### NURSING DIVISION STUDENT HANDBOOK

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### 2014

#### FALL TERM:

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<th>Date</th>
<th>Event</th>
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(The recess between fall and spring is from December 21, 2014 – January 11, 2015.)

### 2015

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<td>(M) 12</td>
<td>First Class Day</td>
<td></td>
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<td>12-26</td>
<td>Course Adjustment Period</td>
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<td>(M) 19</td>
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<td>(Sa) 9</td>
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(The recess between the spring and summer term is from April 26 – May 17, 2015, though there are activities for graduates in May.)

### 2015

#### SUMMER TERM:

##### SESSION I

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<td>(M) 25</td>
<td>Memorial Day - HOLIDAY</td>
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<tr>
<td>(Tu) 23</td>
<td>Last Class Day</td>
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<tr>
<td>(W) 24</td>
<td>Reading Day - Professional Staff Day</td>
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<tr>
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(The recess between the sessions I and II is from June 27 – July 5, 2015.)

##### SESSION II

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<td>(M) 6</td>
<td>First Class Day</td>
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<td>6-13</td>
<td>Course Adjustment Period</td>
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<td>(F) 24</td>
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<tr>
<td>(Tu) 18</td>
<td>Reading Day</td>
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<tr>
<td>(Th) 20</td>
<td>New Student Orientation - Fall students</td>
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<tr>
<td>(W, Th, F) 19, 20, 21</td>
<td>Final examinations</td>
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*Some courses will be offered for the entirety of the Summer Term, spanning both sessions.*

(The recess between the summer and fall is from August 22 – September 8, 2015.)
LABOURÉ COLLEGE
Nursing Division

Nursing Faculty List
2014-2015

Chairperson: Denise Edinger, MS, RN (Interim Chair)
Nursing Labs Coordinator: Helen Shedden, MS, RN
Level I Coordinator: TBA
Level II & Evening Coordinator: Denise Edinger, MS, RN
RN to BSN Assistant Chair: Christine Salvucci, DNP, RN
Administrative Assistant: Lavonne Ballard

FIRST LEVEL FACULTY

NUR 1000
Irene Cullin, MS, RN
Chandra Hicks, RN, BSN
Suzanne Karlson, MS, RN
Pamela Guibeault, RN, BSN
Carol Nye, MS, RN
Nancy McDonald, MS, RN
Karen Murray, MS, RN
Kathleen Stubbs, MHA, BSN, RN
Barbara Williams, MS, RN

NUR 1020
Esther Ampadu, MS, RN
Patricia Blansfield, MS, RN
Denise Edinger, MS, RN
Jillian Hatch, MS, RN
Suzanne Karlson, MS, RN
Patricia Kelliher, MSN, RN
Angela Maietta, BSN, RN
Cheryle Michaels, MS, RN
Allison Montenegro, BSN, RN
Fillone St. Louis, MS, RN
Kathleen Stubbs, BSN, MHA, RN

PSYCHIATRIC INTEGRATION
Patricia Bartzak, DNP, RN

SECOND LEVEL FACULTY

NUR 2000 (Pediatrics)
Lynn Adams, BSN, RN
Jennifer Fraone, MS, RN
Deborah Levesque, BSN, RN
Amie Luna, MS, RN

NUR 2000 (Maternity)
Catherine Curbow, BSN, RN
Jennifer Fraone, MS, RN
Angela Maietta, RN, BSN
Mary Mulready, RN, BSN
Bethany Prince, MSN, RN
Joanne Sierra, BSN, RN
Margaret Williams, MS, RN
Bonnie Zapolin, MS, RN

NUR 2020
Patricia Bartzak, DNP, RN
Marie Bonhomme, MHA, BSN, RN
Marilyn Cardia, MSN, RN
Joanne Foley, MS, RN
Catherine Harris, MS, RN
Dianne Mahoney, MS, RN
Barbara Reuss, MSN, RN
Kathleen Stubbs MHA, BSN, RN
Barbara Williams, MS, RN
COLLEGE MISSION & VISION STATEMENT

Mission of Labouré College
The mission of Labouré College is to provide high-quality education and to prepare women and men for careers in nursing and allied health fields. Inherent in the Catholic identity of the college and its educational mission is a commitment to Judaeo-Christian principles, which influence the academic curricula and the college environment. Consistent with these principles, the college seeks to give opportunities to a diverse population of students to continue their education as mature adults and responsible world citizens.

