

# Student Nurse Handbook

2021-  
2022

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**Alma College Nursing Program**

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## INTRODUCTION

The Alma College Nursing Program Handbook provides the policies and procedures to the nursing program. This handbook should be used in conjunction with the Alma College Academic Catalog and the General Alma College Student Handbook, which provide detailed information regarding programs of study, course descriptions, and undergraduate campus policies and procedures.

The information in this handbook reflects the requirements for nursing students and represents the most current information at the time of publication. The Alma College Nursing Program reserves the right to make any necessary changes or revisions to this document for the purpose of quality improvement or program enhancement.

The baccalaureate degree program currently has the following track:

**Pre-licensure track:** This track is for incoming first year and transfer students, wanting to complete a Bachelor of Science in Nursing degree.

## ALMA COLLEGE NURSING PROGRAM MISSION, CORE VALUES, AND PHILOSOPHY

### Mission

The mission of the nursing program at Alma College is congruent with the mission of Alma College. The nursing program's mission is to prepare competent baccalaureate nurses who are committed to think critically, serve generously, lead purposefully, and live responsibly as stewards of the world they bequeath for future generations.

### Philosophy and Core Values

The philosophy of the nursing program incorporates the **Core Values of Alma** which are to: 1) Prepare students to enter seamlessly into lives in community, vocation, family and faith; 2) Explore a range of disciplines, building a broad foundation in the sciences, social sciences, arts and humanities; 3) Pursue advanced work, independent research and creative performances with the depth of understanding to excel in one's discipline and to perceive the connections among disciplines; and 4) Foster engaged citizenship, service driven leadership and committed stewardship through research-based undergraduate scholarship as well as programs that support experiential, international, and service learning opportunities. Additionally, it is expected that with the newly acquired knowledge is an obligation of personal integrity, respect for the value of all humanity and sensitivity to the spiritual and material beauty of one's existence.

The goal of nursing education is to foster competent nursing practice through the different ways of knowing. Knowledge is derived from the understanding of self, practice, theory, and research, with each method of knowing informing and influencing the other components. Competent nursing practice is the ability of the nurse to consistently engage in the critical thinking process to create nursing actions that benefit the person and population.

There are expectations of the faculty and the student in the learning environment. Faculty are expected to engage students in performing and creating nursing actions (interventions) that are based on scholarly evidence. The faculty facilitates learning by assisting the student with interpretation and integration of prior knowledge, aiming for increasingly more intricate and comprehensive mastery of critical thinking and clinical decision-making. As students become proficient in their practice, there is an academic ability to safely and

creatively engineer actions that impact the outcomes of each situation. These unique situations ultimately provide an opportunity for new ways to think and respond to acquire enhanced skill sets for future situations.

Students engage with peers, faculty, and communities to achieve the required competencies of the nursing program. Students accept responsibility for retaining, retrieving, applying, and integrating prior learning experiences within the context of nursing practice. Students use a variety of self-assessment strategies to discover and advance their learning design, and to track their mastery of competencies, and then apply these learned abilities to their life-long professional nursing practice.

In conclusion, it is expected that the graduate of Alma College's Nursing Program will be able to 1) Provide quality health care in diverse settings; 2) Understand the complexities of health care systems; and 3) Possess the leadership skill to address current and future health care challenges.

### CONCEPTUAL FRAMEWORK

The baccalaureate curriculum for the Alma College Nursing Program is based on an approach which is deeply rooted in the mission and core values of Alma College. The nursing program at Alma College is a collaborative and interdisciplinary program informed by the critical orientations of the natural sciences, the social sciences, and the arts and humanities. These orientations are reflected in the way in which the program views the person, health (dis-ease), health care, environment, and nursing.

#### **Person(s):**

The "Person" or "Persons" refers to human beings, of individual, family/group, community, or societal context. The person is an integrated being, composed of ever-changing elements of self (biophysical, temporal, psychological, developmental, social, spiritual, and cultural) that interact with the ever-changing environment. The environment is set in a larger social system (global and/or world-wide). The global system is composed of structure that is both actual and cybernetic, allowing for interconnectedness among all people. The person is considered to be the center of health care, meaning that the person guides and manipulates the variables of the metaparadigm of nursing practice. The person both adapts to and is an active agent in modifying and choosing his or her environment. The person's experiences can change the developmental and transitional processes throughout his or her lifespan until death.

The person brings unique meaning to life experiences. The person makes decisions based on the meaning and consequences attributed to a choice, which are influenced by both internal and external factors. Implicit in the choice is the responsibility and accountability of the person's actions. The person has dignity, worth, unique talents, abilities, and value.

The person(s)-nurse relationship is vital in this model. The nurse brings talents to the relationship as a person. The nursing program is designed to encourage and support students' talents and provide for reflection of such talents in their experiences and practice to foster talents, theory, and critical thinking into the practice of nursing.

Within the framework, the therapeutic relationship between nurse and person(s) (individual, family, community and/or global) is viewed as a collaborative endeavor. The nurse's role is to assist the person to achieve health and well-being and adjust to dis-ease. As a result of this interaction/relationship the person

inadvertently has made a difference in the growing practice of the nurse. People live in relationships with others and are constantly evolving as they interact, and strive toward health.

**Environment:**

The person is in contact, mutual interaction with the internal, external, and actual environments. The environment comprises all cultural, lifestyle, political-economic, interpersonal, structural, and other ecological factors. The environment facilitates or inhibits growth, development, and quality of life and death. There are continuous, evolving, unpredictable changes and increasing complexity within the internal, external, and actual environment. It is through mutual interactions between the environment and the patient that health and dis-ease is shaped. Nursing continually seeks knowledge of health and dis-ease beyond personal domain to the broader context of the sociopolitical, economic, and physical environment.

**Health (Dis-ease):**

Health (as described by the World Health Organization) is the extent to which people are able to realize aspirations, satisfy needs, and to change or cope with environment. The dynamic interaction between the person and the environment operates to determine health and wellness. Health disparities result from person-environment interactions. Wellness is viewed as a purposeful direction and is oriented at augmenting integration, growth, and potential, either on the part of the person or those caring for them (Watson, 2011).

Health is a positive concept embracing social and personal resources as well as physical capabilities. Promoting health involves enabling people to increase control over and improve their health. People with dis-ease (whether physical, social, psychosocial, or spiritual) may still consider themselves to be healthy if they are able to lead what they consider to be an adequate life. Health and healing coexist and health is viewed as the movement along the continuum in either direction. Healing may occur despite the prevalence of dis-ease.

**Health Care:**

Health care is considered a right of the American people. Accompanying this right is the belief in equal quality and access to healthcare through fairly distributed resources within the community. People should be able to be full participants in making decisions about their health.

The complex and changing nature of health care has direct consequences for nursing practice. Nurses have a vital role in shaping, and responding to challenges of health care in society. Nurses must strengthen their mandate and their ability to promote health through continuous professional scholarly work.

**Nursing:**

Nursing is a professional discipline concerned with clinical prevention and population health, and facilitating quality of life and death (American Nurses Association, 2002). Nursing involves complex processes of simultaneously using reasoning and intuitive thinking while providing care.

