The Catherine McAuley School of Nursing

Nursing Student Handbook
&
Policy Guide

2017-2018

Keep this section until graduation

Please note that nursing students are responsible for the policies and procedures stipulated in this handbook.
August 2017

Dear Nursing Students,

Welcome to Trocaire College and the nursing program! We are delighted that you have chosen to start the next chapter of your life and professional career with us.

Trocaire College offers three nursing programs:

- Registered Nursing (AAS)
- Bachelor of Science Degree with a Major in Nursing
- Practical Nursing (Certificate)

Nurses are an integral component of the health care team who work with other healthcare members to meet their patients’ needs while improving patient outcomes. Our program emphasizes nursing expertise beyond clinical care, such as patient education, health promotion, community health, healthcare across the lifespan, and technology integration. Nurses have opportunities to provide patient care in hospitals, clinics, schools, homeless shelters, and many other agencies, which is why the profession provides so many rich opportunities for the nursing graduate.

Our nursing programs provide students with the opportunity to learn from and be mentored by faculty, and clinical instructors, who are deeply engaged in the nursing profession and are dedicated to helping students achieve academic success.

Students will be taught to use critical reasoning and clinical judgment skills that are required of all nurses. You will base your practice on evidence from research and best practice standards of nursing. Additionally, you will demonstrate unwavering compassion and respect for human life. Some nurses see this as a calling to the profession of nursing. The Catherine McAuley School of Nursing program empowers students to answer that calling and find careers where they make a difference every single day.

The nursing programs at Trocaire College are fully accredited by the Accreditation Commission for Education in Nursing (ACEN).

This Student Program Policy Manuel provides specific information you will need as you progress through the nursing program. It is your professional responsibility to thoroughly read this information and to abide by the policies and guidelines set forth by the Catherine McAuley School of Nursing Program, and Trocaire college.

On behalf of Mr. John Anderson, the Associate Dean of the Catherine McAuley School of Nursing, the faculty and staff of the Nursing Department I/we look forward to working with you and wish you much success.

Warm regards,

Dr. Catherine M. Griswold, Ed.D, MSN, RN, CLNC, CNE
Dean of the Catherine McAuley School of Nursing
Adopted Fall 1994
Reviewed and Revised: Spring 2003
Reviewed and Revised: June 2003
Reviewed and Revised: May 2004
Reviewed and Revised: May 2005
Reviewed and Revised: December 2005
Reviewed and Revised: May 2006
Reviewed and Revised: May 2007
Reviewed and Revised: December 2007
Reviewed and Revised: May 2008
Reviewed and Revised: May 2010
Reviewed and Revised: May 2011
Reviewed and Revised: May 2012
Reviewed and Revised: May 2013
Revised and Reviewed: January 2014
Reviewed and Revised: June 2014
Reviewed and Revised: May 2015
Reviewed and Revised December 2015
Reviewed and Revised August 15, 2016
Reviewed and Revised August 2, 2017
Trocaire College Nursing Program Information & Policies Guide

Trocaire College Nursing Program Information & Policies Guide is an official publication of the Office of the Dean of the Catherine McAuley School of Nursing.


The Catherine McAuley School of Nursing Administrative Team

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<thead>
<tr>
<th><strong>Dean</strong></th>
<th>Dr. Catherine M. Griswold, Ed.D, MSN, RN, CLNC, CNE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate Dean</strong></td>
<td>Mr. John Anderson</td>
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</tbody>
</table>
| **Administrative Assistant** | Ms. Melissa Fahey  
faheym@Trocaire.edu  
Please contact Ms. Fahey to make appointments for Dr. Griswold or Mr. Anderson |

Accreditation Information

All Trocaire College Nursing programs are registered by the New York State Education Department and are accredited by the Accreditation Commission for Education in Nursing (ACEN).

Accreditation Commission for Education in Nursing  
3343 Peachtree Road, NE, Suite 850, Atlanta, Georgia, 30326.  
Phone: (800) 669-1656, Ext. 153
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NURSING PROGRAM MISSION STATEMENT

The mission of Trocaire College Nursing Program is to be responsive to current and evolving health care needs by providing quality nursing education that is in keeping with currently accepted social, educational and nursing standards and is consistent with the mission of the college.

NURSING PHILOSOPHY STATEMENT

The Trocaire Nursing Faculty accepts the philosophy of Trocaire College and its mission and functions within its framework.

The Nursing Faculty believes that health is a dynamic and individualized state of biopsychosocial and spiritual well-being affected by environment, access to health care, lifestyle choices, education, and culture. Health is an individually perceived state of well-being that is positively valued, affects all aspects of life, and determines one's quality of life.

The holistic understanding of health gives rise to a view of nursing as a caring profession. The professional nurse recognizes that all human beings are unique individuals who have the ability to adapt to the environment. The professional nurse believes that human beings are entitled to be treated with respect and dignity and that cultural heritage and spiritual beliefs influence health behaviors. Health care is a partnership in which the patients share responsibility for achieving optimal health.

Today's professional nurse assumes multiple roles as provider of care, manager of care, and member within the discipline of nursing in meeting the needs of individuals and families. The professional nurse provides this care for people from all stages of life and all degrees of need along the health-illness continuum. A background in nursing theory and knowledge from other sciences and general education is necessary for the provision of health care.

Education is a life-long process involving the acquisition of knowledge and the development of critical thinking skills. Learning occurs in various settings and should be self-directed, flexible, and learner-focused. The faculty view nursing education as dynamic and ongoing resulting in a change in knowledge, attitude, and behavior of students. Faculty believes nursing education requires that students develop a scientific and psychosocial theory base, communication skills, and the ability to apply the nursing process.

The nursing faculty accepts its responsibility to provide an environment for a diverse student population that supports learning through a variety of teaching/learning methods, a curriculum that builds on previous knowledge and experience, and a learning sequence that moves from simple to complex concepts. We encourage students to assess their own goals and to assume responsibility for learning.

The faculty provides our graduates with the educational preparation to apply the nursing process in making critical decisions in their role as health care providers. We prepare graduates to function successfully within the scope of their academic preparation and to make a commitment to the value of caring and to their own professional growth.
PROFESSIONALISM

Preparation for a career involves not only the development of cognitive (knowledge) and psychomotor (technical) skills, but also professional attitudes and behavior (affective performance). The nursing faculty at Trocaire College expects all students to demonstrate a professional attitude and professional behavior at all times. Additional information on professionalism, including specific information for students completing off-site capstone, clinical or practicum experiences, is available in later sections of the Guide and/or in the course syllabus.

PROFESSIONALISM OBJECTIVES

In addition to learning how to solve problems and perform experiments, part of the education of a professional involves the development of professional behaviors. We hope that the behaviors you will learn during your four years at Trocaire College will serve as the foundation of your professional demeanor during your career as a health care professional. To assist you in developing professional attributes, each course in the department will include a rating of your professional characteristics.

1. Exhibit the ethical and professional behaviors required within the healthcare delivery system
2. Communicate with instructors and peers in a constructive, professional manner (polite, considerate, pleasant, and unhurried).
3. Work cooperatively with other students, including sharing equipment and supplies.
4. Accept constructive criticism and modify behavior accordingly.
5. Exhibit behaviors consistent with the professional and ethical standards of the discipline
6. Display professional, courteous and cooperative behaviors

THE ROLE OF THE NURSE IN HEALTH CARE

According the ANA - Nursing is:
the protection, promotion, and 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 American Nurses Association, 2016)

STUDENT LEARNING OUTCOMES FRAMEWORK

Effective fall 2017 all three nursing program will use the updated conceptual model of expected student learning outcomes. The SLO/Program outcomes framework is used in many nursing programs as a standard of program expectations.

Program Learning Outcome incorporates the nursing program philosophy, National League for Nursing (NLN) competencies and core values, The Quality and Safety Education for Nurses (QSEN) pre-licensure competencies, and Standards of Practice. Additional each program will add program level competencies such as:
• The Practical Nursing Program utilizes the *Educational Competencies by The National Association for Practical Nurse Education and Service (NAPNES)* to develop the student learner outcomes (SLO).
  
  o  [https://napnes.org/drupal-7.4/sites/default/files/pdf/standards/standards_read_only.pdf](https://napnes.org/drupal-7.4/sites/default/files/pdf/standards/standards_read_only.pdf)

• The AAS Nursing program focuses on the *National League for Nursing (NLN)* competencies
  

• The BS in Nursing utilized the *Essentials of Baccalaureate Education for Professional Nursing Practice*
  
  o  [http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf](http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf)
### Student Learning Outcomes Competency are related to the NLN, QSEN Standards for Associate and Baccalaureate Graduate Competencies

<table>
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<tr>
<th>Trocaire Philosophy</th>
<th>Practical Nursing Program</th>
<th>Associate Degree</th>
<th>Baccalaureate Degree</th>
<th>Program Learning Outcomes</th>
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<tr>
<td><strong>Human Flourishing</strong></td>
<td><strong>Patient and Family Centered Care</strong>: Recognize the patient or designee as the course of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.</td>
<td>The holistic understanding of health gives rise to a view of nursing as a caring profession.</td>
<td>Faculty believes that nursing education requires that students develop communication skills.</td>
<td>Today’s nurse assumes multiple roles as provider of care, manager of care and member within the discipline of nursing.</td>
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<td><strong>Human Flourishing</strong>: Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team.</td>
<td><strong>Patient Centered Care</strong>: The practical nursing graduate • demonstrates effective communication skills (NAPNES) • while providing patient care founded on basic physical, developmental, spiritual, cultural, functional, and psychosocial needs (NAPNES) • of individual patients across the lifespan</td>
<td>Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</td>
<td>Incorporate the knowledge and skills learned in didactic and clinical courses to help patients, families, and communities continually progress toward fulfillment of human capabilities.</td>
<td>Advocate for patients and families, within healthcare settings, to support Basic Needs and Human Flourishing: a. Collaborate with other members of the interprofessional team to achieve positive patient outcomes. b. Apply critical thinking skills to support the achievement of basic needs for patients and families. c. Use therapeutic communication across health care settings. d. Demonstrate clinical competence and accountability in their practice based on current knowledge of health care in a variety of settings. e. Utilize teaching/learning principles to teach patients, significant support persons, and community groups the information needed to achieve desired learning outcomes.</td>
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<td><strong>Safety</strong>: Minimize risk of harm to patients and providers through</td>
<td>Faculty provide our graduates with the educational preparation to apply</td>
<td><strong>Nursing Judgment</strong>: Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health</td>
<td>Make judgments in practice, substantiated with evidence,</td>
<td>Demonstrate Nursing Judgment by applying the Nursing Process, substantiated with evidence, to provide safe, quality patient care.</td>
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<td><strong>Nursing Judgment</strong>: Make judgments in practice, substantiated with evidence,</td>
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<td>Professional Identity</td>
<td>Prepare graduates to function successfully within the scope of their academic preparation and to make a commitment to the value of</td>
<td><strong>Professional Identify:</strong> Assess how one’s personal strengths and values affect one’s identity as a nurse and one’s contributions as a member of the health care team.</td>
<td>Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse through actions that reflect integrity; a commitment to evidence based practice, caring, advocacy, and safe, centered care in diverse settings. Activities include assessment, nursing diagnosis, care planning, implementation and evaluation: a. Establish an individualized plan of care, using the Nursing Process. b. Set priorities within the frameworks of safe, efficient and effective nursing care.</td>
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<td>Evidenced Based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</td>
<td>Both system effectiveness and individual performance. The practical nursing graduate will recognize and report changes and responses to interventions to a RN or the appropriate licensed health care provider while providing a safe environment for patients, self, and others.</td>
<td>Synthesize nursing science and knowledge from other disciplines in the provision of safe, quality care and promote the health of patients, families, and communities.</td>
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<tr>
<td>Education is a life-long process involving the acquisition of knowledge and the development of critical thinking skills.</td>
<td>The practical nursing graduate will utilize evidence based nursing judgment when prioritizing care, implementing interventions, reporting changes, (Scope Of Practice); and promoting the health (NLN) of individual patients across the lifespan (Scope of Practice).</td>
<td>The practical nursing graduate will recognize and report changes and responses to interventions to a RN or the appropriate licensed health care provider while providing a safe environment for patients, self, and others.</td>
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<td>Graduate will minimize risk of harm to patients and providers through both system effectiveness and individual performance. Substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.</td>
<td>The practical nursing graduate will utilize evidence based nursing judgment when prioritizing care, implementing interventions, reporting changes, (Scope Of Practice); and promoting the health (NLN) of individual patients across the lifespan (Scope of Practice).</td>
<td>Professional Identify: Assess how one’s personal strengths and values affect one’s identity as a nurse and one’s contributions as a member of the health care team.</td>
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<td></td>
<td>Develop an evolving Professional Identity at entry level by implementing the nursing role to reflect the core values of the Nursing program: a. Demonstrate accountable behaviors within ethical, legal and regulatory frameworks of</td>
<td>Express one’s identity as a nurse through actions that reflect integrity; a commitment to evidence based practice, caring, advocacy, and safe, centered care in diverse settings. Activities include assessment, nursing diagnosis, care planning, implementation and evaluation: a. Establish an individualized plan of care, using the Nursing Process. b. Set priorities within the frameworks of safe, efficient and effective nursing care.</td>
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| **Spirit of Inquiry** | **Quality Improvement**: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making. | **Utilize decision making and problem solving in the coordination of patient care.** | **Spirit of Inquiry**: Question the basis for nursing actions, considering research, evidence, tradition, and patient preferences. The practical nursing graduate will participate in quality improvement by providing input into the development of policies and procedures and effectively using resources to achieve patient outcomes (NAPNES). The practical nursing graduate will participate as a member of the interprofessional team collaborating and communicating with other health care providers (SOP) to promote safe, quality, patient centered care. | **Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities,** | **Act as an evolving scholar who contributes to the development of the science of nursing practice by identifying question in need of study, critiquing published research, and using available evidence as a foundation to propose creative, innovative, or evidence based solutions to clinical practice problems.** | Establish a Spirit of Inquiry for professional nursing practice: a. Incorporate knowledge of Evidence Based Practice guidelines into professional nursing practice. b. Develop the skills necessary to use Evidence Based Practice guidelines and other professional standards of care. c. Display attitudes consistent with the values of lifelong learning. By changing the teaching model from a lecture format to students engagement model classes will be structured so:  
- students come to class and clinical with information discovered to contribute to discussions.  
- students brainstorm together about concepts presented in class.  
- Complete the NCLEX-RN licensure exam successfully.  
- Demonstrate professional behaviors and accountability to legal and ethical nursing practice standards for a competent PN (NAPNES).
<table>
<thead>
<tr>
<th>references read, clinical experiences, and other learning experiences</th>
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<td>• students question why things (e.g., approaches to patient care, the design of the curriculum)</td>
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<td>• students will engage in Socratic Questions</td>
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Study Skills and Time Management
One of the most important keys to success in college is the understanding of the time commitment required outside of the classroom. On average for every one credit hour in which you enroll, you will spend approximately two to three hours outside of class studying.

- 3 credit hours (1 course) = 3 hours in class per week = 6-9 hours study time per week.
- 12 credit hours (4 courses) = 12 hours in class per week = 24-36 hours study time per week.

- Rule of Thumb: 2 hours of study per 1 hour of class; if going full time (12 hours) that equals 24 hours of studying per week AND don’t forget about your job and family! That could easily add up to more than 40 hours a week!

Faculty
In college your teachers are known as called "Professors"; Professors rarely teach to the text; often lecture nonstop and require students to thinking beyond the facts. Please do not call faculty and staff by their last name only. This is unprofessional and in the clinical setting may be deemed as unacceptable behavior.

Exams
The National Council Licensure Examination (NCLEX-RN® exam) has one purpose: To determine if it’s safe for you to begin practice as an entry-level nurse. It is significantly different from any test that you took in nursing school. While nursing school exams will follow NCLEX style questions. These type of questions are not knowledge based exams but application and analysis using the nursing knowledge. Students will be expected to use critical thinking skills to make nursing judgments.

Service-Learning
Service learning improves student learning outcomes and contributes to student personal and social development (see Critical Thinking Dimensions below). Faculty report enhanced teaching, service, and research opportunities and academic institutions report increased student retention and improved “town/gown” relationships. Community partners receive additional resources to support their agencies’ mission. Unless otherwise noted, the following outcomes are documented in these studies.

Clinical Rotations
The nursing program provides clinical learning opportunities for students. This is the time where students can link theory to real life patient care. Students will attend a variety of health care settings, including obstetrics, medical-surgical care, pediatrics, community health, and psychiatric nursing.

Clinical rotations can vary from 6 to 12 hours depending on the course and clinical objectives. Prepare for clinical once you are assigned your patients; review their medical histories, why they were admitted, medications, and any other relevant information. Be prepared to answer questions and care for your patients in a professional manner.
LETTERS OF RECOMMENDATION

Advisement & Career Services

Reference Guidelines

Value of References
References are requested by employers when you apply for a job. References may also be requested when you apply for admission to a college or university program. By establishing a reference file with Advisement & Career Services at Trocaire College, copies of your references are available to you or forwarded to an employer or admissions department when they are requested. You will establish and populate your file during your final semester.

Create Your Reference File Before Graduation
References need to be established prior to graduation. It is often difficult to secure references from faculty or clinical instructors during summer or several months after graduation. Employers typically request references when a candidate applies for employment or immediately after an interview. If your references cannot be furnished when requested, you appear unprofessional and it may cost you the job offer. That is why it is essential that your reference file is complete before applying for a job.

Waiving A Reference
All references are maintained in compliance with the Family Education Rights and Privacy Act, Public Law 93-380. An individual has the right to see any reference which has been written in regard to him/her, unless that individual waives the right to see the reference. If you sign the waiver statement on the reference form, you give up the right to read the reference. Whether or not you choose to waive a reference is a personal choice. However, you may carry confidential references to a job interview if they are obtained from Advisement & Career Services and enclosed in a sealed envelope.

Reference Procedure
Blank reference forms are available in Advisement & Career Services. It is recommended that you have 3 references; at least two reference forms should be completed by your program or clinical instructors. One reference from your current employer or other professional is recommended. These are professional not personal or character references; as such, do not use relatives, friends or individuals who do not know you in a professional or academic capacity.