Vision
We aspire to be a model of excellence, recognized in the greater Boston area and in New England, for innovative and collaborative approaches to education for practice in the health sector. We are committed to preparing practitioners who reflect on and care for a diverse patient population, and to fostering interdisciplinary approaches to address complex issues within health care and society.

MISSION OF THE NURSING PROGRAM
Consistent with Laboure’s mission and vision, the nursing program provides quality nursing education at the associate and baccalaureate level to develop competent, caring nursing professionals. Graduates are prepared to meet the diverse and changing health care needs of a challenging health care environment. This education occurs in an environment that is centered in the Catholic academic tradition and incorporates liberal arts and science into nursing practice. Graduates are prepared to assume roles within the various levels of the health care system and are encouraged to continue the process of life-long learning.

PHILOSOPHY
The faculty values the roles of both the associate degree and the bachelor degree nurse within the nursing profession. Faculty believes that the associate degree graduate is prepared to function as a competent entry level practitioner in a variety of health care settings. The faculty educates baccalaureate generalist nurses to assume increasing professional responsibilities in health care. Inherent within our Mission for life-long learning, all graduates are encouraged to advance their professional education to meet the demands of an ever changing diverse healthcare environment.

The faculty believes that:

- Learning is a lifelong process. The relationship between teacher and learner is one that remains dynamic and fosters the development of self-regulated learning and critical thinking.
- Nursing education is an interactive process between student and faculty. This process promotes the integration and application of knowledge that leads to professional nursing practice.
- Students should be empowered to implement and maintain standards of nursing practice and patient care consistent with evidence-based practice.
- Students need to acquire an awareness of social justice to advocate for patients, themselves, and their communities.
- Cultural, ethnic, racial and religious diversity is evident and supported throughout the nursing program. The faculty acknowledges diversity and is committed to meeting the unique learning needs of every student.
- A climate of mutual respect, honesty and professionalism should exist between faculty and students. The faculty feels that these are important qualities inherent to professional nursing practice.

The nursing program has developed goals and program outcomes for both the associate and baccalaureate graduates and both programs subscribe to the same mission and philosophy.
ASSOCIATE DEGREE PROGRAM GOALS

The goals of the Associate Degree program are to
1. Develop competent entry level registered nurses.
2. Establish a foundation for lifelong learning.

OUTCOMES
By completion of the Associate Degree Program, the graduate will be able to:

1. Implement nursing process to provide safe, effective care to a diverse population of clients in a variety of healthcare settings.
2. Provide evidence-based, clinically competent care for clients across the lifespan utilizing critical thinking, decision making and information literacy skills.
3. Engage in teaching/learning activities with clients and significant others to promote optimal achievement of client outcomes.
4. Apply basic management and leadership skills as a member of the interdisciplinary health care team.
5. Communicate effectively with clients, families, and members of the health care team using oral, written and electronic modalities.
6. Demonstrate caring and professional behavior in developing and maintaining empathetic relationships with clients and families.
7. Practice within the ethical-legal framework of the nursing profession.

RN-BSN PROGRAM GOALS

The goals of the RN-BSN program are to:
1. Prepare registered nurses for a generalist professional practice in a variety of settings.
2. Provide graduates with a foundation for graduate study and life-long learning.

OUTCOMES
By completion of the BSN program, the graduate will be able to:

1. Synthesize knowledge from a broad based liberal arts and sciences core curriculum with nursing science to generate innovative and valid clinical decisions.
2. Recognize basic organization models and exhibit a potential for leadership and quality care within the present day healthcare arena.
3. Cultivate values, beliefs and practices which embody a framework for implementation of evidenced based practice and scholarship.
4. Incorporate the use of communication and informatics to broaden the scope of clinical practice and critical thinking.
5. Participate in the sociopolitical process that affects nursing practice.
6. Examine concepts of individual and population health initiatives for the promotion of health and prevention of disease across the lifespan.
7. Engage in professionalism, leadership and management skills to promote collaboration and to cultivate a safe and caring environment.

