 1. The executive board will act in the interim between meetings.

Section 2. The executive board will have the privilege to allocate funds raised by this organization in collaboration with the nursing faculty representative.

Section 3. A member of the executive board will become a member of the College Advisory Group.

ARTICLE VIII: Elections

Section 1. The election of officers will be held during the end of the spring semester.

Section 2. The senior members of the executive board will present a qualified nominee for each office. Further nominations shall be accepted from the active members.

Section 3. Election will be by written ballot. One day will be set aside for voting. (Exception 1st time election: [Officer Positions of President, Vice President, Secretary and Treasurer will be selected by SNA faculty/Student Advisor faculty from the active volunteers of SNA / Student Advisor Group](#)).

Section 4. Vacancies in office will be filled by presidential appointment and executive board approval until the next election.

Section 5. In September, each nursing class will be asked to select one representative to serve as the class representative.

ARTICLE IX: Meetings

A meeting of the executive board will be held **at least three times a semester**, or as deemed necessary by the president. SNA meetings will be held at least twice a semester during the fall and spring semester or **deemed necessary** by the executive board.

ARTICLE X: Faculty Advisor

One faculty advisor will be elected by the active members in September. The advisor will serve a term of three years. If unable to fulfill obligations, said advisor may appoint a new advisor with the executive board's approval.

ARTICLE XI: Amendments

These bylaws may be amended by a two-thirds vote of a quorum consisting of one more than half of the active members present at any regular meeting at the end of an academic year. All executive board members must be present to vote on any bylaws amendments.

ELIGIBILITY FOR LICENSURE

Students need to consider the following in anticipation of applying for nursing licensure in Massachusetts at the completion of the nursing program:

- Applicants for initial licensure by examination, by the Massachusetts Board of Registration in Nursing (Board) must comply with the “good moral character” (GMC) requirement specified at Massachusetts General Laws Chapter 112, sections 74, 74A and 76. The Board requires all applicants to answer specific questions related to criminal convictions or disciplinary actions when applying for nurse licensure to ensure that the conduct of each applicant to whom it grants a license, authorization, or both, does not pose an unacceptable risk to the public health, safety and welfare.
- The application for licensure is completed under penalty of perjury.
- Any applicant answering “YES” to any of the specific GMC question will need to complete the GMC process.
- Applicants should allow a **minimum of eight (8) weeks** to complete GMC evaluation after all required documents have been received. Failure to submit a complete application, fees, and/or required documents will delay review of the applicant’s materials. Applicants will receive written notification of the Board’s decision once a determination has been made.
- The Required Documentation: **Only** for those applicants answering "Yes" to any of the GMC questions can be found at http://www.mass.gov/Eeohhs2/docs/dph/quality/boards/nursing_good_moral_required.pdf

For more information regarding the GMC and/or the CORI requirements, please refer to the following websites:

- GMC Policy 00-01 http://www.mass.gov/Eeohhs2/docs/dph/quality/boards/nursing_good_moral_policy.pdf
- GMC Information/Questions & Answers:
http://www.mass.gov/Eeohhs2/docs/dph/quality/boards/good_moral_info.pdf

Upon successful completion of the Nursing Program, including satisfactory passing all nursing course, students are eligible to apply for initial licensure and register to take the NCLEX-RN. These examinations are offered throughout the year and administered through the National Council of States Boards of Nursing (NCSBN) in conjunction with Pearson VUE. The applicant will need the nursing program code to register, and an email address must be provided with your registration. Correspondence from Pearson VUE will only be available via email.

Graduates of Board approved nursing program **must pass** the NCLEX –RN to become a registered nurse. There is a licensure application and application fee required by the MA Board of Nursing. The process for application for licensure and registration for the exam will be distributed during the final professional nursing course. MA Board of Nursing examination results are mailed directly to the candidate. A graduate of a board approved nursing program may not practice as a register nurse (RN) until their license appears of the MA Board of Nursing website @ <https://checklicense.hhs.state.ma.us/MyLicenseVerification/>

National Student Nurses' Association, Inc.**Code of Professional Conduct**

PREAMBLE

Students of nursing have a responsibility to actively promote the highest level of moral and ethical principles and to embody the academic theory and clinical skills needed to continuously provide evidence based nursing care given the resources available. Grounded in excellence, altruism and integrity, the clinical setting presents unique challenges and responsibilities while caring for people in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an agreement to uphold the trust that society has placed in us while practicing as nursing students. The statements of the Code provide guidance for nursing students in the personal development of an ethical foundation for nursing practice. These moral and ethical principles are not limited to the academic or clinical environment and have relevance for the holistic professional development of all students studying to become Registered Nurses.