How to Ask Someone to Be a Reference
Do not assume that anyone you ask will be a reference for you. Make the time to have a conversation with individuals whom you would like to be references for you. Ask them if they are comfortable being a reference for you. Remind them of your career goals, the opportunities they have had to observe or evaluate your work, clinical performance or academic work. If you have an interview coming up and need a reference by a particular deadline, let the person know this and ask if they can comply with your request in a timely fashion. When you request a reference from a person outside the college, it is courteous and will assure a more timely response, if you give that person a stamped envelope addressed to: Trocaire College Advisement & Career Services, 360 Choate Avenue, Buffalo, NY 14220. You may also have the person scan and email it to Advisement & Career Services – be sure to contact the office to get the appropriate contact person. Thank the reference writer for writing on your behalf. Check periodically with Advisement & Career Services to see that your reference file contains the letters you were expecting.
Your references are kept on file for six years. You may add references to your file or have access to your references whenever they are needed during this time frame. Assistance with your job search, including help with resumes and interviewing, is available to you at any time. Simply contact Advisement & Career Services at (716)827-2577. These services are available to you indefinitely and free of charge as graduates of Trocaire College.

Transcripts of academic records are obtained from the Registrar. Call 827-2485 or 827-2415.

Remember to send a thank you note

ACADEMIC AFFAIRS STUDENT POLICIES

Classroom Policies and Procedures

A. Attendance Policy – As noted in the college catalog, students are required to attend all scheduled in-person and online classes, labs, seminars, clinicals, and internships associated with the course. [For online courses, instructors to indicate: “In order to be counted as having attended an online course, students must demonstrate weekly participation in an academically related activity. Academically related activities include submitting an assignment, taking an exam, watching a video, participating in an online discussion board, engaging in a study group, initiating contact with the instructor, or responding to the instructor’s contact. An academically related activity does not include logging into an LMS. Students who have not engaged in an academically related activity will be listed as not in attendance.”]

B. Academic Integrity Policy – Policies on academic integrity, including such issues as cheating, plagiarism, etc., as well as penalties which may be imposed, are outlined in the college catalog and will not be repeated here. Students should familiarize themselves with these policies.

C. Grievance Policy – The policy on academic grievances is provided in the college catalog. The college provides students the right to file an academic grievance.
D. **Disability Policy** - The policy on disability services is provided in the college catalog and will not be repeated here. Students should familiarize themselves with the disability policy and the associated services.

E. **Student Conduct Policy** - Trocaire College has high regard for its students and for all members of the College Community. Trocaire expects its students to obey all applicable civil laws; to behave in ethical, professional and courteous ways and to observe the specific policies and standards which govern a student’s behavior at the college. The Student Code of Conduct is outlined in the Student Handbook and will not be repeated here. Students should familiarize themselves with the policy.

F. **Student Conduct Policy** - Trocaire College has high regard for its students and for all members of the College Community. Trocaire expects its students to obey all applicable civil laws; to behave in ethical, professional and courteous ways and to observe the specific policies and standards which govern a student’s behavior at the college. The Student Code of Conduct is outlined in the Student Handbook and will not be repeated here. Students should familiarize themselves with the policy.

G. **Classroom Behavior** – Trocaire College acknowledges faculty authority in classroom management to ensure productive learning environments; as well as faculty and student safety. Disruptive classroom behavior will not be tolerated. Disruptive behavior is defined as an act that is disorderly, that might include but is not limited to that which disrespects, disrupts, harasses, coerces, or abuses and/or might threaten or harm property or person, so that it interferes with an orderly classroom, teaching process or learning function.

### Trocaire College Services

#### DISABILITY SERVICES

Trocaire College is committed to ensuring that students with disabilities have equal access to their coursework through reasonable academic accommodations or modifications. Reasonable accommodations are determined on a case-by-case basis. Any student who feels s/he may need an accommodation based on the impact of a disability should contact The Office of Disability Services. Students are expected to identify themselves as a student with a disability and will be asked to provide current documentation from a licensed provider.

To find out more information or discuss eligibility for accommodations, please contact the Coordinator of Disability Services in Room 112 of our Choate Campus or at 827-2412.

#### TUTORING

Students will be referred to the nurse resource tutor by full time level faculty. The referral will be based on the following criteria:

- Students repeating the level course
- Students identified at risk
  - Grades below 75 on unit tests
Students with a documented disability
Any student not meeting the above criteria can receive assistance from the peer/instructor tutors in the Palisano Center for Academic Success.

FERPA & HIPPA POLICIES

The Family Educational Rights and Privacy Act (FERPA)
Just as there are laws governing patient privacy (HIPAA), similar laws exist to protect student privacy. Student records are confidential and protected under the Family Educational Right and Privacy Act (FERPA). As a general rule, faculty and preceptors should approach student privacy much in the same manner that clinicians approach patient privacy. Conversations about student progress and achievement are appropriate among the educational team but should otherwise be treated as confidential. Student papers and faculty documentation and evaluation of student progress (i.e., grades) are treated as confidential. School of Nursing resources can be contacted for any questions about student privacy issues.

HIPAA Policy
All nursing students will need to view the HIPAA Tutorial. There is a link on the Trocaire Library’s webpage. When the HIPAA program is completed, students should print the certificate and submit the certificate to the appropriate instructor. The Certificate will be kept in the student clinical folder.

Hospital Incidents/Injuries Policy
Students must report incidents to the instructors or appropriate hospital personnel immediately. When an incident occurs at a clinical site, e.g. student injury or patient-related mishap, after initial actions are complete, appropriate Hospital and College forms must be completed. A student who sustains personal injury must report to Student Health Office for completion of necessary paperwork.
## Student Services

<table>
<thead>
<tr>
<th>Service Department (with hyperlinks to web page)</th>
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<th>Director of the Department</th>
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| **Academic Advising**                           | Academic advising is refining its approach to student-centered serves effective fall 2017. The Academic Affairs and Advising will initiate a case management model for all first year students. The college believes that this model with help identify obstacles and challenges that may play a role in student success. All students will have a student success plan to guide students towards positive progress. Students are assigned both an academic advisor and a level nursing advisor. Academic advisors meet with students two or three times during the semester to discuss academic issues and to assist students with registration. Student Affairs will be implementing a case management approach for advisement and student services. Student Service Advisors will maintain contact with their designated case load from acceptance through graduation. Students having difficulty with course requirements or personal issues are counseled and appropriate referrals are made. Students meet with level nursing advisors to discuss issues specific to nursing classes or clinical and to review tests, projects, etc. | Christine Ryan, Ph.D.  
Director of Advisement and Student Service Center  
Staff members  
https://trocaire.edu/campus_offices/ |
| **Admissions**                                  | Office of Admission, room B02, at the main campus. The admissions office provides numerous opportunities for prospective students to explore the college, and nursing program. Students can schedule a visit online or by calling the admissions office at 716-827-2545. Weekday appointments and tours are available to prospective students Monday through Friday, weekends and holidays are unavailable. Evening appointments are also available to meet the needs to working individuals. In addition to these times prospective students can make alternative appointments. | Mollie Ballaro, MS Ed.  
Dean of Admissions and Workforce Development  
Staff members  
https://trocaire.edu/campus_offices/ |
| **Bookstore**                                   | Trocaire College partners Barnes & Noble to create the campus bookstore. The Bookstore's primary goal is to serve the students, faculty, staff, alumni, and guests of Trocaire College. The Bookstore offers textbooks and a wide variety of merchandise—school supplies, snacks, and so on. It carries a full range of Trocaire College memorabilia including apparel, mugs, and key chains. The Trocaire College Bookstore is in | Toni Packard  
Store Manager  
Trocaire College Bookstore  
P: 716-827-2437  
360 Choate Ave. Buffalo, NY 14220  
http://trocaire.bncollege.com |
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<tr>
<td><strong>Career Services</strong></td>
<td>The Career Center exists to support and enhance the mission of Trocaire College by assisting students and alumni with school and work transitions as well as identifying and achieving lifelong career satisfaction and success. The career services office helps student with career exploration; resumes, employment opportunities, and graduate follow up.</td>
<td>Maureen Perlick Huber, M.Ed. Coordinator of Career Services 716.827.2444 <a href="mailto:huberm@trocaire.edu">huberm@trocaire.edu</a></td>
</tr>
</tbody>
</table>
| **Counseling Services**                       | Trocaire College offers individual counseling appointments to all students free of charge. For many, the college years mark an important time of personal growth and change. Individual counseling can help you improve your ability to manage life stressors in more healthy ways to work towards reaching your full potential. It is the goal of counseling services to help students towards achieving personal, social, and academic success. Common reasons students may seek counseling may include:  
  - Depression  
  - Anxiety  
  - Stress  
  - Grief or Loss  
  - Relationship concerns  
  - Academic stress  
  - Low self-esteem  
  - Substance abuse  
  - Self-Injury or Suicidal thoughts  
  If a needed service cannot be provided, appropriate community referrals will be made. | Lauren Ellis, LCSW, Student Counselor 716.827.2412 Room 122 ellisl@trocaire.edu |
<p>| <strong>Disability Services</strong>                       | This office provides assistance to students with disabilities in transitioning into college and obtaining educational accommodations for the classroom. Students can receive accommodations if they have been diagnosed with learning, physical, behavioral, health, and/or medical disabilities. This site provides information on obtaining accommodations that can help students achieve academic success. The College website, under disability services, provides students with information regarding the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990, Academic Accommodations and Student and Responsibilities. Students who are seeking accommodations for a disability should contact | Lauren Ellis, Student Counselor/Coordinator of Disability Services 716.827.2412 Room 122 <a href="mailto:ellisl@trocaire.edu">ellisl@trocaire.edu</a> |</p>
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<tr>
<td>Accessibility Services located in the Wellness Center. Students must submit documentation from a licensed provider. An intake will then take place with Accessibility Services, and the information gathered in the intake in addition to documentation received will determine eligibility for a student’s individualized accommodation. Examples of accommodations may include, but are not limited to: extended testing time, testing location outside of the classroom, note taking, alternative format textbooks, and use of various assistive technology devices or software. Students must meet with Accessibility Services each semester if they would like to receive their accommodations for update and review. Information regarding a student’s disability is considered confidential and is shared only with those individuals who need to know for educational purposes. Once the student is found eligible for accommodations a student’s faculty in the classes they chose to utilize there accommodations are notified. If a student is eligible for testing accommodations, the student will work with the faculty to fill out needed paperwork and schedule their testing accommodations through the Learning Center counselor.</td>
<td>Accessibility Services</td>
<td><a href="mailto:Lucasj@trocaire.edu">Lucasj@trocaire.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>The Office of Financial Aid is dedicated to helping students and parents obtain the financial aid necessary to pay for a college education at Trocaire College. 93% of Trocaire students receive some form of financial assistance – scholarships, grants, loans and work-study. This site is designed to help you with the financial aid process.</td>
<td>Financial Aid Office, room 113, main campus. <a href="mailto:Lucasj@trocaire.edu">Lucasj@trocaire.edu</a></td>
</tr>
<tr>
<td>IT Support Help Desk</td>
<td>The Trocaire College Office of Information Technology provides both a student and learning centered environment through its various technology services, where students are able to explore and maximize their potential. Each online course has a Technical Support Forum conveniently embedded in the course site where students can post technical questions to the Information Technology (IT) help desk (<a href="mailto:helpdesk@trocaire.edu">helpdesk@trocaire.edu</a>). Prior to the on-campus orientation session, students are given access to an online orientation course within Moodle, the College online learning system. The online orientation course was developed to introduce</td>
<td>Office of Information Technology (OIT) James Poulos, MS Assistant Vice President, Technology and Information Services</td>
</tr>
<tr>
<td>Service Department (with hyperlinks to web page)</td>
<td>Primary Service(s)</td>
<td>Director of the Department</td>
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<tr>
<td>students to Moodle. The course includes an introduction to online courses and Moodle, how to access the online course, Moodle layout, how to login to Moodle, access the orientation course, and how to interact with the course and professor. The IT help desk and the Director of Distance Learning and Educational Technology check the forums and respond to all questions in a timely manner. Contact information for the IT help desk and the Director of Distance Learning and Educational Technology is given to students at the on-campus orientation, within the online orientation course, and within each Moodle course. Students have been provided a technical support number which automatically forwards all calls to a cell phone for off-hour support issues. This support forum was developed so the professors could spend more time in developing course content and less time giving technical assistance. Information about distance education and related support can be found in brochures created by the Educational Technology Department. The brochures contain basic information about Distance Learning at Trocaire, along with a number of Frequently Asked Questions. The brochures are distributed regularly to various offices around the College (admissions, registration, advisement, etc.). All information contained in the brochures can also be found on the Trocaire website, <a href="http://www.trocaire.edu">www.trocaire.edu</a>. The website offers a convenient way to purchase texts, download articles from journals, and obtain technical support.</td>
<td>Library located on the fourth floor at the front of the main campus. <a href="mailto:Libraries@trocaire.edu">Libraries@trocaire.edu</a> <a href="mailto:schwartzj@trocaire.edu">schwartzj@trocaire.edu</a></td>
<td></td>
</tr>
</tbody>
</table>
| Library  
Rachel R. Savarino  
Library | The goal of the library at Trocaire College is to provide students with access to peer-reviewed and scholarly information, major components of Student Success. The college librarians curate the collection to insure that its content is scholarly, authoritative, and relevant to Trocaire’s students and faculty. Additionally, the library has online access to the librarians though “ask a librarian.” The library has a wide range of resources for all college stakeholders such as:  
- Over forty (40) databases containing information in electronic format  
- Journal articles (print and online), video (DVD and streaming), images (online), and books (electronic and print)  
- Interlibrary Loan service that usually delivers articles within 1 business day  
- The library has forty (40) recently installed desktop computers with MS Office, two (2) high speed printers, and a scanner. | Library located on the fourth floor at the front of the main campus. Libraries@trocaire.edu schwartzj@trocaire.edu |
<table>
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</thead>
</table>
| Standard 5 provides extensive information about the resources available in the library. | Clinical Clearance | Sr. Marie Andre Main, Coordinator of Health Records
Phone: 716.827.2489
Room: 114 Main Campus
Health Records is located in the Wellness Center
mainm@trocaire.edu |
| Student Health Records | All Health Science students must have a complete Health Record on file before attending Clinical. Health Forms are mailed when a student is accepted to the college. Immunization & Meningitis Requirements
New York State Public Health Law 2165 now requires all students attending New York State Colleges and Universities to show proof of immunity against measles, mumps and rubella. Full-time and part-time students, registered for six (6) credit hours or more, must show proof of immunity within 30 days of the start of classes. Persons born before January 1, 1957 are exempt from the requirement.
Also, all students registering for six (6) or more credits must complete and return a Meningitis Response Form. It is NOT mandatory to receive the meningitis vaccine. Proof of Immunity, in accordance with these requirements, is a condition of registration and continued class attendance.
The student Health Records Office receives and maintain student health immunization records; supplies required health information to affiliating agencies; provides health insurance information; and first aid | |
| Palisano Learning Center | In support of the Mission of Trocaire College, the role of the Palisano Learning Center (PLC) is to provide students with the tools for strategic learning and skills fundamental to college success and beyond. Its goals are to promote an environment that maximizes student learning and to support the instruction of faculty.
The Learning Center offers a variety of academic support to include individual, group, and online tutoring; supplemental instruction (fall 2017); and open learning labs. | Bridget Hodges, MS
Director of Learning Center and TOP
716.827.2425
HodgesB@Trocaire.edu
Palisano Learning Center:
Phone: 716.827.2521
palisanolearningcentermail@trocaire.edu
Location
The main office for Palisano Learning Center (PLC), on the main campus, is room 325. |
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<tbody>
<tr>
<td><strong>Registrar</strong></td>
<td>Grants transfer credit; confer degrees; registration; enrollment and degree verifications; transcript requests; notification to New York State Education Department with nursing and practical nursing program completion lists (Nurse Form 2PG)</td>
<td>Theresa Horner, BS Registrar 716.827.2485 Office is located in B15 on the main campus <a href="mailto:hornert@trocaire.edu">hornert@trocaire.edu</a></td>
</tr>
<tr>
<td><strong>Students Affairs Office</strong></td>
<td>The Student Affairs Division of the college provides year-round academic and educational advisement, career counseling and career placement assistance, workshops, and counseling. Student Affairs supports the mission of the college by providing services to students. Student Affairs advances student development and learning; fosters community engagement; promotes diversity, inclusion and respect; and empowers students to thrive.</td>
<td>Ms. Kathy Saunders Office is located in 121 <a href="mailto:saundersk@trocaire.edu">saundersk@trocaire.edu</a></td>
</tr>
<tr>
<td><strong>Veterans Services</strong></td>
<td>A variety of services are available to help veterans • Determine eligibility and apply for VA educational benefits • Assist Veterans in acclimating to college life Thanks to the support of federal, state, and Trocaire College’s financial aid programs, most veterans and their dependents can attend Trocaire with little or no financial obligation. There are a variety of financial assistance programs available to reservists, veterans, and their dependents all based on an individual’s personal military service record. Our hard working staff will go above and beyond to help the military families that have served and sacrificed for our country.</td>
<td>Coordinated by the Director of Student Engagement. Staff Staff Members Claudia Lesinski, BS 716.827.2553 <a href="mailto:lesinskic@trocaire.edu">lesinskic@trocaire.edu</a></td>
</tr>
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</table>
PROGRAM OUTCOMES

<table>
<thead>
<tr>
<th>Required Program Outcomes</th>
<th>Expected Level of Achievement* Practical Nursing Certificate Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance on NCLEX and/or Certification Examinations</td>
<td>Trocaire College PN graduates first time NCLEX annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.</td>
</tr>
<tr>
<td>Program Completion</td>
<td>70% of students admitted to the Trocaire College Nursing Program will successfully complete the nursing program within 150% of the time from entry into the program (3 semesters for full-time students).</td>
</tr>
<tr>
<td>Job Placement</td>
<td>80% of Trocaire College PN program will be employed as an LPN within 6-12 months of program completion.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Required Program Outcomes</th>
<th>Expected Level of Achievement* AAS Nursing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance on NCLEX and/or Certification Examinations</td>
<td>Trocaire College AAS Nursing graduates first time NCLEX annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.</td>
</tr>
<tr>
<td>Program Completion</td>
<td>70% of students admitted to the Trocaire College Nursing Program will successfully complete the nursing program within 150% of the time from entry into the program (3 semesters for full-time students).</td>
</tr>
<tr>
<td>Job Placement</td>
<td>80% of Trocaire College PN program will be employed as an RN within 6-12 months of program completion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Program Outcomes</th>
<th>Expected Level of Achievement* BS with a Major in Nursing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Completion</td>
<td>70% of students admitted to the Trocaire College Nursing Program will successfully complete the nursing program within 150% of the time from entry into the program (3 semesters for full-time students).</td>
</tr>
<tr>
<td>Job Placement</td>
<td>80% of Trocaire College PN program will be employed and or have a change in position as an RN within 6-12 months of program completion.</td>
</tr>
</tbody>
</table>

Program Requirements

College credit is granted based on classroom, clinical, college laboratory, simulation experiences and clinical seminars. Students are responsible for attending all classes, clinical experiences, college laboratories, simulation experiences and clinical seminars.

