



2024-2025
Catherine McAuley School of Nursing
Student Handbook

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Non-Discriminatory Information

Trocaire College does not discriminate in admission, employment, in the administration of its educational policies, scholarship and loan programs, and other institutionally administered programs, on the basis of an individual's actual or perceived, race, color, creed, religion, religious practice, national origin, ethnic group, sex, gender identity, sexual orientation, political affiliation, age, marital status, military status, veterans status, disability, domestic violence victim status, genetic information or any other basis prohibited by New York state and/or federal non-discrimination laws. Retaliation against an individual because he or she made a complaint, testified or participated in any manner in an investigation or proceeding relative to such complaint will not be tolerated and is unlawful under Civil Rights laws.

The Catherine McAuley School of Nursing reserves the right to amend, alter, change or modify the provisions of this handbook at any time and in any manner the Catherine McAuley School of Nursing program or administration deems is the best interest of the college and its students.

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Introduction

All students will be bound by the procedures described in the most recent edition of the Catherine McAuley School of Nursing Policy and Procedure Manual, in addition to those described in the College Student Handbook, Course Catalog, and course specific syllabi. Included policies and procedures are subject to change based on the needs of the College and the program.

All students engaged in school-related activities at off-campus locations are bound by the policies, agreements, or other stipulations set forth by the partner site in addition to those set by the nursing program and the College.

The Catherine McAuley School of Nursing and Trocaire College reserve the right to implement additional policies or to modify any of the policies stated herein if warranted, and will notify students, in writing by way of Trocaire College email and/or Trocaire College Blackboard sites.

Department Mission and Goals

It is the belief of the Catherine McAuley School of Nursing program that a safe work/school environment promotes physical and psychological wellbeing. It is our policy to promote a learning and work environment that is positive, healthy, and free from hostility and abuse, verbal or physical.

Curriculum Framework

The curricular framework for the Associate in Applied Science, Nursing (AAS) and the Practical Nursing Certificate (PN) programs integrate information from simple to complex. Maslow's Hierarchy of needs assists in prioritization of client planning and care. The Bachelor of Science, Nursing (BS, Nursing) program focuses on health promotion, technology, safety and quality, and research within the healthcare community.

As students advance within the program, so does their ability to critically think and apply important nursing information. An emphasis on the application of critical thinking is incorporated within all courses. Each semester builds on the content of the previous semesters and course work, including that of the sciences and humanities. Within each clinical course, the nurse's role in hospital and community-based settings is explored and examined. Active student engagement and participation is paramount to success within the program.

The incorporation of General Education competencies ensures nursing students have been exposed to a foundation in communication, reasoning, culture, ethics, and problem solving. The placement and rationale for the selection of specific general education courses evolves from the College's Mission and Vision Statements.

General Education Core Learning Outcomes

All students completing the General Education Core courses are expected to have achieved the following learning objectives:

- Comprehend and articulate effectively through oral communication.
- Comprehend and articulate effectively through written communication.
- Analyze, evaluate, synthesize and apply information and ideas.
- Appreciate diverse cultural and ethical perspectives and experiences.
- Interpret quantitative information, solve problems using statistical or arithmetical methods and communicate information verbally, numerically or graphically.

- Use processes, procedures, data, or evidence to solve problems and make effective decisions, and draw conclusions.
- Identify need for and evaluate information using it critically, legally and ethically to solve problems.
- Utilize, select and apply contemporary forms of technology to solve problems or compile information.

End of Program Learning Outcomes- Spring 2025 Cohort Start

Practical Nursing Certificate

At the completion of this program, the student will be able to:

1. Coordinate a client plan of care utilizing the Clinical Judgement Model to safely meet the physical, psychosocial, cultural, spiritual, social determinants of health, and Maslow's Hierarchy of Needs across the life cycle in a variety of health care settings.
2. Apply critical thinking and the Clinical Judgement Model to contribute to solutions to individualized care while assuring accurate and safe nursing care, which moves the client towards positive outcomes across the life cycle.
3. Engage in the pursuit of knowledge, self-reflection, and life-long learning by incorporating pertinent data that leads to evidence-based practice to improve care across the life cycle in a variety of health care settings.
4. Exemplify caring attitudes, behaviors, therapeutic communication, functional competence, safety, ethics, and the professional scope of practice of the practical nurse to clients across the life cycle in a variety of health care settings.
5. Collect pertinent data on clients across the life cycle to engage in critical thinking and decision making in the coordination of client care.
6. Incorporate the principles to safe medication administration while monitor client care outcomes.

Associate in Applied Science, Nursing

At the end of the program, the student will be able to:

1. Develop a client concept map of care utilizing the Clinical Judgement Model to safely meet the physical, psychological, cultural, spiritual, social determinants of health, across the life cycle in a variety of health care settings.
2. Apply critical thinking and the Clinical Judgement Model to rationalize solutions to assure safe nursing care, while moving the client towards positive outcomes across the life cycle.
3. Engage in the pursuit of knowledge and life-long learning by analyzing pertinent data that leads to evidence-based decision making, excellence in nursing practice, and improvements in client care across the life cycle in a variety of health care settings.
4. Embody professional, caring attitudes, behaviors, therapeutic communication, functional competence, safety, ethics, and the professional Code of Conduct to clients across the life cycle in a variety of

- health care settings.
5. Conduct a head-to-toe assessment on clients across the life cycle and interpret the findings.
 6. Integrates the principles and nursing interventions to safely administer medications and educate clients and family across the life cycle in a variety of health care settings.

End of Program Learning Outcomes

Practical Nursing Certificate (through Spring 2025 graduating cohort)

At the end of the program, the student will be able to:

1. communicate and collaborate with the health care team members to facilitate effective client care.
2. select techniques to protect clients and health care personnel from health and environmental hazards.
3. demonstrate knowledge of nursing care for clients that incorporates knowledge of expected stages of growth and development and prevention and/or early detection of health problems.
4. support the emotional, mental and social well-being of the clients.
5. to apply knowledge to provide comfort to clients and assistance in the performance of activities of daily living.
6. recognize safe processes related to the administration of medications and monitor clients who are receiving parenteral therapies.
7. reduce the potential for clients to develop complications or health problems related to treatments, procedures, or existing conditions.
8. recognize nursing best-practice for clients with acute, chronic or life-threatening physical health conditions.

Associate in Applied Science, Nursing (through Spring 2026 graduating cohort)

At the end of the program, the student will be able to:

1. apply nursing knowledge that enhances the care delivery setting to protect the client and health care personnel.
2. select techniques to protect clients and health care personnel from health and environmental hazards.
3. demonstrate knowledge involving nursing care of the client that incorporates knowledge of expected stages of growth and development; prevention and early detection of health problems, and strategies to achieve optimal health.
4. execute nursing care techniques that promote and support the emotional, mental and social well-being of the client experiencing stressful events, as well as clients with acute or chronic mental illness.
5. examine patients' performance of activities of daily living.
6. apply the steps of safe administration of medications and parenteral therapies.
7. develop a plan of care to reduce the likelihood that clients will develop complications or health problems related to existing conditions, treatments or procedures.
8. appraise best practices to manage and provide care for clients with acute, chronic or life-threatening physical health conditions.

Bachelor of Science, Nursing

At the end of the program, the student will be able to:

1. demonstrate quantitative reasoning in the practice of nursing.
2. demonstrate effective communication in the role of registered nurse when interacting with clients and members of the interdisciplinary, interprofessional healthcare team.
3. utilize the nursing process, critical thinking, and Maslow's Hierarchy of Needs to provide safe and effective nursing care.
4. utilize technology in the provision of safe nursing care.
5. provide culturally competent therapeutic nursing care.
6. collaborate with members of the interdisciplinary interprofessional healthcare team in the role of the registered nurse.

Technical Standards

TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC PROGRESSION, AND GRADUATION

The goal of the College's nursing programs is to prepare every student to think critically, and practice nursing competently and compassionately in rapidly changing practice environments. All efforts are designed to build nursing knowledge, enhance nursing practice and patient safety, foster professional integrity, and ultimately improve the health outcomes of patients, families, and communities across the continuum of care. In addition, certain functional abilities are essential for the delivery of safe, effective nursing care during clinical training activities. Therefore, the faculty has determined that certain technical standards are requisite for admission, progression, and graduation from the nursing programs.

In addition to classroom learning, clinical learning occurs throughout the program and involves considerations (such as patient safety and clinical facilities) that are not present for classroom accommodations. For this reason, any applicant or student who seeks accommodations prior to or immediately after enrolling in the nursing programs must also request an assessment of the types of reasonable accommodations needed for the clinical training component of the program. Requests can be made at: <https://trocaire.edu/student-life/student-support-services/accessibility-services/>

An individual must be able to independently, with or without reasonable accommodation, meet the following technical standards of general abilities and those specifically of (1) observation; (2) communication; (3) motor; (4) intellectual, conceptual, and quantitative abilities; (5) essential behavioral and social attributes; and (6) ability to manage stressful situations. Individuals unable to meet these technical standards, with or without reasonable accommodation, will not be able to complete the program and are counseled to pursue alternate careers.

General Abilities: The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement that are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

Observational Ability: The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and

patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

Communication Ability: The student must communicate effectively both verbally and non-verbally to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend, and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings. In addition, the student must be able to maintain accurate patient records, present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The student must possess verbal and written communication skills that permit effective communication with instructors and students in both the classroom and clinical settings.

Motor Ability: The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment, and such maneuvers to assist with patient care activities such as lifting, wheel chair guidance, and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory and safe performance in the clinical and classroom settings including performing CPR, if necessary. The student must possess the ability of manual dexterity that would be required for certain activities, such as drawing up solutions in a syringe.

