

# **Becker College**

## **Department of Nursing Program**

### **Student Handbook**



**Academic Year 2010-2011**

## **WELCOME**

The Faculty of the Nursing Department welcomes you to the Becker College Nursing Program. We hope that this career choice will be one that you find fulfilling and rewarding.

The handbook has been compiled in order to present information relevant to your studies as a nursing student. You are responsible for knowing and understanding the policies found in this handbook. This is intended as a supplement to the policies and procedures as defined in the Becker College Student Handbook. If you have any questions about the information contained in this handbook, please ask for clarification.

The faculty reserves the right to revise policies, procedures, and curriculum at any time. If there are any changes, revisions will be distributed in writing to you.

Becker College is accredited by the New England Association of Colleges and Secondary Schools.

The Associate Degree of Science in Nursing (ASN) program is approved by the Massachusetts Board of Registration in Nursing and is accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC).

Massachusetts Board of Registration in Nursing (BORN)  
239 Causeway Street, 2<sup>nd</sup> floor, Suite 200  
Boston, MA 02114  
1-800-414-0168

National League for Nursing Accrediting Commission, Inc. (NLNAC)  
61 Broadway, 33<sup>rd</sup> Floor  
New York, New York 10006  
1-800-669-1656 ext.153

## **Nondiscrimination Statement**

Becker College admits qualified students of any age, race, sex, color, handicap, religion, sexual orientation, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the college. It does not discriminate on the basis of age, race, handicap, sex, color, religion, sexual orientation, national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, employment practices, athletic and other college administered programs.

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**BECKER COLLEGE**  
**Nursing Program Mission, Purpose and Philosophy**

**Mission and Purpose**

The mission and purpose of the Nursing Program at Becker College is to provide the student with both nursing and liberal arts education. It is the intent of the faculty to provide an environment conducive to learning that fosters academic and professional growth for students and faculty. Students will acquire the knowledge and skills essential for beginning and baccalaureate level practice.

Upon successful completion of the initial phase (ASN) program, the graduate will be prepared to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The associate degree graduate will be prepared to utilize the nursing process in the direct care of clients with health needs and problems across the continuum of care throughout the lifespan. This nursing care is given in collaboration with members of the healthcare team in a variety of healthcare settings according to established standards of nursing practice.

The graduate of the Becker College Associate Degree of Science in Nursing (ASN) Program is prepared to be a well-rounded individual, contributing community citizen, and life-long learner who is a competent provider and manager of nursing care.

The graduate of the Becker College RN to BSN program is prepared as a professional nurse for the 21<sup>st</sup> century who can work with diverse populations in multiple practice settings.

**Philosophy of the Nursing Program**

The philosophy of the Nursing Program at Becker College is congruent with the philosophy of the College and is planned within its mission of providing academic and career education integrated with liberal arts and sciences. The philosophy of nursing education is derived from our core values of human dignity, autonomy, literacy, and integrity. Our nursing core values form a framework to provide both a competent associate degree level education and a generalist baccalaureate nursing education. The metaparadigm for the philosophy includes:

**Individual**

Each individual is a healthcare consumer who has the right to self-direction in health and related activities. An individual may be a single client, family, group, or community. Each individual is a culturally diverse holistic being, who has the potential to meet his/her basic needs in today's society within the complex environment of changing knowledge, increased technology, scientific and medical advancements, and decreased human resources.

All individuals have the right to quality, individualized health care across the lifespan including the right to death with dignity. The nursing faculty acknowledges human diversity and the cultural factors that influence the experience of individuals, families, groups, and communities.

## **Environment**

The environment is any setting in which nurse-client interactions take place. Specifically, the environment is composed of and is influenced by anything capable of affecting client health and/or the quality of nurse-client interactions. The nurse assists in creating a healing environment by collaborating with the individual, family, group, or community in establishing mutual goals that enable optimal health.

## **Health**

Health is a dynamic state of being encompassing the physiological, psychological, sociocultural, developmental, and spiritual dimensions of an individual's life. An individual's state of health is multi-dimensional and ever changing, ranging from high-level wellness to extreme illness and impending death. The meaning of health is different for each individual dependent upon cultural and psychosocial influences. The goals of nursing are to promote, restore, and maintain health and prevent disease.

## **Nursing**

Nursing is an art, a science, and a caring humanistic service that assists the individual, families, groups, and communities to adapt to their unique health needs. Nursing is rooted in caring and its connections to others. Nurses provide caring interventions across the lifespan while creating an environment of hope and trust. To effectively deliver this level of care, the nurse needs clinical nursing and communications skills, as well as, the ability to establish and maintain interpersonal relationships. Nursing is practiced with quality assurance, as well as attention to personal, ethical, legal, and regulatory accountability. The Becker College nursing faculty is dedicated to the belief that the practice of nursing is operationalized through the use of nursing process, by planning care in conjunction with patients, and practicing within the scope of nursing.

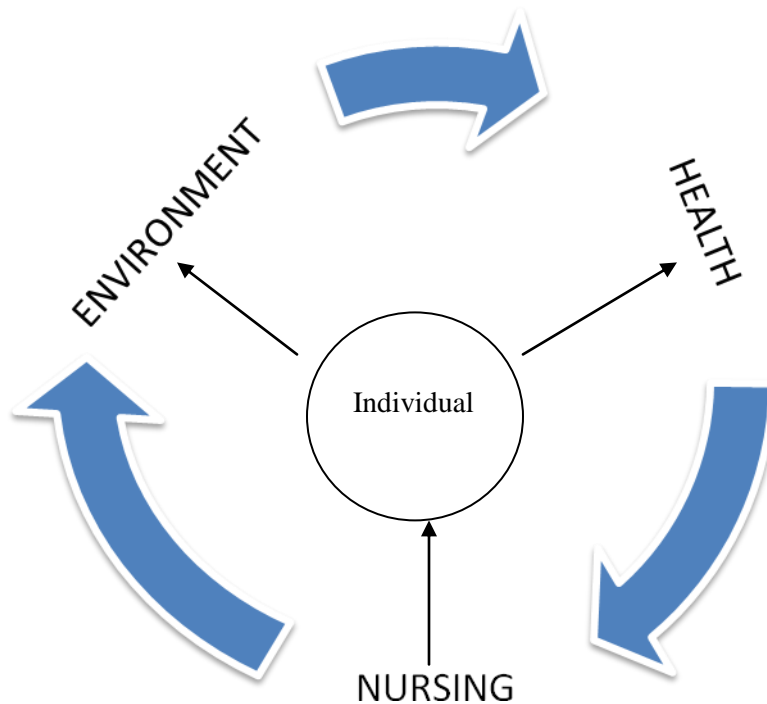
## **Nursing Education**

Nursing education is a complex process that takes place within structured but flexible clinical and classroom settings under the guidance of the nursing faculty. The faculty is committed to the belief that nursing education is a systematic, interactive, continuous learning process in which changes occur in critical thinking, attitudes, and behaviors of the student. Optimal learning takes place in a non-threatening, supportive environment where the individual is valued and respected. The individual is encouraged to express, develop, and evaluate his/her own feelings, intellect, interests, and values while accomplishing the objectives of the nursing program. As part of this educational growth process the nursing student learns to integrate research as it applies to clinical nursing practice and develop competence in the use of information technology as it applies to nursing care.

Education is an interactive teaching-learning process between nursing faculty and students with both taking responsibility for student learning. The nursing educator/teacher is the facilitator of the student's nursing education. Conceptually, our education beliefs are centered on a curricular framework that encompasses holistic nursing care designed to incorporate basic human needs across the lifespan. Student learning experiences are sequenced from simple to complex. The nursing faculty provides students with role modeling integrated with guidance in the teaching and learning process. Throughout this process in an environment conducive to learning and scholarly inquiry, the learner is nurtured, caring behaviors are fostered, nursing practice is strengthened, and a commitment to lifelong learning is inspired.

The Becker College nursing program has two separate levels of nursing education. The graduate of the Becker College Associate Degree Nursing Program possesses the knowledge and skills essential for entry into nursing practice and success on the nursing licensure examination (NCLEX-RN). As an entry level nurse, the graduate utilizes the nursing process in the direct care of clients with health needs and problems across the continuum of care throughout the lifespan. This nursing care will be given in collaboration with members of the healthcare team in a variety of settings according to established standards of practice. The graduate has acquired the foundation for further nursing education and continued professional development.

The baccalaureate level professional nurse has acquired a well delineated and broad knowledge base for practice. The role of the baccalaureate graduate is multifaceted, focusing on the synthesis and application of knowledge and research from nursing, social and natural sciences and the humanities. This education prepares the graduate with the knowledge, skills and competencies necessary for professional practice and serves as a foundation for graduate study in nursing.



## **Curriculum Framework**

Concepts in the philosophy of the nursing program form the basis for the curriculum framework. The nurse-client interaction seeks to find optimal health in a healing, caring environment. Core values of human dignity, autonomy, literacy, and integrity reflect caring in practice by the associate degree nursing student. Intrinsic to the role of the nurse are the core competencies as defined by the National League for Nursing *Educational competencies for graduates of associate degree nursing programs* (2000) and the American Association of Colleges of Nursing's (AACN) *The essentials of baccalaureate education for professional nursing practice* (1988) that provide the organizing framework for the nursing program. These core competencies are introduced, developed, and expanded upon throughout the program.