The RN-BSN program utilizes the 2008 Essentials of Baccalaureate Education for Professional Nursing Practice as the organizing framework for the program.
NURSING COURSE DESCRIPTIONS

NUR 1000 NURSING I
Nursing 1000 is the introductory course designed to provide the foundation of contemporary nursing practice for the entering student. Instructional approach utilizes Learning modules designed to assist the learner in the attainment of theory and fundamental nursing skills. Concepts and objectives are presented based on Carrie Lenburg’s Competency-Based Learning Model, Dorothea Orem’s Self-Care Model, the Nursing Process, and evidence-based nursing concepts. The learner is introduced to basic nursing skills including health assessment of the adult client, techniques of therapeutic communication, ethical/legal principles, and cultural/community influences. Pharmacology integration begins in this course. Psychiatric/mental health content is introduced with a focus on mild anxiety. The learner begins to collaborate with other members of the health care team and develop information seeking strategies for planning nursing care. This clinical experience provides the learner with the opportunity to apply theory and fundamental nursing skills and to demonstrate safe, competent and culturally sensitive care. Clinical experiences are selected to provide the learner an opportunity to utilize critical thinking skills and apply teaching/learning principles in managing the care for one adult client. (9 credits)

12 hrs. Clinical/simulated laboratory - 5 hrs. theory (Weekly)
Requisite Course: ANA 101 0 (prior to or concurrent with course)

NUR 1020 NURSING II
Nursing 1020 builds upon fundamental concepts acquired in NUR 100. Carrie Lenburg's Competency-Based Learning Model, Orem’s Self-Care Model, the Nursing Process, and evidence-based nursing concepts continue as the theoretical framework. Learning Activity Packages introduce the learner to medical-surgical content, with an emphasis on health assessment of the adult client, discharge planning, ethical/legal principles and therapeutic communication. Pharmacology integration continues with the introduction of medical-surgical content. The integration of psychiatric/mental health content focuses on moderate to severe anxiety. Nursing skills are practiced in an acute medical-surgical setting. The learner is provided the opportunity to manage the care of one or more clients utilizing critical thinking skills and information seeking strategies to ensure evidence based practice. (10 credits)

15 hrs. Clinical/simulated laboratory - 5 hrs. theory (Weekly)
Requisite Course: ANA 112 0 (prior to or concurrent with course) - Prerequisites Courses: NUR 1000; ANA 1010

NUR 2000 Family Centered Nursing
Nursing 2000, introduces the learner to the nursing care of the childbearing woman, family, and the neonate through adolescence. Carrie Lenberg’s Competency Based Learning Model, Orem’s Self-Care Model, the Nursing Process, and Evidence-Based Family Nursing Concepts continue as the theoretical framework. Learning Modules guide the student as they acquire pertinent theory and develop critical thinking skills necessary to plan and provide nursing care and to implement teaching/learning strategies for the perinatal woman and her family, the well child, and the child with health deviations. Theory related to high-risk pregnancy and care of the high-risk neonate is also addressed. The integration of psychiatric/mental health content continues with a focus on specific child and adolescent issues, postpartum depression, and family violence. Nutrition and pharmacology continue as components within this course and address the specific needs of the childbearing woman, neonate, and child. Clinical experiences are selected so that the student may learn to communicate effectively with assigned clients and practice within the legal and ethical framework of nursing. (8 Credits)

This is a 15-week course: Clinical 12 hours/Theory: 4 hours weekly
Prerequisites: NUR 1000, NUR 1020, ANA 1010, ANA 1120

NUR 2020 NURSING III
Nursing 2020 is the final nursing course of the nursing program. Lenburg’s Competency Based Learning Model, Orem’s Self Care Model, nursing process, and evidenced-based nursing concepts continue as the theoretical and conceptual framework. This course will build upon previously acquired nursing knowledge, skills, and abilities, in order to integrate concepts of leadership and manager of care for multiple clients with complex health care needs. Psychiatric/mental health topics will focus on more complex psychiatric disorders and further development of therapeutic relationships with the client and family. Components of pharmacology and nutrition continue to be integrated in this course. Clinical learning experiences will take place in select acute care settings where students will perform the task of Team Leader to demonstrate the leadership and manager of care principles. This experience will include prioritizing care, delegation, and conflict resolution. In this course the learner will be encouraged to utilize more independent critical thinking and decision making skills in order to formulate nursing judgments in preparation for professional clinical practice. Contemporary issues and trends impacting the nursing profession will also be addressed. (10 credits)