Intellectual, Conceptual, and Quantitative Abilities: The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem-solving involves the abilities to measure, calculate, reason, analyze, and synthesize objective and subjective data, and to make decisions, often in a time urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to incorporate new information from peers, teachers, and the nursing and medical literature to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short and long term goals.

Behavioral and Social Attributes: Compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in the nursing programs. Personal comfort and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential for a nursing student. The student must possess the skills required for full utilization of the student's intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom and clinical settings; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team. Each student must be able to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

Ability to Manage Stressful Situations: The student must be able to adapt to and function effectively to stressful situations in both the classroom and clinical settings, including emergency situations. The student will encounter multiple stressors while in the nursing programs. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer, and or program-related.

Technical Standards adapted from Drexel University, College of Nursing and Health Professionals

College Catalog

The [Trocaire College Catalog](#) includes information on policies and procedures of the institution. Throughout the handbook, the College Catalog is referenced.

Student Handbook

The [Trocaire College Student Handbook](#) includes information on student policies and procedures. Throughout the Catherine McAuley School of Nursing Student Handbook, the Trocaire College Student Handbook is referenced.

Communication

Department Directory

The nursing faculty, staff, and administrators are responsible for the quality of the nursing programs and its graduates. Faculty and staff make every effort to fulfil the vision, mission, and goals of Trocaire College and the Catherine McAuley School of Nursing to provide students with the knowledge, skills, and attitudes that are expected as professionals. The curriculum and learning outcomes are designed to provide all students with a sound professional nursing base for general nursing practices. Faculty members are available to meet with students to discuss their goals and concerns. Faculty office hours are located within specific course syllabi and are posted on office doors. A full list of faculty, staff, and administrators within the Catherine McAuley School of Nursing can be found within Trocaire's [directory](#).

Students may make an appointment to meet with the Dean of Nursing or the Assistant Dean of Nursing. To do so, please schedule an appointment with Mrs. Watkins at WatkinsL@trocaire.edu.

Trocaire College email is the official means of communication. Emails sent from non-Trocaire emails will not be addressed.

Chain of Command

There is an expectation the student discusses any concerns directly with the faculty member involved. If, however, after speaking directly to the faculty member, the student does not feel the issue is resolved, the following schematic is to be followed in all cases. It is expected that this protocol will be followed in accordance with professional appropriateness, and to promote a safe and effective learning environment.

Student expresses concern to faculty member involved. If resolved, necessary documentation completed and concerns end.

Student meets with Program Director and faculty member if required. If resolved, necessary documentation completed and concerns end.

Student meets with Dean of Nursing and/or Assistant Dean of Nursing. To schedule a meeting, please contact Mrs. Watkins at WatkinsL@trocaire.edu

Prior to going to the next steps, please allow 48 business hours for a response. It may take more than this time for a resolution, as additional information may be required.

If unresolved, please refer to the Trocaire College Catalog for student affairs complaints or academic grievance procedure.

Academic Expectations

Scope of Practice

Scope of practice is a professional requirement of the Registered Nurse and the Practical Nurse. Below are the scope of practice for the Registered Nurse and Licensed Practical Nurse as defined by the New York State Offices of the Professions

Registered Nurse

New York's Nurse Practice Act allows RNs to diagnose and treat human responses to actual or potential health problems through such services as case finding, health teaching, health counseling and providing care supportive to or restorative of life and well-being. RNs perform nursing assessments, determine nursing diagnoses, and plan, implement and evaluate nursing care. A nursing regimen must be consistent with any existing medical regimen.

New York's Nurse Practice Act also allows RNs to execute medical regimens prescribed by a physician, dentist, nurse practitioner, physician assistant, specialist assistant, midwife or podiatrist for a specific patient. In addition, RNs execute non-patient specific orders and protocols issued by a physician or nurse practitioner for administering certain: (1) immunizations; (2) emergency anaphylaxis treatment; (3) TB, HCV, HIV, COVID-19, Influenza, pregnancy and other lab tests; (4) opioid related overdose treatment; (5) medical screenings of persons at increased risk of having gonorrhea, syphilis or chlamydia, (6) medical services to newborn patients in hospitals, and, (7) emergency services for three life threatening medical conditions.

RNs may practice independently, in collaboration with other health care practitioners, or under the supervision of a physician, nurse practitioner, midwife, dentist, podiatrist, clinical nurse specialist or another RN. An RN typically provides the following types of services (assuming that the RN is appropriately trained and competent to provide the service or services):

- Performs physical exams and patient assessments to identify and address health problems and unmet patient care needs.
- Develops comprehensive nursing care plans and performs nursing interventions (i.e., bereavement counseling, ostomy care).
- Performs medical treatments (i.e., medication administration, wound care) as prescribed or by a physician, dentist, nurse practitioner, physician assistant, specialist assistant, midwife or podiatrist.
- Provides health teaching and emotional support to help patients and their families adjust to or manage serious or chronic illnesses or injuries.
- Supervises care delivered by other health care personnel, such as licensed practical nurses and home health aides.
- Works with physicians, and other health care practitioners to ensure that patients receive appropriate, timely, well-coordinated care.
- Conducts health screenings to detect and address signs of early disease or risk factors for disease and then provide health teaching or make referrals, as appropriate.

An RN is not legally allowed to determine medical diagnoses, prescribe medical treatments, or perform any nursing services that the RN is not competent to perform. There are many New York laws and regulations that impact the practice of RNs.

Practical Nurse

New York's Nurse Practice Act allows LPNs to provide nursing services under the direction of a registered professional nurse (RN), clinical nurse specialist, physician, nurse practitioner, licensed midwife, physician assistant, specialist assistant, dentist, or podiatrist ("directing practitioner"). An LPN typically provides the following services under the direction of an RN or other directing practitioner (assuming that the LPN is appropriately trained and competent to provide the service or services):

- Administers most types of medications, immunizations and some blood products.
- Provides bedside nursing care in hospitals and residential health care facilities.
- Observes, measures, records, and reports data relating to a patient's health status.
- Performs clinical procedures, such as urinary catheterizations, tracheal suctioning, sterile dressing changes, and starting a peripheral IV.
- Supervises unlicensed care staff, such as certified nurse aides (CNAs) in nursing homes.
- Identifies patient goals for consideration by the RN for possible inclusion in a patient's care plan.

An LPN is not legally allowed to determine nursing diagnoses, develop or change nursing care plans, perform triage, or perform any service that the LPN is not personally competent to perform. There are many services not listed here that LPNs may or may not be allowed to perform. There are many New York laws and regulations that impact the practice of LPNs.

Code of Conduct

In addition to the Code of Conduct as outlined in the Student Handbook, the Catherine McAuley School of Nursing implements the following:

Classroom Behavior

Students are expected to behave in a manner corresponding with their status as mature, intelligent, and professional students. Students are expected to participate and not perform unrelated activities during class, seminar, clinical, or lab time, such as the use of cell phone/text messaging and the Internet for non-class activities, including social media.

The student is expected to present themselves in a professional manner in all settings. Professionalism includes but is not limited to the following characteristics:

1. Behavior:
 - a. accountability and responsibility for your own behavior
 - b. preparation for learning experiences
 - c. environmental/situational awareness
 - d. treat others with dignity and respect
 - e. know and follow chain of command
 - f. self-directed/motivated
 - g. accountable
2. Verbalization/Communication:
 - a. respect and maintain confidentiality
 - b. understands and uses concepts of appropriate communication skills
 - c. can differentiate between social/therapeutic or professional relationships and follows those trends
 - d. knowledge of and possession of cultural sensitivity

Enforcement of Rules

Students are expected to comply with the stated rules of conduct and professional behavior of the Catherine McAuley School of Nursing program. Due to the unique responsibilities for patient care in nursing services, each faculty member evaluates the professional behavior of students in classrooms, simulation labs and clinical settings.

If a student violates the code of professional conduct, disciplinary action will be applied. The severity of this action will be based on the infraction and could include dismissal or failure from class, clinical setting, simulation labs and/or from the Nursing Program and/or the College.

The Trocaire College Student Handbook provides additional information on the Student Code of Conduct and Discipline.

Use of Alcohol, Drugs and Other Mood-Altering Substances

In addition to the use of alcohol, drugs, and other mood-altering substances as outlined in the Student Handbook, the Catherine McAuley School of Nursing implements the following:

Chemical use, as well as abuse, can interfere with your classroom and clinical performance. Even small amounts of mood-altering substances can affect your judgment and perceptions and therefore endanger the lives of your patients and peers.

The Catherine McAuley School of Nursing will not tolerate the presence of students in the classroom and clinical settings who are under the influence of alcohol/drugs and other mood-altering substances.

The Department faculty's concerns are not limited to illegal drugs. The policy forbids students to participate in the class/clinical settings with even the smell of alcohol and/or drugs on their breath or if exhibiting any behavioral manifestations indicative of mood-altering substance use, even where the substance is a legally prescribed medication. Any student who is taking a prescribed medication or who has a medical problem that may cause them to appear to be under the influence of alcohol/drugs or other mood-altering substances must inform the faculty prior to starting any class/clinical rotation. Students also should be cognizant of any odor associated with these substances if they are surrounded by its use and may not attend class or clinical if this is noted.

In the Classroom Setting:

The student will be spoken to by the faculty member. The departmental policy regarding the use of alcohol and other mood-altering substances will be reviewed. Students will be instructed to leave class. The student will be required to set an appointment with the nursing administrative team to discuss the actions, prior to returning to the class. This appointment will need to be set up by the student within 24 hours of the incident.

In the Clinical Setting:

Both the patient's and your personal safety will be taken into consideration.