CODE OF PROFESSIONAL CONDUCT

As a member of the National Student Nurses' Association, I pledge myself to:

1. Maintain the highest standard of personal and professional conduct.

Interpretive Statement: The National Student Nurses' Association recognizes that membership carries unique responsibilities. Members of this pre-professional organization are driven by a profound understanding of the worth and dignity upheld by the nursing profession. They recognize and value the need to maintain the integrity of the nursing profession and advance a positive image of nursing.

2. Actively promote and encourage the highest level of ethics within nursing education, the profession of nursing, and the student nurses' association.

Interpretive Statement: NSNA members are knowledgeable of the ethical principles and values that govern individual activities and decisions. Upholding these ethical principles will guide the organization, academic programs, policies, and decisions. The ethical philosophy an organization uses to conduct business can influence its reputation, productivity, and outcomes.

3. Uphold and respect all Bylaws, policies, and responsibilities relating to, the student nurses' association at all levels of membership, reserving the right to propose changes and to critique rules and laws.

Interpretive Statement: Bylaws are the framework used to govern and regulate the operations of an organization. It is understood that Bylaws are legally mandated by law if an organization is incorporated. The responsibility of the organization's leaders is to ensure that the internal and public policies and Bylaws that guide the organization are appropriately carried out and honored.

4. Strive for excellence in all aspects of collaboration, decision making, leadership, and management at all levels of the student nurses' association.

Interpretive Statement: The success of an organization depends on the collaboration of all NSNA members who commit to learning shared governance and serving as stewards of the association. NSNA members make a tremendous impact on the organization and the future of the nursing profession by promoting excellence and advocacy at all levels.

5. Use only legal, ethical, and human rights standards in all association decisions and activities in accordance with NSNA's Core Values.

Interpretive Statement: NSNA Members believe and uphold the fundamental rights, freedoms, and standards of respect to which all people are entitled.

6. Ensure the proper use of all association funds and resources in accordance with the fiduciary responsibilities set forth in NSNA Bylaws, policies and state/federal law.

Interpretive Statement: The association's officers and directors recognize their duty to act in the best financial and ethical interest of the association. They understand and practice their fiduciary responsibilities and conduct the organization's business within the legal requirements and guidelines of local, state and federal laws and regulations.

7. Ensure impartiality and prevent conflicts of interest, neither provide nor accept personal compensation to or from another individual while serving as members of student nurses' associations.

Interpretive Statement: All NSNA members understand that they function from a place of trust of the membership. Members will avoid any situations that promote self-interest and conflicts with the best interest of the association.

8. Maintain the confidentiality of privileged information entrusted or known to me by virtue of an elected or official position in the student nurses' association.

Interpretive Statement: All NSNA members must uphold confidentiality and privacy in all matters. Information of private or personal nature cannot be communicated in any undesignated setting or venue, including social media.

9. Affirm and support diversity and inclusion by refusing to engage in or condone unjust discrimination on the basis of race, sex, sexual orientation, gender identity, age, citizenship, religion, national origin, disability, illness, legal status, or personal attributes.

Interpretive Statement: NSNA members understand the principle that all nursing practice supports respect for the inherent dignity, worth, unique attributes, cultural diversity, and human rights of all individuals. The need for and right to health care is universal, transcending all individual differences. Nurses consider the needs of and respect for the values of each person in every professional relationship and setting; they provide leadership in the development and implementation of changes in public and health policies that support this responsibility.

10. Uphold integrity in personal, professional, and academic life by refraining from and reporting any form of dishonesty, using proper established channels of communication and reporting as set by the policies of the organization in question.

Interpretive Statement: NSNA members are responsible for conveying the highest standards of excellence, honesty, and character not only through patient care but also by reflecting a positive image of the nursing profession and personal integrity, embodying the core values of the NSNA.

11. Always communicate internal and external association statements in a truthful and accurate manner by ensuring that there is accuracy in the data and information used by the student nurses' association.

Interpretive Statement: When communicating with others, NSNA members support and maintain the overall association integrity and always promote and represent the organization truthfully and honestly

12. Cooperate in every reasonable and proper way with association volunteers and staff by working with them to advocate for student rights and responsibilities and the advancement of the profession of nursing.

Interpretive Statement: Through the integration of core values and beliefs NSNA's shared governance provides a framework for active participation in decision making and advocates for lifelong learning and increased professional representation. Every volunteer, staff, and advocate is treated with professionalism and respect.

13. Use every opportunity to improve faculty and student understanding of the role of the student nurses' association.

Interpretive Statement: NSNA members continually strive to create a culture of understanding of the benefits of NSNA membership with faculty and other students, to maintain relationships and promote environments that support student nurse involvement in NSNA.