Nurses assist persons to adapt to or to modify their environments. Nurses must know, care, manage the context, and deal with the unpredictable; they must assume responsibility for their decisions and their professional growth and be accountable to nursing professional standards and ethics. Nurses are distinctively situated to help people understand their health-related experiences and to embrace their ability to make informed choices. Through caring-relationships, nurses inform, advocate, guide, and involve their patients. This relationship empowers the person to make the best possible choices for their health and enhances the healing process.

Nursing practice encompasses the use of communication, collaboration, interdisciplinarity, teamwork, critical thinking, and nursing therapeutics to creatively augment health and wellness and help the patient adjust to manifestation of dis-ease processes. Creating actions that enhance the transitional processes with the person's environment can provide for quality of life and/or death.

Professionalism in nursing is the use of leadership to promote quality care and patient safety within organizations and systems of care. The professional nurse is driven by ethical decision-making and advocacy to maximize the capacity of the person(s) toward self-determination, supporting and protecting those in need, and influencing health policy. Scholarly practice applies the understanding of theories, research, global, and cultural variables toward the promotion of health and wellness and the management of dis-ease processes (American Nurses Association, 2002). Scholarly practice is a component of professionalism.

Nurses interact and collaborate with other disciplines, and in this multidisciplinary health context, nurses provide a unique perspective to the care of the person. The unique role of nursing is the nurses' ability to understand people's situation from their perspective and to participate with them through caring, and informed relationships to promote health responses to life experiences.

#### PROGRAM FRAMEWORK AND LEARNING OBJECTIVES

The program learning objectives for the nursing program incorporate the Core Values of Alma College, the Key Constructs of a Liberal Education, BSN Essentials, the QSEN competencies, and the student outcomes/competencies.

1. Students majoring in nursing will be prepared for beginning nursing practice by acquiring knowledge (factual, conceptual, procedural, and metacognitive) and abilities to cognitively process information (remember, understand, apply, analyze, evaluate and create) through integration of the courses required in the Liberal Arts (Natural Science, Social Science and Arts & Humanities) and Nursing.
  - a. Theory: course work (Liberal Arts and Nursing – see attached program proposal grid)
2. Students majoring in nursing will be prepared for beginning nursing practice by actively partnering with peers, faculty, colleagues, and community to earn their BSN.
  - a. Clinical Practice (in a variety of settings): hospital, skilled nursing facilities, outpatient facilities, patient homes, clinics, community outreach, study abroad, etc.
  - b. Theory: course work (liberal arts and nursing)
3. Students majoring in nursing will be prepared for beginning nursing practice by accepting responsibilities for retaining, retrieving and applying prior learning within the Liberal Arts and Nursing context to enhance nursing practice.
  - a. BSN Essentials (threaded throughout the curriculum):
    - i. Liberal Education
    - ii. Leadership
      1. Organizational
      2. Quality
      3. Patient Safety
    - iii. Evidence Based Practice
    - iv. Information Management and Patient Care Technology
    - v. Health Care Policy
      1. Regulatory

- 2. Financial
    - vi. Interprofessional Communication and Collaboration
    - vii. Clinical Prevention and Population Health
    - viii. Professionalism and Professional Values
      - 1. Dignity
      - 2. Integrity
      - 3. Social Justice
    - ix. Generalist Practice
      - 1. Individuals, Families, Groups, Populations
      - 2. Lifespan Considerations
        - a. Maternal Health
        - b. Pediatrics
        - c. Adult
        - d. Geriatrics
        - e. Mental Health
  - b. Outcome Concepts:
    - i. Communication, Collaboration, Teamwork & Interdisciplinarity
    - ii. Critical thinking & Clinical Decision-Making
    - iii. Nursing Therapeutics
    - iv. Clinical Prevention & Population Health
    - v. Management of Dis-ease Processes
    - vi. Professional Leadership (quality and safety)
    - vii. Ethical Practice
    - viii. Evidence Based Practice
    - ix. Global Cultural Scholarship
  - c. Clinical Practice:
    - i. Hospital, Skilled Nursing Facilities, Outpatient Facilities, Patient Homes, Clinics, Community Outreach, Study Abroad, etc.
  - d. Theory:
    - i. Course Work (Liberal Arts and Nursing)
4. Students majoring in nursing will use a variety of self-assessment strategies to discover and develop their learning patterns, tracking mastery of critical outcomes and applying these patterns to their life-long professional practice.
- a. Feedback and growth through:
    - i. Reflective writing
    - ii. Standardized testing
    - iii. Simulation Lab
    - iv. Case Studies/Scenarios
    - v. Research Interpretation and application
    - vi. Evidence Based Practice
    - vii. Clinical Experience and Competencies



## STUDENT OUTCOMES AND COMPETENCIES (DEFINITION)

The student outcomes and competencies of the program incorporate the Core Values of Alma College, the Key Constructs of a Liberal Education, BSN Essential, and QSEN competencies, and the student outcomes/competencies.

1. **Alma Core Values:** Enact the core values of Alma College as they pertain to:
  - a. Student-centered education in a residential setting
  - b. Disciplinary expertise within an interdisciplinary context of learning
  - c. Engaged learning
  - d. Ethical integrity, aesthetic appreciation, spiritual sensitivity
2. **Communication, Collaboration, Interdisciplinarity:** The interactive process based on cultural, ethical, spiritual, and developmental awareness that builds on relationships between persons, disciplines, and colleagues. Communication involves teamwork and collaboration within an interdisciplinary milieu.
3. **Critical Thinking and Clinical Decision Making:** The process that simultaneously uses knowledge, reasoning, and intuitive thinking to guide practice. Critical thinking is purposeful, goal-directed process that employs creativity, logic, analysis, synthesis of information and intuition to make decisions affecting care of persons and populations.
4. **Nursing Therapeutics:** The mastery of skills, application of patient care technology, informatics management, resources, and procedures required for delivery of nursing care. It is based on the synthesis of assessment data collected on persons, populations, and environments.
5. **Clinical Prevention and Population Health:** Processes that facilitate values and behaviors of persons and populations that achieve and/or maintain an optimal level of wellness and reduce dis-ease/injury risk across the life span.
6. **Nursing Management of Dis-ease Processes:** Identification of health problems, maximization of quality of life, and maintenance of optimal level of functioning throughout the course of a disease, including end of life care. It addresses the physical, psychological, cultural, social, and spiritual processes of persons and populations.
7. **Professional Leadership:** Promotion of optimal health outcomes within organizations and systems of care for the outcomes pertaining to quality and safety. Additionally, it is the critical understanding of health care policy, finance, and regulatory environments.
8. **Ethical Practice:** Incorporation of moral values, principles, and codes into nursing practice to protect the rights of persons and to effect quality personal, professional, and societal outcomes.
9. **Evidence Based Practice:** Systematic application of theories and research regarding the promotion of health and wellness and management of dis-ease processes across the life span.
10. **Global and Cultural Scholarship:** Analysis of the diverse factors that influence health and dis-ease and the application of that understanding to promote health and wellness.

### Tier Outcomes

Student objectives are “tiered” based upon the semester of development. A tiered objective is a sequentially developed objective that students achieve as a result of defined learning experiences. The student outcomes address the progressive development of nursing practice through application of knowledge, skills, and attitudes as it pertains to outcome concepts.

