**Department of Nursing 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 *Becker College Department of Nursing Student 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 and/or posted on the Becker College on-line course management system (CANVAS).

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 (BORN) and is accredited by the Accreditation Commission for Education in Nursing (ACEN).

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

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
(404) 975-5000
[http://www.acenursing.org](http://www.acenursing.org)

The **Pre-licensure Bachelor of Science** (BSN) program is approved by the Massachusetts Board of Registration in Nursing.

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

The **RN to BSN** program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

Accreditation Commission for Education in Nursing, Inc. (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
(404) 975-5000
[http://www.acenursing.org](http://www.acenursing.org)
Nondiscrimination Statement

College policy prohibits discrimination in admission, access to, treatment or employment in any of its educational programs or activities, including scholarships, loans and athletics and other College administered programs on the basis of age, race, color, national and ethnic origin, religion, sex, sexual orientation, gender identity and expression, genetic information, disability, membership in the United States uniformed military services, or any other class protected by applicable state and federal law. The College complies with Title VI of the Civil Rights Act, Title IX of the Education Amendments and Section 504 of the Rehabilitation Act, prohibiting such discrimination. The College also complies with applicable Massachusetts laws on nondiscrimination. Anyone who has experienced unlawful discrimination may file a complaint with Kathy Garvey, Director of Human Resources, kathleen.garvey@becker.edu or Michelle Fatcheric, Assistant to the Vice President of Student Affairs, michelle.fatcheric@becker.edu.
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Becker College Nursing Department Mission and Purpose
The mission and purpose of the Nursing Department at Becker College is to provide a high-quality education that includes the knowledge and skills required for entry-level registered nurse practice (Associate of Science in Nursing /ASN), (Pre-licensure Bachelor of Science in Nursing /BSN), or a broader understanding of professional nursing practice and the foundation for graduate study in nursing (RN to BSN). This education is delivered in a supportive environment that promotes learning and fosters academic, personal, and professional growth.

Becker College Nursing Department Goal
The primary goal of the nursing program is to educate nurses prepared for safe practice in contemporary health care environments. This goal is met through the student achievement of the defined learning outcomes of the nursing program (Associate Science in Nursing /ASN, Pre-licensure Bachelor of Science in Nursing/PL-BSN, or RN to BSN).

Levels of Nursing Education and Practice
The Becker College nursing department has three separate programs of nursing education. Graduates of the ASN, pre-licensure BSN, and RN to BSN programs are prepared to be well-rounded individuals, contributing community citizens, and life-long learners.

Associate Degree in Nursing (ASN)
The Becker College Associate Degree of Science in Nursing (ASN) Program provides the student with 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 is prepared to provide safe and effective care that promotes the health and well-being of patients and families, across the life span in contemporary health care environments. This nursing care is given in collaboration with members of the healthcare team in a variety of settings according to established standards of practice. Graduates of the ASN program have acquired the foundation for nursing education at the baccalaureate level and continued professional development.

Pre-licensure Bachelor of Science in Nursing (BSN) Program
The Becker College pre-licensure four-year bachelor of science in nursing program (BSN) combines nursing and liberal arts curricula to provide the student with a well delineated and broad knowledge base for practice as an entry-level generalist professional nurse, who can work with diverse populations in multiple practice settings. Students acquire the knowledge and skill necessary to assume the role of a registered nurse in direct care patients in acute-care, long-term care, and community or ambulatory-care settings, as well as for entry into graduate level nursing programs. Graduates of the program are eligible to take the nursing licensure examination (NCLEX-RN).

RN to BSN Program
The Becker College RN to BSN program provides the licensed registered nurse with a well delineated and broad knowledge base for practice as a generalist professional nurse, who can work with diverse populations in multiple practice settings. The curriculum builds upon the student’s pre-licensure education. The RN to BSN program curriculum focuses on the synthesis and application of knowledge and research from nursing, the theory, science, social science, and the humanities. This education provides the graduate with the knowledge, skills and competencies necessary for professional practice, the opportunity for career advancement, and serves as a foundation for graduate study in nursing.
Philosophy of the Nursing Department
The philosophy of the Nursing Department at Becker College is congruent with the philosophy of the College and is planned within its mission to deliver to each student a transformational learning experience anchored by academic excellence, social responsibility, and creative expression that prepares graduates to thrive, contribute to, and lead in a global society. The College core values, excellence, accountability, community and diversity, social responsibility, integrity, and creative expression support the educational philosophies of the College and the nursing program.

Throughout the educational process, students are encouraged to grow intellectually, socially and personally by presenting the world of knowledge, ideas and imagination in a stimulating manner. The active exchange of views among students, faculty and administration is promoted. The College and the nursing department share a commitment to the belief that an educated person should thoroughly understand an area of knowledge or practice; should possess an understanding of science, social science and the humanities, should be sensitive to ethical and moral issues; should be competent in oral and written communications; should demonstrate analytical and problem solving ability; and should have a commitment to the value of continued learning.

The philosophy of the Becker College Nursing Department is derived from the faculty’s beliefs concerning the person, environment, health, nursing, and nursing education. These beliefs incorporate the core competencies for quality and safety in nursing education (QSEN) and practice as developed by the Massachusetts Department of Higher Education Nursing Initiative, Nurse of the Future (NOF) Nursing Core Competencies. The nursing department philosophy serves as the foundation for the ASN, pre-licensure BSN, and RN to BSN curriculums.

Health Care Consumer
A health care consumer may be a single person, family, group, or community, who are the recipients of health care services, including nursing care. Depending upon the location and purpose of health care, the health care consumer may also be referred to as a patient, client, or resident. Human diversity, cultural factors, and life experiences combine to make each person and care giving situation unique. As a culturally diverse holistic being, the health care consumer 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. Each health care consumer has the right to self-direction in health and related activities. Every recipient of nursing care has the right to quality, individualized health care across the lifespan including the right to death with dignity.

Environment
The environment is any setting in which human interactions take place. In the practice of nursing, this would be any encounter between the nurse and a health care consumer. Within this context, the environment is composed of and is influenced by anything capable of affecting personal or community health and/or the quality of interactions between the nurse and the health care consumer. The nurse assists in creating a healing environment by collaborating with the person, family, group, or community in establishing mutual goals that support the attainment of optimal health and well-being in every dimension of health.
Health
Health is a dynamic state-of-being that encompasses the physiological, psychological, socio-cultural, developmental, and spiritual dimensions of a person’s life. The state of health for individuals, families, groups, and communities 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 health care consumer dependent upon cultural and psychosocial influences. The goals of nursing related to health are to promote, restore, and maintain health, prevent disease, and support a peaceful death.

Nursing
Nursing is an art, a science, and a caring humanistic service that assists individuals, families, groups, and communities to meet their unique health needs. Nursing is rooted in caring and its connections to others. To adequately deliver safe and effective, quality care the nurse needs foundational knowledge in science, humanities and nursing, critical reasoning to apply knowledge (nursing judgment), 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 (application of critical reasoning and skills) is operationalized through the use of nursing process, by planning care in conjunction with health care consumers, and practicing within the scope of nursing practice.

Nursing Education
Nursing education is a systematic, interactive, continuous learning process in which changes occur in critical reasoning, attitudes, and behaviors of the student. Nursing education provides the student the opportunity to acquire the necessary knowledge, skills, and attitudes to enable the nurse to be a qualified, safe, and competent practitioner. The nursing educator serves as the facilitator of the student’s education through defined learning outcomes, didactic and clinical instruction, support, role modeling, and frequent evaluation. The student brings a willingness to learn along with accountability for their education to the teaching-learning process. Throughout this process, in an environment conducive to learning, professional identity, nursing judgment, a spirit of inquiry, and a commitment to life-long learning are developed.

Curriculum Framework of the Nursing Department
Conceptually, the nursing faculty’s educational beliefs are centered on a curricular framework that blends the concepts in the nursing program philosophy, which are based upon the paradigm of nursing (healthcare consumer, environment, health, nurse, and nursing education), as defined by the nursing faculty, and principles from the natural, social, and applied sciences, and humanities to achieve the ASN, pre-licensure BSN, and RN to BSN program learning outcomes.

The Becker College nursing program curriculum incorporates the core competencies for quality and safety in nursing education (QSEN) and practice as developed by the Massachusetts Department of Higher Education Nursing Initiative, Nurse of the Future (NOF) Nursing Core Competencies into the ASN, pre-licensure BSN, and RN to BSN curriculums. The core competencies used to establish the Becker College Department Program Learning Outcomes for each major (ASN or BSN) are:

1. Patient Centered Care
2. Teamwork and Collaboration
3. Evidence-Based Practice
4. Quality Improvement
5. Safety
6. Informatics and Technology
7. Professionalism
8. Leadership
9. System-Based Practice
10. Communication
The Becker College Department of Nursing Program Learning Outcomes for each major (ASN or BSN) define the competencies necessary for safe and effective contemporary nursing practice across the life span. In each nursing course the specific theory, lab, and clinical practice learning outcomes are developed from the Becker College Department of Nursing Program Learning Outcomes for each major (ASN or BSN). Achievement of the individual course learning outcomes leads to the achievement of the defined Becker College Department of Nursing Program Learning Outcomes for each major (ASN or BSN).

**References**

For general college policies, students are asked to refer to the Becker College student handbook and current college catalog. The College academic policies and resources can be accessed at http://www.becker.edu/academics/academic-resources/.