The concepts of the organizing framework, stemming from the philosophy and purpose of the program provide the student with the opportunity to acquire a foundation in nursing knowledge for the clinically-prepared nurse. The themes of caring, professional values, communication, critical thinking, health promotion and maintenance, illness management, and cultural diversity, augmented by the liberal arts and humanities, are reflected in the nursing program.

The core competencies necessary to meet the goals of nursing are assessment, caring interventions, collaboration, communication, critical thinking, professional behaviors, managing care, and teaching & learning. Core competencies assist the nurse to assess, diagnose, design, provide, manage, and evaluate direct and indirect care across the lifespan. These competencies provide the construct upon which the curriculum is built. Each of the core competencies is introduced in the first nursing course and expanded throughout the curriculum.

### **Assessment**

Assessment is the compilation of necessary data about the client's health status. It is the collection and analysis of data for the purpose of making judgments about nursing interventions and evaluating outcomes with reassessment to meet the changing needs of the client. Appreciation and understanding the uniqueness and diversity of others is facilitated.

### **Caring Interventions**

The student builds a repertoire of skills based on knowledge and understanding of the sciences, nursing research, and nursing theory. Beliefs and values guide the student in the selection of interventions. Skill acquisitions encompass basic nursing skills, the ability to teach, and the ability to delegate and manage capably.

### **Collaboration**

The student works cooperatively with others toward the achievement of outcomes. The nurse participates in the delivery of holistic, patient-centered care across the lifespan. The student also works cooperatively with others toward the optimal health of families and communities.

### **Communication**

The student builds the basis for therapeutic communication skills from learning to form interpersonal relationships with clients, faculty, and staff, managing data using information technology, writing succinctly, and presenting information to teach clients.

### **Critical Thinking**

The student develops decision-making skills by questioning and analyzing data, clarifying issues, evaluating evidence-based practices, exploring implications, and using intuition and creativity. The nursing process is the vehicle by which the student learns to think critically in client care situations.

**Professional Behaviors**

The student develops values and behaviors that reflect the foundation for professional nursing practice with caring as a central concept. The student explores the legal, ethical, and regulatory frameworks within the standards of nursing practice.

**Managing Care**

The student manages care and guides the individual and families through the health care system. The health of communities becomes the focus in the last two years of the program.

**Teaching & Learning**

The student teaches the required information needed for patients to achieve positive outcomes. Teaching facilitates informed decision making and reduces health risks. The teaching and learning of basic nursing skills for both associate and baccalaureate education is important in developing a professional nursing practice.

**References**

Council of ADN Competencies Task Force National League for Nursing (2000).

*Educational Competencies for graduates of associate degree programs*, Sudbury, MA: Jones & Bartlett Publishers

American Association of Colleges of Nursing (1998). *The essentials of baccalaureate education for professional nursing practice*, Washington, DC: AACN

For general college policies, students are asked to refer to the Becker College student handbook and current college catalog.

| <b>Becker College ASN Nursing Curriculum Plan</b> |  |                      |                         |   |                       |
|---|--|----------------------|-------------------------|---|-----------------------|
| <b>Freshman Year</b>                              |  |                      |                         |   |                       |
| <b>Semester I</b>                                 |  |                      | <b>Semester II</b>      |   |                       |
|   |  | <b>Credit Hours*</b> |                         |   | <b>Credit Hours *</b> |
| BIOL2503  | Anatomy & Physiology I   | 4                    | BIOL2502                | Microbiology  | 4                     |
| ACAD1001  | First Year Experience  | 2                    | BIOL2504                | Anatomy & Physiology II                                     | 4                     |
| NURS1103  | Health Assessment<br>Theory/Class 2.5<br>Lab/Clinical Practice .5        | 3                    | NURS1105                | Nursing II<br>Theory/Class 5.0<br>Lab/Clinical Practice 5.0 | 10                    |
| NURS1104  | Fundamentals of Nursing<br>Theory/Class 2.0<br>Lab/Clinical Practice 2.0 | 4                    |                         |   |                       |
| ENGL1001  | English Composition  | 3                    |                         |   |                       |
| <b>Semester Credits</b>                           |  | <b>16</b>            | <b>Semester Credits</b> |   | <b>18</b>             |
| <b>Sophomore Year</b>                             |  |                      |                         |   |                       |
| <b>Semester I</b>                                 |  |                      | <b>Semester II</b>      |   |                       |
|   |  | <b>Credit Hours*</b> |                         |   | <b>Credit Hours *</b> |
| INFO1001  | Technology and Society   | 3                    | ENGL1003                | Writing About Literature                                    | 3                     |
| NURS2201  | Nursing III<br>Theory/Class 5.0<br>Lab/Clinical Practice 5.0             | 10                   | NURS2202                | Nursing IV<br>Theory/Class 5.0<br>Lab/Clinical Practice 5.0 | 10                    |
| PSYC1001  | Introduction to Psychology   | 3                    | NURS2205                | Nursing Seminar   | 2                     |
| PSYC1107  | Human Growth & Development   | 3                    | SOCI1101                | Introduction to Sociology                                   | 3                     |
| <b>Semester Credits</b>                           |  | <b>19</b>            | <b>Semester Credits</b> |   | <b>18</b>             |
| <b>Total Program Credits</b>                      |  |                      |                         |   | <b>71</b>             |

**\*Nursing course credit hours/clock hours are equated as follows:**

Theory/classroom: 1:1 (one credit hour = one classroom hour)

College Lab/Clinical Practice: 1:3 (one credit hour = three hours in the college lab or clinical practice setting)

This program is offered in a format which allows students to continue working full-time while attending classes on a full-time or part-time basis.

| <b>Becker College Bachelor of Science in Nursing (RN-to-BSN)</b> |   |               |                      |  |           |
|--|---|---------------|----------------------|--|-----------|
| <i>Year One</i>  |   | <i>Credit</i> | <i>Year Two</i>      | <i>Credit</i>  |           |
| <i>Session 1</i>   |   | <i>Hours</i>  | <i>Session 4</i>     | <i>Hours</i>   |           |
| NURS3001   | Philosophical & Theoretical Foundations of Nursing Practice                             | 3             | NURS4001             | Nursing in a Global Society  | 3         |
| NURS3002   | Holistic Theory   | 3             | NURS4002             | Independent Practicum I<br><i>(Clinical component: 1 day per week)</i> | 3         |
| PHIL3300   | Medical Ethics  | 3             | ENGL2003             | Public Speaking  | 3         |
| INFO1001   | Technology and Society  | 3             | NURS                 | Elective (Nursing)*  | 3         |
|  |   | <b>12</b>     |                      |  | <b>12</b> |
| <i>Session 2</i>   |   | <i>Credit</i> | <i>Session 5</i>     | <i>Credit</i>  |           |
| NURS3101   | Health & Physical Assessment of Individuals and Families <i>(Lab component: 45 hrs)</i> | 4             | NURS4101             | Professional Nursing Seminar   | 3         |
| NURS3003   | Applied Pharmacology  | 3             | NURS4003             | Independent Practicum II<br><i>(Clinical component - 1 day/week)</i>   | 3         |
| MATH2200   | Statistics  | 3             | NURS                 | Elective (Nursing)*  | 3         |
| HUMN   | Elective  | 3             |                      |  | <b>9</b>  |
|  |   | <b>13</b>     |                      |  |           |
| <i>Session 3</i>   |   | <i>Credit</i> | <i>Session 6</i>     | <i>Credit</i>  |           |
| NURS3100   | Research in Nursing   | 3             |                      |  |           |
| NURS3102   | Business in Nursing <i>(Clinical component : 15 hrs)</i>                                | 3             |                      |  |           |
| HUMN3100   | Intercultural Communications  | 3             |                      |  |           |
| HUMN   |   | 3             |                      |  |           |
|  | Elective  | <b>12</b>     |                      |  |           |
|  |   |               | <b>Total Credits</b> |  | <b>58</b> |

**\*Nursing Electives**

NURS4401 – Advanced Holistic Nursing Practice

NURS4402 – Nursing Leadership and Politics

NURS4403 – Professional Nurse as Educator

NURS4404 – Disease Prevention

**Admission Requirements**

- Successful completions of an ASN degree with a 2.0 GPA from a regionally accredited institution of higher education within the last 7 years. *(Diploma prepared RNs who have graduated from an accredited institution but who do not possess an ASN degree will have their academic credits evaluated and be given a plan of study.)*

- Successful completion of the National Council Licensing Examination (*NCLEX*) or a current Massachusetts registered nursing license.
- Successful completion of the following prerequisite courses with grades of "C" or better:
  - Math or Algebra
  - Biology

### **Nursing Program Outcomes**

#### **I. NCLEX-RN:**

(2008 NLNAC)

1. Graduates of the Becker College Nursing Program will meet or exceed the Massachusetts Board of Registration in Nursing acceptable first-time NCLEX-RN pass rate of 80%. (ASN)
2. 90% of the graduates of the Becker College RN-BSN Program indicate an intention to obtain certification in their practice area within two years of graduation.
3. 90% of graduates of the Becker College RN-BSN Program indicate an intention to pursue a graduate degree.

#### **II. Patterns of Employment:**

1. 90% of graduates actively seeking employment will secure a nursing position within six months of graduation. (ASN)
2. 90% of the graduates of the Becker College RN-BSN Program are employed in a position requiring a Baccalaureate degree within one year of graduation.