No further patient contact will be allowed, and the student will be asked to leave the clinical facility. The student will be required to set an appointment with the nursing administrative team to discuss the actions, prior to returning to any clinical. This appointment will need to be set up by the student within 24 hours of the incident.

The Department of Nursing is in full compliance with the college policies found within the Student Handbook. Students who are in noncompliance with the policy may be dismissed from the program and/or the College.

Classroom Policies and Procedures

- Dress code for class, lab, and clinical must be business casual/professional or full clinical attire depending on the learning experience and faculty directive. Full uniform must be worn for clinical experiences.
- Professional grooming including personal hygiene and professional appearance.
- Perfumes, colognes, and body odor should be avoided, the odor of cologne and perfumes can be nauseating and distressing.
- Tobacco/Marijuana: third-hand smoke and odor on clothing, breath, skin, or hair is an impediment to health, can be offensive, and is not acceptable. Students may be asked to leave the learning environment.
- Modest and indiscernible undergarments must be worn when on any clinical or lab assignment, whether in uniform or street clothes.
- Display of cleavage or bare midriff is not professional and is prohibited in any class, clinical, or lab area.
- Additional uniform for clinical and lab testing outlined below.

Clinical, Lab, and Simulation Policies and Procedures

Clinical Settings

Clinical experiences will be in various facilities including, but not limited to, the simulation labs, hospitals, long-term care facilities, outpatient clinics, day care centers, schools, community settings and residential facilities. Transportation to and from clinical is the student's responsibility. Clinical placement requests cannot be accepted.

General Policies for Clinical Rotations

The following is a list of general policies regarding clinical rotations. Specific assignments and responsibilities will be provided by the faculty.

- Clinical placements are made at the discretion of the nursing program. Assignments are made based on the learning objectives and value of a site, the student's previous assignments, and experiences. Assignments will not be made based on the convenience of the student.
- Clinical hours occur throughout the week and weekend based on the clinical course and include day, afternoon, and/or evening hours. Students must make appropriate arrangements to allow for completion of their clinical assignments.
- Students are not to leave the clinical setting during the clinical shift without permission from their clinical instructor.
- Clinical assignments are made in various hospitals and healthcare facilities. The rotations will involve travel, and transportation is the responsibility of the student.
- Students are to abide by the rules and regulations of each clinical facility.
- While in clinical rotations, students are expected to adhere to dress code requirements of the Catherine McAuley School of Nursing and our affiliated agencies.
- Use of cell phones and pagers are not permitted in classrooms and clinical site in patient care areas.
- It is not appropriate for student nurses to discuss other nurses or faculty with staff members at the facility. Concerns are to be shared with the faculty member and Clinical Coordinator.
- No family members or significant others can be in the same clinical rotation. It is the student's responsibility to disclose this information.
- Students may not complete clinical on a unit they work on. It is the student's responsibility to disclose this information.
- Some clinical sites require Criminal Background Checks prior to the start of clinical. Students may need to go to an off-campus location prior to the start of clinical to have the background check completed. Students are responsible for fees associated with the Criminal Background Check.
- Students may be required by their clinical placement site to complete site-specific competencies and training.

Attendance

Clinical nursing courses are designed to provide the number of clinical hours necessary to meet the required clinical competencies, which are an essential element of the course objectives; for this reason, participating in all *clinical experiences is mandatory*. Students are required to be on time and to attend all clinical experiences and sessions. Students are required to clock in and out at the start and end of clinical in Trajecsys. Students must maintain an active Trajecsys account for the duration of the program. The location tracker must be on to capture the appropriate clock in and clock out location. Students are expected to attend all scheduled lab and simulation experiences per the attendance policy. Clinical attendance information is located in Trajecsys.

Professional behavior and accountability are expected at all times. Failure to complete all required clinical experiences will result in failure of the clinical course. Students who are failing clinical may not withdraw from the course. A grade of “F” will be recorded.

Students are required to attend all scheduled clinical experiences.

- Students must be in clinical and prepared for the assigned start and end times. Students must be present for the entire scheduled clinical experience. Leaving early or arriving late, unless it is a documented emergency, is not acceptable. If absent, the student is required to notify the appropriate clinical instructor and/or facility as directed prior to the start of the scheduled experience.
- All clinical hours must be completed. A student who has more than two clinical absences and/or unsatisfactory clinical days will receive a clinical failure and will not be permitted to make up missed clinical time. Students enrolled in a specialty clinical are not permitted to miss more than one clinical experience. All specialty clinical rotations (Maternity/Newborn, Pediatrics, Mental Health) are mandatory, any absence will jeopardize successful clinical experiences and could result in clinical (course) failure.
- Any student who must make up a clinical absence or have a repeated experience due to a failed clinical day must make up each hour of the clinical day.
- Make up clinical opportunities may not be scheduled at the original clinical site, on the original clinical day, or during the original clinical time.

Clinical Experience Make-Up Procedure

Failure to complete all required clinical experiences will result in a failure of the clinical course. When health issues are involved in clinical absence, both student and client safety will be considered. Specifically:

- Students must disclose to the nursing clinical instructor and the clinical coordinator any health-related issue that may put either the student or a patient in danger. These issues include, but are not limited to, surgery, injury, and other major health related concerns. For the safety considerations, pregnancy should be disclosed as soon as possible for proper planning. Please see the nursing Technical Standards for more information.
- Students are required to provide evidence from their health care provider that they may fully participate in all classroom, laboratory, and clinical activities without restrictions, and that a student’s health concerns will not adversely affect patients. This evidence must be submitted to and approved by the Nursing Clinical Education Coordinator before returning to the classroom or clinical activities.
- Students may be counseled to withdraw from nursing courses to allow time to receive treatment, to improve the health condition, and to maintain the safety of patients and the student.

In the event of inclement weather, students should follow the College’s decision. In other words, if the college is closed due to inclement weather conditions, then students should not attend clinical. Clinical time will need to be made up.

Clinical and Skills Testing Dress Code

Student uniforms identify the Trocaire College nursing students as students and helps limit confusion with other health care providers. Uniforms are required for students who have registered for clinical or lab nursing courses. All items of the uniform must be kept clean and wrinkle free. The cost of the

uniform is the responsibility of the student. Students must be in the approved nursing uniform to attend clinical and lab testing.

Uniform for all Trocaire PN/AAS Nursing Students

- A white scrub top with the Catherine McAuley School of Nursing embroidered on the left side of the scrub top. Students accepted to the program prior to the Fall 2024 semester may have a Trocaire patch on the left sleeve of the scrub top.
- Maroon scrub pants (no yoga pants, sweats, or joggers). Students may, for religious reasons, wear long wine-colored skirts below knee length.
- White leather nursing shoes or all-white leather athletic shoes. Shoes must have closed toe and heels. No crocs or clogs are permitted. Shoes must be kept clean.
- White socks.
- Trocaire College Picture ID is to be attached directly to the right side of the uniform near the neckline. The ID must indicate you are a nursing student.
- Watch with a second hand (no smart watches).

*** Please note: Failure to comply with the required nursing uniform policy may result in a student being sent home from clinical or lab. This will be counted as an absence and will follow the attendance and non-compliance policies.**

Additional expectations of the dress code include:

- Gum and/or tobacco chewing and the use of vaping is not permitted during the clinical experience.
- Hair
 - Hair colors other than those that are naturally occurring will **not be allowed**.
 - Hair should be styled away from the face and fastened up off the collar in a manner that does not interfere with asepsis.
 - Head coverings or accessories are limited to black, or white and must be tied back and away from the face.
 - Dreadlocks or braids, if worn, must be clean, well maintained, and, if below the collar, must be secured off the collar.
 - Beards and mustaches must be short, trimmed neatly, and clean. It must be able to be contained by a surgical mask.

If an accommodation is required for medical or religious reasons, the student is required to submit this request in writing to their respective Program Director
- No false eyelashes
- Fingernails
 - Nails should not be longer than ¼". Nail polish is not permitted.
 - Artificial nails are not permitted
- Jewelry
 - Earrings must be limited to ONE stud-style earring per ear. Multiple earrings on the ears or facial area are not permitted.
 - Body piercing other than earlobes may not be visible. Non-obtrusive clear retainers may be used to maintain the piercing while the jewelry is out.
 - A plain wedding band is permitted. No rings with stones are permitted.
 - Bracelets are not permitted.
- Cell phones and smartwatches are **prohibited in patient care areas**. Students who are found with phones will receive non-compliance as noted within the non-compliance policy.
 - Students may give the units phone number to individuals who may need to contact them in an emergency during clinical hours.

- Lab coats, hoodies, sweatshirts, and sweaters are not permitted in patient care areas. A white long sleeve shirt may be worn under the nursing scrub top.

Lab Attire

While in lab, students do not need to be in their full clinical uniform unless directed by faculty. Students are permitted to wear business casual/professional attire. Students must maintain the safety and infection control principles of the clinical uniform, such as but not limited to hair worn off the neck, no artificial/painted nails, jewelry, etc. Full uniforms are required for lab testing. Additional times for the required uniform is at the discretion of the lab faculty. Work uniforms are not permitted.

Clinical Equipment

When on duty in the clinical and/or lab areas, students should have as part of their required equipment:

- One (1) blue/black ballpoint pen. No erasable pens or white-out.
- One (1) highlighter
- One (1) red ballpoint pen
- One (1) pair bandage scissors
- Watch with second hand or digital watch that counts seconds
- Stethoscope with bell and diaphragm
- Penlight
- Sphygmomanometer (blood pressure cuff) is needed for lab and clinical

Clinical Evaluation Tool (CET)

The Clinical Evaluation Tool (CET) is used for all nursing courses containing a clinical component. Each nursing course builds on prior knowledge, skills, and attitudes. All clinical learning experiences will be evaluated weekly, at midterm, and at the end of the semester.