General Information

The Trocaire College Student Policy Handbook contains the resources for understanding the academic and administrative policies that are important for academic success. It includes a wide range of information for important federal policies, including rights to privacy, grading policies, and policies and procedures concerning refunds, withdrawals and other administrative issues. Policies and procedures that apply specifically to the RN program are listed on the following pages.
The RN program curriculum moves from simple to complex. Each nursing course builds on the knowledge of the previous level courses. Courses in each level of the curriculum must be completed before advancing to the next level. Any variations must be approved by the Dean of Nursing.

Pertinent College Catalog Sections at www.trocaire.edu

- General College Information
- Tuition Information
- Student Life
- Academic Policies and Procedures
- Grades and Quality Points – See College Catalog
- Health Records and Immunizations
- Students with Disabilities
- Course Changes
- Leave of Absence
- Withdrawal from College
- Probation and Dismissal
- Student Conduct Code
- Degree/Certificate Requirements
- Drug and alcohol policy – refer to the Student Handbook

THE CATHERINE MCAULEY SCHOOL OF NURSING

ACADEMIC POLICIES

- All students will be bound by the policies described in the most recent edition of the Nursing Program Information & Policies Manuel, in addition to those described in the College Student Handbook.

- Nursing are bound by these additional policies that are described in this manual.

- 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.

- The school of nursing and the 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 the Trocaire College Moodle site.

NOTICE TO STUDENTS REGARDING CRIMINAL BACKGROUND CHECKS

Current laws generally permit a state licensing board or agency to deny a license to practice nursing if the applicant has been convicted of a felony or other specified crime. Like many state licensing boards, the Office of the Professions of the New York State Education Department requires that a criminal background check be conducted prior to granting a license to practice nursing. Questions should be directed to the NYS Office of Professions: at http://www.op.nysed.gov

The Nursing Program at Trocaire College does not require a criminal background check, but the educational requirements include placement at one or more hospitals or other off campus clinical training sites, and these sites frequently require a student to undergo a criminal background check before the student can be placed for clinical learning experience. If, based upon the results of a
criminal background check, the site determines that a student's participation in its clinical training program would not be in the best interest of the site, the site may deny that student admission to the training program. Even if the student has already begun the placement when the results are received, the site may elect to dismiss the student, regardless of the student's performance while in the training program.

Each clinical training site that requires a criminal background check sets its own standards and procedures, and you may be asked by the site to pay the cost of the background check. Please note that if a clinical training site determines that you may not take part in its training program based on the results of a criminal background check, you may be unable to complete your course requirements and to continue in the Nursing program. It is important for you to consider this before you enroll in the Nursing program. Trocaire College has no obligation to refund your tuition or fees or to otherwise accommodate you in the event you are ineligible to complete your course requirements based on the results of a criminal background check, or if you are denied a license to practice nursing.

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**CLASSROOM POLICIES AND CLINICAL REQUIREMENTS**

**Attendance**

Please note that faculty is required by the college to record attendance. The reason for this policy has to do with the requirement to report to federal agencies, upon request, student non-attendance in order for the college to meet federal financial aid requirements. Failure to attend classes regularly will affect your grades and possibly your financial aid.

If the college is closed due to adverse weather conditions, the student shall not attend any off-campus clinical placement site. In other words, if the college is closed due to inclement weather, then nursing students should not be driving or otherwise traveling to off-campus sites.

**Absence Policy**

**Class**

Please note that faculty is required by the College to record attendance. The reason for this policy has to do with the requirement to report to federal agencies, upon request, student non-attendance in order for the College to meet federal financial aid requirements.

Students are expected to attend all regularly scheduled classes. Excessive absenteeism may result in a failing grade (see course syllabus policy regarding specific course policies).

**Clinical Information**

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.

Professional behavior and accountability is expected. **Failure to complete all required clinical experiences will result in failure of the clinical course.**

Students are required to attend all scheduled clinical experiences.
If absent, the student is required to notify the appropriate instructor and/or facility as directed prior to the start of the scheduled experience. Students must provide documentation from a physician if ill.

Students who are absent for a scheduled experience must fulfill objectives as specified by the appropriate instructor before the final exam. Students may be asked to withdraw if absent from more than two scheduled experiences: Two clinicals, two college labs or two clinical seminars. A Petition for Reconsideration must be submitted to the Instructor if students miss more than two clinical days with proof of an absence for the third missed clinical day. If the Petition is approved by the Instructor, clinical make up experiences will be scheduled at the student’s expense.

If a student has an approved clinical absence they must make up the clinical day.

- If a student is absent from a 6 hour clinical they must make up 6 hours of clinical.
- If a student is absent from an 8 hour clinical they must make up 8 hours of clinical.
- If a student is absent from a 12 hour clinical they must make up 12 hours of clinical.

**College Laboratory**

Students are to attend all college lab experiences. For any absence, students must notify the lab instructor prior to the missed lab. The student is responsible for contacting the lab instructor to make up the missed lab (and possibly prior to next clinical).

**College Laboratory Testing**

Students are required to attend College Lab Testing. Any absence from the assigned laboratory testing without instructor notification and without a documented excuse may result in a clinical failure. Students who are unsuccessful in college lab testing must demonstrate mastery of lab skill(s) within two weeks of lab testing. Mastery of skills is a course requirement. Failure to demonstrate mastery will result in loss of two points from final course grade.

**Simulation Experience**

Students are required to attend all simulation experiences. Students must notify the Nursing Simulation Center - 827-2463 of any absence or tardiness. Attendance will be monitored by the simulation faculty.
Professional communication is the expectation of all nursing students. The importance of effective, timely communication is essential. Communication between students, faculty and other members of the college community are an essential component to academic success.

Each student has been given a Trocaire College email address. Trocaire College official means of communication is the college email system. Students must use their student email address for college business. It is expected that students will check their Trocaire College email account and Moodle every day to look for important announcements and information. Students are responsible for information sent to their college email address and/or posted on their courses’ Moodle sites.

**METHODS OF INSTRUCTION USED THROUGHOUT THE PROGRAM**

Instruction methods are varied throughout the program. Nursing faculty will use a variety of methods in order to deliver content, engage student learning, and teach students to **think like a nurse**. Some of the methods of instruction include:

- Self-Directed Study
- Computerized Technology
- Demonstration
- Multimedia
- Written Course Requirements
- Clinical Laboratory
- Pre-Conference
- Experience
- Post-Conference
- College Laboratory
- Lecture
- Clinical Seminar
- Case Studies
- Simulation
- Interactive technology

**New York State Education Department Regulations state**

Compliance with Federal Credit Hour Definition

Institutions of higher education must demonstrate how courses offered for credit comply with the federal definition of a credit hour. In general, for every 1 credit hour assigned to a course, students should be provided with the equivalent of 1 credit hour (50 minutes) of instruction and two hours (100 minutes) of out of class assignments, for 15 weeks. Actual assignment of credit hours will depend on the nature of the course (lecture, lab, clinical, seminar, etc.).

- **Academic**
- **Classroom Course Requirements**
  Course Syllabi contains information regarding expectations for each course which includes but not limited to:
  - Grade distribution
  - Assignments
Clinical Faculty contact information

It is the students’ responsibility to use their syllabus as a course guide.

Exam Policy

It is the policy of the college and the nursing program that a nursing faculty member (or responsible designee) is present in the classroom or skills lab at all times during the administration of a test, quiz, examination, skills testing or other form of graded assignment.

During examinations or any form of testing only authorized material may be on the desk or in the skills lab. In other words, desktops should be clear except for the materials needed and authorized for testing. All other materials and belongings must be placed on the floor at the front of the room or in an appropriate holding area designated by the instructor. Please do not remove shoes during the exams.

Any student who violates this exam policy will be referred to the Associate Dean of Nursing or the Dean of Nursing, and will receive a zero on the exam. Failure to follow exam policies and expected classroom behavior will be deemed as a breach of exam integrity and or an act of academic misconduct.

The materials and belongings that are not permitted include, but are not limited to, the following:

- Caps or hats of any kind. Note: If there is a medical or religious reason that a student must wear something on his/her head, then permission to do so must be secured at the start of the semester and in advance of any test or graded assessment.
- Electronic devices of any kind, including cell phones, watches, Google Glass, iPads, etc.
- Purses of any kind
- Book bags of any kind
- Water bottles, food
- Phones must be turned off (not on mute) and in backpacks. They may not be kept on your person.
- Students should make every effort to attend class section they are registered for.
- Student MUST take the course tests in the class section they are registered in regardless of attendance to other sections for lecture.
- Student must take all tests and the final.
- Missed tests finals without notification and/or 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 confirmanble emergency (illness, death, etc.) the student must notify 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. If a student is ill they 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 instructor.
- Testing time: All exams and quizzes must be taken in the lecture section in which the student is registered.
  - Exams follow NCLEX timing patterns; this is to prepare you for the NCLEX exam. You may have as few as 75 or as many as 265 questions on the exam and a maximum of six hours to complete the exam (with 2 - 10 minute breaks). If your test is the maximum of 265 questions you are given 1.2 minutes per question to take the exam (this takes into the account that there are 2 – 10 minute breaks).
- Example: 60 minutes for 50 questions (this gives you time to read instructions and start the exam).
  - Pace yourself accordingly, there is no extra time granted for any reason.
  - If you are late for an exam you will not be provided extra time. It is the students’ responsibility to manage their time, and to anticipate traffic and/or weather related issues.

- **Answer Sheets:** Computer answer sheet (Scantron) must be completed in the allotted time period. Once answer sheets are submitted to the proctor, no additions or deletions can be made. Grade is based on answers submitted on the computer sheet. **It is the students’ responsibility** to fill in the scantron correctly, any calculations and/or alternative format answers are completed in accordance with exam instructions.

- **Exam Reviews:** Students may review exams and exam grades within two weeks after exam grades are finalized unless other arrangements are made with an individual instructor. At the end of the semester, the final exam may be reviewed with course faculty at a designated date and time.

- Any student determined by faculty to have cheated on an exam will receive a zero grade for the exam, and may fail the course. In addition, the situation will be referred to the Dean for further action.

- Final course letter grades will be posted after all sections have completed exams.

**Policy on Graded Assignments**

Each faculty member will specify on his/her syllabus any grading policies including re-grading of tests, quizzes, papers, lab reports, or any other form of graded assignment for that particular course.

All assignments are intended to facilitate students’ integration of knowledge. It is mandatory that all theory and clinical assignments be completed in order to pass the course.

An assignment is considered late after the announced due date unless otherwise arranged with the course faculty. Late assignments will receive a deduction of points per day times the number of work days late. Each course syllabus will identify the number of points per day will be deducted per assignment. After 5 work days, the assignment will receive a “0” unless a student has written permission from an instructor to turn in late assignments.

Failure to submit written clinical assignments prior to the next clinical experience will result in the student not being permitted to participate in the clinical experience until the written assignments are up to date. This equates to a clinical failure for the day.

**College Grading Policy**

<table>
<thead>
<tr>
<th>Quality Points</th>
<th>Letter Grade</th>
<th>Letter # Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00</td>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>3.67</td>
<td>A-</td>
<td>92-94</td>
</tr>
<tr>
<td>3.33</td>
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<tr>
<td>1.00</td>
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<td>65-68</td>
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</tbody>
</table>
A student must achieve a 2.00 QUALITY POINTS or better to progress to the next level. Students must achieve a grade of “C” or better in all program required courses.

Final Course Grade

Final course grades involving decimals will be rounded up to the next whole number when equal to 0.5 or greater. For example, 89.5 will be rounded to a 90.

Dosage and Alternative Questions

The dosage questions assesses competency in calculating dosage and administering medication safely. It is an important requirement that demonstrates that the student is prepared for the responsibility of administering medications to clients in the clinical setting. Dosage review sheets will be available to students and students during orientation to some courses. Students wishing to review the material may seek guidance from nursing faculty during course orientation.

All dosage calculations must be shown on the test to receive credit for the correct answer. Calculators will be provided. Calculators may not be shared.

Alternate Item Formats Questions: According to the National Council of State Boards of Nursing (NCSBN)

An alternate item format is an exam item, or question, that uses a format other than standard, four-option, multiple-choice items to assess candidate ability. Alternate item formats may include:

- Multiple-response items that require a candidate to select two or more responses
- Fill-in-the-blank items that require a candidate to type in number(s) in a calculation item
- Hot spot items that ask a candidate to identify one or more area(s) on a picture or graphic
- Chart/exhibit format where candidates will be presented with a problem and will need to read the information in the chart/exhibit to answer the problem
- Ordered Response items that require a candidate to rank order or move options to provide the correct answer
- Graphic Options that present the candidate with graphics instead of text for the answer options and they will be required to select the appropriate graphic answer
Any item formats, including standard multiple-choice items, may include multimedia, charts, tables or graphic images. It is the students’ responsibility to follow the instructions for exams and how answers are calculated, illustrated, etc.

Incomplete Grades

At the discretion of a course instructor and only under exceptional circumstances a student can request an incomplete (I) grade. If the course instructor agrees to render a grade of incomplete for a particular course, the student must fill out an Incomplete Grade form with the faculty member rendering the incomplete grade.

Incomplete courses are counted as credit hours attempted for Federal & State aid. The **incomplete grade must be removed from the student’s record within 30 calendar days after the incomplete grade was received or it will automatically convert to an F.** When the incomplete grade is changed to an actual grade, the course will be considered complete and student’s GPA will be reviewed for SAP purposes.

Clinical Experiences

Clinical nursing practice is a foundation of nursing education. The nursing program is diligent in obtaining clinical experiences at a variety of facilities, sites, and/or units that will best enable students to meet the course and program objectives. Due to intense competition among local nursing programs for placements, the availability of clinical sites varies by semester. It is probable that, as a student progresses through the nursing program, (s)he will encounter clinical coursework that will take place on a weekend and/or evening time frame and will take place in the Buffalo metropolitan and surrounding area. Students planning their course schedules will be notified at the start of the semester about clinical schedules, and can plan their other responsibilities accordingly. The nursing department **will not** accept requests for clinical sites or times for clinical.

- Clinical requirements
  - Clinical rations are a minimum of 6 hours. Some courses have weekly clinical days and other courses students will attend clinical every other week.
  - During the first semester student will be assigned to the nursing lab and will not be in the clinical setting. All clinical policies are in effect for all nursing labs and simulation labs.
  - NU 222: 12 hours a week for 14 weeks.
    - Due to clinical space limitations students may be placed in clinical rotations as follows:
      - One (1) 12 hour clinical rotation or,
      - Two (2) 6-hour clinical rotations per week = 12 hours
  - The nursing program will make every effort to place students in clinical within their enrolled program: day students in day clinical and evening students into evening clinical however, we cannot guarantee days/hours for clinical placements.
  - The program places nearly 600 students in clinical each semester and are unable to accept requests for clinical sites/instructors or times.

Clinical Course Requirements and Policies

- Transportation to and from clinical is the responsibility of the individual student.
Students doing rotations at the Veterans Administration Hospital are required to have a Criminal Background Checks (The VA covers this cost). Students may need to go to a center to have the background check completed.

Physical exam

Immunizations:
- The influenza vaccine is required, as clinical facilities are requesting documentation of nursing student vaccination. Failure to receive the vaccination will require you to wear a mask during clinical patient care.
- MMR
- Varivax
- Chickenpox
- American Health Association CPR – Health Care Provider (online courses are not accepted)
- Nursing Supplies (Uniform, watch with a second hand, stethoscope)

Clinical Evaluation Tool Guidelines

The clinical evaluation tool is used for all clinical nursing courses. Each nursing course builds on prior knowledge, skills, and attitudes (follows QSEN - Quality and Safety Education for Nurses). http://qsen.org/competencies/pre-licensure-ksas/ obtained throughout the program.

Clinical Documentation

Clinical documentation is expected for every clinical course. It is different for each clinical setting and includes but is not limited to the review and acceptance of partnering hospital’s rules and guidelines. This documentation will include items such as patient confidentiality, HIPAA and other patient safety computer modules and student nurse orientations which are specific to each hospital. Even if the student is employed by the hospital where their clinical rotation occurs, (s)he will need to submit the required documents.

Successful completion of a clinical component of nursing courses will require satisfactory achievement in course evaluation methods as described in the course syllabus. This requirement may include but is not limited to:
- satisfactory completion of all course objectives
- satisfactory clinical performance (defined below)

Clinical Performance

Students are expected to demonstrate consistent professional behavior and consistent application of nursing theory in the clinical arena. Clinical performance in each course will be assessed using the clinical evaluation tool, and students must achieve satisfactory ratings and earn a “pass” in all categories in order 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. Students are expected to follow the clinical guidelines that are provided for each course.

Competencies

Students may be required by their clinical placement site to complete site-specific competencies and training (e.g., patient safety, social media policies, hazardous materials training, etc.). Completion of
these competencies/training is the student’s responsibility. Students are required to submit proof of completion of mandatory competencies/training, per partnering facility requirements, prior to starting their clinical experience. Students who do not submit all of the necessary paperwork by the posted deadline will not be permitted to participate in the clinical course(s), and will be dropped from the roster. Clinical instructors or the nursing department clinical coordinator will let students know of required competencies.