### Associate Degree in Nursing (ASN) Nursing Curriculum Plan

#### Freshman Year

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Credit Hours*</th>
<th>Semester II</th>
<th>Credit Hours*</th>
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<tbody>
<tr>
<td>BIOL2503 Anatomy &amp; Physiology I</td>
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<td>BIOL2502 Microbiology</td>
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<td>ACAD1001 First Year Experience</td>
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<td>BIOL2504 Anatomy &amp; Physiology II</td>
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<td>NURS1103 Essentials of Health Assessment and Promotion Theory/Class 2.5 Lab/Clinical Practice .5</td>
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<td>NURS1105 Nursing II Theory/Class 5.0 Lab/Clinical Practice 5.0</td>
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<tr>
<td>NURS1104 Fundamentals of Nursing Theory/Class 2.5 Lab/Clinical Practice 1.5</td>
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<td>ENGL1001 English Composition</td>
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<td><strong>Semester Credits</strong></td>
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#### Sophomore Year

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Credit Hours*</th>
<th>Semester II</th>
<th>Credit Hours*</th>
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<tr>
<td>INFO1001 Technology and Society</td>
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<td>ENGL1003 Writing About Literature</td>
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<td>NURS2201 Nursing III Theory/Class 5.0 Lab/Clinical Practice 5.0</td>
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<td>NURS2202 Nursing IV Theory/Class 5.0 Lab/Clinical Practice 5.0</td>
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<td>PSYC1001 Introduction to Psychology</td>
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<td>NURS2205 Nursing Seminar</td>
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<td>PSYC1107 Human Growth &amp; Development</td>
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<td><strong>Total Program Credits</strong></td>
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*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 in the college lab or clinical practice setting

All co-requisite courses must be taken as scheduled in the Becker College ASN program curriculum plan. Progression in nursing courses/program is denied when pre-requisites and/or co-requisites have not been completed.

The ATI review course is required after completion of the nursing program.
### Pre-licensure Bachelor of Science in Nursing Curriculum Plan

#### Freshman Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Cr Hrs</th>
<th>Spring Semester</th>
<th>Cr Hrs</th>
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<tbody>
<tr>
<td>ACAD1001</td>
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<td>ENGL1003</td>
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<td>CHEM1001</td>
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<td>History</td>
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<td>PSYC1001</td>
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<td><strong>Semester Total Credits</strong></td>
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#### Sophomore Year

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<td>NURS3002</td>
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<td>MATH2200</td>
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<td>NURS2400</td>
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<td>NURS3100</td>
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<tr>
<td>NURS3200</td>
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<td><strong>Semester Total Credits</strong></td>
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<td><strong>Semester Total Credits</strong></td>
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### Senior Year

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<th>Fall Semester</th>
<th>Cr Hrs.</th>
<th>Spring Semester</th>
<th>Cr Hrs.</th>
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<tbody>
<tr>
<td>NURS3305</td>
<td>6</td>
<td>NURS4200</td>
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</table>
| Medical Surgical Nursing II  
- Theory/Class 4 credits  
- Lab/Clinical Practice 2 credits: 90 total hours | | Care of Patients with Complex Physiological and Psychological Health Issues  
- Theory/Class 3 credits  
- Lab/Clinical Practice 3 credits: 135 total hours | |
| NURS3600      | 4       | NURS4205        | 2       |
| Community Health Nursing  
- Theory/Class 3 credits  
- Clinical 1 credit, 45 total 1 hours | | Transition to Nursing Practice | |
| Open          | 3       | NURS4901        | 1       |
| Open Elective |         | Transition to Nursing Practice Practicum  
(15 clinical hours) | |
| NURS4403      | 3       | Open            | 3       |
| Professional Nurse as Educator | | Open Elective | |
| Semester Total Credits | 16 | Semester Total Credits | 12 |
| Total Program Credits | 124 | | | |

Nursing course credit hours/classroom hours are equated as follows:

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

**College Lab/Clinical practice:** 1:3 credits: for lab and clinical hrs.

All pre and co-requisite courses and nursing courses must be taken as scheduled in the Becker College pre-licensure BSN program curriculum plan. Progression in nursing courses/program only occurs when pre-requisites and/or co-requisites as scheduled have been completed.

**Pre-licensure Bachelor of Science in Nursing Program Requirements**

- Admission to the pre-licensure bachelor of nursing program does not guarantee entry into the year 3, 1st semester nursing coursework.
- Students seeking entry into the Fall 3rd year nursing courses must indicate their intention during the 2nd year, 2nd semester of the curriculum. The first offering of the 3rd year curriculum will be offered fall, 2014.
- Successful criteria to progress to the 3rd year, FA semester in the pre-licensure bachelor of science program includes:
  - An earned College cumulative GPA of 2.0 or better.
  - MATH 2200: Statistics with a 2.0 or better.
  - Science courses of 2.0 or better with only one allowed retake of each.
  - Successful completion of the TEAS V Admission Assessment, taken within 1 year prior to the entry into the year 3 nursing courses. Only 2 attempts to achieve the benchmark score will be allowed.
  - Successful completion of all courses (66 credits) in the first 2 years of the published pre-licensure baccalaureate nursing curriculum.
  - Students seeking transfer from one pre-licensure program to another must petition the Director of Nursing. Transfer admissions are not guaranteed.
Admission to the nursing program is competitive and the requirements listed above are minimums. All students applying for admission to the nursing program (including internal and external transfers) are required to take the TEAS Admission Assessment. This test is administered at Becker College several times a month (fee required). Information about the test content can be found here at [http://www.ATITesting.com](http://www.ATITesting.com)

A *TEAS Assessment Study Guide* is available in the College bookstores.

Achieve an overall score of Proficient or higher on the ATI Version V - Test of Essential Academic Skills (TEAS® V). Only two attempts to achieve the minimum benchmark score will be allowed. The TEAS requirement applies to all applicants to the nursing program (including internal and external transfers). Students who have taken the TEAS V Admission Assessment at another institution must provide their score to Becker College. The minimum overall score required to be considered an applicant is a proficient rating.

Standardized testing, e.g., ATI (Assessment Technologies Institute) Comprehensive Assessment and Review Program is utilized within the nursing program to assist in student learning and for promotion and progression.

Nursing program policy requires a minimum grade of C in science courses and statistic course (e.g., Chemistry, Anatomy and Physiology 1 and 2, Microbiology, Statistic); only one allowed retake of each science course is allowed. The minimum grade of C+ (77) must be achieved in all nursing courses.

Students who do not achieve the minimum grade within the respective nursing course will be required to apply for reinstatement, which may involve meeting additional requirements, a successful score on a readmission exam, and will be granted on a space available basis. Students are allowed to repeat only ONE nursing course. Remediation will be required before reinstatement into the Nursing Program is granted. Withdrawal from a nursing course at any time is considered a separation from the nursing program. If the course grade at the time of withdrawal is below the passing standard, the grade recorded will be a WF and it counts as a repeat of a nursing course.

Nursing students are required to complete an NCLEX-RN review course at Becker College prior to taking the licensing exam.

Students must pass the theory, college lab, and clinical practice components of each nursing course in order to pass the course. Students must take the pre and co-requisite courses according to the published curriculum plan in order to progress in the nursing program.

Students enrolled in nursing courses with a clinical component are required to pass a mathematics/dosage calculation for medication competency exam before beginning clinical and will be withdrawn if they are unable to pass after three attempts.
RN to BSN Program Curriculum Plan

Admission to this program requires a valid Massachusetts RN license

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Credit Hours</th>
<th>Semester IV</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>NURS3001 Philosophy &amp; Theoretical Foundations of Nursing Practice</td>
<td>3</td>
<td>NURS4001 Nursing in a Global Society</td>
<td>3</td>
</tr>
<tr>
<td>NURS3002 Complementary/Alternative Modalities</td>
<td>3</td>
<td>NURS4002 Independent Practicum I (Clinical component: 30 hours)</td>
<td>3</td>
</tr>
<tr>
<td>Group A General Education Course</td>
<td>3</td>
<td>Group B General Education Course</td>
<td>3</td>
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<tr>
<td>Group A General Education Course</td>
<td>3</td>
<td>NURS Elective (Nursing)*</td>
<td>3</td>
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<table>
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<tr>
<th>Semester II</th>
<th>Credit Hours</th>
<th>Semester V</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS3101 Health &amp; Physical Assessment of Individuals and Families (Lab component)</td>
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<td>NURS4101 Professional Nursing Seminar</td>
<td>3</td>
</tr>
<tr>
<td>NURS3003 Pharmacokinetics in Nursing Practice</td>
<td>3</td>
<td>NURS4003 Independent Practicum II (Clinical component: 30 hours)</td>
<td>3</td>
</tr>
<tr>
<td>Group A General Education Course</td>
<td>3</td>
<td>NURS Elective (Nursing)*</td>
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<tr>
<td>Group A General Education Course</td>
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<table>
<thead>
<tr>
<th>Semester III</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NURS3100 Research in Nursing</td>
<td>3</td>
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<tr>
<td>NURS3102 Business in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Group B General Education Course</td>
<td>3</td>
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<tr>
<td>Group B General Education Course</td>
<td>3</td>
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</table>

Total Credits for Associate Degree: 69
Total Credits for RN-BSN: 58
Total Program Credits: 127

*Nursing Electives
- NURS3200 – Technology and Nursing Informatics
- NURS4401 – Holistic Nursing Practice: Techniques and Application
- NURS4402 – Nursing Leadership and Politics
- NURS4403 – Professional Nurse as Educator
- NURS4404 – Health Promotion and Disease Prevention
RN to BSN Program Curriculum Plan (continued)

Group A RN to BSN Curriculum General Education Courses
- Global Awareness and Diversity course, 3 credits
- MATH2200: Statistics, 3 credits (Recommended first semester)
- PHIL3300: Medical Ethics, 3 credits
- INFO1001: Technology and Society, 3 credits

All Group A RN to BSN curriculum general education courses must be successfully completed prior to the start of Semester 3. MATH2200: Statistics must be successfully completed with a grade of C or higher prior to the start of Semester 3. Students will not be allowed to enroll into Semester 3 until this requirement has been satisfied.

Group B RN to BSN Curriculum General Education Courses
- History course, 3 credits
- ENGL2003: Public Speaking, 3 credits
- Humanities Elective, 3 credits

To be eligible for graduation, all Group B RN to BSN curriculum general education courses must be successfully completed.