The specific tiers for the development of the nurse are: Tier I: Nurses’ Ways of Knowing; Tier II: Foundations of Nursing Practice; Tier III: Nursing Practice Across the Lifespan and Tier IV: Professional Nursing Practice.

The outcome concepts for the nursing program are as follows:

### **Tier I: Nurses' Ways of Knowing**

1. Alma Core Values: Incorporates the mission and core values of Alma College as it pertains to nursing practice.
2. Communication, Collaboration & Interdisciplinarity: Understands procedures of interactive processes in relating to patients, colleagues and other disciplines.
3. Critical Thinking and Clinical Decision-Making: Comprehends the relevance of the critical thinking process in nursing practice.
4. Nursing Therapeutics: Recognizes the importance of protocols for the delivery of standardized nursing care to individuals.
5. Clinical Prevention and Population Health: Understands basic principles and theories underlying prevention and health.
6. Nursing Management of Dis-ease Processes: Understands theories and principles of dis-ease processes.
7. Professional Leadership: Discusses the impact of an effective professional within varied types of health and nursing care delivery systems. Understands safety and quality within the context of a health care system.
8. Ethical Practice: Comprehends and practices basic ethical problem solving in nursing practice scenario.
9. Evidence Based Practice: Has an awareness of general concepts of research.
10. Global Cultural Scholarship: Identifies theories and principles underlying the interaction between humans and their environment that affect health and health disparities.

### **Tier II: Foundations of Nursing Practice**

1. Alma Core Values: Incorporates the mission and core values of Alma College as it pertains to nursing practice.
2. Communication, Collaboration and Interdisciplinarity: Applies interactive processes in relating to persons, populations, colleagues and other disciplines.
3. Critical Thinking and Clinical Decision-Making: Analyzes critical thinking processes and clinical decision-making in their nursing practice.
4. Nursing Therapeutics: Analyzes data in the delivery of targeted nursing care to persons and populations. Uses electronic medical records for recording data. Applies patient care technology with direct supervision.
5. Clinical Prevention and Population Health: Applies basic concepts and theories in the development of health promotion plans for persons.
6. Nursing Management of Dis-ease Processes: Applies understanding of theories and principles in coordinating the care necessary for the management of dis-ease processes.
7. Professional Leadership: Understands and values the contribution of nursing leadership and roles for the delivery of nursing care to persons and populations in health care settings.
8. Ethical Practice: Applies ethical problem solving in their nursing care.
9. Evidence Based Practice: Applies theory and research in planning care that prevents or intervenes in the dis-ease process.
10. Global Cultural Scholarship: Investigates the relevance of global, cultural, and socioeconomic factors to health and wellness of persons and populations.

### **Tier III: Nursing Practice across the Lifespan**

1. Alma Core Values: Incorporates the mission and core values of Alma College as it pertains to nursing practice.

2. Communication, Collaboration and Interdisciplinarity: Engages in interpersonal relationships with person, populations, and colleagues.
3. Critical Thinking and Clinical Decision-Making: Analyzes and synthesizes information from the nursing science.
4. Nursing Therapeutics: Evaluates data in the planning and delivery of targeted nursing care to person and populations.
5. Clinical Prevention and Population Health: Executes the development and implementation of health promotion plans for person and populations.
6. Nursing Management of Dis-ease Processes: Analyzes and evaluates theories and principles in coordinating the care necessary for the management of dis-ease processes.
7. Professional Leadership: Formulates professional leadership approaches to promote optimal health outcomes for persons and populations in varied care settings.
8. Ethical Practice: Executes ethical problem-solving methods to effectively advocate for vulnerable persons, groups, and populations.
9. Evidence Based Practice: Evaluates the application of theory and research to nursing practice.
10. Global Cultural Scholarship: Generate a plan of care for persons and populations to address relevant global, cultural, and socioeconomic factors that influence health and dis-ease.

#### **Tier IV: Professional Nursing Practice (Final Outcomes)**

1. Alma Core Values: Incorporates the mission and core values of Alma College as it pertains to nursing practice.
2. Communication, Collaboration and Interdisciplinarity: Engages in complex interpersonal relationships with patients, colleagues, groups, and other disciplines.
3. Critical Thinking and Clinical Decision Making: Evaluates and critique nursing care in relation to their unique critical thinking and clinical decision-making processes.
4. Nursing Therapeutics: Synthesizes data to competently deliver targeted nursing care to individuals and groups.
5. Clinical Prevention and Population Health: Strategically creates interventions that facilitate the change of behaviors for persons/populations to achieve or maintain optimal health.
6. Nursing Management of Dis-ease Processes: Integrates theories and principles to coordinate the care necessary for focused management of dis-ease processes.
7. Professional Leadership: Assumes responsibility for the effective delivery of nursing care for individuals and groups within evolving health care systems.
8. Ethical Practice: Generates effective strategies to remedy institutional or social level ethical problems.
9. Evidence Based Practice: Internalizes theory and research findings and applies to nursing practice.
10. Global Cultural Scholarship: Consistently applies analysis of the interactions among global, cultural, and societal factors affecting health and wellness of persons/populations.

#### **STUDENT GOVERNANCE**

1. Representatives of the Nursing student body will actively participate in monthly Nursing Department meetings.
2. The Students Nurses Association (SNA) will participate as an official organization at Alma College and will be a voting member on Alma College Student Council. One SNA member will be required to attend each Alma College Student Council meeting.

GENERAL INFORMATION: (also available in the Alma College Academic Catalog)

**Faculty Information:** Nursing Faculty offices are located in the Wilcox Building. All faculty phone numbers and email addresses can be found at [inside.alma.edu](https://inside.alma.edu).

**Student Communication:** All students are assigned an Alma College email. The Alma College email address is used for all nursing program communication. It is the student's responsibility to regularly access their email account for all information and announcements.

**Course Site:** All courses that students are enrolled in can be accessed on the Canvas website. Students can access syllabi, course information, and handouts on the course site.

**Requirements for the Bachelor of Science in Nursing Degree:** All requirements for the BSN Pre-licensure Nursing Program can be accessed online through the undergraduate catalog.

### ACADEMIC ADVISING

The Alma College Nursing Program recognizes that the need for guidance continues throughout the learning process. The Assistant Provost assigns faculty advisors at the beginning of each student's first year at Alma College. Academic advising in the Alma College Nursing Program is a shared responsibility between the students and the faculty members. Only assigned advisors, and/or the Program Chair may approve and sign student registration/add-drop forms.

### SOCIAL MEDIA POLICY

Social media tools, which facilitate both one-to-many communications and presumably private communications, have grown to become a significant part of how people interact via Internet. Because social media are widely used as promotional tools, personal postings on public media sites can sometimes blur the line between the individual and the institutional voice. This policy provides guidance for members of the Alma College community to protect both their personal reputations and the public image of the institution.