The need for a clinical “repeat” necessitates that the same hospital documentation will need to be completed again. Nursing students are expected to communicate in a timely and professional manner and to submit any documents pertaining to courses, and clinical experiences, in a timely manner as indicated in emails sent by faculty and staff.

Communication in the manner which is considered to be professional, that is timely, courteous and informative may is also expected. It is imperative that Trocaire College e-mail be checked often!

Clinical Preparation

All Nursing students are required to spend time preparing, for each clinical day. There are post clinical requirements as well. For example, care plans and other written work are often required prior to entering the clinical area. Students must budget their time accordingly, and should plan to spend time in addition to course hours in order to be properly prepared for the clinical experience.

Clinical 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. Professional behavior and accountability is expected.

Failure to complete all required clinical experiences will result in failure of the clinical course.

If a student misses a clinical experience for an unavoidable, incontrovertible, preapproved reason, then he or she may be permitted to make up time missed. Absences must be preapproved by the Clinical Instructor no less than one hour before the clinical assignment is scheduled to begin. If appropriate documentation related to an absence is provided to the Clinical Instructor, then the student may be permitted to pursue clinical make up time, which must be negotiated by the student with the Clinical Instructor and the Clinical Coordinator.

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 of the student and the fetus, pregnancy should be disclosed as soon as possible. Please see the nursing Functional Skills Requirements found on the Trocaire.edu website.

- 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 clinical coordinator before returning to the classroom, or clinical activities.
Students may be counseled to withdraw from nursing courses in order to allow time for them to receive treatment and to improve their health condition, and to maintain the safety of patients.

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 Evaluation Tool Guidelines

The clinical evaluation tool is used for all clinical nursing courses. Each nursing course builds on prior knowledge, skills, and attitudes. *Content based upon QSEN Competencies and KSA’s.

All clinical learning experiences will be evaluated upon completion and/or as deemed necessary by the faculty. Students who are not meeting clinical outcomes will be counseled individually as needed.

The Clinical Performance Evaluation Tool has 2 sections for Clinical Supervisors to complete. The Daily Clinical Evaluation (page 2) to be completed after each clinical day and the Midterm and Final clinical evaluation beginning on page 4 which defines the behaviors being evaluated for each Core Competency.

Students will 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 Supervisor or Course Faculty.

An unsatisfactory “U” for any clinical learning experience at final evaluation constitutes failure of the course.

Core Competency Statements

- Each core competency has associated statements, which specifies individual guidelines.
- The core competency statements are based upon level of matriculation in each clinical course.
- Each clinical course has a unique clinical evaluation tool specific to the course and level.

Grading Guidelines

- Clinical Performance will be evaluated with a Clinical Performance Tool, and will be scored either “S” “NI” or “U”.
- Every student must receive a score of “S” on the Clinical Performance Tool during the final clinical evaluation to pass the course.
- If a student receives a “U” on the Clinical Performance Tool during the final clinical evaluation, the student will FAIL the course and receive a grade of no higher than “D” for the course.

Grade Descriptions

- A grade of “S” means the student:
- Functions satisfactorily with minimum guidance in the clinical situation.
- Demonstrates accurate and appropriate knowledge and integrates knowledge with skills and attitudes.
- Engages consistently in self direction in approach to learning.
Provides evidence of preparation for all clinical learning experiences.
Follows directions and performs safely.
Identifies own learning needs and seeks appropriate assistance.
Demonstrates continued improvement during the semester.
Uses nursing process and applies scientific rationale.

A grade of “NI” means the student:
Functions safely with moderate amount of guidance in the clinical situation.
Demonstrates adequate knowledge and requires moderate assistance in integrating knowledge with skills.
Requires some direction in recognizing and utilizing learning opportunities.
   o Students receiving an NI: a remediation from will be initiated and specific actions will be identified which may include a referral to the college lab to practice skills. Students will have one week to complete the remediation that was identified.
A grade of “U” means the student:
Requires intense guidance for the performance of activities at a safe level.
Clinical performance reflects difficulty in the provision of nursing care.
Demonstrates gaps in necessary knowledge and requires frequent or almost constant assistance in integrating knowledge and skills.
Requires frequent and detailed instructions regarding learning opportunities and is often unable to utilize them.
Is often unprepared and has limited insight into own behavior.
Is unable to identify own learning needs and neglects to seek appropriate assistance.
Not dependable, lateness, unexcused absence
Breaches in professional or ethical conduct such as falsification of records and failure to maintain confidentiality.
   o Students receiving a U: Depending on the nature of the event either a remediation from will be initiated and specific actions will be identified. Students will have one week to complete the remediation that was identified. Or students may be removed from the clinical site.

The Clinical Evaluation is a comprehensive record of the student's clinical performance for one semester. A final evaluation appointment must be made prior to the nursing final exam (see course manual).

Unsatisfactory Clinical Performance - Students will be informed of unsatisfactory performance by the instructor verbally and in written form by means of the Anecdotal Record, the Remediation form, and/or the clinical Evaluation Form (see Appendices in course Syllabus).

Unsatisfactory evaluation – will be based on the following criteria.
   - The student:
     1. Fails to satisfactorily complete clinical course requirements within the specified time frame.
     2. Fails to demonstrate improvement to a satisfactory level in identified areas of clinical performance commensurate with guidance given.
     3. Violates any of the following areas:
        a. Patient Safety – Violation of National Patient Safety Goals
           1. Endangers the safety of the patient.
2. Fails to perform clinical competencies appropriately
3. Indicates lack of required preparation.
4. Requires constant guidance and supervision.

b. Asepsis – violation of Asepsis/Standard Precautions

c. Professional behavior: Student fails to

2. Make appropriate notification of absenteeism or tardiness for clinical day.
3. Submit required written assignments within specified time frame.
4. Comply with the recommendations of the Remediation Form.
5. Make or keep appointment for clinical evaluation conference within the specified time frame.

Students who demonstrate unsatisfactory performance will have the opportunity to improve their performance to a satisfactory level through:

- Referrals to College Laboratory for skill improvement
- Collaboration with instructor for guidance in meeting course requirements

Students who do not demonstrate improvement by the date established by the clinical instructor will receive a failing grade (F) in the course. Terminal unsatisfactory clinical performance evaluation results in a failure in the nursing course.

- Remediation Form documents the student’s unsatisfactory behaviors, which require improvement. It includes a brief statement of the instructor's recommendation(s). Both instructor and student sign the form. The instructor also documents follow-up student responses to recommendations. Students who receive Clinical Remediation Forms will be considered in danger of clinical failure.

- College Lab Referral Form is given by the clinical instructor requiring the student to review and practice a skill during an open laboratory session. Students must follow and complete the directives written on the form before the next clinical experience.

Clinical Evaluation Conference

Upon completion of a nursing course with a clinical component, students are required to meet with the instructor, by appointment, within the specified time frame for a clinical evaluation conference. During the conference, records which document the evaluation of student clinical performance are reviewed by the student and the instructor. When students sign the evaluation, it indicates they have read the records. Students have the option to disagree, in writing, with the instructor's evaluation and to explain their -theory based rationale.

Dress Code

Students are expected to wear the nursing uniform unless an alternate dress code is specified in the course syllabus. Students must maintain a professional appearance at all times in the clinical area. Clinical Instructors or faculty may use individual discretion in dismissing students from the clinical area for inappropriate dress. Dismissal for inappropriate dress will result in missed clinical time, which will adversely affect the student’s ability to meet the course objectives and may result in clinical failure.
Specific expectations of the dress code (some policies are adopted by Trocaire Colleges’ nursing program from the CDC, WHO, and Joint Commission standards) include:

- Cell phones are strictly prohibited in patient care areas. Students who are found with phones in a patient care area will be sent home for the day. This equates to a failed clinical day.
- Modest and indiscernible undergarments must be worn when on any clinical assignment, whether in uniform or street clothes.
- Display of cleavage or bare midriff is not professional and prohibited in any clinical area.
- Tattoos, body art, and visible piercings must be covered when in the clinical setting.
- Artificial nails: Studies consistently demonstrate that artificial nails results in higher rates of Gram-negative organisms which increases the transmission of bacteria to patients. The CDC, WHO and the Joint Commission guidelines nurses (and students) shall not wear artificial nails or nail extenders. Artificial nails are not consistent with infection control guidelines and are not permitted any clinical.
- Nails should not be longer than ¼” to be consistent with the CDC, the WHO, and Joint Commission. Nail polish is not permitted.
- Earrings must be limited to ONE stud-style earring per ear. Please note that multiple ear rings on the ears or face area are not permitted.
- Fragrances are not permitted in the clinical area.
  - Smokers should be aware that the odor of tobacco smoke may cause allergic reactions. Students shall not smoke while at clinical. Students may not smoke (including E-cigarettes) in clinical, classrooms or labs.
- Students not in compliance with dress code will not be permitted in classroom, lab, clinical and seminar.
- 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, white or navy and must be tied back and away from the face.
- Any male student having a mustache and/or beard must keep it neat and trimmed. It must be able to be contained by a surgical mask.
- Students who are attending Mental Health clinicals are required to wear a white lab coat or jacket. Uniforms are not worn for mental health clinical rotations. Students’ clothing must conform to agency/institutional safety requirements. Name tags must be worn. Therefore, students are reminded to give serious thought to the type of clothing they choose to wear. No bare midriff allowed. Halter type tops, printed t-shirts, leggings etc., excessive jewelry, jeans, and clogs are not considered appropriate apparel.
- Valuables, including purses, are to be left home or locked in the trunk of your car.
- If a class immediately precedes and/or follows a nursing clinical experience, students will be permitted to attend in uniform (covered by a lab coat), white socks and shoes.
- Students who are employed are not to wear job-related uniforms or job related ID badges in the clinical areas.
- Students visiting any hospital department must wear a laboratory coat and a Trocaire College picture ID
- The Health Insurance Portability and Accountability Act (HIPAA) require that all protected health information (PHI) be kept private by all persons who have access to that information. Any violations of HIPAA regulations may result in dismissal from the Nursing Program.
- Cameras, (including cellular phones with a camera), tape recorders, and other recording devices are not to be used in the clinical area for recording identifiable client data or images. Students must follow facility policy.
Under no circumstances whatsoever is the student allowed to remove any patient information from the clinical unit including copies of lab values, patient histories etc.

- Noise level on the clinical unit is to be kept to a minimum
- Respect and professional behavior is required at all time

- Additional dress code expectations may be established by the Clinical Instructor, or Dean of Nursing at any point during the clinical experience, and must be adhered to by the students. At times, partner agencies may allow dress other than the school uniform (scrubs, lab coats.) Please consult the course syllabus for direction.
- Gum and or tobacco chewing is not permitted during the clinical experience

Nursing Student Uniform

Student uniforms identify the Trocaire College nursing students as students; the uniform helps limit confusion with other health care providers. **Uniforms are required for students who have registered for clinical nursing courses**

Uniforms will be purchased thought the Trocaire College Bookstore. No other uniform will be accepted. The cost of the uniform is the responsibility of the student.

**The uniform consists of:**

- Student who begin the program Fall 2017 will

<table>
<thead>
<tr>
<th>Program</th>
<th>College Insignia Present Currently</th>
<th>Color Currently</th>
<th>New color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing – PN</td>
<td>Program Insignia Left Sleeve</td>
<td>White top Maroon bottom</td>
<td>White top Wine bottom</td>
</tr>
<tr>
<td>Nursing – RN</td>
<td>Program Insignia Left Sleeve</td>
<td>White top Green bottom</td>
<td>White top Wine bottom</td>
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</tbody>
</table>

- Current student’s hunter green pants or white skirt (for those students who must wear a skirt for religious reasons). Previous students can continue to wear the old uniform. New students must wear the new uniform.
- White leather nursing shoes or all-white leather athletic shoes. Shoes must have closed toe and heals. No crocs or clogs are permitted. Shoes must be kept clean.
- Professional grooming includes meticulous personal hygiene.
- White sock
- Trocaire College Picture ID is to be attached to right side of the uniform near the neckline.
  - **NYS Office of Professions: Practice Information states that you are legally required to wear an identification badge indicating your name and your professional title if you are practicing at a hospital, clinic, group practice or other establishment offering health services to the public.**
  - Bandage scissors, black ink pen, pen light, stethoscope, calculator, and watch (with second hand) must accompany the uniform.

*Please note: Failure to comply with the required nursing uniform policy will result in a student being sent home from clinical. This will be counted as a failed clinical day.*

Unsafe Clinical Practice

It is expected that all students participating in clinical settings are physically and mentally
competent, at all times, to provide safe patient care. A faculty member, clinical instructor, or agent of the clinical site may remove from the clinical area any student deemed to be clinically unsafe. This removal will be documented and reported to the Dean of Nursing for follow up. Removal constitutes a clinical absence, which carries consequences (please see clinical attendance policy above).

**Transportation**

*Students are responsible for their own transportation to all classes and clinical experiences, including parking fees and other travel expenses.*

**Cardiopulmonary Resuscitation (CPR)**

It is the responsibility of each student to obtain cardiopulmonary resuscitation (CPR) certification and to maintain the certification by renewing it before the expiration date. **Required CPR Program:**

1. American Heart Association - Basic Life Support for Health Care Providers (2 year certification)
2. American Red Cross - CPR/AED for Professional Rescuers and Health Care Providers (2-year certification). On-line CPR course is not acceptable

Students must have current CPR certification in order to participate in clinical nursing courses. **Students will not be permitted in any clinical area without proof of current CPR certification;** any student not meeting this requirement will be asked to leave the clinical area. This circumstance constitutes an unexcused clinical absence and will result in the inability of that student to meet course objectives. CPR certification must remain current and be valid for the entire academic year.

**COLLEGE LABORATORY**

**SAFETY GUIDELINES**

*Latex Warning*

Some of the equipment in the NSL contains Latex. If a student has a known sensitivity/allergy to latex, please inform the skill lab coordinator. Every effort has been made to replace equipment with latex-free substitutions, as available. The veins in the IV arms and pneumothorax bladders contain latex. Users who suffer from latex allergies should take precautions while using or handling the latex parts by wearing non-latex protective gloves

**Nursing Skills Lab**

The purpose of the nursing skills lab is to provide nursing students with the opportunity to practice hands on skills and critical thinking skills in a simulated hospital setting. The nursing skills lab helps students with remediation, skill building, required lab hours, medication administration, and offers students a variety of nursing resources. The nursing skills lab and simulation lab offers simulated hospital settings that include regular hospital beds with VitalSim mannequins, and SimMan (a computerized mannequin in a separate simulation room), and various medical carts and supplies, all to enhance basic, intermediate, and advanced nursing skills.

- The nursing lab has specific hours of availability throughout the academic year that are posted on the doors. All students are responsible for checking the nursing lab hours as they are subject to change. Alternate hours may be available by appointment for clinical referrals.
- It is the student’s responsibility to sign up, call, or email appointment requests to any of the skills lab staff for specific dates and times that he/she would like to work in the skills lab.
- It is expected that students will call or email the NRC faculty if they need to cancel an appointment or be late for an appointment. Failure to do so constitutes a lack of professionalism and the student will be sanctioned.
- Students must wear their Trocaire College Nursing uniform in lab.
- Professional behavior is expected. Inappropriate behavior will not be tolerated and will be sanctioned.
- Students are expected to come to the skills lab ready to work. All required readings or assigned videos must be completed before attending the NRC for practice.
- Students will be required to participate in all college laboratory activities and demonstrate satisfactory performance appropriate to each level.
- Cell phones must be turned off (no visible “buzz” or lights) while working in the nursing and simulation labs.
- Attendance is required at college laboratories at scheduled times.

**Unsatisfactory laboratory performance** will be based on the following criteria:

a. Safety – Violation of National Patient Safety Goals (QSEN)
   1. Endangers the safety of the simulated patient.
   2. Fails to perform required College laboratory techniques appropriate to level of preparation and meet stated laboratory objectives.
   3. Indicates lack of required preparation.

b. Asepsis – Violation of Asepsis/Standard Precautions

c. Professional Behavior
   1. Fails to comply with Code for Professional Behavior for Nursing Students.
   2. Fails to notify College laboratory instructor regarding tardiness or absenteeism on scheduled laboratory day.
   3. Fails to comply with the recommendations of the Remediation Form.

**EFFECTIVE FALL 2016: Students Must Wear Trocaire College Uniform in the Skills/Practice/Testing/Simulation Labs.**

**College Laboratory/Clinical Skills Testing**

Students will be required to demonstrate satisfactory performance of college laboratory skills. Time and date will be specified on class schedule. Criteria for skills testing will be found in Appendices in the Course Syllabus. **STUDENTS MUST WEAR TROCAIRE COLLEGE UNIFORM FOR TESTING.**

All nursing students must successfully pass College Laboratory Testing. The student will be awarded the allotted points if critical elements are demonstrated during initial testing.

**Unsatisfactory College Laboratory testing** will be based on failure to meet any one of the following criteria:

1. Violation of National Patient Safety goals (QSEN)
2. Omitting or incorrectly performing any critical element
3. Violating Asepsis/Standard Precautions
4. Failing to complete each skill within the allotted time
5. Failing to attend assigned laboratory testing without instructor notification
If unsuccessful, the student will be required to practice and re-demonstrate the skill(s) during open lab sessions. Students must demonstrate satisfactory performance of all critical elements of the skill within two weeks of lab testing. No remediation will be allowed after the due date.

**SIMULATION LABORATORY EXPERIENCE & REQUIREMENTS**

**Simulation Experience**

Students in NU122 and NU214 are required to attend three (3) one hour simulation experiences per semester.

**Goal & Purpose of Simulation in Nursing**

- Simulation creates a state of the art, hands on learning experience for all nursing students. Simulation provides opportunities for student to learn about the care of patients across the continuum clinical situations.
- Simulation is the opportunity for students to practice newly learned skills in a safe and realistic environment.
- Simulation is designed to promote safe competent nursing care of patients.
- Simulation improves learner proficiency and offers them a more progressive and comprehensive skill set (Laerdal Simulation Users Network 2015) and
- Simulation is designed to improve student confidence and competence (a key indicator in student success), as well as measuring or validating; theoretical knowledge, psychomotor skills, clinical decision making skills, communication, teamwork.
- Simulation experiences provide students with new knowledge in an environment conducive for focusing on critical thinking, clinical reasoning, and clinical judgment skills.
- Simulations and case scenarios imitate the clinical setting and are designed to help the student develop problem-solving and decision-making skills. Simulations enhance the transition from the laboratory to the clinical.