Students must take the pre and co-requisite courses according to the published curriculum plan.

RN to BSN students must pass all theory (nursing and non-nursing/general education courses), college lab, and clinical practice components with a pass or a minimum of a C+ (77) or above in order to pass the course/program. Students are allowed to repeat only ONE nursing course. General education courses may be repeated for a maximum of two times.
Nursing Program Learning Outcomes
Associates Degree in Nursing (ASN) Program

Upon completion of the Becker College Associate Degree nursing program the graduate is prepared to:

1. Provide nursing care across the lifespan, adapted to the health care consumer’s physiological, psychological, socio-cultural, developmental, and spiritual dimensions of health. (Patient-Centered Care)
2. Use critical reasoning and best current evidence to make nursing care decisions. (Evidence-Based Practice)
3. Establish effective relationships with health care consumers and members of the health care team in order to meet mutually determined health care outcomes. (Teamwork and Collaboration)
4. Employ effective and professional communication skills. (Communication)
5. Demonstrate professional nursing behaviors, evidencing integrity, legal accountability, ethical responsibility, advocacy, caring, and a commitment to lifelong learning. (Professionalism)
6. Use informatics and technology to manage information, minimize error, and achieve defined health care outcomes. (Informatics and Technology)
7. Demonstrate the ability to provide nursing care that protects health care consumers and healthcare personnel from health and environmental hazards. (Safety)
8. Apply the principles of quality improvement to achieve cost effective, patient-centered outcomes. (Quality Improvement)
9. Use leadership strategies to direct nursing care, promote change and foster achievement of health care goals. (Leadership)
10. Demonstrate an awareness of the overall components of the health care system through the effective utilization of resources in various health care delivery settings. (Systems-Based Practice)

Pre-licensure Bachelor of Science in Nursing (BSN) Program

Upon completion of the Bachelor of Science Degree in Nursing Program the graduate is prepared to:

1. Manage nursing care, across the lifespan, adapted to the health care consumer’s physiological, psychological, socio-cultural, developmental, and spiritual dimensions of health. (Patient-Centered Care)
2. Apply critical reasoning and best current evidence to the clinical decision making process. (Evidence-Based Practice)
3. Collaborate with health care consumers and members of the health care team to meet mutually determined health care outcomes. (Teamwork and Collaboration)
4. Communicate professionally and effectively with health care consumers and members of the health care team. (Communication)
5. Practice with integrity, legal accountability, ethical responsibility, advocacy, caring and a commitment to lifelong learning. (Professionalism)
6. Integrate informatics and technology into nursing practice to manage information, minimize error, and support decision making to achieve healthcare outcomes. (Informatics and Technology)
7. Implement nursing care that protects health care consumers and healthcare personnel from health and environmental hazards. (Safety)
8. Use quality improvement processes to achieve cost effective, patient-centered outcomes. (Quality Improvement)
9. Apply leadership strategies to direct nursing care, effect change and achieve health care goals. (Leadership)
10. Demonstrate an understanding of the overall components of the health care system through the effective utilization of resources in various health care delivery settings and systems. (Systems-Based Practice)
Although the Becker College Bachelor of Science Degree in nursing program, the graduate is prepared to:

1. Manage nursing care, across the lifespan, adapted to the health care consumer’s physiological, psychological, socio-cultural, developmental, and spiritual dimensions of health. (Patient-Centered Care)
2. Apply critical reasoning and best current evidence to the clinical decision making process. (Evidence-Based Practice)
3. Collaborate with health care consumers and members of the health care team to meet mutually determined health care outcomes. (Teamwork and Collaboration)
4. Communicate professionally and effectively with health care consumers and members of the health care team. (Communication)
5. Practice with integrity, legal accountability, ethical responsibility, advocacy, caring and a commitment to lifelong learning. (Professionalism)
6. Integrate informatics and technology into nursing practice to manage information, minimize error, and support decision making to achieve healthcare outcomes. (Informatics and Technology)
7. Implement nursing care that protects health care consumers and healthcare personnel from health and environmental hazards. (Safety)
8. Use quality improvement processes to achieve cost effective, patient-centered outcomes. (Quality Improvement)
9. Apply leadership strategies to direct nursing care, effect change and achieve health care goals. (Leadership)
10. Evidence an understanding of the overall components of the health care system through the effective utilization of resources in various health care delivery settings and systems. (Systems-Based Practice)

Assessment of Program Learning Outcomes and Role Specific Graduate Competencies

The ASN, pre-licensure BSN, and RN to BSN Program Learning Outcomes are evaluated via the graduate achievement of the following Nursing Department Role Specific Graduate Competencies:

Associate Degree in Nursing (ASN) Program

1. Graduates of the Becker College ASN program will meet or exceed the Massachusetts Board of Registration in Nursing acceptable first-time NCLEX-RN pass rate of 80%.
2. 90% of the graduates responding to the follow-up survey report they have secured a nursing position or are enrolled in a higher degree nursing program within 12 months following graduation.
3. 90% of the graduates responding to the follow-up survey indicate satisfaction with preparation for nursing practice.
4. 90% of employers, responding to the follow-up survey, indicate satisfaction with the graduates’ preparation for nursing practice.

Pre-licensure Bachelor of Science in Nursing Program

1. Graduates of the Becker College pre-licensure BSN program will meet or exceed the Massachusetts Board of Registration in Nursing acceptable first-time NCLEX-RN pass rate of 80%.
2. 90% of the graduates responding to the follow-up survey report they have secured a nursing position or are enrolled in a higher degree nursing program within 12 months following graduation.
3. 90% of the graduates responding to the follow-up survey indicate satisfaction with preparation for nursing practice.
4. 90% of employers, responding to the follow-up survey, indicate satisfaction with the graduates’ preparation for nursing practice.
RN to BSN Program
1. 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.
2. 90% of the responding graduates of the Becker College RN-BSN Program responding to the follow-up survey report they are employed in a position requiring a baccalaureate degree or are enrolled in a higher degree nursing program within one year following graduation.
3. 90% of the graduates responding to the follow-up survey indicate satisfaction with preparation for nursing practice.
4. 90% of employers, responding to the follow-up survey, indicate satisfaction with the graduates’ preparation for nursing practice.

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 Becker College Department of Nursing students 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 whose CORI or SORI reflects conviction of certain offenses will be ineligible for placement at a clinical agency and furthermore, may be excluded from receiving a nursing license in Massachusetts, in accordance with Board Licensure Policy. Therefore, if there is a finding of an offense when the CORI or SORI is completed, the student may be unable to participate in a clinical assignment. 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. http://www.mass.gov/eohhs/docs/dph/quality/boards/nursing-good-moral-policy.pdf.
Drug Testing
As a result of some clinical affiliation requirements, clinical students are required to undergo a comprehensive “10-Panel” urine drug screen conducted by a Becker College approved vendor prior to the start of the nursing program. Subject to clinical affiliation mandates, drug screens are honored for a two year period. Students are required to authorize the release of the results of the drug screen to the Becker College Student Health Center and assigned clinical site, if required, prior to the beginning of their clinical work. 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. Absent such proof, a positive drug screen will prevent students from attending clinical and the completion of the course, which will result in dismissal from the nursing program. Students who are not cleared for clinical will not be eligible for readmission into any Becker College Department of Nursing Programs.

Academic Honesty
Refer to the Becker College Academic Catalog and policies posted at http://www.becker.edu/academics/academic-resources. The Becker College Academic Honesty and Integrity Policy can be accessed at http://www.becker.edu/academics/academic-resources/academic-policies/academic-honesty-integrity/. Compliance in accordance with the Becker College Academic Honesty and Integrity Policy is mandatory. Disciplinary action may lead to dismissal from the college, regardless of a student’s academic standing.

Students in the Becker College Department of Nursing should be aware that the Becker College Academic Honesty and Integrity Policy extends into the clinical, lab, and classroom setting. Students are required to be truthful in all actions, communication, and documentation. Sharing of academic information that is meant to be confidential will not be tolerated; (e.g., test questions, ATI log-on or passwords). Electronic communication devices such as cell phone, pages, or recording devices must be turned off except with the permission of the clinical faculty member in attendance to use ONLY for applications for patient delivery (i.e., accessing drug or lab references for safe and effective patient care). NO photographs should be taken during any Becker College Department of Nursing, nursing program assignment.

Students in the Becker College Department of Nursing who do not adhere to the policy concerning academic honesty and integrity in the classroom, college laboratory, and /or the clinical setting will face disciplinary actions up to and including dismissal from the Becker College Department of Nursing, nursing program in which they are enrolled.

Legal Name Statement
Students in the Becker College nursing program are required to use their legal name, as printed on their driver’s license or government approved ID throughout the program. Students must always use their full legal name on forms including hospital/clinical orientation documents, on their ID badges, when requesting a background check, when charting in patient records (written or electronic), and for any form of legal documentation related to the Becker College nursing program. It is the student’s responsibility to make sure that all Becker College records reflect their current legal name.

Becker College Department of Nursing Instructional Materials Copyright
Becker College Department of Nursing students should be aware that course lectures and instructional materials for any nursing course including PowerPoint presentations, handouts, learning activities posted on nursing course Canvas websites, tests, and other lecture, lab, and clinical instructional materials are protected by copyright. Students may take notes and make copies of course materials for their personal use or to share with other students enrolled in their class within the nursing program. Students may not reproduce or distribute any course instructional materials publicly, in any form (hard copy or electronic) without the expressed written consent of the nursing program faculty member who developed the materials.
The Collaborative Learning Center (CLC) is dedicated to helping all Becker College students achieve their academic goals by providing them with the academic supports crucial to building and strengthening their skills. The CLC staff fosters a supportive and productive learning environment by helping students explore their academic potential and strive toward excelling in their chosen field of study. Professional learning specialists and peer tutors are available for scheduled tutoring appointments and selected drop-in sessions, as well as study groups, workshops, writing assistance and supplemental instruction for selected courses. These benefits are available by appointment during the fall/spring semesters. Our normal operating hours are:

**Worcester Campus**
Monday – Thursday: 9:00 a.m.-8:00 p.m.
Friday: 9:00 a.m.-5:00 p.m.

**Leicester Campus**
Monday – Friday: 9:00 a.m.-5:00 p.m. (extended hours available by appointment only)

These services are free of charge to all Becker College students. Please call the main office at 508.373.9704, email CLC@becker.edu, or search “CLC” on www.becker.edu to schedule a tutoring session.