The student will be held responsible and accountable for all skills/behaviors once they have been satisfactorily achieved, this level of performance must be maintained throughout the entire program.

Immediate dismissal may result from a single incident regarding violation of the above expectations, clinical policies and procedures or endangering the welfare of others.

The CET has the following sections

1. The **Weekly** Clinical Evaluation of Core Competencies and is a formative assessment.
2. The Clinical **Skill Logs** that record successful completion of nursing competencies performed in a clinical setting.
3. The **Midterm** and **Final** clinical evaluation that defines the behaviors being evaluated for each Core Competency. The final clinical evaluation is a summative evaluation of the semester.
4. If applicable, Non-Compliance Forms.

Students must review this performance evaluation tool: 1) before each clinical experience, 2) at midterm, 3) following the final clinical experience, and 4) as otherwise deemed appropriate by the Clinical Instructor or Course Faculty.

Clinical Grading Guidelines

- Clinical performance will be designated as either “0” or a “1” on the CET. A “1” must be received in all sections of the final evaluation.

- Students must receive a minimum of 165 out of a possible 220 points in order to pass the clinical component of the course.
 - Final clinical evaluation
 - Final clinical concept map
 - Weekly concept map
 - Non-compliance deductions, if applicable
- Grading guidelines are included on the CET
- The CET is a comprehensive record of the student’s clinical performance for each course. It is the student’s responsibility to regularly check their CET and clinical performance.

Clinical Performance

Students are expected to demonstrate consistent professional behavior and consistent application of nursing theory from current and past course, lab, and clinical experiences. Clinical performance in each course will be assessed using the clinical evaluation tool, and students must achieve satisfactory ratings and earn a “1” in all categories to demonstrate satisfactory clinical performance. Failure to perform at the satisfactory level on any portion of the clinical evaluation will result in the student earning a clinical failure, and the student will receive a grade of “F” for the entire course regardless of the performance in the theory portion of the course. The CET and non-compliance form indicates and tracks elements that are an unsatisfactory clinical day. Students are expected to follow all clinical guidelines and professional expectations that are provided for each course.

Clinical/Classroom Incidence

Students must report incidents to the clinical or classroom instructor immediately. After the incident has been appropriately handled, all applicable College and/or hospital documentation must be completed. A student who sustains personal injury must complete the Technical Standards form prior to approval for the return to clinical or class.

In the event of an exposure in the clinical setting to an infectious disease, blood-borne pathogen or other hazardous substance, the student must report to the Agency's Employee Health Officer/Emergency Room, notify their clinical instructor, and the Nursing Clinical Education Office (As per OSHA Exposure Control Plans.)

Exams

Exam Policy

Exams are administered at various times within the nursing curriculum to assess student application and analysis of information. A nursing faculty member (or responsible designee) will be always present in the classroom environment or skills lab during the administration of an in-person test, quiz, examination, skills testing, or other form of graded assignment. Students are expected to abide by all Trocaire policies regarding exams. Violations may result in receiving a 0% for the exam, being dismissed from the program, and/or being dismissed from the college.

The following general guidelines for exams

1. Students are expected to be present for all exams. In the event of an absence, the student must contact the professor prior to the exam. A note substantiating the reason for the exam absence must be submitted by the student to the course faculty. Otherwise, an absent student will receive a grade of zero for that exam.

2. Exams will begin and end on time. Late students will be admitted at the discretion of the faculty. Additional time will not be added for late.
3. Students with formal accommodations will be notified of testing procedures. Exams will be scheduled prior to class time to ensure students are present for new material.
4. Additional exam policies may be outlined within course syllabi.

All articles must be placed on the floor under the desk or in the designated area. Once the exam has begun, no one will be allowed to leave the classroom until they have completed their exam.

Students are expected to maintain the examination integrity. Students are expected to have properly functioning equipment that meets the technical requirements as stated in the course syllabi and technology handbook which includes all necessary updates and are fully charged.

Exam Integrity

Students are only allowed to have resources during an exam that have been outlined by faculty. Students may not have any communications device when completing any examination or quiz in any nursing course of the nursing program (unless documented as an approved testing accommodation).

These devices includes but is not limited to:

1. Cell phones
2. iPods and MP3 players
3. iPads, tablets, and other eReaders
4. Laptops, notebooks, or any other personal computing devices (unless directed to complete the exam on computer)
5. Cameras and personal scanning devices
6. Wearable devices/smart wearables, including smart watches and health wearables with a display
7. Headphones, headsets, or in-ear headphones such as earbuds
8. Any other device capable of recording audio, photographic, or video content, or capable of viewing or playing back such content, or sending receiving text, audio, or video message

In addition, all students are required to remove and securely store any communication device during all in-class examinations. Students must also remove hats during exams/testing.

Backpacks/purses/bags/etc must be stored at the location designated by course faculty for the duration of the exam. Food, water bottles, and other drink containers are not permitted during the exam. Students are to remain in the testing location until released by faculty.

Exams are administered during scheduled times as noted within the course syllabus. Exam schedules are subject to change based on the discretion of course faculty. Missed exams without prior notification and valid documentation will result in a zero for the exam. If a student is unable to take an examination at the scheduled time due to a confirmable emergency (illness, death, etc.) the student must notify their professor in writing prior to the start of the exam and arrangements will be made for making-up the exam. The student is ***expected to provide appropriate written documentation*** related to the absence. In the case of a documented illness a student must provide a note from a physician; if a student must attend a funeral, they must provide a note from the funeral home, etc. *Failure to adhere to the above policies will result in a zero grade on examination.* Make up exams must be scheduled with the professor within one week of the missed exam. Any extenuating circumstances

must be approved by the course faculty.

Failure to comply with exam policies may result in a grade of 0% on the exam, dismissal from the course, program, and/or the college.

Answer Responses

It is the student's responsibility to ensure correct marking with exams. Grades are based on submitted responses.

Exam Grades

Exam grades will not be posted until all sections have completed the exam and faculty have reviewed the outcomes. Final course letter grades will be posted after all sections have completed the course requirements. Faculty cannot share individual grades with students until all grades are posted. Grades will not be shared via email. Exam grades are not rounded.

Following Exam Completion

Following course examinations, faculty provide opportunities for student review concepts. Faculty may review main concepts covered within the exam. Student actions are expected to be consistent with academic integrity, civility, and professionalism. Students have two weeks after exam grades are posted to meet with course faculty regarding any questions or concerns.

Grading Scale and Policy on Graded Assignment

Grading policies and rubrics are outlined within each course syllabus. All assignments are intended to facilitate students' application of knowledge. Assignments must be completed by the announced deadline to receive credit.

A student must achieve a minimum of 2.00 QUALITY POINTS in each course or better to progress to the next level. Students must achieve a grade of "C" or better in all programs required courses. More information regarding the College Grading Policy can be found in the College Catalog. Additional grading policies can be found within course syllabi.

Final Nursing Course Grade

Final course grades are based on the grading criteria outlined within the course syllabus. There is no rounding of the course grade. A grade of 72.9 would be recorded as a C-.

Academic Progression

Progression/ Dismissal Policy

A student's progression through the nursing programs requires maintaining appropriate grades, demonstrating academic and skills-based competence, and evidence of professional, safe and ethical behaviors. The Catherine McAuley School of Nursing reserves the right to evaluate the student's ability to practice safely and competently at any time.

Progression refers to the movement of a student from one semester to the next, and the academic journey through all of the nursing program's requirements. Students must meet all of the following

criteria for program progression.

I. Course Performance

Students must achieve a grade of “C” or better in all courses in order to progress. A student who does not pass one of the required nursing or science courses in the nursing program but who remains enrolled in the program will need to repeat that course before they are allowed to continue taking additional nursing courses.

Any failure or withdrawal of a course that is a prerequisite to another course, including Liberal Arts courses, will need to be repeated in order to progress. A course withdrawal or failure defined as receiving a grade of C-, D+, D, F, W, WA, or WF.

Program Dismissal

Students enrolled in the nursing programs will be academically dismissed from the program (but not necessarily from the college) for any of the following reasons:

- Course failure of the same nursing (NU or PN) or science (BIO) require course
- Course failure of any two nursing (NU or PN) and/or science (BIO) require courses
- withdrawing from the same nursing (NU or PN) or science (BIO) required course twice
- failing and withdrawing from the same nursing (NU or PN) or science (BIO) required course

II. Clinical Performance

Failing the clinical component of any course will result in a course failure. Grading criteria for clinical are located within the Clinical Evaluation Tool (CET). If the clinical failure occurs during the semester, a course grade of “F” will be entered.

III. Cumulative GPA

While enrolled in the Nursing programs students must maintain a cumulative GPA of a 2.0 or greater. A student who has a cumulative GPA that falls below a 2.0 will be dismissed from the nursing program.

Students who have a semester GPA below a 2.0 will be placed on Academic Probation with the College. Refer to the College Catalog for additional information on Academic Probation.

IV. HESI Testing

The Health Education Systems, Inc. (HESI) tests are designed to help nursing students prepare and pass the licensure exam. Students are required to take HESI exams throughout the program as part of the program progression and completion policy.

Students enrolled in PN 105

Students will take a Specialty HESI for program progression. To be eligible for progression, the associated benchmark score must be achieved. For each semester, students will have three attempts to achieve the benchmark score.

For the semester’s progression HESI exam, there are three versions (V1, V2, and V3). The three versions are equivalent in the concepts that are evaluated. Passing any one of the three versions at the benchmark level qualifies the student for progression to the next semester.