Simulation in nursing education does not replace the need for hands-on experience learned in clinical practice but complements other teaching and learning approaches in preparing novice nurses for their role in practice. Such an environment allows students to participate in a variety of complex case scenarios and practice in a life-like, hands-on situation without the threat to patient safety or ethical concerns.

**General Information**

The Nursing Simulation Lab (NSL) is located in room 312, although other locations may be used such as room 140, 305, 145 (main Nursing Lab). The NSL simulates a hospital and a home-care setting. The lab is fully equipped to practice all nursing clinical skills. A simulation lab schedule will be posted for student sign up outside of room 312.

**Lab Conduct/Behavior**

Professional behavior is expected while in the simulation lab. All users of the lab space must act in a manner that does not disturb the academic activities occurring in the lab. No lab user shall infringe upon the privacy, rights, privileges, health, or safety of other lab users. Conduct within the lab should imitate the conduct expected during the clinical experience.

No eating or drinking in the lab is allowed. Students will be asked to leave the lab if they use the equipment for any purpose other than specified; any student who refuses to participate in the simulation
experience or is disruptive. If a student is asked to leave the lab due to the above reasons, this will constitute as a failed component of the course/program.

Confidentiality
All simulation practice sessions involving students and/or recordings are considered confidential. All mannequins should be treated as real patients (including inappropriate viewing). Discussion of scenarios or information is considered a violation of the Nursing Program privacy policy. Students are expected to uphold all requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws requiring confidentiality. Students are expected to report any violations to the simulation faculty.

Students may be videotaped for evaluation of skill performance and this is for training purposes only. Recordings are for educational purposes and debriefing opportunities with the appropriate faculty, staff and students. Students are required to keep the simulation activities confidential to protect privacy and discourage inappropriate discussion of the video contents or student’s performance in the simulation scenarios. Any viewing or publication outside of the classroom, such as posting on YouTube, is unacceptable and unethical.

Simulation Lab Attendance and Absences
Students in NU 122 and NU 214 will attend three (3) one hour simulation experiences throughout the semester. This will include briefing, performing skills necessary to complete the simulation, and a debriefing. Students will schedule themselves on a monthly basis for each experience. Students are expected to arrive at the scheduled start time. Students must notify the Simulation Nursing Lab of any absence or tardiness. Attendance will be monitored by the faculty in the simulation lab.

Students who are absent for a scheduled simulation experience must notify the nursing simulation facilitator to make arrangements for a makeup experience.

Course instructors will be notified if students fail to show for the makeup simulation experience, which will result in the loss of two (2) points from the final course grade.

Dress Code
Students must wear the Trocaire nursing uniform and bring a stethoscope and a watch with a second hand.

Simulation Scenarios
When a student is in the NSL for simulation scenarios, the simulation mannequins are to be used with respect and be treated as if they were live patients. Please do not use newspaper, betadine, and ink pens near the mannequins.

The simulation lab is a learning environment. The students involved in the scenario should have everyone’s respect and attention. Situations simulated in the lab are to be used as a learning tool and no discussion of the action(s) of fellow students should take place outside of the lab. A debriefing session will be provided for all simulation experiences.

Components of Simulation

- **Pre-briefing**
  - An information session given prior to the start of a simulation activity. Sets the stage for the activity and assists students in achieving scenario objectives.

  **Debriefing**
Encourages participant to explore emotions, question, reflect and provide feedback to each other. Purpose is to move toward assimilation of theory, practice and research in order to influence future actions.

**Reflective Practice**

Considered an essential component of experiential learning, it promotes the discovery of new knowledge with the intent of applying this knowledge to future situations. Has the potential to decrease the gap between theory and practice (INACSL, 2011)

Students must sign up for simulation scenarios on the schedule posted outside of room 312 and are expected to arrive at the scheduled start time.

Students in NU 222 will be required to complete a Service Learning project in lieu of a simulation experience.

**Unsatisfactory Simulation Experience performance** will be based on the following criteria:

a. Safety – Violation of National Patient Safety Goals
   1. Endangers the safety of the simulated patient
   2. Fails to address and treat mannequin as a “real” patient
   3. Fails to perform required College laboratory techniques appropriate to level of preparation.
   4. Indicates lack of required preparation

b. Asepsis – Violation of Asepsis/Standard Precautions

c. Professional Behavior- Student fails to
   1. Comply with Code for Professional Behavior for Nursing Students
   2. Notify Nursing and Simulation Lab facilitator regarding tardiness or absenteeism on scheduled simulation day
   3. Adhere to HIPAA policy of discussion of the action of fellow student outside of lab.
   4. Participate in simulation activities and/ or debriefing

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**SOCIAL MEDIA**

**Nursing Student Guidelines for the Use of Social Media**

**Purpose**

The purpose of a social media policy is to provide guidelines to students, faculty, and staff who engage in online social networking. Individuals should refrain from sharing information that in any way reflects Trocaire College and the academic environment, including clinical practice, internships, outreach, and other activities related to the nursing program and or college. Such sharing may violate the Health Insurance Portability and Accountability Act (HIPAA), the Family Educational Rights and Privacy Act (FERPA), and/or the policies stated herein.

As members of the academic and healthcare communities, social media use should reflect honesty, courtesy, and respect for others. Students are expected to display and maintain integrity and professionalism while communicating. Thus, nursing student posts or on-line activities should reflect positively upon the Nursing Program as well as its student body, faculty, and staff. Any statements, pictures or expressions that could cause harm or injury to an individual or to the school will be considered grounds for dismissal from the program.
Please remember that social networking sites are in fact public forums. This means that the information that is posted or shared can be viewed by unintended others, even if it has been deleted. It is a well-known fact that employers check these sites when recruiting and hiring employees; violation of privacy norms can have devastating effects on one’s career.

To read more about social media policies and issues in nursing the National Council of States Boards of Nursing document: [https://www.ncsbn.org/NCSBN_SocialMedia.pdf](https://www.ncsbn.org/NCSBN_SocialMedia.pdf)

**Definition**

Following HIPPA, FERPA, and NYS Board of Nursing laws students are personally responsible and potentially liable for the material they publish on user-generated social networking sites. Instances of inappropriate use of social and electronic media will be reported to the relevant educational/clinical partner, and may be require reporting to the NYS Board of Nursing, or other applicable professional oversight committee/organization and may result in their issuance of a censure or sanction. Reasons for censure or sanction by the nursing program, the college and/or the professional body may include the following:

- unprofessional conduct
- unethical conduct
- moral turpitude
- mismanagement of patient record
- revealing a privileged communication
- revealing proprietary information
- breach of confidentiality
- defamation
- invasion of privacy
- harassment
- bullying

**Expectations**

Always Consider Posts Public

- Before posting on Facebook, Twitter, or other social media, please consider the appropriateness of the post as it may appear on the front page of a newspaper or the headline of the evening news.
- Avoid posting anything that is defamatory, offensive or harassing.
- Avoid posting content about peers, administrators, or faculty that is, or could be construed as, derogatory or defamation of character.
- Never post comment either directly or indirectly which reflect patients, diagnoses, or any content related to patient care or clinical experiences. This is a HIPPA violation.
- It is never appropriate to photograph and/or post a patient photo, patient record, or any other type of private or confidential information. This is a HIPPA violation.
- Recognize that “deleted” content may still be accessible.

Always Maintain Professionalism

- Students may not access any social networking sites during clinical, laboratory, or classroom time unless guided by faculty as a course requirement.
- You may not communicate with patients in any on-line platform, e.g., Facebook, Twitter.
- You may not “friend” a patient, patient’s family members or significant others.
- You may not post anything about a patient or a patient encounter.
Avoid posting pictures of yourself participating in any unprofessional behaviors or activities, e.g., drinking alcohol, or dressing in a sexually provocative manner. Potential employers and the board of nursing may deem this a violation of moral turpitude regulations.

Use the highest privacy settings, but recognize that there is no privacy on-line.

Remember that professionals have both a legal and an ethical duty to protect a patient’s privacy.

Recording of class is prohibited without prior approval and will result in the student not being allowed back into class. This includes tape recording, video recording, mobile/cell phone recording, etc. Under no circumstance may any item be posted to an on-line service such as YouTube.

**Consequences of Violation**

Trocaire College nursing program will not tolerate violations of the social networking policy. Disciplinary action may range from a written reprimand to dismissal from the program to expulsion from the college.

It is important to remember that faculty, staff, and students are expected to behave with integrity. Integrity should, therefore, be reflected and upheld in all communications that are shared with the public or that may become public, whether or not the communication was originally intended for widespread distribution.

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**Course Expectations for Faculty and Students**

**Student-Faculty Expectations**

Faculty is here to assist students in acquiring academic and professional competence. Students must make the decision to learn and demonstrate motivation to succeed. In order to work together successfully, students and faculty need to have mutual expectations.

**Students Can Expect Faculty to:**

- Clarify course requirements and expectations no later than the first week of class. Most information can be found in the course syllabus.
- Provide contact information and information about their availability at the start of the course.
- Specify the expected time for response to student e-mails or phone calls.
- Specify the anticipated time for feedback on assignments.
- Provide information that will help students be successful in the course.
- Make course materials (e.g., lectures, access to a quiz, etc.) available by the week they are scheduled.
- Notify students of any guests who are invited into an online or web-enhanced course since their presence is not visible as in on campus courses.
- Not share anyone’s work with other students without permission; Faculty may share student work with Trocaire College administration, other faculty and/or accrediting bodies

**Faculty Expect Students to:**

- Become familiar with the syllabus and all course material and seek clarification as needed.
- Manage their time effectively to allow for active participation in the course throughout each week as defined in the syllabus.
- Communicate with the instructor when problems arise or when assistance is needed.
- Written Assignments:
  - All scholarly work (papers and assignment) should utilize scholarly writing style which requires that basic writing standards which includes: writing clear, concise, and
grammatically correct sentences; using proper punctuation; demonstrating critical
thought; and typed and using APA format.
  o Please use Owl at Perdu for general writing guidelines, citing (in-text, research, and
references), formatting, and paper examples. Owl at Perdu offers APA tutorials; it is in a
student’s best interest to master APA as it is mandatory in the social sciences and
nursing). Owl at Perdu can be found online at:
https://owl.english.purdue.edu/owl/resource/560/01/

➤ Recognize that collaborative learning is a valued learning experience when handled
constructively.
➤ Be aware of their own personal values and demonstrate respect for others, regardless of differing
values and opinions.
➤ Maintain confidentiality and acknowledge patients’ privacy rights (HIPAA) in any
communications about patient, co-workers, and/or employers.
➤ Practice good “Netiquette” throughout online courses or web-enhanced courses.
➤ Dress in a manner that will reflect high standards of personal self-image so that each student may
share in promoting a positive learning environment within the college community
➤ Check their webmail (trocaire.edu) and Moodle daily.
➤ Activate and maintain Trocaire internet access account and delete old email regularly.

Student-Faculty Appointments

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. Instructors may be contacted by
leaving a message on instructors' voice mail or by email.

CHANNLES OF COMMUNICATION
& or
Grievance or Grade Appeal

Students have the opportunity to communicate their concerns about course or other issues in the nursing
program. Professional nurses are expected to follow the Chain of Command in resolving issues and
conflict. Nursing school is safe environment to learn and master this skill.

Trocaire College Grade Appeal Policy

The Grade Appeal Policy applies to questions of an instructor’s evaluation of student performance. The
expectation is that the majority of appeals can be resolved through a flexible process of direct
communication between student and instructor. A formal series of procedures has been established to
ensure fairness to all parties in cases that cannot be resolved informally.

Please note that most problems can be resolved with a meeting with instructors. However if students feel
they have issues the student should follow the appropriate chain of command as follows:

Step I:  First speaking directly with the professor/clinical instructor. If a student has a concern or
a problem with a professor, the student is expected to approach the involved professor
and arrange an appointment to discuss the issue.

➤ Matters relating to the clinical area should be discussed with that particular clinical
instructor.
➤ If the student feels there is unsatisfactory resolution students should…..
Step II: Make an appointment and speak with their academic advisor.

- Each nursing student is assigned an advisor. The advisor is a nursing faculty member who assists an individual student in matters related to academic progress.
- If the student feels there is unsatisfactory resolution they should.....

Step III: Make an appointment to speak with the Associate Dean of Nursing: Mr. Anderson. If the student feels there is unsatisfactory resolution they should.....

Step IV: Make an appointment and speak with the Dean of the Nursing: Dr. Griswold. Again any student who feels there is unsatisfactory resolution may make an appointment to meet with Assistant Vice President for Academic Affairs Dr. Theresa Knott

Step V: Make an appointment and speak with the Chief Academic Officer Dr. Theresa Knott

Preparing for meetings: Please present your information in a clear, concise format of the problem, and steps take to resolve the issue including: dates, time, and evidence from theory etc.

Appeals Process
Any student whose continuance in a program is rescinded because of failure to meet the course or clinical criteria may petition the College for reconsideration. The student will be granted a meeting with the Associate Dean and/or the Dean of Nursing program to discuss the student's specific circumstances in relation to program objectives and clinical affiliate policies. Clinical instructors will be consulted by the Dean of Nursing to discuss how, and if, the course and clinical objectives can be met.

CODE OF PROFESSIONAL BEHAVIOR FOR NURSING STUDENTS

1. Substance Abuse - A student who is found abusing any substance will be subject to review for possible dismissal from the Nursing program per regulations as stated in the Student Handbook.

2. Professional Attitudes and Behavior

   The expectation of the Nursing Department is that students will conduct themselves in a professional manner at all times while representing the Trocaire College Catherine McAuley School of Nursing. Students are expected to be:
   - Honest and Ethical (express integrity)
   - Accountable - answerable for their own actions
   - Responsible - liable and conscientious
   - Dependable - trustworthy and reliable
   - Courteous - polite and respectful behavior and language
   - Punctual - arrives for class, laboratory, clinical and conferences at the specified time.

Students will be disciplined for unprofessional conduct, at the discretion of the Nursing Department, if at any time they behave in a manner which is inappropriate, unprofessional, disrespectful, argumentative, or endangers the health or safety of fellow students, faculty, staff, clients and/or a member of the health care team. This disciplinary action may also be implemented by the clinical agency for students that do not follow clinical agency policies during each clinical experience.

Unprofessional conduct includes but is not limited to:

- Verbal or nonverbal language, voice inflections, actions, or insubordination which compromise working relations with peers, faculty, staff clients, families/significant others or health care team members.
Actions that may compromise contractual agreements between Trocaire and affiliate agencies
- Violation of legal or ethical standards
- Disruptive behavior of any kind that interferes with the clinical learning experience
- Using or being under the influence of any drug be it OTC, prescription and/or illegal, including alcohol that may alter judgment and/or interfere with safe performance or create a demeanor deficient in competence
- Breach of confidentiality in any form

(adapted from Borough of Manhattan Community College Nursing program)

3. Professional Ethics - The student will respect the policies of confidentiality related to patient information.

In order to practice nursing, the student’s health must enable him/her to fulfill the requirements and outcomes of the nursing programs in the Catherine McAuley School of Nursing. The National Council of State Boards of Nursing recommends sixteen categories of functional abilities for nurses whom the Catherine McAuley School of Nursing follows for admission and progression in nursing programs. In addition, all students must comply with the clinical agency’s performance policies, standards and requirements. Students unable to meet functional abilities/technical standards, with or without reasonable accommodation, will not be able to complete the program and will be counseled to pursue alternate careers.

The Catherine McAuley School of Nursing follows the College’s non-discrimination policy as outlined in the College Catalog. Students are encouraged to become familiar with this policy. Inquiries concerning this policy should be directed to: CivilRightsCompliance@trocaire.edu.

A student with a disability is required to have the disability verified by the Student Counselor/Coordinator of Disability Services located in Room 131 of the Choate Street campus. Disability Services and the student will meet to identify which accommodations are reasonable. Students with documented disabilities may benefit from accommodations such as extended time on tests or note takers for example. (See college website for complete list of technical standards)

Students are advised that the College and clinical agencies associated with the Health Science Programs will rely upon the health information supplied by and for the student. Any student who withholds or knowingly submits incorrect health information shall be subject to disciplinary action (Student Handbook).

The College must provide student health information to clinical agencies as required by New York State Department of Health regulations and legal contracts with affiliating agencies.

STUDENT EVALUATIONS OF COURSES AND INSTRUCTORS

Evaluation of nursing courses - At the end of every semester, students will be asked to evaluate the nursing course they have completed. Evaluation provides an opportunity to offer constructive suggestions in an objective manner.

Student evaluations are reviewed by the Nursing faculty and Administration. Changes in the curriculum have resulted from student course evaluations.
**Evaluation of instruction** - During the course of the semester, students will also be asked to evaluate both classroom and clinical instructors. Students are asked to evaluate instructors in an objective manner, and they are encouraged to offer constructive suggestions. Students' evaluations are used by faculty members for self-growth and improvement in their individual teaching responsibilities.

In addition to students, faculty members are evaluated by administrators and they also submit a self-evaluation. The total process of evaluation is to ultimately improve the total nursing program.

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**NURSING POLICIES FOR CONTINUANCE AND PROGRESSION**

**Progression Policy in the AAS Nursing Program**

Once admitted into the program, the following criteria must be met to satisfy progression requirements (enrolled/matriculated) before students are allowed to progress from one level to the next. These criteria are outlined below.