**Students with Learning Disabilities**

If you are a student with a documented learning disability as determined under the ADA and as defined in Chapter 504 of the Rehabilitation Act of 1973, you may benefit from certain accommodations. If you believe you qualify and would benefit from appropriate and reasonable accommodations, our Learning Disabilities Coordinator, Micky Roberts, is available to discuss those options with you. Please schedule an appointment with her by emailing marylou.roberts@becker.edu or by calling 508.373.9704 or 508.373.9763.

**Appointments and documentation are required to be completed and submitted by the beginning of the semester.** Upon review and determination of appropriate accommodations, as authorized by the CLC Director, the student is responsible for follow up with his/her individual faculty member(s). All personal information will remain confidential. Discussions with parents or legal guardians are encouraged when supported by FERPA documentation.

**Nursing Department Academic Support**

The nursing major is a rigorous program of studies that requires a high-degree of motivation and self-direction. Students are encouraged to contact the CLC to explore academic support resources available for the non-nursing co-requisite courses.

Academic support for Prelicensure nursing courses is provided through the use of ATI (Assessment Technologies Institute). The ATI Comprehensive Assessment and Review Program (CARP) is utilized within the nursing program to assist in student learning. The ATI CARP program is a combination of books, on-line learning modules, and NCLEX-style practice tests designed to help prepare the student with critical reasoning/test-taking skills and content mastery. Students are introduced to this program at the beginning of the nursing program. Questions about using the ATI CARP program can be directed to the nursing course coordinator or Margery Orr, DNS, RN, Nursing Education Specialist (Margery.orr@becker.edu or 508-373-9781).
In addition to the ATI CARP program most course textbooks have online support (e.g., Evolve). The numerous online textbook support resources augment classroom learning and provide students with content reinforcement and strengthening of critical reasoning. Throughout the semester, students have the opportunity to attend scheduled face to face course specific nursing concept enrichment sessions. Each nursing course CANVAS website has a discussion forum for students to post questions to clarify concepts and improve critical reasoning.

**Risk Factors for Poor Academic Performance in the Becker College Department of Nursing**

The Becker College Nursing Department has identified the risk factors for poor academic performance in the nursing major (listed below). Students are strongly encouraged to access available learning resources early and often. All students should schedule an appointment with their nursing academic advisor early in the semester and meet with the nursing course coordinator as soon as possible following a nursing exam failure.

**Academic Performance (Prior to acceptance and during nursing program):**
- Low cumulative GPA
- Low college science course grades (A & P, Microbiology, Biology, Chemistry)
- Failure in one or more college science course (A & P, Microbiology, Biology, Chemistry)
- Failure in previous nursing course (at Becker College or other nursing program)
- Low standardized test grades
- Poor performance on nursing exams (nursing course and ATI)

**Outside External Factors**
- Employment 20 hours or more/week
- Family responsibilities in addition to nursing studies
- Commute to nursing program greater than 25 minutes

**Time Management Issues/Study Skills**
- The amount of time devoted to nursing program studies should be equivalent to full-time employment, i.e. a minimum of 40 to 50 hours per week.
- Inability to devote required time to meet rigor of nursing education (3 hours outside study for every hour of lecture, 2 hours outside study for every hour of lab and clinical).
- Failure to access and/or fully utilize all available learning resources (ATI, Evolve, etc.)
- Tendency to procrastinate/study/cram at the last minute.
- History of academic difficulties, including diagnosed learning disability/issues and test anxiety.
- Failure to be proactive in seeking assistance (nursing course coordinator, course instructor, academic advisor, CLC, ATI remediation, etc.)

**Academic Advisement**

Academic advisors are assigned at the beginning at each semester. The student is responsible for acquiring their academic advisors’ name from the Becker College’s INSITE system. Advisors provide academic guidance in program related issues.

**Professional Organization**

The National Student Nurses’ Association (NSNA) is the professional organization of nursing students. The mission, in part, of NSNA and the Becker College chapter of the Student Nurses’ Association (BCSNA) is to bring together and mentor students preparing for initial licensure as registered nurses and to promote development of the skills that students will need as responsible and accountable members of the nursing profession. All students who are matriculated into the Becker College nursing programs (Associate of Science, prelicensure BSN, and RN to BSN) are eligible to join. All nursing students are welcomed to participate in BCSNA activities such as fundraising and community service. Please see [www.nsna.org](http://www.nsna.org) to join.
Fundraising by Nursing Students
All Nursing Department fund-raising done by nursing students must be in accordance with NSNA guidelines and Becker College policies. Therefore, all fund-raising efforts must first be cleared with the NSNA faculty representative for Becker College, and then the Director of the Nursing Department.

Student Liaison for Nursing Class
Students in each class will nominate liaison at the beginning of each semester. These student liaisons are welcomed and encouraged to present student business, on behalf of the entire class, related to the nursing program curriculum to the specific course coordinator. Student liaisons nominated will be appointed pending Becker College Department of Nursing faculty approval, e.g., good academic standing; demonstrates the standards of professional conduct.

Pinning Ceremony
Pinning Ceremony is provided by the Becker College Nursing Department. It occurs at the completion of the Nursing Program (ASN, prelicensure BSN, and RN to BSN). All pinning ceremony program activities will be determined and coordinated by the Becker College Department of Nursing Administration and Faculty, including but not limited to, the speakers, location, and music.

Students are eligible to participate in the pinning ceremony only when all requirements of the nursing major are satisfied. Student costs related to the Pinning Ceremony are nursing pin, uniform, cap, lamp, and flowers.

Classroom, Lab, and Clinical Policies
Students are expected to adhere to the Becker College policies. Any student dismissed from clinical or lab due to non-adherence will be required to make the time up at their expense.

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

Attendance Policies
“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 Policies at http://www.becker.edu/academics/academic-resources/academic-policies/)

Nursing course learning outcomes cannot be met successfully without completing assignments as scheduled. In the event of an absence, the nursing department will determine the requirements needed to meet the course learning outcomes. When a student misses one scheduled College lab, clinical practice, or clinical observation within the course, the student will be issued a warning/incomplete or withdrawal from the course may result. (See College Lab/Clinical Practice/Observation Attendance Policies section)

Nursing course learning outcomes cannot be met successfully without completing assignments as scheduled. A student who is absent 10% or more in a nursing course within the nursing program that includes theory/class, clinical lab, and clinical experience, WILL be withdrawn from the nursing program and given a grade of C- or grade earned, if grade lower at the time of dismissal. Absence from college lab and clinical experiences are considered when calculating the total amount of absence from a nursing course. Students are responsible for any missed course material; for example, lab content prior to clinical experience.

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 Department of Nursing at (508) 373-9755 or Becker College Operator.
  (Never leave an emergency message on anyone’s answering machine or voicemail.)

Class/Theory
1. Attendance at every scheduled nursing class is required. Any absence must be reported to the Course Coordinator AND Nursing Department at 508-373-9755 prior to the scheduled class.
2. Students are expected to sit for all exams/quizzes as scheduled. In the event of an absence due to unforeseen happenings or illness 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; failure to appropriately schedule and take a make-up exam will result in a grade of zero. Make-up exams are usually administered within 24 hours of student return to class or clinical. Scheduling of make-up exams are through the nursing course coordinator.

The content of a make-up nursing course exam will be the same as the scheduled exam; however the exam questions will be different.

The maximum grade that can be earned for a make-up examination is the minimum numerical pass grade for that particular nursing course. Students may submit a petition to the course coordinator within one week for a situational review by the Becker College Department of Nursing faculty to be awarded the grade earned.

College Lab/Clinical Practice/Observation
1. Attendance is required.
2. Lab and clinical sections are assigned and subject to change. Students may not be given their first choice.
3. Students may be asked to change an elective college class, if it conflicts with their clinical or lab assignment.
4. The student is placed on Department of Nursing Warning after an absence.
5. When a student is absent from clinical or lab within a twenty-four hour period prior to an exam, he/she will be required to make up the absence. The student will be required to pay Becker College for this clinical/lab makeup.
6. A notice for clinical make-up may be issued when clinical is canceled for unforeseen reasons; e.g., weather conditions.
7. In the event that a student must be absent from the scheduled college lab or clinical, the following steps should be taken prior to the absence:
   a. The student must call the Becker College Nursing Department (508) 373-9755 to report the absence to the nursing program. It is permissible for the student to leave a message on the nursing program answering machine.
   b. The student must call the college lab or clinical faculty; according to the individual faculty’s instructions.
   c. The course coordinator should be notified of the absence.
8. No call or No Show: Failure to notify the clinical instructor, coordinator, or department of an absence from a scheduled lab or clinical assignment will result in a clinical/lab warning. In the event of a second offense at any time during the nursing program, the student will be immediately withdrawn from attending scheduled clinical or lab experience pending Nursing Department evaluation. The outcome may result in remediation or termination from the course.
9. Students may be required to reimburse the college for a clinical or lab makeup at a rate of $10.00/hour. This includes absences resulting from dismissal for unpreparedness. Students will be billed individually and will pay in advance with a money order payable to Becker College, no personal check or cash will be accepted. Payments are to be submitted to the Becker College Nursing Department Administrative Assistant.