#### **III. Program Satisfaction:**

1. 90% of the responding graduates, on a follow-up survey indicate satisfaction with preparation for nursing practice. (ASN, RN- BSN)
2. 90% of responding employers, on a follow-up survey indicate satisfaction with the graduates' preparation for nursing practice. (ASN, RN-BSN)

#### **IV. Admission, Retention and Graduation:**

1. 50% of students admitted to the clinical nursing course sequence will complete the program in 5 consecutive semesters. (ASN)  
80% of the RN-BSN students will complete the program within the time frame of 6 consecutive semesters.

### **Eligibility for Licensure**

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

In the Commonwealth, Massachusetts Laws (MGL) Chapter 13, section 13, 14, 14a, 15 and 15D and Chapter 112, section 74 through 81 C authorize the Board of Registration in Nursing to regulate nursing practice and education.

Pursuant to these laws, the Board issues licenses to qualified individuals. Effective January 1, 2000, because initial nurse licensure applicants must be in compliance with the Board of Registrations Determination of Good Moral Character specified in Chapter 112 74, 74A, and 76, applicants to the Becker College Nursing Program must meet this Massachusetts licensure requirement.

The Board has the authority to deny nursing licensure to an individual who has been found guilty of committing a felony or an act that does not conform to the accepted standards of the nursing profession. A copy of this law may be requested from the Massachusetts Board of Registration in Nursing, Government Center, and Boston, MA 02202.

## **CORI and SORI Check**

In view of the licensure eligibility requirements for Massachusetts, all students in the Becker College Nursing Program must submit to a Criminal Offenders Record Investigation (CORI) and Sex Offender Registry Information Act (SORI) upon admission to the Program. The CORI and SORI may be repeated at intervals during the program, as clinical agency contracts require.

Any student who's **CORI** or **SORI** reflects conviction of certain offenses that would permanently exclude an individual from nurse licensure in Massachusetts, in accordance with Board Licensure Policy, will prevent the student from placement at a clinical agency. Therefore, clinical participation if there is a finding when the CORI or SORI is completed may result. Participation in planned clinical experiences throughout the curriculum is required; however, acceptance into the course or program does not guarantee placement in a clinical agency.

Misdemeanor and felony convictions, and discipline by a licensure/certification body are evaluated by the Board of Registration in Nursing to determine licensure applicant compliance with the "good moral character" licensure requirement established in the Massachusetts General Laws, Chapter 112, section 74 and 74A.

## **Drug Testing**

As a result of some clinical affiliation requirements, clinical students may be required to have a comprehensive "5-Panel" urine drug screen with results provided to the Student Health Center and assigned clinical site prior to the beginning of their clinical work. Permission for release of results must be authorized, if required, to the assigned clinical site. If the student's drug screen is positive, the student must submit written proof of a prescription for the appropriate medication prior to beginning clinical. Failure to disclose any of this information will prevent students from attending clinical and the completion of the course, which will result in dismissal from the nursing program.

## **Academic Honesty**

Refer to Becker College Academic Catalog and Student Handbook.

<http://www.becker.edu/PDFFiles/Academics/2007-2008%20Course%20Catalog%20September%206,%202007.pdf>

Students in the Becker College Nursing Program should be aware that the policy on Academic Honesty extends into the clinical setting. Students are required to be truthful in all documentation.

Students in the Becker College Nursing Program who do not adhere to the policy concerning academic honesty in the classroom, college laboratory, and /or the clinical setting will face disciplinary actions. Disciplinary action may lead to dismissal from the college, regardless of a student's academic standing. Dismissal from the nursing program will result.

## **Academic Habits**

The nursing major is a rigorous program of studies that requires a high-degree of motivation and self-direction. In assisting you in achieving academic success, please contact the Collaborative Learning Center (CLC) at 508-373-9704 for resources that may be available to you.

ATI (Assessment Technologies Institute) Comprehensive Assessment and Review Program is utilized within the nursing program to assist in student learning. ATI is a combination of books, DVD's and on-line NCLEX style tests designed to help prepare the student with test taking skills and content mastery.

## Academic Advisement

Refer to Becker College Academic Catalog and Student Handbook.

<http://www.becker.edu/PDFFiles/Academics/2007-2008%20Course%20Catalog%20September%2006,%202007.pdf>

### Attendance

“All students are expected to be regular in attendance at all classes, as absence is considered an unfulfilled obligation. College commitments take precedence over any other engagement, including employment. Absence for any reason does not relieve the student from the responsibility of completing all assigned work (Refer to *Becker College Academic Student Handbook* and the *Becker College Academic Catalog*).

**Children of any age are not allowed in the classroom, clinical laboratory or clinical agencies.**

Nursing course objectives cannot be met successfully without completing assignments as scheduled. When a student misses scheduled time/day within the course, the student may be withdrawn from the course.

In the event of an absence, the nursing department will determine the requirements needed to meet the course objectives. When a student misses scheduled time/day within the course, the student may be issued an incomplete or withdrawal from the course. A student who does not complete the necessary course requirements will be issued a FAILURE for the course. Specific student circumstances will be reviewed by the nursing department to determine outcome.

### Class/Theory

1. Attendance at every scheduled nursing class is required. Any emergency absence should be provided to the Course Coordinator and Nursing Department at 508-373-9755.
2. Students are expected to sit for all exams/quizzes as scheduled. In the event of an absence from an exam/quiz, it is the student's responsibility to contact the course coordinator prior to the scheduled time of the exam. A missed exam/quiz must be made up. **The maximum grade that is to be earned for a make-up examination is “C” (75).**

### College Lab/Clinical Practice/Observation:

1. Attendance is required.
2. The student is placed on Department of Nursing Warning after an absence.
3. In the event that a student must be absent from the scheduled college lab or clinical, the following steps should be taken:
  - The student must call the Becker College Nursing Program (508) 373-9755 to report the absence to the nursing program. It is permissible to leave your message on the nursing program answering machine.
  - The student must call the college lab or clinical faculty, according to the individual faculty's instructions.
4. Failure to notify the clinical instructor, coordinator, or department will result in a clinical/lab warning. The student will be immediately withdrawn from attending scheduled clinical or lab experience pending Nursing Department evaluation. Outcome may result in remediation or termination from the course.

5. Students are required to reimburse the college for a makeup absence at a rate of \$50.00/hr. Students will be billed individually and will pay in advance to the Student Accounts Office.

### **Professional Conduct**

A nursing student will:

- Comply with the American Nursing Association (ANA) Standards of Nursing Practice (Appendix K).
- Interact respectfully with clients, faculty, staff and peers.
- Demonstrate nursing care based on ethical and legal standards of practice.
- Comply with all policies and procedures of the clinical agencies.
- Adhere to all policies contained within the *Becker College Nursing Handbook*.
- Assume personal and professional accountability for providing nursing care reflective of the *Patient Bill of Rights*.
- Submit written assignments on time and according to established faculty guidelines.
- Actively participate in pre and post clinical conferences.
- Practice nursing care with quality assurance.
- Demonstrate learned nursing skills competently.

The Department of Nursing reserves the right to discipline a student (i.e. academic warning, suspension or dismissal) in the program who demonstrates unprofessional conduct.

Unprofessional behavior includes, but is not limited to:

- verbal and/or physical abuse
- insubordination
- drugs or alcohol use
- behavior that threatens the safety of a client, another student, a faculty member, or other health care provider when that behavior occurs within the context of the academic program

Refer to [www.mass.gov/dph/boards/rn](http://www.mass.gov/dph/boards/rn) :GOOD MORAL CHARACTER LICENSURE REQUIREMENT INFORMATION SHEET

Becker College nursing students are expected to protect and maintain patient's confidentiality at all times (HIPPA). Nursing students will maintain high professional standards, including being physically, intellectually, emotionally, and academically prepared when caring for patients.

### **Personal Appearance**

**Uniform Policy:** A student nurse should appear as an excellent example of personal cleanliness and immaculate grooming especially when in uniform. It is expected that Becker College nursing students will at all times present themselves in a manner that represents a positive, professional student.

1. Adhering to a dress code is essential because it promotes client safety and comfort, medical asepsis, and compliance with regulatory standards in clinical and laboratory settings. All Becker College nursing students will adhere to the Nursing Program dress code. The uniform should not be worn in combination with street clothes. Failure of any student to adhere to the dress code will result in dismissal from the clinical or college lab setting for that day. Failure to comply with the dress code may lead up to a warning or course dismissal.