There are substantial differences between individuals representing themselves on public social media sites, individuals representing the Alma College Nursing Program on public social media sites, and individuals using College-hosted social media. This policy is not intended to regulate how individuals conduct themselves in their personal social media actions and interactions. However, it is clear that even a single instance of improper or ill-considered use can do long-term damage to one's reputations, career and to the College. Furthermore, although not intended, never forget as students, faculty, staff, or an administrator you may always be perceived as a representative of the College. It is therefore in the best interest of the College and all members of the College Community to provide its employees with a roadmap for safe, smart use of social media.

The College has a significant investment in College-owned public social media pages and personal sites on College-hosted services, as content on these pages and sites reflect directly on the institution and how it seems by the general public. Therefore, this policy regarding posting content must be strictly adhered to in these contexts.

While this document will provide more specific guidelines to help navigate particular interactions, all these spring from a set of basic principles:

1. Be respectful
2. Assume anything you post is public, regardless of privacy settings.
3. Assume anything you post is permanent.

### **Social Media Policy Guidelines**

Alma College nursing students and employees are personally responsible for any content they post on Twitter, blogs, wikis, or other social media venues.

1. **Be aware of liability:** You are legally responsible for what you post. Take care not to infringe on copyright, defame, or libel others, or otherwise violate the law when posting.
2. **Respect copyright:** The College supports and respect the intellectual property rights of copyright holders. Content posted on the Internet must conform to copyright law. Contact the Alma College Library for help posting copyright-compliant content.
3. **Respect confidentiality:** Any number of laws and policies (such as HIPAA and FERPA) may affect the confidentiality of information. Be aware of and conform to these laws, as well as broader institutional policies regarding confidentiality of information and good ethical judgment, when posting to social media sites.
4. **Respect privacy:** Do not discuss situations involving names or identifiable individuals without their consent. Do not post images, audio, or video of individuals without their consent.
5. **Appropriate use of College logo & branding:** College logo and branding should only be used on pages maintained by the College or approval for use must be requested from Marketing and Communications.
6. **Be transparent:** Alma students and employees should feel free to identify themselves as such when posting to social media sites. The associate of a College email address with a social media account does not imply College endorsement of content. An individual must make it clear when they are expressing the opinions of the institution. Add a disclaimer if comments *may appear* to be coming from the College. Employees should be in coordination with their supervisor prior to initiating a social media account on behalf of their origination.
7. **Be a valued member of the community:** When participating in an online community, content of postings should benefit the members when contributing. Do not use membership purely as a means of promoting yourself or your organization. Do not use the name of the College to endorse products, causes, political parties, or candidates.
8. **Do no harm:** Postings, both in content and in substance, must not harm either the College network or the social networks. Do not overload these networks with content that is repetitive, promotional, or will otherwise devalue the service for the rest of the community.
9. **Be respectful of others:** Keep a cool head when discussing and debating online. Be passionate on matters about which you are passionate, but always be constructive, exercise discretion, and be respectful of those with whom you disagree.
10. **No stalking, flaming, or bullying:** Abusive language, behavior, and content are not appropriate in any context. Do not insult, attack, threaten, or otherwise harass others. Remember that how a message is intended is less important than how it is perceived. If another individual indicates they find behavior threatening, cease this behavior immediately.
11. **Think before posting:** Nothing posted on the Internet is truly private. Anything put online can easily be shared and re-shared, and archiving systems preserve even content that has been deleted. As a result,

12. content posted privately now may appear in search results for many years to come. Post only content you are comfortable sharing with general public, including current and future employers.
13. **Maintain your social media pages:** When a site or page provides space for the community to interact, usually through comments or other feedback systems, it is important to keep these spaces free of spam and abusive content. Postings in these spaces should be edited to ensure there are no liability issues (e.g., removing links to content that violates copyright or breaks confidentiality rules), but should not be edited because their content is disagreeable.

#### **INAPPROPRIATE USE OF SOCIAL MEDIA IN CLINICAL SETTINGS**

In addition to the Alma College Nursing Program Social Media policy, students in clinical agencies are expected to follow all clinical agency policies regarding the use of technology. This includes all tools, computers, online platforms, or software. All students should keep the following in mind:

1. Agency computers cannot be used for any personal business
2. Electronic devices (cell phones, tablets, etc.) are not allowed within any clinical facility; this includes community clinical sites. If the clinical instructor finds a student with an electronic device during clinical hours the following consequences will occur:
  - a. First offense – The student will meet with the Director of Nursing and a professional probation contract will be initiated. The Clinical instructor will document on clinical evaluation and weekly anecdotal note of occurrence.
  - b. Second offense – Failure of clinical/course at any point in semester will occur, regardless of how far along the clinical course has progressed.
3. Students should never post or discuss any information about patients, families, or clinical agencies on social media platforms (or verbally convey such information outside clinical course or classroom).
4. No pictures of patients, families, staff, or units may be taken or posted on any social media platform; even with permission of patient or patient's representative.
5. Students should also be cautious about allowing others to take pictures of them in clinical setting, as they cannot control who posts this to social media sites.

*Reference: National Council of State Boards of Nursing, **A Nurse's Guide to the Use of Social Media**, April 2013.*

#### **COLLEGE HEALTH AND COUNSELING SERVICES:**

Please see Alma College Student Handbook at <http://www.alma.edu/student-handbook>

#### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA):**

Please see Alma College Student Handbook at <http://www.alma.edu/student-handbook>

#### **AMERICANS WITH DISABILITY ACT:**

Please see Alma College Student Handbook at <http://www.alma.edu/student-handbook>

#### **ALMA COLLEGE NURSING PROGRAM'S POLICY ON LATEX ALLERGY**

Latex allergy/sensitivity is a concern for health care professionals. Alma College will make every effort to provide a latex free environment to learners when possible. Individuals who have a known latex

allergy/sensitivity are encouraged to consult their personal health care provider prior to entering a health care profession.

Latex products are common in the medical environment. Therefore, an individual with latex allergy/sensitivity wearing alternative vinyl or nitrile gloves is still exposed to latex residue of others working in the area or to latex present in the equipment, models and manikins.

Latex sensitivity and latex allergy are conditions that require accommodation under the Americans with Disabilities Act. The Disability Support Services office notifies the course faculty of necessary disability accommodations. Due to the potential for a medical emergency and in the event that a student discloses the latex sensitivity/allergy to nursing faculty prior to contact with Disability Support Services, the faculty must remove the student from the setting/situation and immediately refer the student to Disability Support Services.

#### REQUIREMENTS FOR CLINICAL PARTICIPATION

The ability to participate in clinical rotations requires that students meet several conditions. First, they must meet and continue to meet the technical standards for the baccalaureate program. In addition, all students must successfully complete a criminal background check, which may include fingerprinting and urine drug screen. Students must have evidence of CPR certification and meet all health requirements related to preventable disease.

The Alma College Nursing Program utilizes the ACEMAPP website <http://www.acemapp.org>. The ACEMAPP system is used to certify educational and healthcare institutions that students have completed certain requirements prior to the start of their clinical placement. This is a web-based online learning platform and provides the vehicle for centralized record keeping of HIPPA, OSHA, and Blood Borne Pathogen requirements that many health care systems require.

All students will be required to complete ACEMAPP certification once a year in the summer before the new academic year and as needed. Failure to complete these mandatory requirements prior to the date determined by the Nursing Department, will result in the administrative withdrawal from the course by the Director of Nursing.