- **HESI V1:** Students will take the HESI V1 exam that is associated with their semester of enrollment. If the benchmark score is obtained on HESI V1, the student is eligible for progression to the next semester. If the benchmark score is not obtained, the student must take the HESI V2.
- **HESI V2:** Students needing to take the HESI V2 will need to meet the semester benchmark in order to qualify for progression to the next semester. If the benchmark score is not obtained, the student must take the HESI V3.
- **HESI V3:** Students needing to take the HESI V3 must pay for the exam. If the benchmark score is obtained on HESI V3, the student is eligible to progress pending cohort space.

If the benchmark score for the semester is not obtained within the three attempts, the student is not eligible for immediate progression. However, the student may re-take the HESI exam during future HESI testing windows. Once the HESI benchmark score is obtained, the student is eligible to progress to the next semester.

Students enrolled in PN 107

Students enrolled in PN 107 of the Practical Nursing program will take an Exit HESI exam. Students will have two attempts (V1 and V2) to meet the benchmark score.

- **HESI V1:** Students will take the Exit HESI V1 exam. If the benchmark score is obtained on HESI V1, the student has met the HESI criteria. If the benchmark score is not obtained, the student must take HESI V2.
- **HESI V2:** Students needing to take the HESI V2 will need to meet the semester benchmark.

If the benchmark score is not obtained within the two attempts, the student is required to complete NCLEX remediation provided by the College prior to being certified to write the NCLEX-PN exam.

Fall 2024-Spring 2025 HESI Progression Benchmark Scores

HESI Progression Benchmark Scores- Practical Nursing Program			
Semester	Associated Course	HESI Exam	Benchmark
2	PN 105 (Practical Nursing II)	Medical/Surgical	800
2	PN 100 (Fundamentals in Practical Nursing)**	Custom**	800
3	PN 107 (Practical Nursing IV)	Exit	825

** - Updated to reflect new curriculum beginning spring 2025 cohort.

1st, 2nd, and 3rd semester of the AAS Nursing Program

Students are required to take a Specialty HESI exam each semester for program progression. To be eligible for progression, the associated benchmark score must be achieved. For each semester, students will have up to three attempts to achieve the benchmark score.

For each semester’s progression HESI exam, there are three versions (V1, V2, and V3). The three versions are equivalent in the concepts that are evaluated. Passing any one of the three versions at the benchmark level qualifies the student for progression to the next semester.

- **HESI V1:** Students will take the HESI V1 exam that is associated with their semester of enrollment. If the benchmark score is obtained on HESI V1, the student is eligible for progression to the next semester. If the benchmark score is not obtained, the student must take the HESI V2.
- **HESI V2:** Students needing to take the HESI V2 will need to meet the semester benchmark in order to qualify for progression to the next semester. If the benchmark score is not obtained, the student must take the HESI V3.
- **HESI V3:** Students needing to take the HESI V3 must pay for the exam. If the benchmark score is obtained on HESI V3, the student is eligible to progress pending cohort space.

If the benchmark score for the semester is not obtained within the three attempts, the student is not eligible for immediate progression. However, the student may re-take the HESI exam during future HESI testing windows. Once the HESI benchmark score is obtained, the student is eligible to progress to the next semester.

4th Semester of the AAS Nursing Program

Students in the 4th semester of the AAS Nursing program will take an Exit HESI exam. Students will have two attempts (V1 and V2) to meet the benchmark score.

- **HESI V1:** Students will take the Exit HESI V1 exam. If the benchmark score is obtained on HESI V1, the student has met the HESI criteria. If the benchmark score is not obtained, the student must take HESI V2.
- **HESI V2:** Students needing to take the HESI V2 will need to meet the semester benchmark.

If the benchmark score is not obtained within the two attempts, the student is required to complete tailored NCLEX remediation provided by the College prior to being certified to write the NCLEX-RN exam.

Fall 2024-Spring 2025 HESI Progression Benchmark Scores

HESI Progression Benchmark Scores- A.A.S. Nursing Program		
Semester	HESI Exam	Benchmark
1	Health Assessment	750
1	Custom **	750
2	Fundamentals	775
3	Medical/Surgical	800
4	Exit	825

** - Updated to reflect new curriculum beginning spring 2025 cohort.

V. Professionalism and Civility

Defined by the American Nurses Association (2017), “nursing is the protection, promotion, an

optimization of health and abilities; prevention of illness and injury; facilitation of healing; alleviation of suffering through the diagnosis and treatment of human response; and advocacy in the care of individuals, families, groups, communities, and populations.” The nursing profession exists to achieve the most positive patient care outcomes while keeping nursing as a social construct and obligation to society. Defined by Coa et al. (2023)

“Nursing professionalism is a multidimensional concept manifested by the knowledge, attitudes, and behaviors that underlie successful clinical practice. Nursing professionalism is dynamicized through a process of socialization in formal nursing education. This feature is also reflected in the process of interaction. Therefore, nursing professionalism should match its rooted culture. The connotations of nursing professionalism include professional, caring, and altruism (page 9).”

As a nurse, elements of professionalism are rooted in everyday encounters.

Upon review, a student who is reported by faculty, staff, or a clinical partner as engaging in unprofessional and/or uncivil (i.e., unsafe, unethical, and/or illegal) behavior may be dismissed from the program. Reports of unprofessional behavior will be reviewed by the Program Director and Dean.

References

- Cao, H., Song, Y., Wu, Y., Du, Y., He, X., Chen, Y., Wang, Q., & Yang, H. (2023). What is nursing professionalism? A concept analysis. *BMC Nursing*, 1–14. <https://doi.org/10.1186/s12912-022-01161-0>
- Clark and Springer (2007) “Thoughts on Incivility Student and Faculty Perceptions of Uncivil Behavior in Nursing Education” *Nursing Education Perspectives*, Vol 28, No. 2
- Nursing scope of practice: American Nurses Association*. ANA. (2017, October 14). <https://www.nursingworld.org/practice-policy/scope-of-practice/>

Withdrawal and Course Repeat Policy

The college’s policy on withdrawal and course repeats is located within the College Catalog. The Catherine McAuley School of Nursing Progression Policy outlines course repeat procedures of the department.

Leave of Absence

The leave of absence policy is located in the College Catalog. Students returning from a Leave of Absence may be evaluated to determine appropriate competency for program placement. Students should consult the nursing program before taking a leave of absence to outline program progression and return.

Return to Program in Good Standing

- a. Students who broke continuous enrollment for two or more semesters will be required to do the following to enter back into the semester of which a student left in good standing:
 - i. Reapply to the college and the nursing program. Students must meet the admission criteria for the semester they are applying for.

- ii. Must demonstrate clinical competencies of the previous semester(s).
- iii. Must demonstrate didactic competencies of the previous semester(s) with a passing grade on associated comprehensive final exam(s).
- iv. Students who do not successfully complete the requirements outlined in step 2 and/or step 3 will be enrolled in the semester of which the competency has not been met.
- v. Students seeking return to the program must contact the Nursing Department for information on the above competencies.

Students Academically Dismissed

- Information regarding return to the nursing program after program dismissal is located within the College Catalog.
- Students must reapply and meet the current admission criteria for the semester they are applying for. Meeting admission requirements does not guarantee a seat in the nursing program. Students will be required to start in the first semester of the applicable nursing program.
- Students dismissed from the nursing program may be eligible for other academic programs within Trocaire College.

General Policies

Student Engagement

Students have an opportunity for involvement within their education through the professional sharing of ideas, concerns, and needs. There are various college and program opportunities for student engagement.

Student Nurses Association (SNA)

The Student Nurses Association (SNA) is open to nursing students within the Catherine McAuley School of Nursing. The SNA provides opportunities for students to network with one another, provide service to Trocaire and the community, and to represent Trocaire College in local and state events.

Activities include:

Attendance and participation at SNA meetings

Assisting with organization and supporting the Nursing Pinning Ceremony

Charitable events to support Trocaire college and the community

Program Committee Participation

The Nursing Department provides opportunity for student involvement.

Students have a valuable voice within their nursing curriculum. Students are welcome to attend various nursing functions to provide valuable feedback. Each semester will have a student representative to liaison these concerns, ideas, and feedback to the nursing department during scheduled faculty meetings. Semester representatives contact information will be shared with all students.

Student Participation on Selected Nursing Department Committees

Expectations of Semester Representatives: You have volunteered for a very important position as Semester Representative to the Nursing Department Committees. You will be the liaison between the class and faculty with the purpose of open communication more frequently between the two groups, keeping each group informed of the feeling and concerns of the other. This role provides an opportunity to professionally share and express ideas and concerns with a focus on developing, implementing, and evaluating action plans for success.

As Semester Representative of your class, you will:

- bring forward ideas, concerns, and the overall disposition of the majority of your class
- support opinions and ideas by sound rationale
- communicate non-confidential information back to the class without bias of opinion

Semester Representatives- one student from each of the four (4) semesters for the AAS program, one student from each of the two (2) semesters for the PN program, and one (1) student from the BSN program for a one (1) year term. Students can be reelected in subsequent semesters for continued representation.

Expectations of Curriculum Student Representatives: You have been elected for a very important position as student representative to the Nursing Department Curriculum Committee. Student representatives must be taking theory and clinical concurrently. You will be the liaison between the class and faculty with the purpose of open communication more frequently between the two groups keeping each group informed of the feeling and concerns of the other.

As Curriculum Student Representative of your class, you will:

- bring forward curricular ideas, concerns, and the overall disposition of the majority of your class
- support opinions and ideas by sound rationale
- communicate non-confidential information back to the class without bias of opinion

Curriculum Representative- One (1) AAS and one (1) PN semester representative will serve as a curriculum student representative at nursing curriculum meetings for one (1) year. Students can be reelected in subsequent semesters for continued representation.