The Becker College Nursing Program dress code is as follows:

1. **College Lab: Students must wear a clean and ironed lab coat with school patch and a name pin over appropriate attire to all labs. (NO JEANS WILL BE ALLOWED).** For freshman students, you may wear street clothes until your lab coats arrive.
2. **Clinical and College Lab Setting (hospital, nursing home, ambulatory care facilities, etc.):**
  - **Uniform:** Students must wear a clean and ironed Becker College royal blue scrub with a Becker College school patch and name pin. A clean white ironed lab coat should be worn when not providing direct patient care. Additional identification required by the clinical facility may be required. The student uniform represents Becker College and should be worn under appropriate circumstances.
  - **Shoes and Stockings:** Students must wear clean and polished white shoes or sneakers and stockings. Canvas shoes, backless clog, croc's, or open toe shoes are not acceptable.
  - **Accessories:** Stethoscope and sphygmomanometer, watch with second hand, penlight, bandage scissors, kelly clamp and black pen are all considered to be essential to nursing practice, therefore, all students must wear/bring them to the clinical setting and college lab at all times, unless otherwise advised.
  - **Hair:** Hair should be neat and clean, off the collar and face, and secured to prevent contact with patients. Elaborate hair ornaments and extraordinary hair colors and styles are not permitted. Males must be clean-shaven or have a neatly trimmed beard and mustache. Mustache length must allow for visibility of the upper lip.
  - **Jewelry:** Minimal. Because jewelry can be hazardous in the clinical area due to bacteria or injury, students will refrain from wearing elaborate jewelry or anything more than one simple unadorned ring and one pair of simple stud earrings. Plain wedding bands are permissible. **No bracelets, necklaces, visible body piercing accessories, jewelry in the nose, lip, tongue, or other sites on the face will be allowed in the clinical setting.** Students will be dismissed from clinical if they fail to abide by this policy.
  - **Tattoos/Body Art:** All visible tattoos or body art must be covered in the clinical or lab settings.
  - **Fingernails:** Nails must not extend beyond the tips of the fingers. Artificial nails/nail jewelry are prohibited as they may contribute to the transmission of infections. Clear polish is acceptable. A Student that does not adhere to this requirement will be dismissed from clinical that day.
  - **Make up:** Make up should be used with discretion. No fragrance in any form is acceptable.
  - **Gum:** Gum chewing is not appropriate in any clinical setting. Time lost will be made up per policy.
  - **Tobacco:** Student nurses are not to smoke or use smokeless tobacco (chew) when in uniform and/or at their clinical rotations. A patient, staff or instructor complaint of tobacco odor will result in dismissal from clinical that day. Time lost will be made up per policy.
3. **Clinical Settings or where Uniforms Are Not Required:** Students are required to wear; unless otherwise stated by instructor for specific facilities requirements, a clean and ironed lab coat with name tag over appropriate attire (e.g., no jeans, cropped tops, or Capri/short pants, tight pants, tee shirts, bare feet, or sandals). The Becker College name pin and clinical

facility identification must be visible. Students wear royal blue Becker College scrubs during Nursing IV, except during the psychiatric rotation where professional attire is required.

### **Use/Abuse of Substances:**

Students are expected to come to the clinical area free of alcohol and drugs, which will impair their behavior, and to maintain that status during the clinical day. Impaired behavior is unacceptable and may be cause for dismissal from the program. If the student removes any drugs from the clinical area or illegally obtains any legal or illicit drugs or alcohol; s/he will be removed immediately from the clinical area. These situations will be reviewed by faculty, the clinical agency, and select college administrators to determine continuing student status in the program and colleges.

### **Clinical Assignments & Evaluation**

Students may not interface with their client or other clients unless faculty is present in the facility and aware of the student's activities. Students must leave the clinical facility after post conference. Students will not remain in the clinical unit for any reason after faculty has left for the day.

Each student assumes the responsibility of being thoroughly prepared for his/her clinical assignment. The nursing faculty determines when a student's preparation is not adequate for safe and effective practice and will cancel the student's client assignment and dismiss the student for the clinical day. The absence is made up at the end of the semester.

When a student is physically or emotionally unprepared to function for the day, the student is dismissed from the clinical area. The student meets with the Director of Nursing prior to returning to the clinical area.

Each student is responsible for completing the clinical self-evaluation and skills booklet prior to meeting with faculty for their clinical evaluation. The Student Portfolio must be brought to the clinical evaluation for each nursing level clinical instructor to evaluate.

### **Medication Administration Policy**

Nursing students must demonstrate proficiency in mathematics to qualify for medication administration. Students must pass a proficiency in mathematics for medication administration exam in all courses with a clinical component that involves medication administration. No student will be allowed to administer medications in the clinical setting until this exam is passed with a grade of 85% or higher. A failure in the third test will result in the inability to administer medications in the clinical area. This inability to administer medications in the clinical setting will result in a clinical failure. See Appendix A for policy.

### **Medication Error Policy**

Clinical experience in nursing includes the ability to administer medications in a safe and timely manner. Please refer to the Medication Error Policy in Appendix B when an error occurs. Please refer to Medication Error Report in Appendix C for the documentation required to report the medication error.

## Course Sequence

All courses must be taken according to the curriculum plan outlined in the College Catalog. General education courses must be taken either according to sequence or in advance of the sequence specified in the curriculum plan. **All scheduled co-requisites must be taken as scheduled.**

At no time may a student drop a science course and complete it after the semester in which it is a co-requisite. **Students who fail to complete co-requisite science courses with a passing grade of “C” will be withdraw from the Nursing program.** All sciences must be completed with a grade of “C” or better before consideration of readmission to the nursing program. Progression in nursing courses is denied when pre-requisites and/or co-requisites have not been completed.

### Promotion and Progression in the Nursing Program

**\*Nursing Program Grading System** (differs from Becker College Grading System)

|           |        |           |       |           |          |
|-----------|--------|-----------|-------|-----------|----------|
| <b>A</b>  | 100-93 | <b>B-</b> | 82-80 | <b>D+</b> | 69-67    |
| <b>A-</b> | 92-90  | <b>C+</b> | 79-77 | <b>D</b>  | 66-63    |
| <b>B+</b> | 89-87  | <b>C</b>  | 76-75 | <b>D-</b> | 62-60    |
| <b>B</b>  | 86-83  | <b>C-</b> | 74-70 | <b>F</b>  | Below 60 |

1. In order to progress in the Nursing Program, students must:
  - a. attain a minimum final grade of at least “C” in Anatomy and Physiology I and II and Microbiology.
  - b. attain a minimum semester grade point average (GPA) of 2.0.
  - c. achieve both a Pass in the clinical and lab component and a “C” (75) or better in the theory component of each nursing course. A grade of less than a “C” (75) in the theory component and/or a Fail in the clinical component prohibits further progression in the nursing program until that course is repeated and a grade of “C”/Pass or better is earned.
  - d. pass the proficiency in mathematics for medication administration competency exam with a grade of 85% or better as part of Nursing I, II, III and IV.
  - e. successfully pass medication and lab competencies for all courses.
2. Recognizing that nursing program graduates must pass the NCLEX-RN exam in order to practice nursing, students in NURS1105, NURS2201, and NURS2202 must achieve a grade average of 75 and a minimum grade of 75 on the final exam in order to pass the course with a C, and progress to the next course. If a course grade or final exam grade of 75 is not achieved, a course grade of C- or the grade earned below C- will be issued. There is no provision for a retake on any exam including the final. In the event that a student fails the final exam in Nursing II (1105), Nursing III (2201) or Nursing IV (2202), the student will be deemed to have failed the course.
3. The nursing program uses Assessment Technologies Institute (ATI) to support the nursing curriculum. ATI practice and predictor exams are incorporated into the nursing curriculum. Through the use of ATI educational materials students’ knowledge and critical thinking skills are strengthened. Both ATI practice and proctored exams are used to evaluate students’ progress at identified intervals in the nursing program. Students are required to adhere to the following course specific ATI Testing Policies (minimum acceptable exam scores may change per semester based upon the analysis of student performance on ATI proctored exams and NCLEX-RN success data):

## **First Semester/1104 Fundamentals of Nursing**

First semester nursing students must:

1. Achieve a score of 75% or higher on all assigned practice exams without provided rationales. The NURS1104 course syllabus will identify the specific practice exams that must be completed and the deadline for completing these assignments.
2. Create and complete a focused remediation based upon their performance on the **first** attempt on the assigned practice exam(s). **All** students are required to create a focused review, even if they achieve a score of 75% or higher on the assigned practice exam(s). The directions for creating the focused review are clearly outlined on the ATI website ([www.atitesting.com](http://www.atitesting.com)). Students are expected to follow this remediation plan, retake the assigned exam(s), and continue to remediate until the minimum score of 75% is achieved on the assigned practice exam(s). To maximize successful individual remediation, the retake exam should not be taken sooner than 24-hours after creating a focused review. Any exams retaken before this will **not** be accepted as completing the assignment.
3. Achieve a minimum score of 75% on the assigned ATI practice exam(s) without provided rationales, by the established deadline which is 48-hours (2 days) before the scheduled ATI RN Fundamentals of Nursing proctored exam which is at the end of the semester.
4. Achieve a score of 61% or higher on the ATI RN Fundamentals of Nursing proctored exam. Students will have **only two attempts** to achieve the minimum ATI exam grade. The deadline for achieving the minimum grade is 24-hours before the scheduled final exam. If needed, the ATI second exam will be a different Form of the ATI RN Fundamentals of Nursing proctored exam.

Students who **do not** achieve the 61% or higher on the ATI RN Fundamentals of Nursing proctored exam by the scheduled date of the final course exam will fail the course and receive a course grade of “C-” and; therefore, will **not** be allowed to take the final course exam. If the theory grade earned is lower than a “C-”, then that grade will be submitted.

## **Second Semester/1105- Nursing 2**

Students must:

1. Achieve a minimum of 90% on all the ATI assigned practice exams without provided rationales. The course syllabus will detail the specific practice exams that must be taken and completed 48-hours (2 days) prior to the scheduled course mid-term and course final exam.
2. Create and complete a focused remediation based upon their performance on the **first** attempt on the practice exam(s). **All** students are required to create a focused review, even if they achieve a score of 90% or higher on the assigned practice exam(s). The directions for creating the focused review are clearly outlined on the ATI website ([www.atitesting.com](http://www.atitesting.com)). Students are expected to follow this remediation plan, retake the assigned exam(s), and continue to remediate until the minimum score of 90% is achieved on practice exam(s). To maximize successful individual remediation, any ATI retake exam should not be taken sooner than 24-hours after creating a focused review. Any ATI exams retaken before this will **not** be accepted as completing the assignment.