**Professional Conduct**

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

A nursing student will:

- Comply with the American Nursing Association (ANA) Standards of Nursing Practice (Appendix J).
- Student will address the nursing faculty and staff with the academic title; e.g. Dr. Jones; or surname, Ms. Jones; within the nursing program: e.g., lecture, clinical, and lab settings.
- Interact respectfully with patients, faculty, staff and peers.
- Provide 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 Department of Nursing Student Handbook.

Unprofessional behavior includes, but is not limited to:

- verbal and/or physical abuse
- bullying behavior as defined: [http://www.doe.mass.edu/bullying/#8](http://www.doe.mass.edu/bullying/#8)
- insubordination
- drugs or alcohol use
- behavior that threatens the safety of a patient, another student, a faculty member, or other health care provider
  Refer to [http://www.mass.gov/eohhs/docs/dph/quality/boards/good-moral-info.pdf](http://www.mass.gov/eohhs/docs/dph/quality/boards/good-moral-info.pdf) GOOD MORAL CHARACTER LICENSURE REQUIREMENT INFORMATION SHEET.

Becker College nursing students are expected to protect and maintain patient confidentiality at all times; e.g. Health Insurance Portability and Accountability Act (HIPPA). Nursing students will maintain high professional standards, including being physically, intellectually, emotionally, and academically prepared when caring for patients.

Students will act and communicate in a professional and respectful manner during enrollment in the Becker College Department of nursing program. Students will:

- utilize CANVAS and Becker College email accounts for all program communications.
- access CANVAS and the Becker College email system, at least on a daily basis, for any nursing program updates or communications.
- adhere to the Professional Conduct Standards as outlined above.
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.

Adhering to a dress code is essential because it promotes patient 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 Department 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 to a warning or course dismissal.

Becker College Department of Dress Code

1. **Clinical and College Lab Setting (Becker College Laboratory setting, hospital, nursing home, ambulatory care facilities, etc.):**
   - Uniform: Prelicensure Programs (ASN and BSN) Students must wear a clean and ironed Becker College Department of Nursing royal blue scrub with top, pants with pockets, and a Becker College school patch, on left shoulder, and name pin (first and last name and designation of student nurse S.N.); *order at Becker College bookstore.* A clean white ironed lab coat with school patch, on left shoulder, should be worn over scrub uniform, 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 only worn during Becker College Nursing Department of Nursing, nursing major experiences. During winter months students may wear a white cotton long sleeve shirt/top under royal blue scrub top.
   - RN to BSN Student Clinical Attire: The Independent Practicum I and Independent Practicum II course syllabi will detail the expected clinical attire and required accessories for the clinical practicum. The requirements for jewelry, tattoos/body art, fingernails, make-up, gum tobacco, and professional dress outlined below apply to the RN to BSN student. The clinical practicum site may stipulate other clinical attire requirements, which the student is expected to adhere to.
   - Shoes and Stockings: Students must wear clean and polished white shoes or leather sneakers and stockings. *Shoes that are not acceptable:* Cloth or mesh sneakers, canvas shoes, backless clog, Crocs, or open-toe shoes.
   - Accessories: Stethoscope and sphygmomanometer, watch with second hand, penlight, bandage scissors, Kelly clamp/forceps, 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 gauges, 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 and nail jewelry are prohibited as they may contribute to the transmission of infections. Clear polish is acceptable. A student who 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 allowed.
- **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.

2. **Clinical or College Laboratory Settings 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 professional 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 Becker College or clinical facility identification must be visible.

**Cellular Phone Usage**
Cellular phone, pictures, and texting is forbidden during clinical assignment. Electronic or cellular applications pertaining to nursing care assistance may be used with the permission of the students’ clinical faculty.

**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 nursing program. If the student removes any drugs from the clinical area or illegally obtains any legal or illicit drugs or alcohol; he/she 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 college.

**Clinical Assignments and Evaluation**
Throughout the nursing program, the nursing student will be involved in clinical settings; e.g., NURS1104, NURS1105, NURS2201, NURS2202, NURS2400, NURS3300, NURS3400, NURS3305, NURS3600, NURS4200, and NURS4901 all have a clinical component.

Students may not interface with their patient or other patients unless the Becker College Department of Nursing faculty member 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 the nursing faculty member has left for the day.

In regard to the clinical component of each course students should be aware of the following:

1. Clinical placements/sites are arranged by the Nursing Department.
2. Due to the large number of nursing programs in the Central Massachusetts area clinical experiences can take place from 6 am to 11 pm, including weekends. Shift lengths vary and may extend to 12 hours in certain clinical settings.
3. Clinical sites are typically within 25 mile radius of the Worcester campus (61 Sever Street); however from time to time it may be necessary for students to travel a greater distance for a clinical experience. Students are responsible for arranging their own transportation to and from the assigned clinical site.
4. Clinical assignments (day, time, and location) are developed by the course coordinator according to the availability of clinical sites, academic schedule of the student (enrollment in co-requisite nursing courses) and the learning needs of the student, as identified by their academic and clinical performance in the program to date.
5. The Nursing Department will not accept individual student requests or guarantee any student a particular day, time, or location for clinical placements.
6. Students are required to complete the on-line state wide Central Clinical Placement (CCP) nursing student orientation once per year. Students should print and keep a copy of their completion record with them during their clinical experiences.
Each student assumes the responsibility of being thoroughly prepared for his/her clinical assignment. The nursing faculty determining that a student’s preparation is not adequate for safe and effective practice, will issue a clinical warning, will cancel the student’s patient assignment, and will dismiss the student for the clinical day. Refer to Report of Unsafe or Unsatisfactory Clinical/College Lab Performance section.

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

Students are required to adhere to the published policies for clinical practice throughout the nursing program. Clinical adherence should include the following:

- 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.
- Abide by the ANA Standards of Professional Practice.

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 (Appendix K) must be brought to the clinical evaluation in every nursing course for the clinical instructor to evaluate.

**Medication Administration Policy**

Nursing students must demonstrate proficiency in mathematics/dosage calculation to qualify for medication administration. Students must pass a proficiency in mathematics/dosage calculation 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 Becker College catalog. General education courses must be taken either according to the curriculum plan sequence or in advance of the sequence as specified in the nursing program curriculum plan.

All pre and co-requisite courses and nursing courses must be taken as scheduled in the Becker College ASN, pre-licensure BSN program, and RN to BSN curriculum plans. Progression in nursing courses is denied when pre-requisites and/or co-requisites and scheduled nursing courses have not been completed. A student should not withdraw from 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 withdrawn from the nursing program. All sciences must be completed with a grade of “C” or better before consideration of readmission to the nursing program. A science course may only be retaken one time to achieve the minimum passing grade.
## Promotion and Progression in the Nursing Program

**Nursing Program Grading System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Final Grade</th>
<th>Minimum Semester GPA</th>
<th>Minimum Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td></td>
<td>77/C+ (or better)</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td></td>
<td>73 (C)</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td></td>
<td>70-72</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td></td>
<td>F Below 60</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td></td>
<td>60-62</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td></td>
<td>63-66</td>
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<tr>
<td>C+</td>
<td>73-76</td>
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<td>60-72</td>
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<tr>
<td>D</td>
<td>67-69</td>
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<tr>
<td>D+</td>
<td>63-66</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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</tbody>
</table>

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 minimum course grade of 77/C+ (or better) in the theory component of each nursing course.
      i. A minimum final nursing course grade of 77 (C+) in order to pass the course successfully and complete the nursing program.
      ii. In the event that a student does not achieve a grade of 77 (C+) or above, the student will be deemed to have failed the course.
      iii. In the event that a student fails the clinical component in any of the nursing courses, the student will receive a grade of 73 (C) or, if the theory grade earned is lower than a 73 (C), then that grade will be submitted as the nursing course grade for the entire course.
      iv. If a student fails a nursing course, removal from the major of nursing will take place. (Refer to section: Readmission to Nursing Program).
   d. pass the proficiency in mathematics/dosage calculation for medication administration competency exam with a grade of 85% or better as part of NURS1104, NURS1105, NURS2201, NURS2202, NURS2400, NURS3300, NURS3400, NURS3305, NURS3600, NURS4200, and NURS4901 (Refer to Appendix A).
   e. successfully pass medication administration and lab competencies for all courses.
   f. Additional Pre-licensure BSN promotion and progression requirements can be found on pages 13-14.

2. In all nursing courses there is no provision for a retake on any exam including the final.
Assessment Technologies Institute, Inc./ATI Nursing Education (ATI) Policies

The Nursing Department partners with Assessment Technologies Institute ® LLC/ATI Nursing Education to assist students with acquiring critical reasoning skills and nursing content knowledge essential for nursing program and NCLEX-RN success.

ATI review modules (textbooks), online learning activities and practice, targeted and predictor exams are incorporated into the nursing curriculum. Through the use of ATI educational materials, students’ knowledge and critical reasoning skills are strengthened. Both ATI practice and proctored exams are used to evaluate students’ progress at identified intervals in the nursing program.

All students in Becker College pre-licensure nursing programs (ASN and pre-licensure BSN) will participate in the ATI testing, active learning, and remediation opportunities. The ATI online resources are assigned to Becker College students only; students are not permitted to share ATI log on codes and passwords with anyone (See Academic Honesty section in the Becker College Department of Nursing Student Handbook).

ATI Course Exams

Proctored Exams

Online, proctored ATI Content Mastery exams will be administered throughout the nursing program. Students should strive to achieve a minimum grade of Level 2 in all ATI Content Mastery Proctored Exams, because this proficiency level correlates with NCLEX-RN success.

In nursing courses that administer ATI Content Mastery Exams, the nursing course syllabus will identify the exams that will be utilized as benchmark exams for program progression and/or count as a course exam grade. (See Proctored Benchmarked Exam section) **No more than 10% of the total final grade in a single nursing course will be earned from ATI Content Mastery exams (equivalent to one course interval exam grade).**

The course exam grade earned for any ATI Content Mastery Proctored Exam will be based upon the proficiency level achieved. The Proficiency Level achieved on the first exam attempt will be used as the course exam grade. Retake exam scores will not be used as a course exam grade.