Health Requirements

All nursing students are required to maintain two CastleBranch trackers, one for the college, and one for the nursing program in which the student is enrolled. It is the student's responsibility to ensure all required health documents are uploaded and maintained throughout the duration of the program. Failure to do so may result in the inability to register for courses and/or the inability to attend clinical rotations.

- Required health documents must be submitted to CastleBranch. Deadlines of submission are set by the Nursing Clinical Education Office. This is due to the required onboarding our community partners are asking in order to process all information. Students are responsible to upload health documents to their CastleBranch account. Students are required to keep a copy of these documents and are required to provide their clinical instructor with a CastleBranch

Compliance Summary Report. For questions regarding CastleBranch, please contact the Nursing Clinical Education Office at NUClinicals@trocaire.edu

- Failure to turn in required health documentation or remain compliant throughout the semester will result in the inability to attend clinical and may result in a clinical absence and/or a failed clinical experience.
- Students are required to take a copy of their CastleBranch summary report to the first day of clinical for clinical instructor verification. Failure to bring these documents will result in the inability to attend the clinical day, resulting in a clinical absence.
- Students may not attend clinical until health records are in compliance. **It is the student’s responsibility to maintain valid records and to update records for the duration of the program.** Reminders for expired documents are automatically sent to students. Missed clinical due to noncompliance with health records will result in a clinical absence and may jeopardize the student’s clinical standing.

Clinical Requirement:	Required Acceptable Documentation:	Frequency:
Physical Exam	<ul style="list-style-type: none"> • Completed by a licensed medical provider; must be documented on a Trocaire College form and include the date of exam 	Annually- within 12 months
Measles/Mumps/Rubella (MMR) - one option must be met	<ul style="list-style-type: none"> • Two doses after 12 months of age OR • Measles (Rubeola) two immunizations after 12 months OR blood titer lab results documenting immunity AND • Rubella (German Measles) one immunization after 12 months of age OR blood titer lab results documenting immunity 	One time
Meningococcal/Meningitis	<ul style="list-style-type: none"> • Meningococcal immunization OR • Meningococcal declination form (Annually) 	Every 5 years
TB (PPD) or Quantiferon	<ul style="list-style-type: none"> • <i>New</i> test is required yearly and must include the date administered, date read, and results • A recent copy from your employer is acceptable • If any previous test was positive, list test type, treatment dates, and latest x-ray date/result, including a copy of the x-ray report and TST Annual Symptoms Review form 	Annually- within 12 months
Varicella - one option must be met	<ul style="list-style-type: none"> • Two doses of immunizations OR • Blood titer lab results documenting immunity 	One time
Hepatitis B - one option must be met	<ul style="list-style-type: none"> • Vaccine – complete series (2-4 doses depending on vaccine type) OR • Positive Hepatitis B Antibody Test results and date OR • Signed declination form (Annually) 	One time
Tetanus Pertussis-Diphtheria (TDAP)	<ul style="list-style-type: none"> • Vaccine series as a child AND • Tetanus-Diphtheria booster less than 10 years ago 	One time and Every 10 years
Influenza (Flu shot)	<ul style="list-style-type: none"> • Immunization for current flu season OR • Signed declination form and mask compliance per site protocol 	Annually – due by 9/15 of every year
COVID	<ul style="list-style-type: none"> • Johnson & Johnson OR • Pfizer OR • Moderna • Signed declination form and mask compliance per site protocol • Currently, COVID boosters are not required but highly recommended. 	One time

CPR/BLS for the Healthcare Provider Certification	<ul style="list-style-type: none"> • Certification in Basic Life Support CPR <i>that fulfills ILCOR standards.</i> • Any provider (AHA, Red Cross, etc.) meeting ILCOR standards. • Hybrid (online didactic coursework with hands-on skills competency) OR traditional classroom-based models for the entire training. Online only is NOT accepted. 	Must remain current for the entire length of the program.
HIPAA	<ul style="list-style-type: none"> • Located on each course Clinical Blackboard page and opens a week prior to the start of classes. • <i>New students:</i> This requirement will be addressed during clinical orientation. 	Annually –within 12 months
Nursing Consent to Release Medical Information	<ul style="list-style-type: none"> • Directives will be sent via Trocaire College email from NUclinical. 	One time
Technical Standards Acknowledgement	<ul style="list-style-type: none"> • Directives will be sent via Trocaire College email from NUclinical. 	Annually –within 12 months
<p>* <i>Additional health record information, including current forms can be found at https://my.trocaire.edu/student-services/health-office/.</i></p> <p>** <i>All health requirements must be in compliance for the duration of the program. It is the student's responsibility to monitor expiration dates and submit updated documents to CastleBranch. Expired health records will jeopardize successful clinical experiences and could result in clinical (course) failure.</i></p>		

Technology Requirements

All students are required to have a laptop that meets the minimum standards, allowing for Examplify (Examsoft) and HESI (Health Education Systems, Inc.) In addition, students are required to attend a Technology Training class before the start of their first semester of Nursing. All exams will be taken on the device for each theory course using the required software. The technology handbook includes additional information on technology requirements.

Student ID

All nursing students are required to have a Trocaire College photo ID to enter the clinical facility. This ID must indicate that you are a nursing student. This identification card system will assist in providing visual identification, enhancing security efforts, and authorizing access to building facilities. Trocaire photo IDs may be obtained at the Security desk on the main campus.

Social Media/Networking

Social Media is defined as “web-based services that allow individuals to 1) construct a public or semi-public profile within a bounded system, 2) articulate a list of other users with whom they share a connection, and 3) view and traverse their lists of connections and those made by others within the same system” (Boyd and Ellison, 2007). Social networking sites are public and includes, but is not limited to, Facebook, LinkedIn, TikTok, X (formally known as Twitter), Pinterest, Tumblr, Snapchat, Instagram, VK, Flickr, Ask.fm, Vine, Reddit, YouTube, Google Plus+, and blogs.

There are six (6) principles contained in Social Networking Principles Toolkit (ANA[a], 2015), which are linked to the Code of Ethics for Nurses with Interpretive Statements (ANA[b], 2015), and the standards found in Nursing: Scope and Standards of Practice (ANA, 2015[c]).

Social Networking Principles

Professionally, social media has many significant benefits such as the collaborative exchanging of ideas or discussion of health issues to the invaluable promotion of nursing and better health and

health care for all.

However, nurses have a responsibility first and foremost to their patients. As a nurse, you must always ensure that anything you post or publish could never undermine your patient's treatment or privacy. There is also the unavoidable truth that information on social media can take on a life of its own – where inaccuracies become “fact”.

With that in mind, the American Nurses Association (ANA) has created a set of principles to guide you when using social media, allowing nurses to get the best out of it while safeguarding themselves, the profession, and their patients:

Our principles for social networking:

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, organizations, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing organizational policies governing online conduct.

These principles apply to nursing students.

Helpful tips on getting social right

Of course, most principles come down to common sense and will be standard practice for anyone experienced in using social media responsibly. However, if you're new to social media – or using social as a newly qualified member of the nursing profession – then we have also put together some advice on getting social media right:

Social media tips

- Remember that standards of professionalism are the same online as in any other circumstance.
- Do not share or post information or photos gained through the nurse-patient relationship.
- Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
- Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
- Do not take photos or videos of patients on personal devices, including cell phones.
- Promptly report a breach of confidentiality or privacy.

Action

Any statement made or posting of any material, pictures, or information within any venue of social media/networking which can cause actual or potential harm or injury to another person, the Catherine McAuley School of Nursing, and/or Trocaire College itself will be grounds for dismissal from the nursing program and/or the College. The utilization of social networking/media to contact preceptors or faculty is not an acceptable means of professional communication and will not be tolerated. It is a violation of HIPAA policies to discuss or disclose any aspect of clinical care on social networking. Violations of HIPAA policies are subject to program, college, and/or federal prosecution.

The college may take disciplinary action relating to a student's use of college or non-college computer resources, either on-campus or elsewhere, when a student engages in conduct that threatens or endangers the health or safety of any person within or related to the College community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.

Cell Phone Usage

Use of cell phones for any reason during class, clinical, and/or lab is prohibited, unless allowed by instructor for educational purposes. Faculty reserve the right to dismiss a student from the learning environment.

Utilizing cellular phones/smart watches is prohibited for the purposes of:

- Photographing test questions or other forms of academic misconduct or illegal activities
- Taking pictures of any individual against their will is strictly prohibited
- Within the clinical and lab setting

Student Conferences/Meetings

Students may make appointments to see faculty members during scheduled office hours or at other pre-arranged times. Office hours are posted on individual office doors, in course syllabi, and/or on Blackboard. Instructors may be contacted by leaving a message on instructors' voice mail or by email. Non-Trocaire emails will not be addressed.

Students may meet with the Dean of Nursing and the Assistant Dean of Nursing by appointment. Please contact Mrs. Watkins to schedule an appointment.

Attendance

Attendance

Attending scheduled class, lab and/or clinical experiences are important to your learning, understanding, and application of key concepts. The full Attendance and Time on Task policy may be located within the College Catalog. Students who exceed the number of unexcused absences will automatically be removed from the associated course(s) and all components.

Program Attendance Information

It is expected students attend every class, lab, and clinical experience. Attendance is defined as being on time and remaining until class is dismissed. Doctor (and other appointments) are not to be made during scheduled clinical, laboratory or theory class/college hours. Attendance affects the quality of the students' academic and clinical performance. When an absence does occur, students must inform the applicable clinical/lab/theory instructor.

If a student is unable to attend class for any medical reason, the student is required to provide a note to return from their healthcare provider, stating "may return without restrictions".

In the event of lateness for any lab, lecture exam, or clinical, a student may be denied admittance.