3. Adhere to the schedule published in the course syllabus for completing the assigned practice exams.
  - a. **At mid-term**, students who **do not** complete and create a focused review for the assigned practice ATI exams, achieve the 90% minimum exam score(s) and/or **do not** complete the assigned exam(s) will have 3 (three) points deducted from their midterm course exam grade.
  - b. **At the end of the course**, students who **do not** achieve 90% on the assigned practice exams prior to the scheduled final exam, or **do not** complete the assigned exam(s) will have 3 (three) points deducted from their final course exam grade.

Three (3) additional points will be added to the final course grade for students who meet all of the following criteria:

1. Adhered to the assigned practice exam and remediation schedule.
2. Created the required focus remediations within the established time frames.
3. Achieved a 90% or greater on the practice exams as scheduled.
4. Received a final course exam grade of 75% or higher.
5. Final course average of 75% or higher.

### **Third Semester/2201 – Nursing 3**

Students must:

1. Achieve a minimum of 90% on all assigned ATI practice exams without provided rationales. The course syllabus will detail the specific practice exams that must be taken and completed 48-hours (2 days) prior to the scheduled course mid-term, course final exam, and ATI RN Adult Medical-Surgical Nursing proctored exam.
2. Create and complete a focused remediation based upon their performance on the **first** attempt on the practice exam(s). **All** students are required to create a focused review, even if they achieve a score of 90% or higher on the assigned practice exam(s). The directions for creating the focused review are clearly outlined on the ATI website ([www.atitesting.com](http://www.atitesting.com)). Students are expected to follow this remediation plan, retake the assigned exam(s), and continue to remediate until the minimum score of 90% is achieved on practice exam(s). To maximize successful individual remediation, the retake ATI exam should not be taken sooner than 24-hours after creating a focused review. Any ATI exams retaken before this will **not** be accepted as completing the assignment.
3. Adhere to the schedule published in the course syllabus for completing the assigned practice exams.
  - a. **At mid-term**, students who **do not** complete and create a focused review for the assigned practice exams, achieve the 90% minimum exam score(s) and/or **do not** complete the assigned exam(s) will have 3 (three) points deducted from their midterm course exam grade.
  - b. **At the end of the course**, students who **do not** achieve 90% on the assigned practice exams prior to the scheduled course final exam, or **do not** complete the assigned exam(s) will have 3 (three) points deducted from their final course exam grade.

4. Achieve a score of **64% or higher** on the ATI RN Medical-Surgical Nursing proctored exam. Students will have only two attempts to achieve the minimum exam grade. The deadline for achieving the minimum grade is 24-hours before the scheduled course final exam. The second ATI exam will be a different form of the ATI RN Medical-Surgical Nursing proctored exam.

Students who do not achieve the 64% or higher on the ATI RN Medical-Surgical Nursing proctored exam by the scheduled date of the final course exam will fail the course and receive a course grade of “C-” and; therefore, will **not** be allowed to take the final course exam. If the theory grade earned is lower than a “C-”, then that grade will be submitted.

Three (3) additional points will be added to the final course grade for students who meet all of the following criteria:

1. Adhered to the assigned practice exam and remediation schedule.
2. Created the required focus remediations within the established time frames.
3. Achieved a 90% or greater on the practice exams as scheduled.
4. Achieved a 64% or greater on the ATI RN Medical-Surgical Nursing proctored exam.
5. Received a final course exam grade of 75% or higher.
6. Final course average of 75% or higher.

#### **Fourth Semester/2202 – Nursing 4:**

Students must:

1. Achieve a minimum of 90% on all assigned ATI practice exams without rationales. The course syllabus will detail the specific practice exams that must be taken and completed 48-hours (2 days) prior to the scheduled course mid-term, course final exam, and ATI RN Comprehensive Predictor proctored exam.
2. Create and complete a focused remediation based upon their performance on the **first** attempt on the practice exam(s). **All** students are required to create a focused review, even if they achieve a score of 90% or higher on the assigned practice exam(s). The directions for creating the focused review are clearly outlined on the ATI website ([www.atitesting.com](http://www.atitesting.com)). Students are expected to follow this remediation plan, retake the assigned ATI exam(s), and continue to remediate until the minimum score of 90% is achieved on practice exam(s). To maximize successful individual remediation, the retake exam should not be taken sooner than 24-hours after creating a focused review. Any exams retaken before this will **not** be accepted as completing the assignment.
3. Adhere to the schedule published in the course syllabus for completing the assigned practice exams.
  - a. **At mid-term**, students who **do not** complete and create a focused review for the assigned practice exams, achieve the 90% minimum exam score(s) and/or **do not** complete the assigned exam(s) will have 3 (three) points deducted from their midterm course exam grade.
  - b. **At the end of the course**, students who **do not** achieve 90% on the assigned practice exams prior to the scheduled final course exam, or **do not** complete the assigned exam(s) will have 3 (three) points deducted from their final course exam grade.

4. Achieve a score of 65% or higher on the ATI RN Comprehensive Predictor proctored exam. Students will have only two attempts to achieve the minimum exam grade. The deadline for achieving the minimum grade is 24-hours before the scheduled final course exam. The retake exam will be a different form of the ATI RN Comprehensive Predictor proctored exam.

Students who do not achieve the 65% or higher on the ATI RN Comprehensive Predictor proctored exam by the scheduled date of the final course exam will fail the course and receive a course grade of “C-” and; therefore, will **not** be allowed to take the final course exam. If the theory grade earned is lower than a “C-”, then that grade will be submitted.

Three (3) additional points will be added to the final course grade for students who meet all of the following criteria:

1. Adhered to the assigned practice exam and remediation schedule.
2. Created the required focus remediations within the established time frames.
3. Achieved a 90% or greater on the practice exams as scheduled.
4. Achieved a 65% or greater on the ATI RN Comprehensive Predictor proctored exam.
5. Received a final course exam grade of 75% or higher.
6. Final course average of 75% or higher.

**For all nursing courses**, please refer to the Becker College Nursing Program Student Handbook for additional policies for promotion and progression in the nursing program. The following policy is specific to Nursing II, Nursing III, and Nursing IV:

In the event that a student fails the final exam of a nursing course, the student will fail the course and receive a course grade of “C-”. If their theory grade earned is lower than a “C-”, then their grade will be submitted.

If a student fails a nursing course, removal from the major of nursing will take place. (Refer to section: Readmission to Nursing Program)

### **Nursing Course Exams**

1. All nursing information included on the course syllabus is testable on all nursing exams.
2. Nursing exams will be administered with only the exam, Scantron answer key, #2 pencils on the desk. If permitted, only a Becker College calculator maybe used. All personal belongings will be removed from student’s testing area; e.g., hats, turned off cell phones, food, and gum; however, they will be in eye view of the student.
3. Individual exam reviews between the course coordinator or their designee, and students may be limited to those students that have earned below 75% on the exam and are scheduled within one week of the date of the exam by appointment only.
4. Nursing final exams will not be reviewed with any students.
5. Exam content discussion should only take place with the Nursing Course coordinator or their designee. Otherwise, this violates academic honesty (Refer to academic honesty section).

## **Nursing Academic Warning Criteria**

1. Students that do not attain 75% or greater on a Midterm Examination are placed on Department of Nursing Academic Warning.
2. Students are responsible for tracking their progress within their coursework. The student will meet with their academic advisor for the development of an Individual Study Plan within one (1) week of receiving the midterm grade if below a 75%.

### **Clinical Failure Guidelines**

#### **1. Criteria for Unsafe Clinical Practice**

Unsafe clinical practice is any act, practice or omission during clinical practice that fails to conform to the accepted standards of the nursing profession and which may directly or indirectly cause physiological and/or emotional harm to others.

Unsafe clinical performance may include, but is not limited to the following behaviors exhibited by the student:

- a. Failure to prepare for clinical assignments by not obtaining sufficient data as to patient's diagnosis, needs, and nursing care.
- b. Failure to accurately assess, determine significance of, and/or promptly report changes in patient's physical and/or emotional status to appropriate resource people.
- c. Failure to provide nursing care, which may be required to stabilize a patient's condition or prevent complications, congruous with knowledge base derived from previous and current learning.
- d. Failure to provide clear, accurate, and complete written documentation regarding a patient's condition, treatment, and nursing care according to the agency policy.
- e. Administration of medications without faculty supervision. All faculty are required to directly supervise students during the entire medication process (preparing, administering, and documenting).
- f. Failure to administer a treatment in a safe, responsible manner.
- g. Failure to demonstrate the application of previously learned skills, knowledge and principles in providing nursing care.
- h. Practices below or beyond educational level, experience, or responsibilities within the role of the student nurse.
- i. Abandonment of the patient.
- j. Failure to maintain patient confidentiality.

Unsafe clinical practice results in failure of the nursing course. Students who fail a clinical practicum for unsafe clinical practice before the end of the semester cannot continue to attend clinical sessions.

#### **2. Results of Unsafe Clinical Practice**

A student nurse who has acted in an unsafe manner is cited and may be dismissed from the clinical site and the nursing program. The clinical instructor must issue a written warning citing the unsafe clinical practice. See Appendix I for "Report of Unsatisfactory Clinical Performance". The Director of Nursing must be informed that a clinical warning has been issued.