15 hrs. Clinical/simulated laboratory - 5 hrs. theory (Weekly)
Prerequisite Courses: NUR 1000, NUR 1020, ANA 1010, ANA 1120, NUR 2000. - MIC 2010 must be completed prior to or concurrent with NUR 2020.
OREM'S SELF-CARE THEORY
AN INTERPRETATION FOR LABOURÉ COLLEGE NURSING STUDENTS

The nursing curriculum of Laboure College is based on Dorothea E. Orem's Self-Care Model. This conceptual model focuses on the belief that self-care is a requirement necessary for sustaining life and achieving optimal functioning.

Key Terms

Self-Care: The practice of activities that maturing and mature persons initiate and perform, within time frames, on their own behalf in the interest of maintaining life, healthful functioning, continuing personal development and well-being through meeting known requisites for functional and developmental regulations.

Self-Care Agency: The complex acquired ability of mature and maturing persons to know and meet their continuing requirements for deliberate, purposive action to regulate their own human functioning and development.

Self-Care Requisites: The formulated insights about actions to be performed by or for individuals that are known or hypothesized to be necessary in the regulation of individuals' human functioning and development.

Therapeutic Self-Care Demands: Refers to all self-care actions needed to meet the self-care requisites.

Self-Care Deficit: Inability to care for self or dependent others. A deficit arises when the self-care agency cannot meet the self-care requisites.

Self-Care Agent: The provider of self-care is referred to as a self-care agent.

Nursing Agency: The developed capabilities of persons educated as nurses that empower them to represent themselves as nurses and to act to know and to help persons to maintain their therapeutic self-care demands.


Basic Assumptions from Orem's Model in relation to: Person/Client, Health Environment and Nursing.

Person/Client: An individual who is a biologic, psychologic and social being with the capacity for self-care (Catalano 1996).

Health: Persons are said to be healthy when they are structurally and functionally sound or whole. Health includes the physical, psychological, interpersonal and social aspects of living (Orem 2001).

Environment: Are factors external to the person. Environments are analyzed and understood in terms of physical, clinical, biologic and social features. Environments can positively or negatively affect the lives, health and well-being of individuals, families and communities (Orem 2001).

Nursing: Is described as a helping service concerned with aiding individuals to accomplish goals for themselves, which they are unable to accomplish without help from others (Orem 2001).

In the Orem Model, the person and the environment are linked to form an integrated system. The person or agent has a deliberate desire to perform self-care and it is learned through interpersonal relations and communications. Children, the aged, the ill and disabled require varying degrees of assistance to achieve self-care. Self-care includes all activities performed independently throughout life to promote and maintain personal well-being.

Orem calls the ability to care for oneself as self-care agency and the ability to care for others as dependent care agency. Self-care requisites or needs exist when the person cannot meet his/her self-care demands. Care requisites may be met through self-care, dependent-care or nursing (Orem 2001). According to Orem, the three types of self-care requisites are universal, developmental and health-deviation.

Orem identifies the following eight universal self-care requisites common to men, women, and children:

1. The maintenance of a sufficient intake of air.
2. The maintenance of a sufficient intake of water.
3. The maintenance of a sufficient intake of food.
4. The provision of care associated with elimination processes and excrements.
5. The maintenance of a balance between activity and rest.
6. The maintenance of a balance between solitude and social interaction.
8. The promotion of human functioning and development within social groups in accord with human potential, known human limitations, and the human desire (Orem 2001).

Developmental self-care requisites are associated with human development and with events occurring during various stages of the life cycle, such as adjusting to a change in the body image, pregnancy, or a loss of a loved one. In Orem's Model, the following commonly recognized life cycle stages with developmental events and occurrences are cited:

1. The intrauterine stage of life and the process of birth
2. The neonatal stage of life when (a) born at term or prematurely and (b) born with normal birth weight or low birth weight
3. Infancy
4. The developmental stages of childhood, including adolescence and entry into adulthood
5. The developmental stages of adulthood
6. Pregnancy in either childhood or adulthood (Orem 2001)

Health deviation self-care requisites arise from disabilities, structural and functional deviations, genetic defects, or from medical diagnoses and treatment measures (Orem 2001).