#### **Alma College Policy for Criminal Background Checks**

Michigan Public Act 303 of 2002 requires that any individual who regularly provides direct services to patients or residents of nursing homes, county medical care facilities, hospital long-term care units, homes for the aged and adult foster care homes must submit to a criminal background check in order to obtain and maintain clinical privileges. Additionally, many clinical sites affiliated with Alma College for educational purposes have adopted this

requirement. The clinical programs of Alma College require students to participate in the care of patients in various health care settings and therefore students are subject to this legislation. Accordingly, passing a criminal background check is a condition for participation in the clinical component of the nursing program.

The student has a continual obligation to report any criminal conviction to the Director of Nursing within 30 days of its occurrence. Failure to do so, or to comply with any other aspect of this policy, will result in immediate dismissal from the program.

### **Alma College Policy for Drug Screening**

The purpose of this policy is to provide a safe working and learning environment for patients, students, clinical and institutional staff for the clinical programs of Alma College.

Healthcare accreditation organizations mandate that hospitals and other health care agencies require students who participate in the care of patients be subject to the same standards as their employees. Accordingly, submitting a negative urine drug screen is a condition for participation in all of the clinical components of the nursing program.

### **Attendance**

There is little time during the semester to make up missed clinical hours. Each class has a designated number of clinical hours required based on credit hours. Therefore, it is extremely important that students attend all clinical days. Absences for any reason other than illness are not acceptable. A clinical course coordinator will schedule makeup clinical days near the end of the semester. If makeup clinical days are not available, the course coordinator will determine if students who miss clinical time will be given a written assignment to complete or the student may be required to make up missed clinical hours in the simulation lab at the end of the semester. Students must also understand that they should not come to clinical if they are truly ill or injured in such a way that they cannot participate at clinical.

### **Students' FAQs**

#### **Are clinical days ever cancelled?**

- All clinicals are cancelled when the college is closed.
- Alma College weather related cancelations are posted on the Alma College website.
- Use common sense – do not travel if your safety is at stake.

**Will a note from a health care provider be required if I miss clinical?** Communicate with the clinical course coordinator about missed clinical time.

- One clinical day missed due to illness: No, a note is not required.
- More than one clinical week missed due to illness: Yes, a note is required.
- Updated medical clearance is needed for health issues that develop after enrollment in the nursing program. For example, illness, injury, or surgery prior to or during the clinical experience
  - Submit written medical approval from a health care provider to the clinical coordinator in order to return to clinical practice.
  - The note must document the student's ability to function as a student nurse at full capacity, in the acute care or community health setting.
- An injury sustained after medical form completed required medical clearance. Students cannot perform clinical duties if they are not cleared by a medical provider to return to full capacity.

#### **When should I stay home from clinical if sick?**

Use best judgment and common sense to determine if you are too ill to attend clinical experiences. Remember, patients in the hospital often have weakened immune systems and your first responsibility is patient safety. The following guidelines will help with this decision-making process.

- Make sure you have contact information for your clinical instructor and the unit at the hospital or agency you are assigned to, from the first day of clinical.



- Notify your clinical instructor as previously agreed upon, as soon as you make the determination that you are too ill to attend clinical.
- Have a thermometer to check your temperature if you are feeling ill.

Students may need help determining if they are “sick enough” to stay home from clinical. Students should not attend clinical if they:

- Have a fever (temperature above 100°F or 38°C)
  - Students should be free of fever for a full 24 hours – without medications that lower temperature such as acetaminophen (Tylenol) or ibuprofen (Advil)—before returning to clinical
- Have an open wound
  - Students in OB cannot attend clinical if they have any cold sores or herpes infections that are exposed.
- Have vomiting and/or diarrhea
- Have an undiagnosed rash on exposed skin
- Are on medications that cause significant drowsiness or make them unsafe to drive
- Have been on antibiotics for less than 24 hours for a communicable bacterial infection

#### TECHNICAL STANDARDS FOR THE BACCALAUREATE PROGRAM

A successful student in the Alma College Nursing Program must have the abilities and skills in five categories: observation, communication, motor, intellectual, and behavioral/social. Reasonable accommodations for students with documented disabilities will be considered on an individual basis, but a student must be able to perform in an independent manner throughout the entire program. The following skills are required with or without accommodation:

##### **Observation** (visual, auditory, tactile)

- Ability to gather written documents and information of clients in a variety of settings.
- Obtain information of a client’s presentation of physiological and physical indices (e.g., verbal, visual, and tactile).
- Ability to perform all aspects of health assessments in clients across the lifespan in a variety of settings.
- Ability to conduct psychomotor activities related to patient safety (e.g., manipulate a syringe; accurately identify a dosage; ability to detect changes in skin color, temperature, and texture).
- Ability to distinguish auditory sounds related to client phenomena (differentiates sounds such as heart and lung; hear alarms).

##### **Communication** (written and verbal)

- Communicate clearly, accurately and effectively with clients, families, and health team members.
- Ability to give and receive verbal directions during a stressful health-related event

##### **Motor** (physical ability)

- Ability to lift within a safe range
- Grasp and manipulate large and small objects

##### **Intellectual** (cognitive and judgment)

- Ability to assess, understand and analyze health-related data in a variety of health-related situations in order to provide safe care

- Ability to reason and integrate health-related information in a health-related context to provide safe nursing care.

#### **Behavior and Social Attributes** (emotional)

- Ability to demonstrate the emotional health necessary to engage, and interact with clients, families, and health-team members to provide safe nursing care.
- Ability to always engage in a safe health care environment without evidence of substance use or addition, which has the potential to impair the ability to render safe nursing care.

#### **CPR REQUIREMENTS**

Prior to the start of clinical rotations, all students are required to present evidence of current certification for cardiopulmonary resuscitation (CPR), Healthcare Provider Course. The certification card must indicate you completed the Healthcare Provider Course. If the American Red Cross issues the card, it must indicate you completed CPR for the Professional Rescuer. CPR certification must be current for the entire year in which the student is on clinical rotation.

CPR courses are available through several agencies, including the American Red Cross and The American Heart Association. In addition, some local hospitals may permit students to enroll in the CPR classes offered through their staff development departments.

#### **STUDENT HEALTH POLICY ON VACCINE AND OTHER PREVENTABLE DISEASES**

On the basis of documented nosocomial transmission, health care personnel (HCP) are considered to be at significant risk for acquiring or transmitting influenza, hepatitis B, measles, mumps, rubella, and varicella. All of these diseases are vaccine preventable. The Alma College Nursing Program requires all incoming students to demonstrate immunity to or vaccination for these diseases. The Alma College Nursing Program and our clinical partners reserve the right to withdraw a student who does not demonstrate compliance with vaccine and other health requirements. Students with a documented allergy or adverse event are responsible for providing the appropriate documentation to the clinical agency for review. The clinical agency may or may not allow the student to participate in clinical activities at their site. In the event a student fails to submit proper documentation by the specified date, a registration hold may be placed on the account of the student or the student may be withdrawn from the clinical course and not allowed to progress.