An appointment will be scheduled as soon as possible with the instructor presenting documentation citing indicators of unsafe clinical practice, the student presenting his/her defense, and the student's advisor may attend to support the student. If in attendance, the advisor is responsible for documenting the proceedings of the meeting.

The director will review the situation and schedule an appointment to meet with the student and faculty members. Several outcomes possible are:

- a. Recommendation to continue in the program with certain stipulations as deemed necessary may be issued.
  - A contract will be written delineating specific responsibilities for the student to achieve and will include support/remediation that is deemed necessary to assist the student towards a successful outcome of the clinical experience.
  - The student must take responsibility for their future actions and must be seen on a regular basis by their advisor and director (time frame to be outlined in the contract).
  - No further behaviors deemed unsafe can occur or dismissal will be immediate.
- b. A decision for dismissal from the nursing program may be issued. The dismissal will be in both verbal and written form.

## **2. Post-Course Failure Reinstatement Policy**

All students must achieve passing status in the clinical component of each major nursing course.

In the event that a student fails the clinical component, the student will receive a grade of "C-" for the entire course. If their theory grade earned is lower than "C-", then that grade earned is submitted.

- a. When a student fails the clinical component of a major required nursing course and desires reinstatement, that student must submit a letter requesting reinstatement to the Director of Nursing.
- b. The Director will review each request and make one of the following recommendations:
  - i. Reinstatement on a space available basis
  - ii. Reinstatement following completion of remedial course work
  - iii. Reinstatement not recommended

### **Dismissal**

A student who fails to demonstrate performance or behaviors consistent with professional nursing and/or Good Moral Character as defined by the Massachusetts Board of Registration in Nursing is subject to review and dismissal at the recommendation of the nursing faculty and approval of the Director.

In the event a student is being reviewed for dismissal, the student shall be notified to remain out of clinical practice until the dismissal hearing with the Director.

### **Withdrawal**

#### **1. Individual Course or College Withdrawal**

Refer to Becker College course catalog.

## 2. **Nursing Program Withdrawal**

Any student withdrawing from a nursing course or the Nursing Program must notify the nursing course coordinator and meet with the Director of the Nursing Program. The student must submit in writing their intention to withdraw. Students requesting readmission to the program must submit a letter of request to the Director of the Nursing Program.

### **Grade Appeal Process**

The student grade appeal process is defined in the Becker College Academic Catalog.

**The process begins with the student requesting a review of his/her record with (in the following order): the course instructor, coordinator, Director, Student Affairs Committee, than the Dean, Undergraduate Studies.**

### **Readmission to the Nursing Program**

1. A formal letter of intent for readmission will be provided to the Director of Nursing. Readmission is a formal process that requires consideration by the Director of Nursing with the input of the Nursing Faculty.
2. Any student who withdraws from the program for any reason must comply with a plan for academic success. The completion of all other mandated academic achievements as determined by the Director of Nursing and full time faculty must be successfully achieved. This plan should address how/ he/she has changed the circumstances that resulted in his/her performance.
3. Students can petition for readmission only once after a separation/withdrawal for any reason or failure in the nursing program.
4. Readmission to the Nursing Program at Becker College is not automatic and requires the candidate's active participation, which include readmission testing, prescribed remediation sessions, and space availability in the course. There will be a monetary fee payable to Becker College for the readmission testing.
5. In the event that the curriculum has changed since the student's enrollment, the student must meet the new requirements and may be required to take additional courses.
6. Readmission is strongly recommended within (1) calendar year from the last course taken.
7. Students granted readmission to the nursing program must have successfully completed all science courses, along with the Director of Nursing and nurse faculty requirements.
8. All students who are reviewed for consideration to re-enter the nursing program will be required to develop an Individual Study Plan (ISP). All students must adhere to the learning plan in order to be re-admitted to and remain in the nursing program.
9. The Becker College Nursing Program policies and requirements at the time of reinstatement will be in effect and will be complied with.

### **School Cancellation/Inclement Weather Policy**

For weather-related cancellations, see Appendix D for School Cancellation Policy and see Appendix E for Clinical/Lab Cancellation Policy.

## **Contacting Students in the event of an Emergency**

It is the obligation of students in the nursing program to inform family members, care providers, etc. of their location so that they can be contacted in case of emergency.

For example:

- Family members trying to reach students on campus should call: **Becker College Telephone Operator (508) 373-9755 (Nursing Department)**

(Never leave an emergency message on anyone's answering machine or voicemail.)

## **Student Health Information**

### **Essentials Functions of a Nursing Student:**

The Massachusetts Nurse Practice Act describes the practice of nursing as involving cognitive, sensory, affective, and psychomotor performance requirements. These requirements are necessary for participation in a nursing program. See Appendix G for the specific sensory, psychomotor, and affective skills needed by the nursing student.

### **Statement for Americans with Disabilities Act (ADA)**

With the passage of the federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, Becker College would like to provide the same opportunities to all students enrolled at the college. Refer to Becker College course catalog.

All faculty members are required by law to provide “**reasonable accommodation**” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation of their disability by the appropriate medical/psychiatric provider. Please meet with a faculty member **during the first week of classes** to discuss the accommodations that can be made to assure success in the classroom.

### **Health and Immunization Requirements:**

The Federal Center for Disease Control and the Massachusetts Department of Public Health define college health and immunization requirements.

**Student may not attend classes without documentation of the following health and immunization requirements by their primary caregiver. The student is required to provide health and immunization records to Student Health Services prior to class attendance of their freshman year:**

- Physical Exam with documentation of the health history In order for a student to continue in class or clinical when his/her health status has changed, the student must provide documentation from a health care provider that clearly states the limitations or the ability of the student to fully participate in all activities. Health status changes include, but are not limited injury, pregnancy/delivery (requires physician's note), major illness i.e. physical or mental, communicable disease, and split/brace/cast/sling, etc. Refer to Student Health Services.
- Documentation of immunization against measles, mumps, rubella, (MMR), diphtheria, varicella, Hepatitis B (3 doses) and tetanus. The meningococcal vaccine is strongly recommended, especially for resident students.
- An initial 2 step PPD and an annual negative PPD and a negative chest x-ray when exposure has been documented. A negative CXR within the last five years is required.

The student is directed to maintain their own copies of the above health records in their portfolio. Copies of student immunization records and TB test results are required by all clinical placements and are transmitted from the department of nursing to affiliation offices.

If at any time it is determined by the nursing faculty that the student's physical or mental ability may interfere with safe clinical performance, the student will not be allowed to remain in the clinical area and the Nursing Program Director will be notified. Future status of the student will be administratively determined.

### **Annual Tuberculosis Screening and Documentation:**

The center for Disease Control (CDC) requires annual Tuberculosis screening of all health care workers.

It is the responsibility of every student to have an initial 2 step PPD and an annual PPD skin test applied and read by the primary care provider. Testing and readings must be completed annually and documentation submitted to the Nursing Department. Student non-compliance with this requirement will result in an administrative withdrawal from the program.

Students with a positive PPD must have a chest x-ray. Results of PPD and chest x-ray must be submitted to the school nurse. Any student with a positive TB test must report to Becker College Health Services within 2 days of the start of each fall semester for a review of health status.

### **Health Insurance:**

All students are required to carry either their own health insurance or the college health insurance. Any health expenses incurred while the student is enrolled are the student's responsibility.

### **Latex Policy:**

Latex allergy is an immune system reaction to natural rubber latex that is found in most latex gloves and many other medical products. Symptoms of latex allergy can range from mild to severe. Although the department has made an effort to eliminate as much latex as possible, the Nursing Skills Lab is not a latex-free environment. Please refer to the Latex Allergy Policy in the Appendix H.

### **Body Fluid Exposure Policy at College:**

In the event of exposure to bodily fluids at Becker College, the following steps must be followed by the student:

1. Initiate First Aid:
  - A. Bleed the site
  - B. Clean the wound with soap and water for five minutes
  - C. Apply direct compression as needed
  - D. Flush mucous membranes with water or saline for 3-5 minutes
2. Seek follow-up with your primary provider utilizing your own health care insurance.
3. Within 72 hours of the incident, notify the Becker College Student Health Services, located on the Leicester Campus from 9:00 a.m. to 2:00 p.m. Monday through Friday.

### **Malpractice Insurance**

Each student will be covered for malpractice insurance with a group policy provided through the College. Students pay for this yearly with the semester billing.

## **Transportation**

Select learning experiences in hospitals, physician offices, long-term care facilities, clinics and community health agencies begin with the first nursing course and continue throughout the program. Students are responsible for their own transportation to and from clinical agencies.

## **CPR**

A valid **American Heart Association BLS for *Healthcare Providers*** CPR certificate must be submitted to the administrative assistant of the Nursing Department prior to attending clinical in the nursing major.

Students must time the taking of their certification so that it will be current for the clinical rotations of the nursing program.

## **Student Representation for Nursing Class**

Students in each class elect representatives at the beginning of each semester. These student representatives are welcome and encouraged to attend general nursing faculty meetings to present student business and concerns.

## **Pinning**

Pinning occurs at the end of the Nursing Program. Students are eligible to participate in the pinning ceremony only when all requirements of the nursing major are satisfied. Costs related to pinning are the responsibility of the student. It can be a financial burden if the student does not plan for these expenses.