In Orem's Self-Care Model, nursing the patient/client is the focus. In collaboration with the patient/client, the nurse identifies self-care actions that the patient should perform to maintain health and well-being. A self-care deficit exists when the patient's self-care actions are greater than their self-care abilities. Identifying a self-care deficit defines the need for nursing. The goal of nursing is to help people meet their own therapeutic self-care demand.

Today, modern advances in medical care require that nurses have a strong theory background in pathology, the behavioral and natural sciences, and in the various medical technologies in order to assist effectively individuals with health deviation self-care. Orem's Self-Care theory model clearly describes the role of the nurse when the client is unable to perform his/her own self-care requisites. In this model, nursing interventions are directed toward health promotion, disease prevention and health restoration. Thus, Orem's model provides a framework for nursing to assist others.

References:

Orem's Self-Care Theory Model and Nursing Process
Adapted for Labouré College Nursing Students

The nurse utilizes the five steps of Nursing Process: Assessment, Nursing Diagnosis, Planning, Implementation and Evaluation.

Assessment:
The nurse collects data about the client's capabilities to maintain health and well being (self-care). Assessment information includes both subjective and objective data found within the three categories of self-care requisites (universal, developmental, and health deviation).

Nursing Diagnosis:
The nurse analyzes assessment data specific to the self-care requisites and self-care deficits of the client. The nursing diagnosis (es) identified is/are a reflection of the client's limitation in maintaining self-care and self-care requisites.

Planning:
The nurse develops a series of appropriate and specific nursing interventions for each nursing diagnosis that will help the client achieve an optimal level of self-care (if possible). Orem believes the client should be encouraged to participate in health care decisions.

Implementation:
The nurse carries out the specific nursing interventions/ actions identified in the planning section. The nurse, as the dependent care agent, may carry out the clients' therapeutic self-care completely or partially. Whenever possible the nurse as dependent care agent should assume a supportive and educative role by teaching the client to perform self-care measures.

Evaluation:
The nurse collects subjective and objective data to evaluate nursing interventions and to measure the achievement of client expected outcomes or goals, which may be met, partially met, not met. The nurse uses the data collected to determine whether the nursing interventions were effective in resolving reducing, or preventing a self-care deficit. If the self-care deficit persists, the nurse modifies the plan of care to facilitate the client's self-care requisites.
CARRIE LENBURG’S MODEL
Nursing Division Framework

Carrie Lenburg’s Competency Outcomes and Performance Assessment Model (COPA) is the framework for the Nursing Division’s program outcomes. “Competency-Based Education (or program) is a comprehensive and integrated system that uses a framework that requires the identification of specific competencies and related outcome statements, relevant interactive learning methods and specific performance assessment methods all of which are focused on the particular abilities and skills required for the practice or a discipline or occupation, consistent with the contemporary needs of society” (Lenburg). Based on the COPA model, the Labouré College nursing program has adopted core practice competencies, which are supported by the organizing framework and reflected in all the course objectives throughout the curriculum. In an outcomes and competency-based program of learning and assessment, the focus is on learner competence and continued development.

The nursing program’s core practice competencies are:

- critical thinking
- decision-making
- caring
- collaboration
- nursing process
- communication
- community
- leadership
- evidence-based culturally sensitive nursing care
- knowledge integration
- ethical/legal principles and values

The core competencies are assessed throughout the curriculum. The following describes how these core competencies are assessed within each course:

All nursing courses

- clinical preparation sheet
- physical assessment documentation
- clinical medication administration
- Nursing Simulation activities
- pre and post clinical conference discussion
- clinical anecdotal
- classroom discussion and case studies
- unit and final exams
LABOURÉ COLLEGE
Nursing Division

INTRODUCTION TO INDIVIDUALIZED LEARNING
Elements of Individualization / Teaching-Learning Strategies

The individualized learning approach at Labouré is an individualized learning process accommodating different learning styles and abilities within a prescribed framework. Individualized instruction improves student's independence, mode of thinking, personal responsibility, and self-reliance. This type of instruction incorporates the following elements:

a. carefully defined learning objectives
b. clearly articulated learning strategies
c. structured learning guidelines that make student activity efficient and economical
d. feedback to students from faculty on how the course objectives are being met

The nursing curriculum Learning Modules involves a multiple learning systems approach including: Classroom discussion, Case Studies, Lecture, Student Presentations, Media, Readings, Role Playing, Simulated and Clinical Experiences with faculty.