<table>
<thead>
<tr>
<th>Good academic standing</th>
<th>Students must demonstrate continued progress with their academic standing and make satisfactory progress toward the degree.</th>
<th>Failure to maintain good academic standing in the nursing program:</th>
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<tbody>
<tr>
<td></td>
<td>A student is in good academic standing if he/she is matriculated at this institution and is considered by the faculty to be making satisfactory progress toward a degree or certificate.</td>
<td><strong>Note:</strong> Refer to the College’s policies on Academic Dismissal (See College Catalog), which stipulate the conditions students must satisfy in order to continue as a matriculated student at the college. A student who is academically dismissed from the college may not remain in the Nursing program.</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> Students on an approved Leave of Absence will be considered to still be enrolled in the program unless the Leave of Absence has lapsed. <strong>Placement in the program, following a leave of absence, is based upon space availability.</strong></td>
<td><strong>Note:</strong> Students on an approved Leave of Absence will be considered to still be enrolled in the program unless the Leave of Absence has lapsed. <strong>Placement in the program, following a leave of absence, is based upon space availability.</strong></td>
</tr>
<tr>
<td></td>
<td>Have not been suspended or dismissed from the college for any other reason, including but not limited to infractions of academic integrity policies or violations of the Student Code of Conduct (See Student Handbook).</td>
<td>Have not been suspended or dismissed from the college for any other reason, including but not limited to infractions of academic integrity policies or violations of the Student Code of Conduct (See Student Handbook).</td>
</tr>
</tbody>
</table>

| GPA requirements       | While not a condition of continuing enrollment per se, to satisfy graduation requirements for the A.A.S. degree a student must have a **Cumulative Grade Point Average of 2.0** after completing all required coursework in the program. | |

| Course Failure         | A student who does not pass one of the required nursing courses in the A.A.S. program (including A&P II w/Lab, Microbiology w/Lab) but who remains enrolled in the program | Depending upon class availability and clinical slots, the student **may not be able to repeat the course in the semester immediately following the course failure.** |
will need to repeat that course before they are allowed to continue taking additional nursing courses.

Any failure of a course that is a prerequisite to another course, including Liberal Arts courses, will need to be repeated in order to progress.

For example: Psy101 (General Psychology) is a prerequisite to NU122. If a failure occurs in Psy101, this course will need to be repeated before progression to NU122.

### Academic Dismissal From the A.A.S. Nursing Program

Students enrolled in the A.A.S. Nursing program will be academically dismissed from the program (but not necessarily from the college) for any of the following reasons:

- **Two or more course failures**, with course failure defined as receiving a grade of C-, D+, D, F, FX, or WF, in any of the following required courses:
  - Any nursing course required in the A.A.S. program (courses beginning with the ‘NU’ designation)
  - Any of the science courses required in the A.A.S. program, including BIO 131 (Anatomy and Physiology II), BIO 131 L (A&P II lab), BIO 223 (Microbiology), and BIO 223 L (Microbiology lab).

Examples:
- failing the same NU course twice
- failing two individual NU courses
- failing a NU course and a science (A&P or Micro)
- failing two science courses (A&P II & Microbiology)
- withdrawal from an NU or science course twice will be considered 2 attempts at the course

Note: an attempt is any student enrolled in a course and withdraws for any reason.

### Failure to successfully complete a required course in the A.A.S. program

Successful completion of a required course in the Nursing A.A.S. program is defined as receiving a
grade of ‘C’ or higher (i.e., A, A-, B+, B, B-, C+, or C) in that course.

<table>
<thead>
<tr>
<th>Course Repeat Policy</th>
<th>The college’s policy on Course Repeats (See Repeat Course Policy, College Catalog) indicates that students may repeat a course only once unless they have signed authorization from the Program Director of the program in which they are enrolled. Under normal conditions, students will not be given permission to repeat a nursing or science course required in the Nursing A.A.S. program more than once. Further, students who repeat a science course more than once while enrolled in another program (for example, repeating BIO 130 (A&amp;P I) more than once while enrolled in the General Studies program) will not be eligible to enroll or remain in the Nursing A.A.S. program.</th>
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<tbody>
<tr>
<td></td>
<td>• Note: A student may withdraw from a course in the weeks following the Add &amp; Drop period and prior to the 10th week of the semester (See Course Withdrawal Policy, College Catalog). A withdrawal by itself carries no academic penalty (that is, a grade of ‘W’ does not affect the student’s Grade Point Average). However, a withdrawal does count as an attempt at the course and will be considered as part of the Repeat Course Policy. For example, a student who has withdrawn from a specific course during their first attempt at the course will normally be provided only one additional attempt to successfully complete that course.</td>
</tr>
</tbody>
</table>

Note: Students who fail a course but who believe that the failing grade is incorrect may file an academic grievance. Forms and information about this process can be obtained from the Academic Affairs office. Normally, students should first attempt to rectify the issue by directly contacting the faculty member teaching the course and only then can make an appointment with the Associate Dean of Nursing. If the issue cannot be resolved, however, then the student is directed to begin the grievance process.

III. Readmission to the A.A.S. Nursing Program

Students who have been academically dismissed from the A.A.S. Nursing Program may apply for readmission under the following conditions:

- A student enrolled in the nursing program who experienced a major or catastrophic personal event which can be shown to have had direct impact on their academic success and for which they had no control may apply for readmission. In reviewing the application for re-admission, significant consideration will be given to the following:

  - At the time of the major or catastrophic personal event, did the student contact their course instructor(s) and advisor in a timely fashion to inform them in writing of the issue? Did the student provide documentation or other credible evidence that a major or catastrophic event having impact on their academic performance has transpired?
If guidance was provided by the instructor(s) or advisor, did the student follow that guidance?

Has the personal issue been fully rectified such that it will no longer impact the student’s ability to be successful in the nursing program?

**Note:** Students who experience a major or catastrophic personal event but who do not inform their instructor(s) or advisor in writing in a timely fashion and/or who attempt to continue in the course or program (e.g., who take quizzes, exams, etc.) will **NOT** be eligible for readmission under this provision. It is the student’s responsibility to inform the faculty / program in a timely fashion when a significant issue arises that might impact their academic success.

**OR**

- A span of five years has passed since the student was academically dismissed from the nursing program at Trocaire.

All applications for re-admission must be submitted in writing to the A.A.S. Nursing Program Director using the form provided and will be considered on a first-come, first-serve basis. Depending upon course availability and clinical slots, students granted re-admission may not be able to enroll in courses in the semester immediately following the re-admission decision.

**OR**

Students who are unsuccessful in the AAS nursing program may apply to the PN program. Students must meet the PN admission requirements.

Once accepted into the PN program the following placement criteria will be used:

- Unsuccessful in 3rd semester nursing (NU 214) can apply for PN 106 and 107. If accepted, would complete the PN certificate program in one semester.
- Unsuccessful in 2nd semester nursing (NU 122) can apply for PN 105. If accepted, would complete the PN certificate program in two semesters.
- Unsuccessful in 1st semester nursing (NU 112) would need to apply for the entire two semester PN certificate program beginning with PN 104.

**Note:**

The college has a policy to provide former students an opportunity to return to Trocaire College for a **different** academic program without the burden of past academic difficulties (See Academic Amnesty policy, College Catalog).

Per the policy, students who are granted academic amnesty **must change their academic program** and must take a hiatus from the college for two full academic semesters (not counting summers). Therefore, students experiencing academic difficulty while enrolled in the A.A.S. Nursing program will not normally be able to use academic amnesty as a mechanism to return to the nursing program. Such students could use amnesty, however, as a mechanism to enter a different academic program.

Students will be notified by mail of the Nursing Readmission Committee’s decision.
§6900. Introduction. This article applies to the profession of nursing. The general provisions for all professions contained in article one hundred thirty of this title apply to this article.

§6901. Definitions. As used in section sixty-nine hundred two:

1. "Diagnosing" in the context of nursing practice means that identification of and discrimination between physical and psychosocial signs and symptoms essential to effective execution and management of the nursing regimen. Such diagnostic privilege is distinct from a medical diagnosis.
2. "Treating" means selection and performance of those therapeutic measures essential to the effective execution and management of the nursing regimen, and execution of any prescribed medical regimen.
3. "Human Responses" means those signs, symptoms and processes which denote the individual's interaction with an actual or potential health problem.

§6902. Definition of practice of nursing.
1. The practice of the profession of nursing as a registered professional nurse is defined as diagnosing and treating human responses to actual or potential health problems through such services as case finding, health teaching, health counseling, and provision of care supportive to or restorative of life and well-being, and executing medical regimens prescribed by a licensed physician, dentist or other licensed health care provider legally authorized under this title and in accordance with the commissioner's regulations. A nursing regimen shall be consistent with and shall not vary any existing medical regimen.
2. The practice of nursing as a licensed practical nurse is defined as performing tasks and responsibilities within the framework of case finding, health teaching, health counseling, and provision of supportive and restorative care under the direction of a registered professional nurse or licensed physician, dentist or other licensed health care provider legally authorized under this title and in accordance with the commissioner's regulations.
3. The practice of registered professional nursing by a nurse practitioner, certified under section six thousand nine hundred ten of this article, may include the diagnosis of illness and physical conditions and the performance of therapeutic and corrective measures within a specialty area of practice, in collaboration with a licensed physician qualified to collaborate in the specialty involved, provided such services are performed in accordance with a written practice agreement and written practice protocols. The written practice agreement shall include explicit provisions for the resolution of any disagreement between the collaborating physician and the nurse practitioner regarding a matter of diagnosis or treatment that is within the scope of practice of both. To the extent the practice agreement does not so provide, and then the collaborating physician's diagnosis or treatment shall prevail.
Prescriptions for drugs, devices and immunizing agents may be issued by a nurse practitioner, under this subdivision and section six thousand nine hundred ten of this article, in accordance with the practice agreement and practice protocols. The nurse practitioner shall obtain a certificate from the department upon successfully completing a program including an appropriate pharmacology component, or its equivalent, as established by the commissioner's regulations, prior to prescribing under this subdivision. The certificate issued under section six thousand nine hundred ten of this article shall state whether the nurse practitioner has successfully completed such a program or equivalent and is authorized to prescribe under this subdivision.

Each practice agreement shall provide for patient records review by the collaborating physician in a timely fashion but in no event less often than every three months. The names of the nurse practitioner and the collaborating physician shall be clearly posted in the practice setting of the nurse practitioner.

The practice protocol shall reflect current accepted medical and nursing practice. The protocols shall be filed with the department within ninety days of the commencement of the practice and may be updated periodically. The commissioner shall make regulations establishing the procedure for the review of protocols and the disposition of any issues arising from such review. No physician shall enter into practice agreements with more than four nurse practitioners who are not located on the same physical premises as the collaborating physician.

Nothing in this subdivision shall be deemed to limit or diminish the practice of the profession of nursing as a registered professional nurse under this article or any other law, rule, regulation or certification, nor to deny any registered professional nurse the right to do any act or engage in any practice authorized by this article or any other law, rule, regulation or certification.

The provisions of this subdivision shall not apply to any activity authorized, pursuant to statute, rule or regulation, to be performed by a registered professional nurse in a hospital as defined in article twenty-eight of the public health law.

§6903. Practice of nursing and use of title "registered professional nurse" or "licensed practical nurse".
Only a person licensed or otherwise authorized under this article shall practice nursing and only a person licensed under section sixty-nine hundred four shall use the title "registered professional nurse" and only a person licensed under section sixty-nine hundred five of this article shall use the title "licensed practical nurse". No person shall use the title "nurse" or any other title or abbreviation that would represent to the public that the person is authorized to practice nursing unless the person is licensed or otherwise authorized under this article.

§6904. State board for nursing.
A state board for nursing shall be appointed by the board of regents on recommendation of the commissioner for the purpose of assisting the board of regents and the department on matters of professional licensing and professional conduct in accordance with section sixty-five hundred eight of this title. The board shall be composed of not less than fifteen members, eleven of whom shall be registered professional nurses and four of whom shall be licensed practical nurses all licensed and practicing in this state for at least five years. An executive secretary to the board shall be appointed by the board of regents on recommendation of the commissioner and shall be a registered professional nurse registered in this state.

§6905. Requirements for a license as a registered professional nurse.

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To qualify for a license as a registered professional nurse, an applicant shall fulfill the following requirements:

Application: file an application with the department;
Education: have received an education, and a diploma or degree in professional nursing, in accordance with the commissioner's regulations;
Experience: meet no requirement as to experience;
Examination: pass an examination satisfactory to the board and in accordance with the commissioner's regulations;
Age: be at least eighteen years of age;
Citizenship: meet no requirement as to United States citizenship;
Character: be of good moral character as determined by the department; and
Fees: pay a fee of one hundred fifteen dollars to the department for admission to a department conducted examination and for an initial license, a fee of forty-five dollars for each reexamination, a fee of seventy dollars for an initial license for persons not requiring admission to a department conducted examination, and a fee of fifty dollars for each triennial registration period.

§6907. Limited permits.
A permit to practice as a registered professional nurse or a permit to practice as a licensed practical nurse may be issued by the department upon the filing of an application for a license as a registered professional nurse or as a licensed practical nurse and submission of such other information as the department may require to

graduates of schools of nursing registered by the department,
graduates of schools of nursing approved in another state, province, or country or
applicants for a license in practical nursing whose preparation is determined by the department to be the equivalent of that required in this state.

Such limited permit shall expire one year from the date of issuance or upon notice to the applicant by the department that the application for license has been denied, or ten days after notification to the applicant of failure on the professional licensing examination, whichever shall first occur. Notwithstanding the foregoing provisions of this subdivision, if the applicant is waiting the result of a licensing examination at the time such limited permit expires, such permit shall continue to be valid until ten days after notification to the applicant of the results of such examination.

A limited permit shall entitle the holder to practice nursing only under the supervision of a nurse currently registered in this state and with the endorsement of the employing agency.
Fees: The fee for each limited permit shall be thirty-five dollars.

Graduates of schools of nursing registered by the department may be employed to practice nursing under supervision of a professional nurse currently registered in this state and with the endorsement of the employing agency for ninety days immediately following graduation from a program in nursing and pending receipt of a limited permit for which an application has been filed as provided in this section.

NCLEX-RN Test Plan
To ensure public protection, each state requires candidates for licensure pass an examination that measures the competencies needed to perform safely and effectively as a newly licensed entry-level registered nurse.

Students can access the NCLEX-RN test plan 2013 by going to the following website; https://www.ncsbn.org/2013_NCLEX_RN_Test_Plan.pdf
Trocaire College has been educating compassionate, knowledgeable and devoted nurses to serve the greater Buffalo community for more than 50 years. Our nursing students are grounded in Mercy traditions and armed with real-world clinical experiences at hospitals and healthcare facilities all over Buffalo, where they learn how to apply their hands-on laboratory skills and complex classroom fundamentals to situations they’ll face every day as they help heal Western New Yorkers. Nursing is a calling, and backed by their challenging, comprehensive and engaging Trocaire educations received in the Catherine McAuley School of Nursing, our students are empowered to answer that calling and find careers where they make a difference every single day.

Registered nurses are often on the front lines of direct patient care in hospitals and most other healthcare facilities. There’s more need than ever before for well-educated and highly trained RNs, and Trocaire’s curriculum prioritizes the knowledge and skills needed to promote, maintain and restore health within our diverse and ever-changing healthcare system. Our immersive clinical placements allow students to gain hands-on experience in various settings and identify a career path they’re passionate about.

Minimum Degree Requirements:

- A total of at least 67 semester hours with a GPA of 2.0
- General Education Requirements:*  
  - College Seminar (GS100) or College Success (GS102)  
  - Humanities (EN101, EN102)  
  - Natural Science (BIO130/130L, BIO131/131L, BIO223/223L)  
  - Philosophy (PH103, PH205)  
  - Social Science (PSY101, PSY102, SOC101)
- Program-Specific Requirements:*  
  - NU110, NU112, NU114, NU115, NU116, NU122, NU 124, NU214, NU217, NU220, NU222  
  - During their second years of study, students are required to take two major nursing courses each semester.  
  - *A minimum grade of “C” (2.0) is required in all courses. A “C-” grade is not acceptable.
## AAS Nursing Program Congruence with NLN, QSEN, Trocaire College Nursing Philosophy, and Program Outcomes

<table>
<thead>
<tr>
<th>NLN Competency</th>
<th>QSEN</th>
<th>Trocaire College Nursing Philosophy</th>
<th>Associate Degree Program</th>
<th>Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Flourishing</td>
<td>Patient and Family Centered Care: Recognize the patient or designee as the course of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.</td>
<td>The holistic understanding of health gives rise to a view of nursing as a caring profession. Faculty believes that nursing education requires that students develop communication skills. Today’s nurse assumes multiple roles as provider of care, manager of care and member within the discipline of nursing. The professional nurse recognizes that all human beings are unique individuals who have the ability to adapt to the environment.</td>
<td>Human Flourishing: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. The Associate degree nursing graduate will be able to: 1. Collaborate with other members of the inter-professional team to achieve positive patient outcomes. 2. Apply critical thinking skills to support the achievement of basic needs for patients and families. 3. Use therapeutic communication across health care settings. 4. Demonstrate clinical competence and accountability in their practice based on current knowledge of health care in a variety of settings. 5. Utilize teaching/learning</td>
<td>80% of students will be able to advocate for patients and families, within healthcare settings, to support Basic Needs and Human Flourishing.</td>
</tr>
</tbody>
</table>
| Nursing Judgment | Safety: Minimize risk of harm to patients and providers through both system effectiveness and individual performance. | Faculty provides our graduates with the educational preparation to apply the nursing process in making critical decisions in their role as health care providers. Education is a life-long process involving the acquisition of knowledge and the development of critical thinking skills. | Nursing Judgment:
Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context. Graduate will minimize risk of harm to patients and providers through both system effectiveness and individual performance. Substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context. The associate degree nurse graduate will be |
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<thead>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Evidenced Based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</td>
<td><em>principles to teach patients, significant support persons, and community groups the information needed to achieve desired learning outcomes.</em></td>
<td><em>80% of students will demonstrate Nursing Judgment by applying the Nursing Process, substantiated with evidence, to provide safe, quality patient centered care in diverse settings. Activities include assessment; nursing diagnosis, care planning, implementation and evaluation.</em></td>
<td></td>
</tr>
</tbody>
</table>
| Professional Identity | Involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows. | Prepare graduates to function successfully within the scope of their academic preparation and to make a commitment to the value of caring and to their own professional growth. | Professional Identity: Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context. The associate degree nurse graduate will be able to:  
1. Demonstrate accountable behaviors within ethical, legal and regulatory frameworks of the profession.  
2. Complete the NCLEX- RN licensure exam successfully | 80% of students will develop an evolving Professional Identity at entry level by implementing the nursing role to reflect the core values of the Nursing program: | 80% of students will complete the NCLEX- RN licensure exam successfully |
| Spirit of Inquiry | Quality Improvement: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making. | Utilize decision making and problem solving in the coordination of patient care. | Spirit of Inquiry: Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. The associate degree nurse graduate will be able to: 1. Incorporate knowledge of Evidence Based Practice guidelines into professional nursing practice. 2. Develop the skills necessary to use Evidence Based Practice guidelines and other professional standards of care. 3. Display attitudes consistent with the values of lifelong learning. | 80% of students will establish a Spirit of Inquiry for professional nursing practice by challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. 80% of students will display attitudes consistent with the values of lifelong learning. |
Overview

The Baccalaureate Degree in Nursing (also referred to as the Bachelor of Science Degree with a major in Nursing or the BS in Nursing or the BS/n) was created to provide Registered Nurses with strong leadership skills in collaborating with clients, other professional groups, and the community for the purpose of promoting, maintaining and restoring health. The Program extends beyond the clinical aspects of nursing to provide a background in patient education, health promotion, community health, health care across the lifespan, and technology integration. Graduates of this program will base their practice on theories, critical thinking, and research findings from nursing science as well as other disciplines. Courses, all of which are offered as distance education in the hybrid or blended format, are designed specifically for the registered nurse, drawing from, and expanding upon real-life professional nursing experiences. The Baccalaureate Degree in Nursing can be completed in as few as 16 months of full-time study.