The following summarizes the health requirements related to vaccine-preventable disease and nosocomial infection:

**Measles, mumps, rubella and varicella:** The Alma College Nursing Program requires that each student ensure that they are immune to the usual childhood illnesses; particularly measles (rubeola), mumps and rubella as well as varicella.

**Tetanus, Diphtheria and Pertussis (Tdap):** Healthcare workers under 65 who have direct patient contact in hospitals or clinics must get a booster dose of Tdap. *There is no minimum interval for tetanus.* All adults must get a booster dose of Tdap every ten (10) years.

**Hepatitis B:** The Alma College Nursing Program's policy on Hepatitis B is consistent with the current CDC guidelines. All students must have at least begun the Hepatitis B vaccination series prior to beginning of the program. Post vaccination testing for antibody to Hepatitis B surface antigen (Anti-HBs) response is required, and should be done 1-2 months following the last dose. If the student has documentation that he or she received the Hepatitis B vaccine in the past, but did not have post vaccination testing for the presence of anti-HBs response, that student does not need to show proof of immunity. In the event that the student chooses not to obtain the Hepatitis B vaccination and proof of immunity, and signed declination must be received prior to the beginning of training. Students who are known to be Hepatitis B Virus-infected are subject to the CDC guidelines for management of Hepatitis B-Virus infected health-care providers and students. Accessed at:

[http://www.cdc.gov/mmwr/preview/mmwrhtml/rr6103a1.htm?s\\_cid=rr6103a1\\_e](http://www.cdc.gov/mmwr/preview/mmwrhtml/rr6103a1.htm?s_cid=rr6103a1_e)

**Tuberculosis Status:** Students must have documentation of current TB status, and will be annually required to update this screening. Some clinical sites where exposure is more likely may require more frequent screening. Students may be required to obtain x-ray examinations every three years if medically indicated.

**Influenza:** As of January 2007, the Joint Commission on Accreditation of Healthcare Organizations issued a standard for accredited organizations requiring influenza vaccine for their staff, volunteers, and licensed independent practitioners who have patient contact. All students must receive an annual influenza vaccine by October 31 of each year.

## OSHA

The Program and the College observe and enforce all applicable OSHA standards for blood borne pathogens. The Alma College Nursing Program requires annual education requiring these pathogens and the risks of exposure. The Program utilizes only those clinical training sites which comply with OSHA standards for availability of protective equipment against exposure; the College reserves the right to limit or curtail a student's clinical opportunities in the event that proof of completion of the annual education on blood borne pathogens is not available, and required records of student's health are not submitted and/or maintained. The ACEMAPP system provides the web-based educational program for OSHA standards and blood borne pathogens.

## LIABILITY INSURANCE

All students are covered by professional liability insurance through Alma College while they are enrolled in clinical nursing courses. The students nurse is covered by the Alma College malpractice insurance **only** in clinical rotations that are part of the educational program of the Alma College Nursing Program.

## MEDICATION CALCULATION POLICY

Students must demonstrate medication calculation competency as they progress through the pre-licensure nursing program. Students have three (3) opportunities to achieve a 90% or higher score in order to demonstrate competency. Deadlines for meeting the competency are established and published in the course syllabi. Students who enroll in the courses in which medication calculation competency is required will be notified of the dates for achieving medication calculation competency. Students cannot administer

medications until the competency is met for that course/level. Students who do not meet deadlines or achieve the required score will be withdrawn from the clinical course(s) and the lecture course(s) they are registered for that requires the competency. Every attempt will be made for the medication calculation exam to be scheduled prior to the College's published date for 100% tuition refund.

## ACADEMIC AND PROFESSIONAL INTEGRITY

### **Faculty Responsibilities**

Through their academic and professional work, faculty members are expected to conduct themselves in a fair and conscientious manner in accordance with the ethical standards generally recognized within the academic community as well as those of the nursing profession. Members of the faculty are expected to (except in cases of illness or other compelling circumstances):

1. Meet scheduled classes and appointments.
2. Be available at reasonable times for classes and other meetings
3. Perform grading duties in a timely manner
4. Communicate with students who have earned a failing grade prior to submitting the grade to the Registrar. (The purpose of this is to ensure that the grade was arrived at accurately and fairly as well as to allow the student to present information relative to the grades)
5. Describe to the students in writing at the beginning of a course the content and objectives along with the methods and standards of evaluation. This description of evaluation must include description of the relative weight to be assigned to various factors; base all academic evaluation upon good-faith professional judgment.
6. Describe to students in writing at the beginning of a course the content and objectives along with the methods and standards of evaluation. This description of evaluation must include description of the relative weight to be assigned to various factors; base all academic evaluation upon good-faith professional judgment.
7. Not consider, in academic evaluations, factors such as race, color, religion, gender, age, national origin, handicap, political or cultural affiliation, lifestyle, activities or behavior outside the classroom unrelated to academic and professional achievement.
8. Respect confidentiality of student information contained in College academic records. Faculty may release such information in connection with intra-College business, including releasing information to clinical preceptors and affiliate faculty without student consent, or as required by law.
9. Not exploit professional relationships with students for private advantage; and refrain from soliciting the assistance of students for private purposes in a manner that infringes upon such students' freedom of choice.
10. Give appropriate recognition to contributions made by students in research, publication, service, or other activities.
11. Refrain from any activity which involves risk to the health and safety of a student, except with the student's informed consent, and, where applicable, in accordance with the College policy relating to the use of human subjects in experimentation.
12. Respect the dignity of each student individually and all students collectively in the classroom, laboratory and clinics; in communication, either face-to-face or electronically; and in all other academic contexts.

## **Student Responsibilities**

In their academic and professional work, students are expected to conduct themselves in a fair and conscientious manner in accordance with ethical standards generally recognized within the academic community as well as those of the nursing profession. Members of the student body are expected to (except in cases of illness or other compelling circumstances):

1. Attend all scheduled classes and appointments.
2. Prepare for all classes and other meetings.
3. Submit all assignments on time.
4. When progress in a course is below expected graduate standards, the students should meet with faculty to discuss.
5. Not consider, in any interactions with peers, faculty, staff, clinical preceptors or patients (real or simulated), factors such as race, color, religion, gender, age, national origin, handicap, political or cultural affiliation, lifestyle, activities or behavior unrelated to the academic and professional achievement.
6. Not exploit professional relationships with students, or faculty for private advantage; and refrain from soliciting assistance of peers for private purposes in a manner which infringes upon each individual's freedom of choice.
7. Refrain from any activity which involves risk to health and safety of a peer, faculty or staff, except with informed consent, and where applicable, in accordance with the College policy relating to the use of human subjects in experimentation.
8. Respect the dignity of each student, faculty, staff member and preceptor individually and all colleagues
9. Submit course and instructor evaluations providing constructive feedback for course and teaching improvement efforts and to contribute to curriculum assessment, revision and the accreditation process.