Unless the student receives consideration from the instructor for the approved reasons and conditions, the student will receive a zero grade on the exam or an unsatisfactory clinical or lab day.

Excused Absence

An absence will be excused when the following requirements are met:

- When serious illnesses and unexpected serious life events occur, students must notify and submit appropriate documentation within five (5) business days:
- Medical note for serious illness or injury signed by a medical provider
- Note from funeral home for death of immediate family
- Court and police documents
- Military service
- Following an absence due to serious illness or injury, the student must present written clearance from a physician to return to school. Until cleared, the student will not be allowed to attend class, lab, and/or clinical. See the Technical Standards Policy for more information.
- Following any absence and upon return to class lab, and/or clinical, it is the responsibility of the student to contact the instructor to discuss the consequences of the absence and the potential options for making up lost work or experiences. The ability to make up missed work is at the discretion of the faculty member.

Unexcused Absence

Repeated or unexcused absences may be considered reason for either failure of the nursing course and/ or dismissal from the nursing program. Unexcused absences include but are not limited to:

- Appointments and minor illnesses without proper documentation
- Vacations
- Oversleeping/alarm failure
- Arriving to lab or clinical after the official start time
- Leaving lab or clinical during the regular scheduled hours
- Personal grooming appointments (hair, nails, tanning, etc.)
- Employment/job interview
- Shopping/errands
- Needed at home/childcare
 - Car trouble
 - Missing the bus/ride
 - Needing sleep or rest

Late Arrival

Late arrival is defined as arriving for class, lab, seminar, simulation, and/or clinical experience after the scheduled start time. Students may be sent off the clinical or lab area if they are tardy and they may consequently risk their ability to pass the clinical or lab objectives. Late arrival will be documented. Students showing patterns within the course and/or program of late arrival may result in the failure of a course, exam, quiz, lab, and/or clinical and/or dismissal from the program.

Make-up Policy for Missed Work

The ability to make up missed work is at the discretion of the course faculty member and may depend on proper notification, reason for the absence, and the nature of the missed work.

- **Class**-The student is responsible for making up the late work. Students are responsible for all class content presented. Make-up assignments and corresponding grades are at the sole discretion of the course faculty member and are based on the excusable reasons previously noted.
- **Exams**-Students are expected to attend an examination on the day and time that it is scheduled. Students who miss an examination due to an excused absence may be given an alternate exam. Students that are late for exams will not be permitted to have extra time and may be denied entry into the exam. It is the responsibility of the student to contact the professor within 24 hours of return to school to arrange a time for a make-up of the missed examination. All examinations must be made up within one week (5 business days) after return to school. Examinations not made up within this time period will be assigned a 0%. Missed examinations due to unexcused absences will be assigned a grade of 0%.
- **Clinical**-All absences from clinical experiences will be documented on the student's individual CET. All clinical absences must be made up by the end of the semester. A student with two clinical absences or unsatisfactory clinical days will not be permitted to make up the missed clinical time and will receive a failing clinical grade.
- **College Laboratory**- Students are required to attend all scheduled college lab experiences. For any absence, students must notify the lab instructor prior to the missed lab. The student is responsible for making up missed information and skills from the lab session.

Ethics and Professional Conduct

American Nurses Association Code of Conduct

Nursing students are part of the Trocaire College- Catherine McAuley School of Nursing community, which includes faculty and staff and our professional colleagues at agencies and clinical sites. As a member of the SON community, all students are subject to the [ANA \(American Nurses Association\) Code of Ethics for Nurses](#) as well as the rules and regulations contained within the Trocaire College Student Handbook and Policy Manual. Violation of the ANA Code of Ethics for Nurses or the Trocaire College Student Handbook and Policy Manual may result in program and/or college disciplinary action including but not limited to disciplinary suspension, failure of course, or dismissal from the nursing program.

Falsification of Documentation

To include but not limited to exams, clinical and lab evaluations, attestations, health records, and sign in sheets could result in course failure and/or dismissal from the Catherine McAuley School of Nursing.

Civility

Civility is generally defined as being polite, courteous and respectful to others. Conversely, incivility can be described as any "speech or action that is disrespectful or rude or ranges from insulting remarks and verbal abuse to explosive, violent behavior."* The Catherine McAuley Nursing Program is dedicated to creating a safe teaching-learning environment founded on respect and human dignity for all. Therefore, uncivil behavior will not be tolerated from students, faculty or staff in any venue (class, clinical, or lab).

Incivility

As we strive to create a culture of respect and civility, the Catherine McAuley School of Nursing has a zero-tolerance policy for any behavior that is verbally or physically abusive, which could interfere with learning and work performance.

Examples of incivility include, but are not limited to:

In-Class Disruption

- Disrupting others by talking out of turn
- Making negative remarks/disrespectful comments toward faculty or other students
- Leaving early or arriving late
- Using cell phones
- Sleeping/not paying attention
- Bringing children to class
- Wearing immodest attire
- Coming to class unprepared

Out of class disruption

- Verbally discrediting others
- Sending inappropriate emails to faculty, students, and others
- Complaining about constructive feedback
- Making veiled threats toward faculty, staff, or other students

Adopted from Clark and Springer (2007) "Thoughts on Incivility Student and Faculty Perceptions of Uncivil Behavior in Nursing Education" *Nursing Education Perspectives*, Vol 28, No. 2

A student/faculty/staff experiencing uncivil behavior from other student/faculty/staff should first attempt to address their concerns with that student/faculty/staff, unless they feel threatened or unsafe. In that case, or if the conversation is ineffective and the behavior continues, the student/faculty/staff should speak with the course teacher. If the issue is not resolved, the student/faculty/staff should make an appointment with the Clinical Coordinator, Assistant Dean and Dean.

If a student/faculty/staff believes they have experienced uncivil behavior from a student/ faculty or staff, they should request an appointment with that person after the situation has passed and the student/faculty/staff has had time to think about what has transpired. It is often helpful to rehearse what will be said in a calm, professional manner. Student charging faculty/staff member with prejudicial, capricious, or unfair academic appraisal shall be permitted to discuss the charge with the instructor without fear of reprisal.

If the conversation is ineffective or the behavior continues, the student should speak with the course teacher. If the issue is not resolved, the student should make an appointment with the Clinical Coordinator, Associate Dean, and Dean.

Professionalism

Privacy

Anyone who has access to private and personally identifiable information concerning Trocaire College employees, faculty, students, clients, affiliates or others who have access to any information made confidential by Trocaire College policies or law (including but not limited to the Family Education Rights and Privacy Act of 1974 (FERPA), the Health Insurance Portability and Accountability Act of 1996 (HIPAA) will take reasonable and necessary steps to maintain the privacy of such information. Private and personally identifiable information includes but is not limited to social security numbers, driver's license numbers, unpublished home addresses or telephone numbers, personal account numbers, computer passwords and accounts, financial information, collection of credit card information for services, and protected health information (patient records and information).

Confidentiality

Confidentiality measures relate to the patient as well as other information that the student may access in the clinical area such as facility related information. Such information must be de-identified for use in the classroom, laboratory, and clinical rotations. The Health Insurance Portability & Accountability Act (HIPAA) training is required prior to clinical assignments and facility guidelines will be followed at all times. **All patient information must remain confidential at all times.**

Students must not disclose information to unauthorized individuals including but not limited to facility personnel, family, or friends. In classroom discussions, information will be discussed in a "de-identified, de-personalized" manner unless otherwise consented to.

Students may not print, photocopy or electronically replicate by any means or remove any part of the medical record for any purpose. Students may not access records of patients to whom they are not assigned to provide care. Students are not to have access to their own medical records or those of any family or acquaintances while at the clinical sites. There are proper procedures one must follow to access one's own medical information.

The primary purpose of a medical record is to document the course of the patient's healthcare and to provide a medium of communication among healthcare professionals for current and future patient care. In order to fulfill these purposes, significant amounts of data must be revealed and recorded. The patient must be assured that the information shared with healthcare professionals will remain confidential; otherwise, the patient may withhold critical information that could affect the quality of care provided.

As students in the nursing program, you will have access to medical information and data at the clinical sites. It is imperative that the confidentiality of this information be honored. For this reason, all students who enter the program will be required to read and sign a copy of the Confidentiality Agreement. This signed form is to be turned in and filed in your student file. The form is located under attachments in the student handbook.

Academic Integrity

In addition to Academic Integrity as outlined in the Student Handbook, the Catherine McAuley School of Nursing implements the following:

Trocaire College nursing students are expected to be honest in every aspect of their academic

work. All work presented as a student's own must be the product of their own efforts. Plagiarism, cheating, academic dishonesty, or any other submission of another's work as one's own is unacceptable. Students working in groups are each individually responsible for the academic integrity of the entire group project.

Plagiarism includes but is not limited to:

- Accessing, purchasing, copying, down-loading, printing, or paraphrasing another's book, article, paper, speech, exam, portfolio, creative work, argument, or any other work and presenting it as one's own, either in whole or in part.
- Incorporating portions of another's work without proper acknowledgement and documentation.

Academic misconduct may include but is not limited to:

- Using means other than academic achievement or merit to influence one's academic evaluation.
- Willingly and knowingly providing assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation, including papers, projects, and examinations. A student who writes a paper or does an assignment for another student is an accomplice and must be held accountable just as severely as the other. A student who knowingly permits another student to copy from their own paper, examinations, or project should be held as accountable as the student who submits the copied material.
- Receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation, including papers, projects, and examinations.
- Presenting as one's own the ideas or words of another for academic evaluation without proper acknowledgement or documentation.
- Obtaining and/or reporting research data in an unethical and intentionally misleading manner.