Distance learning conducted at Trocaire College is in compliance with the “Benchmarks for Success in Internet-based Distance Learning” as presented by the Institute for Higher Education Policy and in accordance with the Middle States Commission on Higher Education “Interregional Guidelines for Electronically Offered Degree and Certificate Programs”, in accordance with the guidelines published by the New York State Department of Education’s Office of College and University Evaluation, and with the Americans with Disabilities Act.

All faculty members who teach distance education courses are required to be certified to teach courses online by completing the Indiana University Certificate in Distance Learning or the Quality Matters (QM) Certificate Program.

General information

The Trocaire College Nursing Student Policy Handbook and guide is the resource for understanding the academic and administrative policies that are important for academic success. It includes a wide range of information for important federal policies, including rights to privacy, grading policies, and policies and procedures concerning refunds, withdrawals and other administrative issues. Policies and procedures that apply specifically to the bachelor’s degree in nursing are listed on the following pages.

The BSN curriculum moves from simple to complex and from the individual to the community. Each nursing course builds on the knowledge of the previous level courses. Courses in each level of the curriculum must be completed before advancing to the next level. Any variations must be approved by the Dean or Associate Dean. Students attending classes on a part-time basis should plan on taking 1 nursing course and 1 liberal arts course.

Application Procedures

In order to be considered for admission you must submit:
1. A complete application for admission to Trocaire College
2. Official transcripts from all colleges and universities you have attended.
3. One letter of recommendation from a person with whom you interact professionally

Admission Guidelines
1. Applicants must hold an Associate’s Degree in Nursing from an accredited institution. Applicants who have graduated from a program that is not accredited, but which is approved and registered with the New York State Education Department, are also eligible for admission.

2. Applicants must have earned a minimum cumulative grade point average (GPA) of 2.50 in their prior nursing program, and must have earned a minimum grade of "C" in all nursing courses. Applicants who have a GPA below 2.5 may be considered for the Baccalaureate in Nursing Program if they have extensive clinical experience or extenuating circumstances.

3. Students who have graduated from an Associate’s Degree in Nursing Program but have not obtained their nursing license may be admitted to the program and allowed to take any or all courses offered in the first semester of study only. Students may not progress to the second semester of study without an RN license which must be submitted to the Dean or Associate Dean to be given to the Registrar. Experience practicing as an RN immediately preceding matriculation is not required, but is recommended.

4. The Baccalaureate in Nursing Program requires a total of 123 academic credits for completion. Sixty-three of these credits must be in nursing and the remainder in the liberal arts/general education courses. Candidates may transfer up to a total of 33 nursing credits. Exceptions may be granted to students transferring from a Baccalaureate Degree in Nursing Program. Liberal arts credits have no limit for transfer and are based on individual transcripts. Graduates of diploma nursing programs will be granted thirty three transfer credits in nursing and must complete the Liberal Arts requirement.

5. All students must meet the health requirements of the college and collaborative health care agencies. Satisfactory health clearance - Tuberculosis test (PPD), Measles Mumps and Rubella certificate of immunity (MMR), Diphtheria, Pertussis and Tetanus certificate of immunity (DPT), and a copy of current CPR registration must be filed with the college’s Health Office at the time of registration and prior to clinical facility experiences.

Waiver of Trocaire College Nursing Bachelor’s Courses

Credits from previously completed bachelor level nursing course may be submitted for the purpose of transfer. Nursing courses from hospital diploma programs both in the United States and abroad are not eligible for transfer credit. Bachelor’s course work credit submitted for as a request for waiver must:

- Be from a regionally accredited degree-granting institution of higher education
- Have been completed no more than five years from the date of enrollment in the Trocaire College bachelor’s nursing program.
- Cover content equivalent to that of the course for which the waiver is sought.
- Carry a grade of C or better

General Education Component

There is no time limit on general education courses submitted for transfer credit. Credits earned at accredited degree-granting institutions or through approved examination programs, and for which official transcripts are available, will be considered for transfer regardless of when they were completed. Although grades of D are acceptable in the general education component students must have the necessary grades to achieve a C average.

Nursing Component

Credit being submitted from bachelor’s-level nursing courses for the purpose of meeting the requirements of the nursing degree must have been earned within five (5) years from the date of enrollment in the program. There is no time limit on the acceptance of nursing credits as long as students remain actively involved in the Trocaire College nursing program.
Students who have completed an Associate’s Degree nursing program, but have not obtained their RN license may be admitted to the program but will only be allowed to take courses offered in the first semester of study. *Student may not progress to the second semester without submitting their RN license.*

**Curriculum**

The BS with a Major in Nursing program required a total of 123 academic credits for completion. Sixty-three of these credits must be in Nursing courses and the remainder in Liberal Arts or General Education courses. Candidates may transfer up to a total of 33 Nursing credits. Exceptions may be granted to students transferring from a Baccalaureate Degree program in Nursing. Liberal arts credits have no limit for transfer and are based on individual transcripts. Graduates of a diploma Nursing program will be granted 33 transfer credits in Nursing and must complete the Liberal Arts requirements.

A student must obtain a minimum grade of C in all courses required in the program. Failure to successfully complete course work that is required by the program results in dismissal from the program. A student may repeat a nursing course only once.

**Class Schedule**

The Baccalaureate degree may begin in the fall, spring, or summer. Courses are offered in both a distance education and an in-classroom format. The face – to – face BS in nursing courses meet at the Main Trocaire College campus, while some of the liberal arts courses may take place at the Transit Road location. The health assessment component of courses occurs in the simulation lab at the Main Trocaire College campus.

**Clinical Experiences**

The NU 486 Capstone course includes a total 135 clinical practice hours. The table below provides a detailed description of the clinical practice experiences which will be provided to the Baccalaureate Nursing students:

<table>
<thead>
<tr>
<th>Clinical Sites</th>
<th>Clinical Practice Hours</th>
<th>Clinical Practice Experiences</th>
<th>Indirect Assignments</th>
<th>Indirect Assignment Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health promotion/disease prevention</td>
<td>15</td>
<td>Student will chose a Community Agency and: **Conduct a needs assessment. Spend time learning about the organization and the people it serves. Interview and speak with the staff and/or clients. (12 hours) **Based on the needs assessment, develop a group presentation and present it to staff and/or clients (2 hours) **Attend staff meeting (1 hour)</td>
<td>Develop a teaching plan and an evaluation for staff/clients to complete</td>
<td>5</td>
</tr>
<tr>
<td>Community Agency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community clinical – Clinic</td>
<td>40</td>
<td>Working with nurse preceptor caring for the clients</td>
<td>Paper related to (r/t) the experience</td>
<td>3</td>
</tr>
</tbody>
</table>

64
<table>
<thead>
<tr>
<th>Clinical Sites</th>
<th>Clinical Practice Hours</th>
<th>Clinical Practice Experiences</th>
<th>Indirect Assignments</th>
<th>Indirect Assignment Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home care</td>
<td>35</td>
<td>Make home visits with the nurse</td>
<td>Paper r/t the experience</td>
<td>2</td>
</tr>
<tr>
<td>Case management or Area of interest</td>
<td>20</td>
<td>Precept with case manager or precept with nurse in the area of interest</td>
<td>Paper r/t the experience</td>
<td>2</td>
</tr>
<tr>
<td>Care Role Assignment</td>
<td>25</td>
<td>Work with preceptor in the role of Leader, manager and coordinator **Attend multidisciplinary team meeting **Serve as team leader on the unit **Precept with the unit manager</td>
<td>Reflection paper r/t experience</td>
<td>3</td>
</tr>
<tr>
<td>Journal</td>
<td>0</td>
<td>N/A</td>
<td>Log of Experiences</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

**Minimum Academic Average**

A minimum grade of C (2.0) in any required nursing course or S (Satisfactory) by the second attempt. Grades of D are not acceptable in transfer. Grades of D and F in any Trocaire College course are included on the official transcript. These grades will be calculated in the GPA. A cumulative average of C (2.0) or better is required to graduate. Although grades of D are acceptable in the general education component students must have the necessary grades to achieve a C average.

**Policy on Repeating Nursing Courses**

A student must achieve a 2.00 QUALITY POINTS or better to progress to the next level. Students must achieve a grade of “C” or better in all program required courses. Students may repeat a course in instances where they have received grades of C-, D+, D, F, FX, W, WF, and U. Failure on the second attempt will lead to dismissal from the program. A grade of W counts as an attempt at taking the course.

**BS in Nursing Program**

*Human Flourishing*

Incorporate the knowledge and skills learned in didactic and clinical courses to help patients, families, and communities continually progress toward fulfillment of human capabilities.

*Nursing Judgment*

Make judgments in practice substantiated with evidence that synthesize nursing science and knowledge from other disciplines in the provision of safe, quality care and promote the health of patients, families, and communities.

*Professional Identify*

Express one’s identity as a nurse through actions that reflect integrity; a commitment to evidence based
practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities; and a willingness to provide leadership in improving care.

**Spirit of Inquiry**
Act as an evolving scholar who contributes to the development of the science of nursing practice by identifying question in need of study, critiquing published research, and using available evidence as a foundation to propose creative, innovative, or evidence based solutions to clinical practice problems.

**Congruence between NLN Competencies, QSEN, The Trocaire College Nursing Philosophy & the Baccalaureate Degree Program**

<table>
<thead>
<tr>
<th>NLN Competency</th>
<th>QSEN</th>
<th>Trocaire College Nursing Philosophy</th>
<th>Baccalaureate Degree</th>
<th>Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Flourishing</td>
<td>Patient and Family Centered Care: Recognize the patient or designee as the course of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.</td>
<td>The holistic understanding of health gives rise to a view of nursing as a caring profession. Faculty believes that nursing education requires that students develop communication skills. Today’s nurse assumes multiple roles as provider of care, manager of care and member within the discipline of nursing. The professional nurse recognizes that all human beings are unique individuals who have the ability to adapt to the environment.</td>
<td>Incorporate the knowledge and skills learned in didactic and clinical courses to help patients, families, and communities continually progress toward fulfillment of human capabilities. The Baccalaureate nursing graduate will: 1. Integrate theories and concepts from liberal education and nursing education into nursing practice 2. Apply knowledge of social and cultural factors to the care of diverse population 3. Explain the interrelationships among theory, practice, and research 4. Implement evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan.</td>
<td>80% of students will be able to incorporate the knowledge and skills learned in didactic and clinical courses to help patients, families, and communities continually progress toward fulfillment of human capabilities</td>
</tr>
<tr>
<td>Nursing Judgment</td>
<td>Safety: Minimize risk of harm to patients and providers through both system effectiveness and individual performance. Evidenced Based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and</td>
<td>Faculty provide our graduates with the educational preparation to apply the nursing process in making critical decisions in their role as health care providers. Education is a life-long process involving the acquisition of knowledge and the development of critical thinking skills.</td>
<td>Make judgments in practice substantiated with evidence that synthesize nursing science and knowledge from other disciplines in the provision of safe, quality care and promote the health of patients, families, and communities. The Baccalaureate nursing graduate will: 1. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, and the</td>
<td>80% of students will be able to make judgments in practice substantiated with evidence that synthesize nursing science and knowledge from other disciplines in the provision of safe, quality care and promote the health of patients, families, and communities.</td>
</tr>
</tbody>
</table>
| Professional Identity | Involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, and grows. | Prepare graduates to function successfully within the scope of their academic preparation and to make a commitment to the value of caring and to their own professional growth. 

Health care is a partnership in which the patients share responsibility for achieving optimal health. | Express one’s identity as a nurse through actions that reflect integrity; a commitment to evidence based practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities; and a willingness to provide leadership in improving care. 

The Baccalaureate nursing graduate will: 

1. Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiative within the context of the inter-professional team. 
2. Demonstrate the professional standards of moral, ethical, and legal conduct. 
3. Reflect on one’s own beliefs and values as they relate to professional practice. 
4. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession. | 80% of students will be able to express one’s identity as a nurse through actions that reflect integrity; a commitment to evidence based practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities; and a willingness to provide leadership in improving care. 

100% of students will be able to promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession. |
<table>
<thead>
<tr>
<th>Spirit of Inquiry</th>
<th>Quality Improvement</th>
<th>Informatics</th>
<th>Utilize decision making and problem solving in the coordination of patient care.</th>
<th>Act as an evolving scholar who contributes to the development of the science of nursing practice by identifying question in need of study, critiquing published research, and using available evidence as a foundation to propose creative, innovative, or evidence based solutions to clinical practice problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>80% of students will be able to act as an evolving scholar who contributes to the development of the science of nursing practice by identifying question in need of study, critiquing published research, and using available evidence as a foundation to propose creative, innovative, or evidence based solutions to clinical practice problems.</td>
</tr>
</tbody>
</table>

The Baccalaureate nursing graduate will

1. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.
2. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes.
3. Acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed.
4. Advocate for the protection of human subjects in the conduct of research.

80% of students will be able to acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed.
The Practical Nursing program curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning and program outcomes.

The Practical Nursing program was created to provide students with educational opportunities that lead to licensure and job placement. Licensed Practical Nurses (known as LPN’s) scope of practice requires that they work under the direction of registered nurses and doctors, providing care for clients who are ill, injured, or facing long-term recovery.

Section 6902 of Article 139 of NYS Education Law distinguishes the legal definitions of an LPN practicing in NYS as follows: The practice of nursing as a licensed practical nurse is defined as performing tasks and responsibilities within the framework of case finding, health teaching, health counseling, and provision of supportive and restorative care under the direction of a registered professional nurse or licensed physician, dentist or other licensed health care provider legally authorized under this title and in accordance with the commissioner's regulations.

The program curriculum has been approved by NYSED and meets educational requirements for individuals desiring to obtain NYS licensure as a LPN. The current curriculum and sequence for the Practical Nursing program is provided here in Table 4.1 (See Table 4.1) and is also found in the College Catalog (page 77).

Practice Standards
Sequencing and content for the Practical Nursing program curriculum builds upon the nursing competencies and professional nursing standards. In addition, program follows the scope of practice of a practical nurse. The program integrates nursing Code of Ethics and Scope of Professional Standards of Practice of a practical nurse. The program also teaches students about the definition and scope of practice for Licensed Practical Nurses as provided by the NYSED Office of Professions, Regulation §6902.

Students are expected to demonstrate professional behavior, compassion and kindness, teamwork, and ability to manage difficult issues. The student learning outcomes (SLOs) demonstrate competencies that are leveled throughout the program. The SLO’s and expected competences are developed using well-recognized standards.

Beginning fall 2017 the program has integrated the NAPNES standards within the curriculum. NAPES standards were chosen because these standards focus on the role of the practical nurse. According to NAPNES: These standards and competencies are intended to better define the range of capabilities, responsibilities, rights and relationship to other health care providers for scope and content of practical/vocational nursing education programs. The guidelines will assist:

- Faculty in the development, implementation, and evaluation of practical, vocational nursing curricula.
- Students in understanding expectations of their competencies upon completion of the educational program.
- Prospective employers in appropriate utilization of the practical/vocational nurse
### Professional Behaviors

1. **Professional Behaviors**
   - Within the scope of nursing practice for a practical/vocational nurse, are characterized by adherence to standards of care, accountability for one’s own actions and behaviors, and use of legal and ethical principles in nursing practice.
   - Professionalism includes a commitment to nursing and a concern for others demonstrated by an attitude of caring.
   - Professionalism also involves participation in lifelong self-development activities to enhance and maintain current knowledge and skills for continuing competency in the practice of nursing for the LP/VN, as well as individual, group, community and societal endeavors to improve health care.
   - Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:
     - Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical/vocational nurse.

### Communication

1. **Communication**
   - Communication is defined as the process by which information is exchanged between individuals verbally, non-verbally and/or in writing or through information technology.
   - Communication abilities are integral and essential to the nursing process.
   - Those who are included in the nursing process are the licensed practical/vocational nurse and other members of the nursing and healthcare team, client, and significant support person(s).
   - Effective communication demonstrates caring, compassion, and cultural awareness, and is directed toward promoting positive outcomes and establishing a trusting relationship.