## **ALMA COLLEGE ACADEMIC DISHONESTY**

Please see Alma College Student Handbook at <http://www.alma.edu/student-handbook>

## **ALMA COLLEGE NURSING PROGRAM POLICIES FOR ADMISSION & PROGRESSION**

### **Admission and Progression Guidelines**

1. Guidelines for admission
  - a. High School GPA of 3.0 or evaluation by Nursing Program Director
  - b. Goal Statement (Essay)
2. Admission process
  - a. Submit GPA for review
  - b. Candidates that meet requirements will be considered for admittance to the program
3. Entry Points
  - a. A student wishing to enter the program after their sophomore year (winter semester)
    - i. Availability of an open slot in the nursing program
    - ii. Student maintaining a 3.0 (B) GPA overall and a minimum grade of a C in anatomy (IPH 344) and human physiology (IPH 227)
4. Satisfactory progression and completion of nursing program
  - a. Must maintain a minimum 2.5 (BC) GPA overall

- b. Must have a minimum grade of a C (2.0) in anatomy (IPH 344), human physiology (IPH 227), pharmacology (IPH 340), and pathophysiology (IPH 328)
- c. Must achieve a minimum grade of a 2.5 (BC) in all nursing (NUR) courses
- d. Must maintain a GPA of 3.0 in nursing (NUR) courses
- e. Students who receive less than a satisfactory grade of C (2.0) in the sciences (these science classes can be repeated) or less than a BC (2.5) in nursing courses (NUR) cannot proceed with the nursing program.
  - i. The student must retake a NUR course to achieve a passing grade BC (2.5)
  - ii. The student can only repeat one NUR course, and can only repeat the course one time
- iii. A total of two initial unsatisfactory grades in any nursing course (NUR) will make the student ineligible to continue in the nursing program
- iv.

### Grading Scale

The following grading scale is used for all nursing courses.

GPA	Grade
4.0	A
3.5	AB
3.0	B
2.5	BC
2.0	C
1.5	CD
1.0	D
0.5	DE
0.0	E

### COURSE GRADING POLICY

1. Successful completion of **all** nursing courses (NUR) is dependent upon achievement of a minimum of 2.5 (BC) in each course and a minimum GPA of 3.0 in nursing courses.
2. A student must achieve a grade of 2.5 (BC) or better on all essential evaluation criteria of a course in order to pass a nursing course (NUR).
3. If a student is successful in the theory course but is unsuccessful in the co-requisite clinical practicum, the student would need to repeat both the theory course as well as the clinical practicum.
4. The student must successfully achieve both theory and practicum objectives with a passing grade in order to be eligible for progression to the next nursing course. Students must complete all of the courses of one tier before they can progress to the next level.

**Incomplete Grade Policy** (See Alma College Academic Catalog)

**Withdrawal Policy** (See Alma College Academic Catalog)

### PROFESSIONAL AND ETHICAL CONDUCT POLICY AND PROCEDURES

Students enrolled in Alma College Nursing Program are expected to adhere to a standard of behavior consistent with the high standards of the nursing profession. Compliance with all institutional rules and regulations, city, state and federal law is expected.

As stated in the ANA Code of Ethics, a successful professional should demonstrate such characteristics as open-mindedness, tolerance of ambiguity, objectivity, emotional stability, personal security, appropriate interpersonal skills to effectively and confidently communicate with others across racial, cultural, or gender lines; and a willingness to learn and grow professionally.

### **Student Conduct Evaluations Include the Following**

1. **Concern for the welfare of patients (real or simulated), faculty, staff and peers as evidenced by:** A thoughtful and professional attitude manifesting concern for the total person; avoidance of offensive gestures, inappropriate remarks, or remarks with sexual overtones; treatment of patients, peers, staff and faculty with respect and dignity both in their presence and in discussions with others.
2. **Concern for the rights of others, shown by:** Dealing with class peers, professional and staff personnel, and with all other members of the health team in a considerate manner and with a spirit of cooperation; acting with an egalitarian spirit towards all persons encountered in a classroom setting or a professional capacity regardless of race, religion, gender, sexual orientation or disability.
3. **Responsibility to duty, which involves:** Effectively undertaking duties with alacrity and preserving until complete, or notifying responsible persons of problems; punctual attendance at classes, labs, rounds, conferences and clinical duties, or offering appropriate explanation when unable to be present; notifying course directors and supervising house officers of absence or inability to carry out duties; seeing patients regularly and assuming responsibility for their care with appropriate supervision; identifying emergencies and responding appropriately; insuring that he/she can be located when on duty by faculty or staff personnel; dependability; and assuming and appropriate and equitable share of duties among peers.
4. **Teach-ability, which means:** Accepting teaching, guidance and feedback, the ability to discern one's own strengths and weaknesses and taking steps to correct shortcomings; acknowledging limitations; the ability to work with others and the ability to work with authority.
5. **Trustworthiness, that is:** Being truthful, ethical, and intellectually honest in communication with others; acceptance of responsibility for meeting multiple demands by established proper priorities and by completing work; discerning accurately when supervision or advice is needed before acting; and maintaining confidentiality of information concerning patients.
6. **Professional demeanor, which means:** Neat and clean appearance in attire that is acceptable as professional to the patient population; maintaining equilibrium under pressures of fatigue, professional stress, or personal problems; avoidance of the effects of alcohol or of drugs while on duty or while attending class.

It is not possible to enumerate all forms of inappropriate behavior, which would raise serious questions concerning a student's status as a health professional in training. The following, however, are examples of behavior, which would constitute a violation of professional standards:

- Harassment, harm, abuse, damage, or theft to or of any person or property including copying of copy-write materials or plagiarism and copying software on Alma College Nursing Program grounds or property owned by any hospital/clinic, affiliated institution/organization, or individual to which the student may be assigned.
- Entering or using Alma College Nursing Program or affiliated hospital/clinical facilities without authorization or disrupting teaching, research, administrative, or student functions of the College
- Conviction of a felony.
- Participating in academic or clinical endeavors of Alma College Nursing Program or its affiliated institutions while under the influence of alcohol, a controlled substance, or illicit drugs. Unlawful use, possession, or distribution of illegal drugs and alcohol.

- Placing a patient in needless jeopardy or unethical disclosure of privilege information.
- Behavior or grooming which elicits a lack of respect and confidence from a patient, faculty, and colleagues.
- Abusive, disrespectful, or sexually inappropriate conduct (verbal, written, or electronically communicated) toward or about members of the faculty, preceptors, administrative or professional staff, employees, students, patients, or visitors to Alma College Nursing Program and/or its affiliated institutions.
- Cheating on exams or assignments.
- Fabrication of research results, transmission of false information to faculty, staff, administration, College officials, preceptors, or clinical site personnel, falsifying or inappropriately altering medical, research, or academic records or documents, forgery of another person's signature or alternation of a medical record, test, or document.
- Violation of any other established rules and regulations of Alma College Nursing Program, hospital, or any affiliated institution (as used in the above examples).
- Alma College Nursing Program premises and property shall include the premises and property of any affiliated institution where Alma College Nursing Program students pursue activities for academic credit.

**Any breach of professional conduct will result in sanction. This may range from counseling by faculty, level coordinator or Director of Nursing to the most serious sanction, dismissal. Incidences of repetitive unprofessional behavior or a serious breach of behavior will be reported to the Director of Nursing and the Provost. The Director of Nursing and the Provost will determine the level of sanction, which can range from reprimand to dismissal. A decision of dismissal for professional behavior is final.**

If the unprofessional behavior occurs at a clinical site, the student will be sent home immediately from the clinical site and will not return until the incident has been investigated. The clinical instructor will notify the Director of Nursing of the incident.