- **Proficiency Level 3:** ATI exam grade 95%
- **Proficiency Level 2:** ATI exam grade 85%
- **Proficiency Level 1:** ATI exam grade 77%
- **Below Proficiency Level 1:** ATI exam grade 60%

A. Non-Benchmarked Exams

Proctored Non-Benchmarked Exams may be assigned in any nursing course. Students scoring below a Level 2 on the proctored/non-benchmarked exam may be required to complete an assigned active learning assignment, prescribed remediation plan, and/or retake the exam to measure the effectiveness of the remediation.
B. Proctored Benchmarked Exams

ATI Content Mastery or Comprehensive proctored exams will be used in select nursing courses to determine eligibility for progression or program completion. When ATI Content Mastery or Comprehensive proctored exams are used for this purpose the following policy applies:

1. To be eligible for course progression or program completion, the student must achieve a minimum benchmark score on the course specific ATI proctored exam(s). The course syllabus will detail the course specific ATI proctored exam(s) and the minimum benchmark score that must be achieved. Students will have only two attempts to achieve the minimum benchmark score on the course specific ATI proctored exam(s). The nursing course syllabus will detail the scheduled dates for the required ATI proctored exam(s).

2. Students who DO NOT meet or exceed the minimum benchmark score on the course specific ATI Content Mastery or Comprehensive proctored exam(s), before the final course exam will fail and will be withdrawn from the course and not be allowed to take the final exam. Then, the student will receive a nursing course grade of 73/C or the theory grade earned if lower than a 73/C.

ATI Course Assignments

Practice/Targeted Exams and Tutorials

Practice/targeted exams and tutorials are assigned to augment classroom, lab, and clinical learning. Through appropriate use of these assignments students gain knowledge, strengthen critical reasoning skills, and gain confidence in answering NCLEX-style questions. Each nursing course syllabus will identify the course specific assignments and deadlines for completing each assignment.

Each semester, in most nursing courses, students will be assigned ATI practice/targeted exams and/or tutorials to complete. The individual course syllabus will detail the specific assignments, including the due date for assignment completion. Students who adhere to the course assignment schedule and guidelines may earn an additional 3 points that would be applied to the final earned passing course grade. To be awarded points the student must meet all of the published criteria (See Nursing Program Grading: Point Awards for ATI Practice/Targeted Exams and Tutorials).

Nursing Program ATI Grading: Point Awards for ATI Practice/Targeted Exams and Tutorials

1. Assignments are graded on a pass fail basis. Students must complete all of the ATI assignments and achieve the benchmark scores on the practice and proctored exams as detailed previously in this policy.

2. To be eligible to receive three additional points for completing the ATI assignments per the requirements listed below, the student must have earned a passing final course grade of 77% or higher. The ATI assignment completion points WILL NOT be added to a student’s final course grade to raise a failing final course grade to a passing grade. Three (3) additional points will be added to the earned passing final course grade for students who meet all of the following criteria, plus any additional course requirements that would be published on the course syllabus. The student must have:

   A. Adhered to the assigned Practice/Targeted exam schedule and spend the appropriate amount on time on the initial attempt for each assigned Practice/Targeted exam or Tutorial. The appropriate amount of time is approximately 45 to 60 seconds per question. Individual student time spent answering exam questions will be validated during the semester.
B. Achieved or exceeded the minimum benchmark score on the assigned Practice/Targeted exams or Tutorials on or before the published deadlines.
   - The deadlines are clearly published on the nursing course syllabus; students are responsible for time management and assignment completion by the published deadline.
   - Any assignment completed after the time published on the course syllabus is considered late. The student will not be able to achieve the 3 points.
   - Students should NOT wait to complete assignments until the last minute; one minute late is passed the deadline and will not count as meeting the course requirement.

C. Achieved or exceeded the minimum nursing course published benchmark score on the required ATI RN benchmarked Proctored exam(s).

D. Received a nursing course final exam grade of 77% or higher.

E. Achieved an earned passing final course grade of 77% or higher.

Remediation and Active Learning Activities for Proctored and Non-Proctored ATI Exams

Every student regardless of their level of performance on the ATI proctored and non-proctored exams should take advantage of the available ATI remediation and active learning activities. It is highly recommended that every student:

1. Create and complete a focused, individualized remediation/review plan following the first attempt on every ATI practice exam. This does not have to be submitted, but should be retained for personal use in the student's portfolio. The focused review is an online program that links you directly to ATI online resources, including the textbook (review module). The online version of the ATI textbook has media supplements that are not contained in the print version of the textbook. The media supplements are videos, charts, or pictures that reinforce content.

2. Print the report for the proctored or non-proctored (targeted) exam and look in the topics to review section for the chapter in the ATI review module (textbook) where the review content is located. Students have access to all of the ATI review modules on the ATI website. (www.atitesting.com)

3. Retake assigned non-proctored exams, once the rationales are opened to students in the course. The exam should be reviewed, question by question, rationales for EVERY available answer to EVERY question. This will reinforce content and critical reasoning.

4. Complete appropriate ATI Active Learning Templates for topics needing review. (See grading rubric for ATI point award.)

5. Wait a minimum of 24 hours, to work on remediation prior to retaking an assigned ATI practice exam.

6. Use the Nurse Logic 2.0 and Nurse Learning System RN tutorials to strengthen knowledge, critical reasoning, and test-taking skills.
Nursing Course Exams

1. All nursing information included on the course syllabus and assigned textbook content is testable on all nursing exams.

2. Nursing exams will be administered under NCLEX like testing conditions. This requires that the student present a valid identification photo upon request; and have only the exam, Scantron answer key, and #2 pencils on the desk. If permitted, only a Becker College calculator may be used. All personal belongings, except #2 pencils, will be removed from student’s testing area (e.g., book bags, hats, turned off cell phones, food, beverage, and gum); however, these items will be in view of the student.

3. For test security and integrity, nursing final exams will not be reviewed with any students.

4. Exam content discussion should only take place with the Nursing Course Coordinator or their designee. Otherwise, this violates academic honesty and dismissal from the program may result (Refer to academic honesty section).

5. The answer indicated on the Scantron card is used in the event there is a conflict on the written exam.

6. Accessing and utilizing publishing company instructor test banks to prepare for nursing course exams is considered to be a violation of academic honesty. This will result in an exam grade of zero, with no exam make-up and may result in dismissal from the nursing program.

7. To familiarize yourself with the current NCLEX examination candidate rules please access the NCSBN website: https://www.ncsbn.org/2013_NCLEX_RN_Detailed_Test_Plan_Candidate.pdf

Nursing Course Exam Review Policy

All Becker College nursing program exam questions are the copyrighted property of the Becker College Nursing Department. The removal or attempt to remove questions or other assessment material from the exam, under any means, is forbidden. Students may not copy, reproduce, record, distribute, or disclose exam questions by any means, in whole or in part. A violation of this type will result in a loss of 5 points from the exam grade and may result in dismissal from the nursing program.

Exam content discussion should only take place with the Nursing Course Coordinator or their designee under specified conditions, e.g. scheduled face to face. Discussion of exams or exam questions by students in any other venue is prohibited and will result in sanctions (see previous paragraph). Examples of prohibited discussion of exams and exam questions includes, but is not limited to, discussion with other students or nursing program faculty in the college lab, clinical setting, or other any other setting. Students may submit requests for content clarification via email to the nursing course coordinator; however, students should expect that responses will be via face to face discussion.

Clinical Failure Guidelines

All students must achieve passing status in the clinical component of nursing courses containing a clinical component. The criteria for achieving passing clinical and lab grade are detailed in the nurse course syllabus.

In the event that a student fails the clinical component in any of the nursing courses, the student will receive a grade of 73/C for the entire course. However, if their theory grade earned is lower than 73/C, then that grade earned is submitted.

Unsafe Clinical Practice

The Nursing Department is responsible for preparing students who are competent in safe nursing practice to protect the health of individuals and the community. It is within this context that students are disciplined or dismissed from the program for unsafe practice or unsafe behavior that threatens or has the potential to threaten the safety of others.
Unsafe clinical performance may include, but is not limited to the following behaviors exhibited by the student:

a. Failure to meet the learning outcomes set for the course in which s/he is enrolled.
b. Failure to meet the responsibilities related to Clinical/College laboratory experience.
c. Failure to be emotionally, physically, and mentally prepared to provide safe and effective patient care.
d. Failure to prepare for clinical assignments by not obtaining sufficient data as to patient’s diagnosis, needs, and nursing care.
e. Failure to submit the required assigned paperwork (e.g., daily management of care, clinical prep sheets, care plans) by the assigned due dates.
f. Failure to accurately assess, determine significance of, and/or promptly report changes in patient’s physical and/or emotional status to appropriate resource people.
g. Failure to provide nursing care, which may be required to stabilize a patient’s condition or prevent complications, congruent with knowledge base derived from previous and current learning.
h. Failure to provide clear, accurate, and complete written or electronic documentation regarding a patient’s condition, treatment, and nursing care according to the agency policy.
i. Administration of medications without faculty supervision. All faculty are required to directly supervise students during the entire medication process (preparing, administering, and documenting).
j. Failure to administer a treatment in a safe, responsible manner.
k. Failure to demonstrate the application of previously learned skills, knowledge and principles in providing nursing care.
l. Practices below or beyond educational level, experience, or responsibilities within the role of the student nurse.
m. Abandonment of the patient.
n. Failure to maintain patient confidentiality.

1. Results of Unsafe Clinical Practice

When a student’s performance in the clinical/college lab experience is judged to be unsafe, 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 situation. A student may be removed from a clinical area immediately if, in the professional judgment of a faculty member, the student has demonstrated unsafe practice in a clinical area.