### Competencies

<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>Competencies which demonstrate this outcome has been attained:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accountability</td>
<td>1. Comply with the ethical, legal, and regulatory frameworks of nursing and the scope of practice as outlined in the LP/VN nurse practice act of the specific state in which licensed.</td>
</tr>
<tr>
<td>2. Professionalism</td>
<td>2. Utilize educational opportunities for lifelong learning and maintenance of competence.</td>
</tr>
<tr>
<td>3. Lifelong learning</td>
<td>3. Identify personal capabilities and consider career mobility options.</td>
</tr>
<tr>
<td>5. Function as an advocate</td>
<td>5. Demonstrate accountability for nursing care provided by self and/or directed to others.</td>
</tr>
<tr>
<td>6. Function as an advocate</td>
<td>6. Function as an advocate for the health care consumer, maintaining confidentiality as required.</td>
</tr>
<tr>
<td>7. Identify impact</td>
<td>7. Identify the impact of economic, political, social, cultural, spiritual, and demographic forces on the role of the licensed practical/vocational nurse in the delivery of health care.</td>
</tr>
<tr>
<td>8. Serve as a positive</td>
<td>8. Serve as a positive role model within healthcare settings and the community.</td>
</tr>
</tbody>
</table>

### Communication

<table>
<thead>
<tr>
<th>Communication</th>
<th>Competencies which demonstrate this outcome has been attained:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effective communication with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills.</td>
<td></td>
</tr>
<tr>
<td>2. Competencies which demonstrate this outcome has been attained:</td>
<td></td>
</tr>
<tr>
<td>a. Utilize effective communication skills when interacting with clients, significant others, and members of the interdisciplinary health care team.</td>
<td></td>
</tr>
<tr>
<td>b. Communicate relevant, accurate, and complete information.</td>
<td></td>
</tr>
<tr>
<td>3. Report to appropriate health care personnel and document assessments, interventions, and progress or impediments</td>
<td></td>
</tr>
</tbody>
</table>
### Assessment

1. **Assessment** is the collection and processing of relevant data for the purposes of appraising the client’s health status.
2. Assessment provides a holistic view of the client which includes physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status.
3. Assessment involves the collection of information from multiple sources to provide the foundation for nursing care.
4. Initial assessment provides the baseline for future comparisons in order to individualize client care.
5. Ongoing assessment is required to meet the client’s changing needs.

### Planning

1. Planning encompasses the collection of health status information, the use of multiple methods to access information, and the analysis and integration of knowledge and information to formulate nursing care plans and care actions.
2. The nursing care plan provides direction for individualized care, and assures the delivery of accurate, safe care through a definitive pathway that promotes the clients and support person’s(s’) progress toward positive outcomes.

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<table>
<thead>
<tr>
<th>Competencies which demonstrate this outcome has been attained:</th>
<th>Competencies which demonstrate this outcome has been attained:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Collect holistic assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.</td>
<td>1. Collaborate with the registered nurse or other members’ of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data.</td>
</tr>
<tr>
<td>1. Assess data related to basic physical, developmental, spiritual, cultural, functional, and psychosocial needs of the client.</td>
<td>2. Utilize knowledge of normal values to identify deviation in health status to plan care.</td>
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<tr>
<td>2. Collect data within established protocols and guidelines from various sources including client interviews, observations/measurements, health care team members, family, significant other(s), and review of health records.</td>
<td>2. Contribute to formulation of a nursing care plan for clients with non-complex conditions and in a stable state, in consultation with the registered nurse and as appropriate in collaboration with the client or support person(s) as well as members of the interdisciplinary health care team using established nursing diagnoses and nursing protocols.</td>
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<tr>
<td>3. Assess data related to the client’s health status, identify impediments to client progress and evaluate response to interventions.</td>
<td>3. Prioritize nursing care needs of clients.</td>
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<td>4. Document data collection, assessment, and communicate findings to appropriate member/s of the healthcare team.</td>
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<td>4.</td>
<td>Assist in the review and revision of nursing care plans with the registered nurse to meet the changing needs of clients.</td>
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<tr>
<td>5.</td>
<td>Modify client care as indicated by the evaluation of stated outcomes.</td>
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<tr>
<td>6.</td>
<td>Provide information to client about aspects of the care plan within the LP/VN scope of practice.</td>
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<tr>
<td>7.</td>
<td>Refer client as appropriate to other members of the health care team about care outside the scope of practice of the LP/VN.</td>
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</table>

**Caring Interventions**

1. Caring interventions are those nursing behaviors and actions that assist clients and significant others in meeting their needs and the identified outcomes of the plan of care.
2. These interventions are based on knowledge of the natural sciences, behavioral sciences, and past nursing experiences. Caring is the “being with” and “doing for” that assists clients to achieve the desired outcomes. Caring behaviors are nurturing, protective, compassionate, and person-centered.
3. Caring creates an environment of hope and trust where client choices related to cultural, religious, and spiritual values, beliefs, and lifestyles are respected.

**Managing**

1. Managing care is the effective use of human, physical, financial, and technological resources to achieve the client identified outcomes while supporting organizational

| 4. | Competencies which demonstrate this outcome has been attained: |
| 5. | 1. Demonstrate a caring and empathic approach to the safe, therapeutic, and individualized care of each client. |
| 6. | 2. Identify and honor the emotional, cultural, religious, and spiritual influences on the client’s health. |
| 7. | 3. Demonstrate caring behaviors toward the client and significant support person(s). |
| 8. | 4. Provide competent, safe, therapeutic and individualized nursing care in a variety of settings. |
| 9. | 5. Provide a safe physical and psychosocial environment for the client and significant other(s). |
| 10. | 6. Implement the prescribed care regimen within the legal, ethical, and regulatory framework of practical/vocational nursing practice. |
| 11. | 7. Assist the client and significant support person(s) to cope with and adapt to stressful events and changes in health status. |
| 12. | 8. Assist the client and significant other(s) to achieve optimum comfort and functioning. |
| 13. | 9. Instruct client regarding individualized health needs in keeping with the licensed practical/vocational nurse’s knowledge, competence, and scope of practice. |
| 14. | 10. Recognize client’s right to access information and refer requests to appropriate person(s). |
| 15. | 11. Act in an advocacy role to protect client rights. |

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

1. Demonstrate a caring and empathic approach to the safe, therapeutic, and individualized care of each client.
| outcomes.                                                                 | 2. Direct aspects of client care to qualified UAPs commensurate with abilities and level of preparation and consistent with the state’s legal and regulatory framework for the scope of practice for the LP/VN. |
| 2. The LP/VN manages care through the processes of planning, organizing and directing. | 3. Supervise and evaluate the activities of UAPs and other personnel as appropriate within the state’s legal, and regulatory framework for the scope of practice for the LP/VN as well as facility policy. |
| 3. Upon completion of the practical/vocational nursing program, the graduate will display the following program outcome: | 4. Maintain accountability for outcomes of care directed to qualified UAPs. |
| a. Implement patient care, at the direction of a registered nurse, licensed physician or dentist through performance of nursing interventions or directing aspects of care, as appropriate, to unlicensed assistive personnel (UAP). | 5. Organize nursing activities in a meaningful and cost effective manner when providing nursing care for individuals or groups. |
| 3. Direct aspects of client care to qualified UAPs commensurate with abilities and level of preparation and consistent with the state’s legal and regulatory framework for the scope of practice for the LP/VN. | 6. Assist the client and significant support person(s) to access available resources and services. |
| 3. Supervise and evaluate the activities of UAPs and other personnel as appropriate within the state’s legal, and regulatory framework for the scope of practice for the LP/VN as well as facility policy. | 7. Demonstrate competence with current technologies. |
| 4. Maintain accountability for outcomes of care directed to qualified UAPs. | 8. Function within the defined scope of practice for the LP/VN in the health care delivery system at the direction of a registered nurse, licensed physician, or dentist. |
Program Options

The Practical Nursing Certificate program is approved by NYSED as a seated, 48 credit-hour full-time program run during the day (DAY format). All courses within the program, including liberal arts and sciences courses, are offered at the College’s main campus, which consists of two buildings (360 Choate Avenue and 2262 Seneca St, Buffalo, NY, 14220). Practical Nursing students, like all Trocaire students, have the option of taking some of their liberal arts and sciences requirements at the College’s NYS-approved Extension Center located at 6681 Transit Road, Williamsville, NY 14221, but no nursing courses are offered at the Extension Center, and nursing students are never required to take courses at the Extension Center.

Practical Nursing students may elect to begin their studies in the fall or the spring semester. Although liberal arts and sciences courses may be taken in the summer, nursing courses are offered only in the fall or spring semester. The program can be completed in three academic semesters of a minimum of 15 weeks in length not counting holidays or breaks, with a normal time to completion of 18 months.

Table 1.1 – Congruence Between the College Mission / Vision and the Practical Nursing Mission, Philosophy, and Program Outcomes

<table>
<thead>
<tr>
<th>Trocaire College Mission</th>
<th>Practical Nursing Program Mission and Philosophy</th>
<th>Practical Nursing Program Learning Outcomes</th>
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<tbody>
<tr>
<td>Empower students toward personal enrichment, dignity, and self-worth…</td>
<td>The mission of the Practical Nursing Program is to prepare practical nurses that provide holistic care to individuals across the lifespan in a variety of settings. We create learning communities and provide opportunities for individuals to become practical nurses working as part of the inter-professional team.</td>
<td>Utilize critical thinking with the nursing process as a basis for decision-making when providing individualized patient care.</td>
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<tr>
<td>…through education in a variety of professions and in the liberal arts.</td>
<td>Today’s licensed practical nurse assumes multiple roles as provider of care and member within the discipline of nursing in meeting the needs of individuals and families. The licensed practical nurse provides this care for people from all stages of life and all degrees of need along the health-illness continuum. A background in nursing theory and knowledge from other sciences and general education is necessary for the provision of health care.</td>
<td>Demonstrate clinical competence and accountability in their practice based on current knowledge of health care in a variety of settings,</td>
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<td></td>
<td>Faculty believes nursing education requires that students develop a scientific and psychosocial theory base, communication skills, and the ability to apply the nursing process.</td>
<td>Utilize decision-making and problem solving in the coordination of patient care,</td>
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<td>Delegate appropriate aspects of care to other health team members and evaluate the outcome of this care,</td>
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<td></td>
<td></td>
<td>Demonstrate effective management of time and resources</td>
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<td>Trocaire College Mission</td>
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<td>Recognizing the individual needs of a diverse student body, Trocaire College provides life learning and development within a community-based environment…</td>
<td>Education is a life-long process involving the acquisition of knowledge and the development of critical thinking skills. Learning occurs in various settings and should be self-directed, flexible, and learner-focused. The program administration and faculty view nursing education as dynamic and ongoing resulting in a change in knowledge, attitude, and behavior of students. Nursing education requires that students develop a scientific and psychosocial theory base, communication skills, and the ability to apply the nursing process.</td>
<td>Develop a commitment to the value of caring by assuming the responsibility for professional growth.</td>
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<tr>
<td>…prepares students for service in the universal community.</td>
<td>The faculty provides graduates with the educational preparation to apply the nursing process in making critical decisions in their role as health care providers. The holistic understanding of health gives rise to a view of nursing as a caring profession. The licensed practical nurse recognizes that all human beings are unique individuals who have the ability to adapt to the environment. The licensed practical nurse believes that human beings are entitled to be treated with respect and dignity and that cultural heritage and spiritual beliefs influence health behaviors. Health care is a partnership in which the clients share responsibility for achieving optimal health.</td>
<td>Motivate other health team members to ensure quality patient care. Develop behaviors and attitudes that reflect commitment to continuous learning. Actively participate/integrate into their professional organization.</td>
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<td>Recognize the uniqueness of patients when providing nursing care. Provide patient advocacy through such measures as appropriate use of resources and collaboration with other health care providers. Establish open lines of communication with patient, family, and other members of the health care team. Function within the scope of their academic preparation as a member of the nursing profession to maintain high standards of nursing care.</td>
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# Program Learning Outcomes

The Trocaire College Practical Nursing Program prepares students for nursing practice by using evidence-based standards of practice to guide the program. The program has adopted the NLN competencies and core values, QSEN, NAPNES to develop program and student learning outcomes (SLO) as provided in the table below.

<table>
<thead>
<tr>
<th>NLN Competency</th>
<th>QSEN</th>
<th>Trocaire College Nursing Philosophy</th>
<th>Practical Nursing Program</th>
<th>Program Learning Outcomes</th>
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<tbody>
<tr>
<td>Human Flourishing</td>
<td>Patient and Family Centered Care: Recognize the patient or designee as the course of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.</td>
<td>The holistic understanding of health gives rise to a view of nursing as a caring profession. Faculty believes that nursing education requires that students develop communication skills. Today’s nurse assumes multiple roles as provider of care, manager of care and member within the discipline of nursing. The professional nurse recognizes that all human beings are unique individuals who have the ability to adapt to the environment.</td>
<td>Human Flourishing: Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team. Patient Centered Care: • The practical nursing graduate • demonstrates effective communication skills (NAPNES) • while providing patient care founded on basic physical, developmental, spiritual, cultural, functional, and psychosocial needs (NAPNES) • of individual patients across the lifespan</td>
<td>NLN: 80% of students will be able to demonstrate therapeutic communication skills to practice nursing care that is patient and family centered, culturally sensitive and based on the physiological, psychosocial and spiritual needs of patients across the life span</td>
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<tr>
<td>Nursing Judgment</td>
<td>Safety: Minimize risk of harm to patients and providers through both system effectiveness and individual performance.</td>
<td>Faculty provides our graduates with the educational preparation to apply the nursing process in making critical decisions in their role as</td>
<td>Nursing Judgment: Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.</td>
<td>QSEN: Student will demonstrate how to minimize...</td>
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<tr>
<td>NLN Competency</td>
<td>QSEN</td>
<td>Trocaire College Nursing Philosophy</td>
<td>Practical Nursing Program</td>
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<tr>
<td>Evidenced Based Practice</td>
<td></td>
<td>Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</td>
<td>The practical nursing graduate will: • Recognize and report changes and responses to interventions to a RN or the appropriate licensed health care provider while providing a safe environment for patients, self, and others. • The practical nursing graduate will utilize evidence based nursing judgment when prioritizing care, implementing interventions, reporting changes, (Scope Of Practice); • and promoting the health (NLN) of Individual patients across the lifespan (Scope of Practice).</td>
<td>risk of harm to patients and providers through both system effectiveness and individual performance. QSEN: Students will demonstrate the use of informatics and technology to communicate, manage knowledge, mitigate error, and support decision making.</td>
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<tr>
<td>Professional Identity</td>
<td></td>
<td>Prepare graduates to function successfully within the scope of their academic preparation and to make a commitment to the value of caring and to their own professional growth. Health care is a partnership in which the patients share responsibility for</td>
<td>Professional Identify: Assess how one’s personal strengths and values affect one’s identity as a nurse and one’s contributions as a member of the health care team. The practical nursing graduate will • Demonstrate professional behaviors and accountability to legal and ethical nursing practice standards for a competent NLN: 100% of students will demonstrate professional behaviors of accountability according to legal and ethical nursing practice standards. QSEN: 80% of students will function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.</td>
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</tr>
<tr>
<td>NLN Competency</td>
<td>QSEN</td>
<td>Trocaire College Nursing Philosophy</td>
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<tr>
<td>Spirit of Inquiry</td>
<td>Quality Improvement: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.</td>
<td>Utilize decision making and problem solving in the coordination of patient care.</td>
<td>Spirit of Inquiry: Question the basis for nursing actions, considering research, evidence, tradition, and patient preferences. The practical nursing graduate will participate in quality improvement by providing • input into the development of policies and procedures and • Effectively using resources to achieve patient outcomes (NAPNES). The practical nursing graduate will participate as a member of the interprofessional team • collaborating and communicating with other health care providers (SOP) • To promote safe, quality, patient centered care.</td>
<td>NLN: 80% of students will demonstrate an understanding of quality improvement by contributing to the implementation of care and the utilization of resources to improve health care services. QSEN: 80% of students will demonstrate evidence of integrating evidence based care for the delivery of optimal health care to patients and family</td>
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</table>
The curriculum is designed so each course builds on previous courses within the program sequence. The program is based on an open systems framework which emphasizes caring, communication, the nursing process and the bio-psycho-social dimensions of human beings.

Curricular concepts that are woven through the program are integral to the role of a practical nurse. These concepts are linked to the Practical Nursing program philosophy, conceptual framework, national nursing and practical nursing standards and guidelines. Alignment of national nursing standards, and patient safety standards in the curriculum includes concepts such as:

- Care of the client (behaviors, values, and beliefs)
- Safe and effective care of the client
- Culture competence
- Clinical reasoning, and judgement
- Care of clients that demonstrate respect and dignity
- Patient-centered nursing care
- Ethical-legal concepts
- Evidence based nursing care
- Professional responsibility
- Team work and inter-professional collaboration

**PN106 STUDENTS**  
**CHILD ABUSE RECOGNITION AND REPORTING COURSE**

Child Abuse Recognition and Reporting Course is mandated by the State Education Department of the State of New York. Students who are absent for this PN106 classroom theory must contact the course instructor to make arrangements to attend another class presentation or show documentation of attendance at a child abuse seminar. This is a requirement for license application and registration in New York State.

**Skills Labs and Simulations:** Nursing labs utilized in the Practical Nursing program consist of skills acquisition and health assessment appropriate to the credential. Acquiring psychomotor skills is a component included in the education program of nursing courses. These skills include activities from simple to those of the highest complexity, which involve high-precision, coordinated movements. Simulation, which supports but does not replace clinical experience, enables students to practice a medical scenario in order to problem solve in real time and determine the most effective solution.

**General Education Courses**
Practical Nursing students are required to take five general education courses and one college success course as part of their curriculum. The general education courses include Anatomy and Physiology (I and II) and their associated labs, English Composition, General Psychology, and Principles of Sociology. All entering Trocaire students must also take the one credit College Seminar or, if they have been assigned to the Transitional Studies program as a result of their performance on entering placement tests, the three credit College Success course.

The Anatomy & Physiology courses provide an essential foundation of the human body that includes functions of cells, tissues, and the integumentary, skeletal, muscular, and nervous
systems. Additionally, these courses introduce students to common human disease processes which students can build upon throughout the nursing program.

English courses provide students with basic elements of writing and essential communication skills. Psychology and Sociology courses provide a framework of human development and behavior, as well as information on human behavior and the human condition. Students build on this framework to provide holistic care to clients.

These general education program requirements lead to licensed practical nurses who are well-rounded and who are able to function well in the demanding healthcare environment, which depends upon teamwork and critical thinking skills.
References


TROCAIRE COLLEGE
REGISTERED NURSING PROGRAM

Attestation

I, ____________________________, have received a copy of the Trocaire College Nursing Program Information and Policies Manual and the Course Manual.

I understand that I am responsible to *review and adhere* to the contents of these manuals. I also attest that I will not discuss the contents of any unit or final exam until all sections have been administered.

Student Signature __________________________ Date __________

Designed May 2011
Revised August 8, 2016