## **Nursing Expenses related to Graduation**

1. The ATI-review course that is required after completion of all nursing courses. This program is helpful in preparing for the RN-NCLEX exam.
2. Licensing fee-Required of the Board of Registration in Nursing before issuing an RN license
3. The Professional Credential Services (PCS) fee that is required for the administration of the RN-NCLEX examination.
4. Graduation fees as outlined in the Becker College Academic Catalog, e.g. degree audit.

**APPENDIX A**  
**STUDENT MEDICATION ADMINISTRATION POLICY**

**Policy**

A medication calculation test will be administered to all nursing students before beginning the next nursing theory and clinical course. The test will be an accumulation of previously learned material about medication administration. The examination may consist of all previously learned material applied to the medication administration process.

**Procedure**

1. The proficiency in mathematics for medication administration exam will be given on the first day of each semester. In order to pass the test, a grade of 85% must be achieved. The student who fails to attain an 85% should attend remedial work, i.e., math tutoring. The remedial work must be submitted prior to taking the next examination (second test) one week later.
2. The second test will be given one week after the first test. The student who does not achieve an 85% or above on the re-test will then be placed on academic probation. The student should complete additional remediation, i.e., math tutor. This remediation should take place within one week of the second failed examination and will include a formal face-to-face meeting with the identified faculty member.
3. A final proficiency in mathematics for medication administration exam will be given at three weeks into the semester. The student must achieve a score of 85% or better to successfully pass. A failure in the third test will result in the inability to administer medications in the clinical area. This inability to administer medications in the clinical setting will result in a clinical failure. Prior to registration for readmission for the following semester, the student will be required to submit documentation of completion of a math remediation course. The course must be pre-approved by the Director of Nursing. The student will bear the cost of the course and must receive a passing grade of 85% or above.

## **APPENDIX B** **STUDENT MEDICATION ERROR POLICY**

Performance Outcome:

Medications are accurately dispensed in a safe and timely manner. Students will receive the appropriate didactic and clinical instructions according to course objectives:

1. The nursing student will report all medication errors immediately to the clinical instructor.
2. The patient's condition will be assessed and the error will be reported to the appropriate nurse manager.
3. The student making the error or the one discovering the error will complete required documentation according to hospital policy with assistance from faculty.
4. Errors in documentation of medications will be documented as unsatisfactory performance on the clinical evaluation criteria.
5. Examples of medication errors include but are not limited to the following:
  - a. not signing name and initials on the Medication Administration Record
  - b. failure to have co-signature on narcotic waste
  - c. failure to document a reason for omitting a medication
  - d. failure to obtain/record apical pulse, BP as indicated (i.e. pulse for digoxin dose)
  - e. not following the six rights of medication administration
  - f. administering a duplication of medication that has already be given
  - g. omitting an ordered medication
  - h. giving a medication that has been discontinued
  - i. leaving a medication at the bedside without an order, (vaginal creams, skin ointments, inhalers may be left at the bedside per hospital policy)
  - j. failing to check physicians' orders prior to administration of a medication
  - k. being unable to calculate correct dosages
6. Students will be counseled after a medication error. A remediation plan will be developed by the clinical instructor and course coordinator. Remediation may include college lab practice and return demonstration, additional medication passes in the clinical area and/or written assignments.
7. Medication errors that endanger the patient's life or actually cause patient harm can be grounds for immediate termination from the program.
8. Documentation of medication errors will be maintained in the student's record.

**Note: Students giving medications under the supervision of an instructor will still be held accountable for medication errors even if the instructor prevents the error from occurring.**

**APPENDIX C**  
**BECKER COLLEGE NURSING DEPARTMENT**  
**MEDICATION ERROR REPORT**

FACILITY \_\_\_\_\_  
DATE \_\_\_\_\_  
TIME \_\_\_\_\_

ASSIGNED NURSE \_\_\_\_\_  
INSTRUCTOR \_\_\_\_\_  
STUDENT \_\_\_\_\_  
MEDICATION \_\_\_\_\_

**SUMMARY OF INCIDENT:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NURSE MANAGER NOTIFIED \_\_\_\_\_  
DOCTOR NOTIFIED \_\_\_\_\_  
STUDENT SIGNATURE \_\_\_\_\_  
FACULTY SIGNATURE \_\_\_\_\_

**PLEASE FAX BECKER COLLEGE DIRECTOR OF NURSING AT 1-508-849-5213  
IMMEDIATELY WHEN INCIDENT OCCURS AND E-MAIL COURSE  
COORDINATOR**

## APPENDIX D

### School Cancellation

The College makes every reasonable effort to hold classes during the winter season's less than optimal weather conditions. Occasionally, however, extreme weather conditions may necessitate a delay in classes and/or cancellation of classes for that particular day. The college will then make the following announcements on the radio by 6:30 AM.

**All day classes (for that day) are canceled.**

**First period Worcester classes (MWF 8:00-8:50) or (TTH 8:00 – 9:15) are canceled.**

**First period Leicester classes (MWF 8:30-9:20) or (TTH 8:30-9:45) are canceled.**

If this latter announcement is made, the college will air another announcement at 8:00 AM as to the status of holding classes for the remainder of the day.

The College will make its announcements over the radio station listed below:

#### **AM**

WTAG 580

WBZ 1030

WXLO 104.5

#### **FM**

WSRS 96.0

WORC 98.9

The college also posts weather-related announcements on its voicemail by 7:00 AM. Simply call 508-791-9241 and listen for an appropriate message.

## APPENDIX E

### **Inclement Weather and Clinical/Lab Attendance Policy** **Nursing Department**

**The following procedure is followed on clinical and/or lab days when the weather prohibits travel.**

1. When Becker College Day and Evening classes are cancelled because of inclement weather, then clinical and/or lab is also canceled.
2. If Becker College's decision has not been announced, nursing faculty may implement a two-hour delay on clinical days to best determine the feasibility of faculty, and student attendance. To notify the students of this delay, the clinical faculty will implement the phone tree in their clinical groups. In addition, the clinical faculty will notify the course coordinator.
3. Nursing coordinators may cancel a clinical day with notification to the Director of Nursing when Becker College has not cancelled classes, and when in their judgment travel to clinical agencies is difficult because of inclement weather. In this case, nursing students are bound by their clinical faculty's decision and the clinical will have to be re-scheduled.

If a student decides not to attend a clinical or lab for any reason even though the clinical will be held, then that day must be made up according to policy or it will be counted as an absence.

## **APPENDIX F**

### **Essential Functions of a Nursing Student**

The Massachusetts Nurse Practice Act describes the practice of nursing as involving cognitive, sensory, affective, and psychomotor performance requirements. These requirements, therefore, are necessary for participation in a nursing program. Listed below are the essential functions of a nursing student.

Nursing students should possess and be able to demonstrate the following essential functions:

#### **Sensory:**

1. Communicate in English effectively and accurately, both orally and in writing, to instructors, professors, clinical staff, patients, families, and all members of the health care team.
2. Hear a patient talk in a normal tone from a distance of 20 feet.
3. Hear all alarms on technical and supportive equipment set at a normal tone at a distance of 20 feet.
4. Listen and respond to distress sounds from patients.
5. Hear oral directions/requests from health care workers, patients, voice pages and telephone messages.
6. Accurately monitor blood pressure readings with a stethoscope.
7. Accurately distinguish breath, heart and bowel sounds.
8. Clearly visualize all written medical information pertaining to the patient.
9. Clearly visualize in order to assess all readings and functions of technical equipment pertaining to patient care, included, but not limited to, reading a computer screen with a size 12 font and visualizing IV infusion pump settings.
10. Clearly visualize all calibrated containers for the accurate measurement of body fluids, specimens, medication administration devices (syringes, pumps) parenteral fluids.

#### **Psychomotor – Gross motor skills**

1. Maintain sufficient strength to lift an average of 25 – 50 pounds safely protecting both yourself and the patient and those surrounding you.
2. Bend or stoop to assist patient with activities of daily living.
3. Crouch to plug in and manipulate electrical equipment.
4. Lift to safely transfer or position all patients in various situations.
5. Move, push or pull equipment, beds, stretchers, wheelchairs, etc.
6. Reach approximately 5-6 feet above the floor to relocate or attach equipment (ie. oxygen, suction, IVs, etc)
7. Kneel and stand independently.
8. Walk/stand for extended periods and distances over an 8-hour period.
9. Sit in class/lecture for a minimum of 3 hours.

### **Psychomotor – Fine motor skills**

1. Accurately manipulate dials, gauges, buttons and switches to set, monitor and care for all patient care related equipment.
2. Accurately administer sterile solutions without contaminating syringes, needles, solutions, etc.
3. Accurately administer all types of medications; ocular and topical, as well as oral and parenteral.
4. Safely and effectively perform complex dressing procedures without contamination to supplies and patient and surroundings.
5. Successfully don and remove protective apparel to maintain isolation guidelines.

### **Affective**

1. Function safely, effectively and calmly under stressful situations.
2. Prioritize and manage tasks simultaneously.
3. Establish therapeutic relationships with patients and their families and all healthcare personnel and faculty.
4. Maintain personal hygiene consistent within dress code guidelines.
5. Display ethical attitudes and actions consistent with professional behavior in the healthcare and classroom setting.
6. Display the necessary social skills in order to behave with politeness, tact and sensitivity in others in all settings.
7. Exhibit social skills necessary to respect cultural and ethnic differences of patients, co-workers and all individuals in all clinical and classroom settings.
8. Remain free from chemical impairment in classroom and clinical settings at all times.