The supervising faculty member will thereafter issue a written clinical warning, using the form attached as Appendix H, which will be placed in the student’s file and promptly provided to the Director of Nursing and Course Coordinator. The supervising faculty member(s) and student will then meet, at which time the supervising faculty member will present the written warning and the student present his or her defense. The Director may thereafter schedule an appointment to meet with the student and involved faculty member.

Depending upon the severity of the situation, Becker College may issue one of the following determinations:

a. Recommendation that the student continue in the program pursuant to a written action plan. The written action plan will delineate specific responsibilities for the student to achieve and will include support/remediation and a time frame for the improvement necessary to assist the student toward a successful outcome of the clinical experience. The student must take responsibility for his/her future actions and must meet with his/her advisor on a regular basis. The student must meet the expense of additional clinical supervision. 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 has not shown improvement at the time of re-evaluation, the student may be required to complete additional remediation or may be dismissed from the program.
becker college department of nursing student handbook

2. Reinstatement Following a Clinical Failure
   a. When a student fails the clinical component within a 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 a determination as deemed appropriate in collaboration with the full time faculty.

Dismissal and Withdrawal from the Nursing Program
A student who fails to demonstrate performance or behaviors consistent with Becker College policies, professional nursing and/or good moral character as defined by the Massachusetts Board of Registration in Nursing (BORN) 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 of the Nursing Program.

Dismissals may be appealed pursuant to the Grade Appeal Process, set forth herein.

Voluntary Withdrawal
1. Individual Course or College Withdrawal
   Refer to Becker College course catalog [http://www.becker.edu/academics/academic-resources/course-catalog/]

2. Nursing Program Withdrawal
   Any student withdrawing from a nursing course or the nursing program must notify the nursing course coordinator and the Director of the Nursing Department. The student must submit in writing his/her intention to withdraw and complete the required paperwork for the Registrars’ Office. Students requesting readmission to the program must submit a letter of request to the Director of the Nursing Program within one year of their withdrawal from the program.

3. Withdrawal from a nursing course at any time is considered a separation from the nursing program. If the course grade at the time of withdrawal is below passing standard, the grade recorded will be a WF and it counts as a separation or repeat of a nursing course.

4. Refer to, Readmission to the Nursing Program Following Separation from Program, Including Nursing Course Failure (in this handbook).

Grade Appeal Process
The student grade appeal process is defined in the Becker College Academic Policies [http://www.becker.edu/academics/academic-resources/academic-policies/grade-appeals]. The process begins with the student’s written request for a review of his/her issue for appeal; within three days of issue of incident: in the following order: Nursing Course Coordinator, Director of Nursing Program, Student Affairs Committee Chairperson, and then the Vice President of Academic Affairs. Students should not proceed to the next step until a response has been received.
Complaint/Grievance Process (Non Grade-Related)
The Becker College Nursing Department is committed to resolving student complaints and grievances in a timely manner. A non-grade-related complaint or grievance should be presented in writing within three days of the issue to the Nursing Course Coordinator. Within three days of receipt of the Nursing Coordinator’s response, the complaint or grievance may be presented in writing to the Director of Nursing Department for further review. Within three days of the Director of Nursing Department’s response, the complaint or grievance may be presented in writing to the Vice President of Academic Affairs for further review and a final determination.

Readmission to the Nursing Program Following Separation from Program, Including Nursing Course Failure:
1. Students who have separated/withdrawn for any reason from the nursing program must petition the Director of Nursing for readmission to the program. Readmission to the nursing program is not guaranteed.
2. A formal letter of intent for readmission must be sent to the Director of Nursing. Readmission is a formal process that requires consideration by the Director of Nursing with the input of the Nursing Department Faculty.
3. A failure/separation includes, but is not limited to, when a student has received a grade of WF, has an unsuccessful/failing grade at the time of withdrawal, a clinical warning. Readmission is not granted when the student has failed to progress in two nursing courses. A separation from the nursing program is considered as a failure to progress in a nursing course.
4. A separation from the nursing program includes any break in progression, including but not limited to course withdrawal (with a passing or failing grade), sitting out a semester for personal or health reasons, and inability to progress due to failure in or failure to complete a co-requisite course.
5. Readmission to the nursing program is not automatic; it depends upon space availability and requires the candidate’s active participation. Active participation includes, but is not limited to, readmission testing and prescribed remediation sessions and/or assignments. There will be a monetary fee payable to Becker College for the readmission testing.
6. Any student who withdraws from the program for any reason must comply with the readmission requirements. The successful completion of all mandated academic achievements as determined by the Director of Nursing and full time nursing faculty must occur within the established timeframes. Students who are unsuccessful with meeting the stated readmission requirements and completion dates will not be granted re-entry into the nursing program.
7. 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 or pass a competency exam (Refer to step #10).
8. Readmission is strongly recommended within (1) calendar year from the last nursing course taken.
9. Students granted readmission to the nursing program must have successfully completed all science courses with a minimum grade of C or better, with only one allowed retake to achieve the minimum grade, along with any other requirements specified by the Director of Nursing.
10. Readmitted students will be required to complete the nursing program curriculum plan in place at the time of re-entry, as well as abide by the nursing program policies in effect at that time. In the event of a nursing curriculum change, additional testing to determine the need to repeat any nursing course(s) in which the student has received a passing course grade would be required.
Student Health Information

**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 are necessary for participation in a nursing program. See Appendix F for the specific sensory, psychomotor, and affective skills needed by the nursing student on pages 45-46.
Refer to CORI/SORI and Drug Testing Information on Pages 19-20.
Refer to CPR Certification Requirements Information on Page 39.

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

**Students are not eligible for participation in the Nursing Program without documentation of required health and immunization requirements (see below). The Student Health Record must be completed and submitted to Student Health Services prior to entry to the college. No record = No clearance for classes or clinical.**

- Massachusetts State Law requires that all Health Science students have a completed health form on file in the Student Health Office prior to the start of classes.
- Any change in medical/health status must be reported to Student Health Services. Medical documentation must be provided that clearly identifies student limitations/restrictions and their ability to participate in all program activities. Examples of change in health status may include, but is not limited to: any physical injury that requires splint/brace/cast/sling, major illness, psychiatric instability, communicable disease, and pregnancy/delivery. Please notify Student Health Services for an individual consultation.
- Significant changes in health status may affect the student’s ability to perform clinical functions. If determined that student or patient safety may be compromised, the student will be excluded from the clinical area until cleared by their healthcare provider. Clinical agencies will be consulted, as needed, to determine if student can participate in clinical assignments. The inability to participate in clinical assignments may result in withdrawal from the nursing program.
- A physical exam documented less than one year before entering the college. Information submitted must include a medical clearance statement that allows participation in nursing program without restriction.
- Immunization against Measles, Mumps, Rubella #1 and #2 and/or titers.
- Varicella = chicken pox: 2 doses of vaccine and/or titer.
- A Tetanus, Diphtheria & Pertussis (Tdap) vaccine is REQUIRED for all nursing students with Td boosters every 10 years.
- Hepatitis B series of 3 inoculations (first 2 must be one month apart and the last does 6 months from the 1st dose). Proof of a (+) HepB IGG surface antibody is REQUIRED.
- Two-step Tuberculin Skin Test (TST) (2 separate skin tests at least three weeks apart) followed by ONE skin test each year. If (+) skin test; copy of a negative chest x-ray report less than 1 year ago is REQUIRED.
- A seasonal flu vaccine is required EVERY year. Students with past history of flu vaccine allergy must provide medical verification to Student Health Services.
- Meningitis vaccine recommended, must provide copy of signed waiver if declined.

**Documents may be faxed to Student Health Services at 508-892-9917 OR Scanned and emailed to nurse@becker.edu.**
Students are required to maintain his/her own copy of the Student Health Record and other requirements for their portfolio. Clinical sites require proof of student health and immunization status. This information is provided to affiliating clinical agencies before clinical clearance is granted.

If at any time the nursing faculty determines that a student’s physical or mental ability may interfere with safe clinical performance, the student will not be allowed to remain in the clinical area. The Nursing Program Director will be notified and the future status of the student will be administratively determined.

**Latex Allergy 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.

The responsibility of understanding the risks associated with exposure to latex during a clinical education, even when reasonable precautions are made lies with the student who has the latex sensitivity.

All students 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, students must take the following steps and understand the following formation:

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.

Although the department has made an effort to eliminate as much latex as possible, **the Nursing Skills Lab is not a latex-free environment; therefore, the risk of exposure to latex cannot be eliminated. Becker College cannot guarantee a latex free environment during clinical rotations. Students must release and hold harmless Becker College and all clinical agencies from the liability of exposure to latex.**

Students may elect to withdraw from the nursing program due to a latex allergy or sensitivity.

Students must execute the Latex Allergy Release at Appendix G.
Body Fluid Exposure Policy at Becker 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.
4. Should exposure occur at the clinical setting, after the initial first aid is completed, the student should ensure that the Becker College clinical instructor is notified for hospital policy to be followed.
5. An Incident Report by the student and assigned instructor needs to be completed for the Becker College nursing department.

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.

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 Certification Requirements
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. An American Heart Association Basic Life Support for Healthcare providers CPR certificate, valid through the students anticipated program completion date is required. This certificate must be submitted to the administrative assistant of the Nursing Department prior to the first scheduled class day in the nursing program.