Student's Own Work Policy

Students must provide original work for their assignments. Presenting the same, or substantially the same, papers or projects in two or more courses without the explicit permission of the instructor(s) involved is not allowed. Violations of academic integrity will be followed in these instances.

Artificial Intelligence (AI)

The Catherine McAuley School of Nursing supports the Statement on Artificial Intelligence in Nursing Practice as outlined by the American Nurses Association. Inappropriate utilization of AI, such as academic dishonesty, incivility, etc., may result in program and/or college dismissal.

[**American Nurses Association Statement on Artificial Intelligence in Nursing**](#)

Student Success

Pathways to Success in Nursing

Pathways to Success in Nursing is an initiative offered by the nursing department for all AAS and PN students. Workshops are offered weekly. A wide range of topics will be offered to help

students apply and analyze content offered throughout the nursing curriculum.

1. Learn how to answer nursing style questions.
2. Learn how to think like a nurse in class and clinical.
3. Apply information gained to course exams, HESI, and NCLEX success.

All nursing students in the AAS and PN programs are enrolled in the “Pathways to Success in Nursing” Blackboard organization page. Be sure to check this site often for helpful information and resources.

Open Laboratory Offerings

Open lab provides students an opportunity to practice skills learned throughout the nursing program. Information for open lab will be posted to clinical Blackboard pages, including information on times offered, rooms, how to sign up, etc.

Palisano Learning Center (PLC)

Tutoring services and academic coaching are open to all Trocaire students at no charge. Students may make an appointment with the PLC for academic support, or they may be referred by faculty and staff.

All students may self-schedule a tutoring or academic coaching appointment with the learning center. Please visit the self-schedule tutoring platform, [WCONLINE](#), to create an account and schedule a tutoring appointment.

Time Management

One of the most important keys to success in college is the understanding of the time commitment required both inside and outside of the classroom.

Studying is an active process which helps with the understanding and application of course material and may include activities, such as course readings, study groups, and practice questions. It is important to get into a routine and ensure the appropriate amount of time is spent on course work. Your course and program resources assist with outside of class work.

- 3 credit hours = 3 hours in class per week = 6 hours minimum of study time per week.
- 12 credit hours = 12 hours in class per week = 24 hours minimum of study time per week.

It is important to consider outside of school obligations, such as work or families, to create a successful academic plan. Students should plan time to study as they would schedule class and work time. This helps to remain focused and on task. It is imperative to study material regularly. Students should also factor in Pathways to Nursing Success and tutoring times as part of the regular study and preparation routine.

Registering for Courses

To register for courses, students must review their academic standing and upcoming courses with their assigned academic advisor. The academic advisor will unlock the student for the ability to register for the upcoming semester. If a student has a hold on their account, they may be unable to register until the hold is addressed. It is the student’s responsibility to register for courses.

Student Services

Trocaire College and the Catherine McAuley School of Nursing have a variety of resources available to support student attainment with their educational, professional, and personal goals. Student services are outlined on the Trocaire College [Student Support](#) website and within the College Catalog. Rooms are subject to change.

College Department	Location*	Link/ Email Information
Accessibility Services (Wellness Office)	Room 1435 (Dawn Colton)	https://trocaire.edu/student-life/student-support-services/accessibility-services/
Admissions	Room B10	Info@Trocaire.edu
Advisement and Student Service Center	Room 140	AdvisementServices@Trocaire.edu
Barnes & Nobel Bookstore	Main foyer entrance	https://trocaire.bncollege.com/shop/trocaire/home
Campus Ministry	Mercy Center room L10	https://trocaire.edu/student-life/mission-office/
Catherine's Cupboard	Room 349	https://my.trocaire.edu/catherines-cupboard-revision/
College Safety	Room 120, security desk	https://my.trocaire.edu/student-services/safety-emergency/
Digital Learning (Blackboard)	Room 355, Room 343	blackboard@trocaire.edu
Enrollment and Financial Aid Welcome Center	Room B05	Info@Trocaire.edu
Financial Aid	Room B02	FinancialAidGlobalMail@Trocaire.edu
IT Support (Help Desk)	Room B14	https://my.trocaire.edu/it-systems-health-status/
Library	4 th floor, front of building	library-mail@trocaire.edu
Student Health Records (Wellness Office)	Room 137	WellnessCenter@Trocaire.edu
Palisano Learning Center (PLC)	4 th floor, front of building	palisanolearningcentermail@trocaire.edu
Registrar	Room 113	RegistrarTeam@Trocaire.edu
Student Accounts/ Bursar	Room 120	studentaccounts@trocaire.edu
Student Affairs	Room 121	https://trocaire.edu/student-life/student-support-services/student-affairs/
Title IX	Mercy Center room L04-B	https://trocaire.edu/title-ix/
Trocaire Opportunity Program (TOP)	Room 112, Room 114	https://trocaire.edu/admissions-and-aid/tuition-financial-aid/trocaire-opportunity-program-top-heop/
TRiO (Student Support Services)	Room 116	https://my.trocaire.edu/trio-student-support-services-program/
Verterans Services Lounge	Room 215	https://trocaire.edu/student-life/veterans-engagement/
Workforce Development	Room 346	https://trocaire.edu/academics/workforce-development/

Safety

Please refer to the current College Catalog in addition to the following:

- Campus Safety and Security at Trocaire College works in conjunction with students, faculty, and staff to ensure their security throughout the campus. Trocaire employs uniformed guards through a private security service. The guards work closely with the Buffalo Police Department.
- In order to support emergency services on and around the Trocaire campus, we rely upon a strong working relationship with not only the Buffalo City Police Department but also the Buffalo Fire Department. We also call on the services provided by local first responders.
- For additional information, contact the Coordinator of Safety and Security – Mrs. Kelly Loss, Room 120 LossK@Trocaire.edu.
- If you see something that is unsafe or believe there is something unsafe, please be sure to report it. We can then follow up with the proper channels for a resolution.
- Incident reports must be completed after an incident occurs. These may be completed with Security. Faculty and staff may help guide students through the reporting process.

Graduation

Program Completion Requirements

Students are required to meet all degree requirements in order to complete the nursing program. These degree requirements include, but may not be limited to, nursing courses, liberal arts courses, and the Mercy Action Project (MAP).

Degree Audit

Courses required for the nursing programs can be found on the appropriate [nursing program webpage](#). Course sequencing and descriptions can be found in the College Catalog. Your degree audit is also located within your E-Student portal and is updated as you complete courses. It is the student's responsibility to verify their degree audit is correct.

Preparation of Licensure

In order to provide nursing services as a registered professional nurse (RN) or a licensed practical nurse (LPN) in New York State, you must be licensed and registered by the New York State Education Department (NYSED). (Office of the Professions, n.d.)

To be licensed and registered as an RN or an LPN in New York State, you must:

- be of good moral character;
- be at least eighteen years of age;
- meet education requirements;
- meet examination requirements; and,
- apply for an RN or LPN license with NYSED.

Moral Character Requirements

You must demonstrate that you are currently of good moral character in order to be licensed or registered as an RN or an LPN. When you apply for an RN or LPN license or to renew your registration, you will be required to answer the following questions:

- Have you been found guilty after trial, or pleaded guilty, no contest or nolo contendere to a crime (felony or misdemeanor) in any court?
- Are criminal charges pending against you in any court? Has any licensing or disciplinary authority refused to issue you a license or ever revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew a professional license or certificate held by you now or previously, or ever fined, censured, reprimanded or otherwise disciplined you?
- Are charges pending against you in any jurisdiction for any sort of professional misconduct?
- Has any hospital or licensed facility restricted or terminated your professional training, employment or privileges or have you ever voluntarily or involuntarily resigned or withdrawn from such association to avoid imposition of such measures?

A “yes answer” to one or more of these questions will not necessarily disqualify you from a license or a registration. The New York State Education Department decides on a case by case basis whether prior criminal conviction(s) or other issues will disqualify the applicant from being licensed or registered as an RN or an LPN.

Licensing Process

In order to become a Registered Nurse (RN) or Licensed Practical Nurse (LPN), the New York State Office of Professionals and the National Council of State Board of Nursing (NCSBN) require that educational requirements be met. When students graduate from the Nursing Program they will be eligible to take the NCLEX-RN® or the NCLEX-PN® at a local Pearson Vue testing center. If a student is seeking licensure out of state, it is their responsibility to determine what documentation is required for licensure. Students will be given details about this process prior to graduation.

The National Council for State Boards of Nursing (NCSBN) is responsible for all nurse licensing examinations. For more information on the NCLEX-RN® or the NCLEX-PN® and student tools, go to www.NCSBN.org. Pearson Professional Testing provides test development and test administration services for the NCLEX-RN® and the NCLEX-PN®. For more information and a tutorial on the NCLEX-RN®, go to www.pearsonvue.com/nclex.

The NCLEX-RN® and the NCLEX-PN® is given only in a computerized adaptive testing (CAT) format. The Next Generation NCLEX (NGN) exam asks better questions to help nurses think critically when providing care and make the right decisions. NGN is about protecting the public and achieving the best outcomes for clients, nurses and institutions.

Program Policy Manual Student Certification of Understanding



Catherine McAuley School of Nursing

This signature validates that I have read and fully understand the Policy Manual of the Catherine McAuley School of Nursing at Trocaire College and will abide by its guidelines (and/or modifications as warranted).

Violation of the ANA Code of Ethics for Nurses, the Trocaire College Student Handbook, and/or the Catherine McAuley School of Nursing Student Handbook may result in program and/or college disciplinary action including but not limited to disciplinary suspension, failure of course, or dismissal from the nursing program.

Student Signature: _____

Student Name (printed): _____

Nursing Program: _____

Nursing Semester: _____

Date: _____