14. Use every opportunity to raise awareness of the student nurses' association mission, values, purpose, and goals at the school, state and national chapter level as defined in bylaws and policies.

Interpretive Statement: Members continually support NSNA’s core values, mission, purpose, and bylaws. Members support educating faculty, students, and interested parties of the importance of preparing future nurse leaders in their communities and beyond.

First adopted by the 1999 House of Delegates, Pittsburgh, PA. Amended by the House of Delegates at the NSNA Annual Convention on April 7, 2017, in Dallas, TX. Interpretative statements added November 2017.

Student Pledge for COVID Prevention

This pledge reflects the latest guidance from the Centers for Disease Control and Prevention, the Departments of Public Health of Massachusetts and the City of Milton, the Association of Independent Colleges and Universities in Massachusetts, and Laboure College. As guidance changes, this pledge will be updated. Completing the COVID-19 Course and signing this pledge are conditions of coming to campus, and are required of students who will take classes and participate in other in-person activities on campus during the Fall 2020 semester.

If you have questions about completing this form, please contact Wellness Coordinator at Wellnesscoordinator@laboure.edu

Culture of Health and Well-being

- I acknowledge that I have a critical role in Laboure College's culture of health and well-being, in maintaining the health and safety of all students, staff, and faculty on campus and of people in the community, and in the college's ability to stay open as a commuter campus. I understand that I must adopt behaviors that advance our collective ability to reduce the transmission of COVID-19. I commit to doing my part and meeting my obligations to my community.
- Health Requirements
 - I agree to complete all the college and division health requirements.
 - I understand that influenza (flu) symptoms are similar to those of COVID-19. Because there is similar symptomology for these two infections, quarantine for individuals who have any symptoms is required, until tested negative for COVID-19. Therefore, to avoid unnecessary quarantine, I agree to receive the 2020 flu vaccine, before arriving on campus, if it is available, or to receive it as soon as it becomes available. If I receive the vaccine prior to arriving on campus, I agree to provide documentation before the start of classes. If medically contraindicated, I will provide a letter from my medical provider attesting the same.

Physical Distancing

- I agree to maintain a physical distance of 6 feet from others, to the greatest extent possible, both on and off campus.
- I acknowledge that I have carefully reviewed the COVID-19 Course section about maintaining physical distance on campus.

Hygiene

- I agree to frequently and thoroughly maintain hygiene by frequent hand washing or use of hand sanitizer when soap and water are not available, not sharing utensils, glasses, pens or pencils, laptops, keyboards, microphones, or other similar products, and frequently sanitizing or disinfecting my high-touch surfaces, such as phone screens, keyboards, tables, desks, etc.
- I agree to responsibly dispose of any sanitizing or disinfecting wipes and related materials that I use.
- I acknowledge that I have carefully reviewed the COVID-19 Course section about effective hand hygiene.

Surveillance Testing and Symptom Monitoring

- I agree to monitor myself daily for symptoms of COVID-19 using the appropriate app, which may appear 2-14 days after exposure to the virus, which as of August 2020 include fever or chills, cough (wet or dry), shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea. In the event I have one or more symptoms, I agree to notify Health Services and stay home until I receive guidance from Wellness Coordinator.
- I agree to be tested for COVID-19 if symptomatic; to be notified of test results; to have results shared with the Wellness Coordinator, the Broad Institute, the City of Milton Department of Public Health and/or my local Department of Public Health, and other health agencies.

Contact Tracing

- I agree that in the event of receiving a positive test for COVID-19, I will supply the names and contact information for individuals with whom I have been in recent, close contact, to the contact tracer (Wellness Coordinator, City of Milton Department of Public Health or other local public health department, or Commonwealth of Massachusetts Department of Public Health, or other health agency).

Isolation

- I agree that, in the event of a positive test for COVID-19, I will isolate in my home immediately and remain there until I receive further guidance from Wellness Coordinator, have no physical contact with others except for medical care, monitor my symptoms, and continue my studies online to the best of my ability.

Quarantine

- I agree that, in the event I am notified a contact has tested positive for COVID-19, I will quarantine in my home immediately and remain there for a minimum period of 14 days, monitor myself for symptoms, continue my studies online to the best of my ability, and not return to campus until I have permission from Wellness Coordinator to end quarantine. The name of the individual testing positive will not be shared with contacts.

Visitors and Guests

- I agree that I will not bring visitors or guests to campus.