Prelicensure Nursing Students’ (ASN and Prelicensure BSN) End of Program Requirements
1. The ATI review course is required after completion of the nursing program.
2. Completion of all graduation requirements as outlined in the Becker College Academic Catalog.
3. Student payment of licensing fee required of the Board of Registration in Nursing as part of the NCLEX-RN application process.
4. Student payment to the Professional Credential Services (PCS) fee that is required for the administration of the NCLEX-RN examination. https://www.pcshq.com/?page=health,MA-examination
5. Becker College Nursing Department supports NCLEX-RN success; however, if a student is not successful or the re-examination is over a one-year timeframe, the Director of Nursing may require an NCLEX review course.
APPENDICES

Appendix A: Student Medication Administration Policy

Policy
A mathematics/dosage for medication competency exam calculation/math proficiency test will be administered to all nursing students that have a clinical component (NURS1104, NURS1105, NURS2201, NURS2202, NURS2400, NURS3300, NURS3400, NURS3305, NURS3600, NURS4200, and NURS4901). The test will be at the beginning of the nursing course or prior to the students’ clinical experience. This test will include previously learned knowledge and mathematical skills applied to the medication administration process and dosage calculation. Students shall have a maximum of three attempts to pass the proficiency in mathematics for medication administration exam.

Procedure
1. The proficiency in mathematics for medication administration exam will be given on the first day of each semester for NURS1105, NURS2201, and NURS2202, NURS3300, NURS3400, NURS3305, NURS3600, NURS4200, and NURS4901) and prior to the students’ clinical experience in NURS1104 and NURS2400. In order to pass the test, a minimum grade of 85% must be achieved. The student who fails to attain an 85% should complete remedial work, i.e., ATI Dosage and Calculations Tutorial in preparation for the second attempt.

2. The second attempt will be given one week after the first attempt. The student who does not achieve an 85% or above on the second attempt should continue remediation to improve their math/dosage calculation skills in preparation for the third and final examination.

3. The third and final attempt will be given one week after administration of the second attempt. The student must achieve a score of 85% or better to successfully pass. A failure in the third attempt will result in the inability to provide safe practice and administer medications in the clinical area. This inability to provide safe practice (NURS1104 and NURS2400) or administer medications in the clinical setting (NURS1105, NURS2201, NURS2202, NURS3300, NURS3400, NURS3305, NURS3600, NURS4200, and NURS4901) will result in a clinical failure and may lead to dismissal from the nursing program.
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 learning outcomes:

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 unsafe 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. apical 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
   l. failure to reassess effect of pain medication according to safe practice and facility guidelines
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: Medication Error Report Form

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 DIRECTOR AND COURSE COORDINATOR
Appendix D: School Cancellation Policy

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 decision to cancel classes will be made by 6:30 a.m. The decision to cancel evening classes will be made by 3:00 p.m. Class delay, cancellation, or early closing is announced on the College LMS website, by voicemail and on the local radio and television stations listed below. Students and staff members are responsible for checking the College website and LMS website (Canvas) or listening to announcements on local radio stations:

<table>
<thead>
<tr>
<th>AM Radio Stations</th>
<th>FM Radio Stations</th>
<th>Television Stations</th>
</tr>
</thead>
<tbody>
<tr>
<td>WTAG 580 AM</td>
<td>WSRS 96.1 FM</td>
<td>WBZ Channel 4</td>
</tr>
<tr>
<td>WBZ 1030 AM</td>
<td>WORC 98.9 FM</td>
<td>WCVB Channel 5</td>
</tr>
<tr>
<td>WORC 1310 AM</td>
<td>WXLO 104.5 FM</td>
<td>WHDH Channel 7</td>
</tr>
</tbody>
</table>

Calling the College’s main telephone number for the recorded message is generally, the earliest form of notification. The numbers to call are listed below:

- (508) 373-9599 – direct
- (508) 791-9241; option #7 – automated system
- (877) 523-2537; option #7 – toll free

http://www.becker.edu/academics/academic-resources/academic-policies/school-class-cancellations-delays/
Appendix E: Inclement Weather and Clinical/Lab Attendance Policy

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 with a make-up day required.

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 (i.e., oxygen, suction, IVs, etc.)
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 (Refer to Collaborative Learning Center requirements).

Policy Reviewed 8/07/12
Appendix G: Latex Allergy Release

I have read and understand the Becker College School of Nursing Policy on Latex Allergy, and my questions have been answered. I agree to follow the recommendation outlined above. I understand my risk of exposure to latex as a Nursing student cannot be eliminated as Becker College and its clinical agencies are not latex free environments. I agree to release and hold harmless Becker College and all clinical agencies from liability of exposure to latex.

I have read and understand the Becker College School of Nursing Policy on Latex Allergy, and my questions and concerns have been answered. I wish to discontinue my education in the Nursing Education Department at Becker College. I will speak with an advisor about re-evaluating my education program and career goals.

______________________________            ________________________
Student Signature                Date

Policy Reviewed 7/09/2012
Appendix H: Unsafe Clinical/College Laboratory Performance Form

When a student’s performance in some aspect(s) of clinical/college laboratory experience is judged to be unsafe, 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 situation.

Summary of Incident

Corrective Action Plan with timeline: (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 Completed Form to Nursing Department  ATTN: Director of Nursing at 508-849-5213
Appendix I: American Nurses Association (ANA) Standards of Nursing Practice

All nursing students will maintain professional conduct consistent with the American Nursing Association (2010) six Standards of Nursing Practice and the ten Standards of Professional Practice as defined in the American Nurses Association (2010) Nursing: Scope and Standards of Practice, Silver Spring, MD.

The Standards of Practice

**Assessment**

The registered nurse collects comprehensive data pertinent to the patient’s healthcare consumer’s health and/or the situation.

**Diagnosis**

The registered nurse analyzes the assessment data to determine the diagnoses or issues.

**Outcome Identification**

The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

**Planning**

The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

**Implementation**

The registered nurse implements the identified plan.

**Coordination of Care:** The registered nurse coordinates care delivery.

**Health Teaching & Health Promotion:** The registered nurse employs strategies to promote health and a safe environment.

**Consultation:** The graduate-level prepared specialty nurse or advanced practice registered nurse provides consultation to influence the identified plan, enhance the abilities of others, and effect change.

**Prescriptive Authority & Treatment:** The advanced practice registered nurse uses prescriptive authority, procedures, referrals, treatments, and therapies in accordance with state and federal laws and regulations.

**Evaluation**

The registered nurse evaluates progress toward attainment of outcomes.

The Standards of Professional Performance:

**Ethics:**

The registered nurse practices ethically.

**Education:**

The registered nurse attains knowledge and competence that reflects current nursing practice.

**Evidence-Based Practice & Research:**

The registered nurse integrates evidence and research findings into practice.

**Quality of Practice:**

The registered nurse contributes to quality nursing practice.

**Communication:**

The registered nurse communicates effectively in all areas of practice.

**Leadership:**

The registered nurse demonstrates leadership in the professional practice setting and the profession.

**Collaboration:**

The registered nurse collaborates with healthcare consumer, family, and others in the conduct of nursing practice.

**Professional Practice Evaluation:**

The registered nurse evaluates her or his own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.

**Resource Utilization:**

The registered nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.

**Environmental Health**

The registered nurse practices in an environmentally safe and healthy manner.
Appendix J: Portfolio Guidelines

Portfolio notebooks provide nursing students with an opportunity to display their written professional work. The portfolio charts the progress of a student’s clinical experiences as well as their professional insights through journal writing. **Portfolios must be presented at the clinical evaluation session with clinical faculty member for review as part of the evaluation process.**

The following are required assignments to be included in the portfolio. Dividers should be purchased to organize the varied categories. The portfolio needs to be presented to the faculty at mid and end of semester as a part of the evaluation process. A three-ringed notebook should be purchased large enough to accommodate the following data. Journal entries should contain notations on personal insights, goals and meeting clinical learning outcomes.

**Nursing 1103/1104**
- Copies of CPR, sealed physical exam and immunization records including PPD testing.
- Written, typed assignment briefly describing significant life events prior to entering nursing school. “Why I want to become a nurse”.
- Becker College Clinical Skills Booklet.
- All medication sheets from class and clinical.
- All journals entries for each clinical day.
- All Daily Management of Care sheets.
- All Clinical Nursing Care Plans.
- Copies of ATI non-proctored exams, remediation, active learning, and grade reports.
- Completed Self-Evaluation Clinical Tool.

**Nursing 1105**
- Updated health information. (Copies of CPR, sealed physical exam and immunization records including PPD testing).
- Becker College Clinical Skills Booklet
- Two care plans with process recording per semester.
- All Clinical Prep Sheets, Daily Management of Care Sheets, and Reflective Question Sheets.
- All clinical journal entries for each clinical day.
- Updated clinical skills booklet.
- Copies of ATI Targeted exams, remediation, active learning, and grade reports.
- Completed Self-Evaluation Clinical Tool.

**Nursing 2201**
- Updated health information. (Copies of CPR, sealed physical exam and immunization records including PPD testing).
- Becker College Clinical Skills Booklet
- Two care plans with process recording per semester.
- All Clinical Prep Sheets, Daily Management of Care Sheets, and Reflective Question Sheets.
- All clinical journal entries for each clinical day
- Pediatric & Community Clinical Assignments.
- Updated clinical skills booklet.
- Copies of ATI Targeted exams, remediation, active learning, and grade reports.
- Completed Self-Evaluation Clinical Tool.
Nursing 2202
- Updated health information. (Copies of CPR, sealed physical exam and immunization records including PPD testing).
- Becker College Clinical Skills Booklet
- Observational experience assignments (AA, Free Clinic paper, etc.).
- All Clinical Prep Sheets and Daily Management of Care Sheets
- Maternal assessment.
- Infant assessment.
- Psych/process recording assignment.
- All clinical journal entries for each clinical day.
- One med/surgical care plan with process recording.
- Updated clinical skills booklet.
- Copies of ATI Targeted exams, remediation, active learning, and grade reports.
- Completed Self-Evaluation Clinical Tool, for each clinical rotation (Maternal-Newborn, Medical-Surgical/Management, and Psychiatric/Mental Health).

Nursing 2205
- Letter of Inquiry
- Resume/CV
Appendix K: Student Handbook Policy Agreement

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 Nursing Student Handbook

Student Name: ________________________________________________

PRINT NAME

Student Signature: _____________________________________________

Date: ________________________________________________________