**If a nursing student or applicant believes he/she cannot meet one or more of the standards without accommodations or modifications, the school must determine, on an individual basis, whether or not the necessary accommodations or modifications can be made reasonably.**

August 2006  
**Revised 4/19/07**

## APPENDIX G

### Latex Allergy Policy

#### What Is A Latex Allergy?

Latex is an immune system reaction to natural rubber latex that is found in most latex gloves and many other medical and consumer products. Synthetic products, including latex house paints, have not been shown to pose any hazard to latex-sensitive individuals.

Those at highest risk for developing latex allergy are people who have had frequent exposures to latex and latex containing products. These include patients who have undergone many surgical or medical procedures, especially beginning in infancy.

Health care workers who wear latex gloves, and others who are frequently exposed to latex, such as workers involved in the manufacture of latex products, also are at risk. The risk of latex allergy may be greatest in those with a history of hay fever or other allergies, including food allergies.

For some workers, exposure to latex may result in skin rashes; hives; flushing; itching; nasal, eye, or sinus symptoms; asthma; and (rarely) shock. Reports of such allergic reactions to latex have increased in recent years-especially among health care workers. National Institute of Occupational Safety & Health (NIOSH)

#### What are the symptoms of Latex Allergy?

The symptoms to latex allergy can range from mild to severe; they usually occur within minutes of exposure, but can be delayed for several hours. There are three main types of reactions to latex:

##### **Type 1 (immediate hypersensitivity)**

Natural Rubber Latex Allergy (NRL) is an IgE- mediated immediate type hypersensitivity reaction to one or more proteins in natural rubber latex. Histamine is released, causing symptoms. This is a systemic reaction, and can lead to anaphylaxis (shock). Symptoms of anaphylaxis may include sudden and dangerous drop in blood pressure, flushed skin, vomiting, cramps, difficulty breathing, and swelling of the throat, tongue, and nose, and a loss of consciousness.

Anaphylaxis is a severe and life threatening allergic reaction. Emergency medical attention should be sought at the first sign of an anaphylactic reaction. Although the amount of exposure needed to cause sensitization or symptoms is not known, exposures at even very low levels can trigger allergic reactions in some sensitized individuals. (NIOSH)

##### **Type IV**

Delayed type hypersensitivity is a T cell-mediated, delayed response and typically occurs 48-96 hours after exposure. This condition results from exposure to chemicals added to latex during harvesting, processing and manufacturing. This reaction is generally localized to the area of contact, or may spread away from the area of skin touched by the latex. This reaction is also referred to as allergic contact dermatitis, or chemical sensitivity dermatitis, or chemical allergy.

### **Irritant Contact Dermatitis**

This is not considered a true allergy (NIOSH). The symptoms include the development of dry, itchy, irritated areas on the skin, and/or fissured skin, usually the hands. The reaction is caused by skin irritation from using gloves and possibly by exposure to other workplace products and chemicals, as well as the powder used in the gloves.

### **Management of Nursing Students with a Latex Allergy**

All individuals with symptoms of a latex allergy should be evaluated by an allergist for confirmatory testing, treatment and education. If a diagnosis of latex allergy is made, the following interventions should be taken:

1. Any nursing student with a diagnosis of latex allergy must provide written documentation from their health care provider, diagnosing the latex allergy (RAST or skin testing is required) to Health Services.
2. Due to privacy concerns, (e.g., HIPPA) medical information, including allergies, is not distributed to faculty and staff by Health Services. Therefore, a nursing student with a latex allergy is responsible to communicate information about their latex allergy and any necessary latex accommodation requests to the Director of Nursing and all Clinical and lab instructors.
3. A medical alert bracelet should be worn to indicate their allergy.
4. An epinephrine self-injection kit such as Epi Pen must be carried by the individual, in case of latex-allergic reactions.
5. Non-latex gloves (vinyl), gloves will be available in the Nursing Skills Lab, and must be used by all latex-allergic individuals. (Please note: multiple allergies including allergy to vinyl may also occur, and should also be addressed with the student's health care provider)
6. Powdered latex gloves will not be used in the Nursing Skills Lab.
7. **The Nursing Skills Lab is not a latex free environment:** therefore the risk of exposure to latex cannot be eliminated.
8. **Becker College cannot guarantee latex free environment during clinical rotations.**
9. There is a risk of increasing allergic reactions if exposure to high levels of latex allergens continues.

Revised March 6, 2007

**APPENDIX H**  
**BECKER COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**REPORT OF UNSAFE OR UNSATISFACTORY CLINICAL PERFORMANCE:**

When a student's performance in some aspect(s) of clinical experience is judged to be unsafe or unsatisfactory, the supervising faculty will discuss the situation with the student as soon as feasible from the time the faculty observes or becomes aware of the unsafe or unsatisfactory situation.

Unsafe or unsatisfactory clinical performance applies when:

1. A nursing action is taken (or not taken) in a way that a patient's well being is put in jeopardy and this nursing practice is termed unsafe.
2. A student is not meeting the learning objectives set for the course in which s/he is enrolled.
3. The student is not meeting the responsibilities related to Clinical/College laboratory experience.

The Faculty will inform the student of the reasons for unsafe or unsatisfactory clinical performance and will tell the student that the situation will be discussed with the nursing faculty.

If it is determined by the nursing faculty that the student has shown unsafe or unsatisfactory clinical performance in the course, the student will receive a clinical warning in writing, using the following form and a copy will be placed in the student's file. The clinical instructor and student will meet to define the specific learning objectives and/or responsibilities that must be improved. A learning practice plan will be developed to help the student improve and a time frame for improvement and re-evaluation will be set. The student will be required to meet the expense of additional clinical supervision.

The nursing faculty will continue with the corrective action plan set, modify or discontinue the unsatisfactory status when the student is meeting the objectives and responsibilities. If the student has not shown improvement at the time of re-evaluation, the student may continue on warning, or may receive an unsatisfactory in clinical performance, or the dismissal procedure may be initiated. A progress report will be placed in the student's file at the time of re-evaluation, or as the situation requires. If the student continues to be unsatisfactory in clinical performance, the dismissal procedure related to unsafe clinical practice will be implemented.

**APPENDIX I**

**BECKER COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
REPORT OF UNSAFE OR UNSATISFACTORY CLINICAL PERFORMANCE:**

When a student's performance in some aspect(s) of clinical experience is judged to be unsafe or unsatisfactory, the supervising faculty will discuss the situation with the student as soon as feasible from the time the faculty observes or becomes aware of the unsatisfactory situation.

**Summary of Incident:**

**Corrective Action Plan: (continue on back of form)**

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

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

Student's Comments

Re-evaluation (Date) \_\_\_\_\_

Corrective Action Plan: Met \_\_\_\_\_ Unmet \_\_\_\_\_

Note:

Faculty Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

FAX to Nursing Department ATTN: Director of Nursing **508-849-5213**

## APPENDIX J

### ANA Standards of Nursing Practice

All nursing students will maintain professional conduct consistent with the American Nursing Association (2004) six Standards of Nursing Practice and the nine Standards of Professional Practice as defined in the American Nurses Association (2004) *Nursing: Scope and Standards of Practice*, Silver Spring, MD.

#### The Standards of Practice:

|                                   |   |
|-----------------------------------|---|
| <b>Assessment:</b>                | The registered nurse collects comprehensive data pertinent to the patient's health or situation.  |
| <b>Diagnosis:</b>                 | The registered nurse analyzes the assessment data to determine the diagnoses or issues.   |
| <b>Outcome Identification:</b>    | The registered nurse identifies expected outcomes for a plan individualized to the patient or situation.                                  |
| <b>Planning:</b>                  | The registered nurse develops a plan of care that prescribes strategies and alternatives to attain expected outcomes.                     |
| <b>Implementation Evaluation:</b> | The registered nurse implements the identified plan. The registered nurse evaluates the patient's progress toward attainment of outcomes. |

#### The Standards of Professional Practice:

|  |   |
|--|---|
| <b>Quality of Practice:</b>              | The registered nurse systematically evaluates the quality and effectiveness of nursing practice.  |
| <b>Education:</b>                        | The registered nurse attains knowledge and competency that reflects current nursing practice.   |
| <b>Professional Practice Evaluation:</b> | The registered nurse evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations. |
| <b>Collegiality:</b>                     | The registered nurse interacts with and contributes to the professional development of peers, colleagues and others.  |
| <b>Collaboration:</b>                    | The registered nurse collaborates with patient, family, and others in the conduct of nursing practice.  |
| <b>Ethics:</b>                           | The registered nurse integrates ethical provisions in all areas of nursing practice.  |
| <b>Research:</b>                         | The registered nurse integrates research findings into practice.  |
| <b>Resource Utilization:</b>             | The registered nurse considers factors related to safety, effectiveness and cost, and impact on practice in the planning and delivery of nursing services.          |
| <b>Leadership:</b>                       | The registered nurse provides leadership in the professional practice setting and in the profession.  |

**Appendix K**

**BECKER COLLEGE**  
**DEPARTMENT OF NURSING**  
**Student Handbook Policy Agreement**

I have received, read, understand, and agree to abide by the Department of Nursing Student Policies as defined in the Associate Degree of Science in Nursing (ASN) Student Handbook

**Student Name:** \_\_\_\_\_  
**PRINT**

**Student Signature:** \_\_\_\_\_

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