#### PROFESSIONAL DECORUM POLICY

The nursing student is a representative of the nursing profession and Alma College Nursing Program. The maintenance of a professional appearance and demeanor facilitates the acceptance of the profession and the individual by patients and other health professionals. It is expected that students will assume responsibility for observing the guidelines on professional attire and demeanor.

#### POLICIES RELATED TO DRESS AND APPEARANCE

Nursing students serve as role models of the professional nurse. Deviations from accepted professional norms in appearance and behavior are detrimental to maintaining the professional standards that are expected by patients, clients, and colleagues. Faculty working in specific clinical sites will notify students of any special agency guidelines related to uniforms or professional dress. If a student's appearance and dress deviates from this written policy, the student will be sent home from clinical and this will constitute a clinical absence.



### Alma Nursing Program Uniform Code for Clinical Areas

#### Clothing

- Alma College Nursing Program uniform, which needs to be clean, wrinkle-free, grey uniform with modest undergarments. Should not be form fitted or revealing. Jeans and T-shirts are not acceptable. Garments worn under the uniform may not have logos, colors, or patterns visible.
- When it is necessary to wear a sweater, it should be white, burgundy, or navy blue. It should be removed when performing care.

#### Shoes

- Black or white closed heel and toe shoes. Athletic shoes are acceptable if they are completely black or white.

#### Identification

- Official nametag and Alma College Nursing Program patch on right, upper arm of uniform.

#### Hair/Nails

- Hair must be off the shoulder, neat, and in a conservative, professional style of a natural hair color, with no adornments.
- Male students should be either cleanly shaven or have neatly trimmed beards.
- Nails should be clean and trimmed to no more than ¼" long without adornment. Artificial nails are not allowed.

#### Appearance

- Jewelry is limited to a wristwatch, wedding band, and one pair of post earrings.
- A student may not present for clinical lab or practice with any or other body piercings, tongue rings, or tattoos that are visible (even through clothing) at any time.

### Alma Nursing Program Uniform Code for Clinical Areas (Where uniforms are not required)

Business attire will be required for some rotations. This will involve the wearing of:

- Skirts or slacks with a waistline (no low-rise or form-fitting garments)
- Top that covers the shoulders
- Closed heel and toe shoes must be worn with socks or hose. Heels should not exceed two (2) inches
- Jewelry should be modest

The following clothing is not acceptable:

- Low-rise skirts or slacks
- Off the shoulder or spaghetti strapped tops
- Sheer tops
- Bare shoulders, cleavage, or torso/midriff exposed
- Jeans

#### EQUIPMENT REQUIRED FOR CLINICAL PRACTICUM

- Watch with second hand
- Bandage scissors/trauma sheers
- Pen with permanent black ink
- Pen light
- Stethoscope
- Pocket calculator
- Official Alma Nursing Program student patch and name badge
- May need a vehicle to travel to clinical site

## COMMENCEMENT AND AWARD CEREMONIES

Graduation is a point at which all degree requirements have been met and the degree is awarded. Degrees are awarded in December, May, June, and August. It is the responsibility of the Registrar to certify that all degree requirements have been met and the degree information is added to your official transcript in the Office of the Registrar.

## NURSING CURRICULUM SEQUENCE

<b>FRESHMAN</b>		<b>FRESHMAN</b>				<b>Total</b>
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring/Summer</b>	<b>Credits</b>	
<b>IPH 131</b> (NS 1) Foundations of Physiology	4	<b>CHM 115:</b> Chemistry (NS 2) with Lab	4			
<b>SOC 101:</b> Sociology (SS 1)	4	<b>IPH 231:</b> Anatomy and Physiology 1 with Lab	4			
<b>ENG 101:</b> English (Writing)	4	<b>PSY 120:</b> Foundations of Psychology	4			
<b>FYS:</b> 1 <sup>st</sup> Year Seminar	4	<b>MTH 116:</b> <b>Statistics</b> (NS 3)	4			
<b>NUR 101</b> Integrative Seminar 1	1	<b>NUR 102:</b> Integrative Seminar 2	1			
	<b>17</b>		<b>17</b>			<b>34</b>

<b>SOPHOMORE</b>		<b>SOPHOMORE</b>				<b>Total</b>	
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring/Summer</b>	<b>Credits</b>		
<b>IPH 232:</b> Anatomy and Physiology 2 with Lab	4	<b>IPH 328:</b> Pathophysiology	4	<b>NUR 210:</b> Skills/Medical Math/EMR	2		
<b>Foreign Language</b>	2	<b>Foreign Language</b>	2		<b>NUR 211:</b> Physical Assessment	2	
<b>DR (AH 1)</b>	4	<b>IPH 301:</b> Nutrition	4				
<b>PSY 331:</b> Developmental Psychology	4	<b>IPH 340:</b> Pharmacology	4				
<b>NUR 201</b> Integrative Seminar 3	1	<b>NUR 202 (Q):</b> Integrative Seminar 4	1				
	<b>15</b>		<b>15</b>				<b>4</b>

<b>JUNIOR</b>		<b>JUNIOR</b>				<b>Total</b>
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring/Summer</b>	<b>Credits</b>	
<b>NUR 310:</b> Fundamentals	4	<b>NUR 350:</b> Medical Surgical I	4	<b>NUR360 (Q):</b> Global Community	4	
<b>IPH 310:</b> Intro to IPH Research or <b>IPH 311:</b> Intro to Public Health Research	2	<b>NUR 351:</b> Mental Health	4			
<b>BIO 308:</b> Microbiology	4	<b>PHL 229:</b> Ethics in Medicine	4			
<b>NUR 311:</b> (Q) Nursing Theory and Practice	2	<b>IPH 430:</b> Epidemiology	4			
<b>DR (AH 2)</b>	4	<b>NUR 302 (Q):</b> Integrative Seminar 6	1			
<b>NUR 301 (Q):</b> Integrative Seminar 5	1					
	<b>17</b>		<b>17</b>			

<b>SENIOR</b>		<b>SENIOR</b>				<b>Total</b>
<b>Fall</b>	<b>Credits</b>	<b>Winter</b>	<b>Credits</b>	<b>Spring/Summer</b>	<b>Credits</b>	
<b>NUR 355:</b> Maternal Health	3	<b>NUR 454 (Q):</b> Community	4	<b>NUR 500</b> Immersion Clinical	4	
<b>NUR 353:</b> Pediatrics	3	<b>NUR 452:</b> Medical Surgical II	4			
<b>POL 141:</b> Public Policy (SS2)	4	<b>HCA 131:</b> Health Administration	4			
<b>DR (SS 3/IA)</b>	4	<b>NUR 402 (Q):</b> Integrative Seminar (Capstone)	2			
<b>NUR 401 (Q):</b> Integrative Seminar 7	1					
	<b>15</b>		<b>14</b>		<b>4</b>	<b>33</b>
<b>Program Total</b>						<b>139</b>