Attestation

- I acknowledge that my failure to abide by, or my inability to meet, the above conditions and commitment to the community will have endangered the health and safety of the community, and may result in non-refundable termination of in-person clinical activities, and that I will have to complete the semester at a later time.
- I agree to share in the responsibility, along with all other community members, to monitor and enforce these safety and health protocols by politely asking anyone I observe not in compliance, to comply. I acknowledge that these protocols are in place not just for my own protection, but also for the protection of all community members with whom I come in contact. I further acknowledge that the failure to comply with these protocols puts at risk all members of the Laboure community, including students, employees, vendors, local merchants, and neighbors.
- I agree to all of the above conditions of being a student at Laboure College for the duration of the Fall 2020 semester.

Glossary

Broad
Institute

A highly regarded academic research institution founded in conjunction with Harvard University and MIT, which has developed a COVID-19 test based on

viral RNA retrieved by a self-administered swab of the nasal cavity. See <https://www.broadinstitute.org/>.

Contact Tracing A program to reach out to individuals who have tested positive for COVID-19, and contacts of these individuals, to help reduce the spread of the disease, to ensure they have the support they need to isolate or quarantine. The names of individuals who have tested positive are not released to their contacts.

COVID-19 The disease caused by the novel coronavirus, SARS-CoV2.

Disinfection A type of cleaning that destroys or inactivates the pathogen (bacterial, viral, or fungal, as identified on a cleaning product's label) on hard, nonporous surfaces. Disinfecting hard, nonporous surfaces is one of the most reliable ways to help lower the risk of spreading pathogens from surfaces by touch. For a current list of products that can be used to disinfect surfaces from COVID-19, please click [here](#).

Isolation The physical separation of people who have a contagious disease from people who do not have the disease. Learn more about isolation [here](#).

Quarantine The physical separation and restriction of movement of people who have been exposed to a contagious disease, for monitoring for development of illness. Learn more about quarantine [here](#).

Sanitization A type of cleaning that reduces the pathogen (bacterial, viral, or fungal, as identified on a cleaning product's label) on surfaces and in laundry.

Surveillance Testing The monitoring of the current state of the epidemic of COVID-19, especially on the Laboure campus, the goal of which is to quickly identify when/if the virus is present on campus and to minimize its further spread.

Nursing 1015 / 1025/ 1035/ 2000 / 2005/ 2025
Nursing Policy/Procedure Signature Sheet

Students are given access to the Nursing Division ASN Student Handbook through E-Learning®. Student are expected to read and review the ASN Student Handbook and all of the nursing policies. There are a number of policies specific to nursing that are especially critical to the student’s understanding at the start of the nursing program and as they continue to progress in the program. Students during the first class will be afforded the opportunity to ask questions or clarify any information contained within these policies. It is the students’ responsibility to understand and follow **all** College and Program Policies. **Directions: Must use ink. Print name & course at top of page; Initial after each policy/procedure. Form will be returned if other than ink used to sign documents. Sign at the bottom.**

Name _____ Course and Section _____ Date: _____

For ALL Nursing Students:

Labouré College Nursing Division Student Handbook: I have read, understand, and agree to comply with the contents of the Nursing Division Student handbook.

Attendance Policy: I have read and understand the Attendance Policy for class, labs, simulation and clinical.

Social Media Policy: I have read and understand the Social Media Policy.

Medication Calculation Requirement Policy: I have read and understand the Medication Calculation Requirement Policy.

Exam Absence Policy: I have read and understand the Exam Absence Policy.

Exam Taking Policy/Procedure: I have read, understand and agree to abide by all the terms listed in the Exam Taking Policy/Procedure.

Exam Review Policy: I have read, understand and agree to abide by all the terms listed in the Exam Review Policy.

Nursing Course Grading Policy: I have read and understand the Nursing Course Grading Policy.

Nursing Course Repeat Policy: I have read and understand the Nursing Course Repeat Policy.

Student Recording of Lectures Policy: I have read and understand the Recording of Lectures Policy.

Professional Image/Uniform Policy: I have read and understand the Nursing Division Uniform Policy.

Professional and Ethical Behaviors Policy I have read and understand the Nursing Division Uniform Policy.

Student Conduct at Clinical: I have read and understand the Nursing Division Student Conduct at the clinical setting.

NLRC and Simulation Standards and Guideline: I have read, understand and agree to comply with the Standards for NLRC and Simulation Guidelines.

Chain of Communication Policy: I have read and understand the Chain-of-Communication Policy.

Scent Policy: I have read and understand the Scent Policy.

Addendum B: COVID Culture of Health and Well-being Commitment.

My initials above and signature below indicate that:

- I have read and understand the policies, procedures and/or consequences included in the ASN Student Handbook.
- I was provided an opportunity to ask questions regarding these policies, procedures and/or consequences.
- I will abide by the terms of these policies and procedures.

Student Signature: _____

Student ID #: _____