At the beginning of each nursing course, students will have access to Learning Modules for that nursing course on Eraser. The nursing faculty will provide the student with an implementation guide, which identifies a prescribed time framework for completion of the Learning Modules during the course.

The nursing faculty will design class sessions to explore the concepts and objectives in order to facilitate students' learning. Various teaching methodologies will be utilized; e.g., small group discussions, role-playing, case studies, lecture, discussion, select demonstrations, audiovisuals and power point presentations on select content.

Learning is a self-directed activity requiring motivation, desire and effort by the learner. It is an active process and requires deliberate choosing by the participant. This choosing involves educator and learner interaction directed toward establishment of the educational goals of the student. It is through this combined effort that students learn self-direction and self-evaluation.

Learning involves more than the memorization of facts. In order to be a competent nurse, a student must demonstrate the following intellectual behaviors in the care of clients: the ability to know facts, comprehends, apply, analyze, synthesize, and evaluate data (information).

Knowledge involves recall of facts, principles, and terms.

Comprehension involves restating in new terms such as explaining & giving examples. This is the first step to understanding.

Application means the use of previously learned facts in a new situation.

Analysis involves breaking material down into component parts.

Synthesis involves putting parts together to form a whole.

Evaluation involves consciously judging the value of material for a given purpose with the aid of definite criteria.

The use of the Learning Module(s) Classroom Activities (with the guidance of the nursing faculty), Nursing Laboratory Sessions and Clinical Experiences will provide you with opportunities to develop these behaviors.

In preparation for the Registered Nurse Licensure examination (NCLEX-RN) CAT (Computer Adaptive Test), it is critical that you develop these behaviors during your educational process.

Students are encouraged to utilize the resources available at the One-Stop Student Services Center located on the first floor (B Building). Please contact Amy Comeau at 617-322-3517 or Amy_Comeau@laboure.edu for further assistance.
LEARNING MODULE SYSTEM

EXPLANATION OF LEARNING MODULES

The Nursing Curriculum is presented via Learning Modules in all the Nursing Courses (NUR 1000, 1020, 2000 & 2020).

A learning module is essentially a guide to help a student prepare for class. Each learning module includes an overview of the major ideas or concepts that will be discussed in class. Also included are the learner objectives, assigned readings and assigned learning strategies – the preparatory work required for each module, which may include preparing for nursing skills or SIM lab. It is expected that students come prepared to discuss the material contained in the learning module or prepared to participate in nursing labs.

USING THE NURSING LEARNING MODULES

I. Read the listing of Nursing Concepts included on the Learning Modules for the course (see next page/s).

II. In preparation for class, it is expected that a student has completed the appropriate Learning Module(s). The student should use the following sequence to complete the Learning Modules

A. Read the Course Syllabus and Implementation Guide

   The syllabus is an informational outline with specific facts about the course and its requirements. The Implementation Guide will tell you what date and time each Learning Module will be discussed and the unit exam schedule.

B. Read the Overview

   This should acquaint you with the major ideas (concepts) contained in this Learning Module as well as the specific direction of the learning objective.

C. Identify the Individual Learning Objectives

   This should guide your required reading and use of additional learning resources.

D. Complete all Active Learning Strategies

   This will require the use of your Study Guide.

E. Participate in the Nursing Skills Laboratory

   In those Learning Modules that require the Nursing Skills Laboratory, students will be expected to be:
   1. Prepared for laboratory activity.
   2. Able to demonstrate a satisfactory level of performance for each nursing skill.

   The Nursing Skills Laboratory (NSL) is a designated area in the college where clinically related skills are practiced. Students are assessed in select nursing skills prior to clinical experiences via required supervised practice and certification sessions. You must be satisfactory in activities in NSL prior to clinical application in the course. Students are encouraged to sign up independently to refresh their skills as they progress through the nursing courses.

F. Read Clinical Experience Opportunities

   Where appropriate, you will be provided opportunities to apply the critical content areas identified in the Learning Module Learning Resource area.

G. Take Unit Exam

   Review Learning Modules and notes prior to Unit Exams.

H. Learning Prescription

   Faculty will identify students who have learning deficiencies and provide them with a learning prescription.

III. Review the Learning Module. If there are questions regarding the module, contact the nursing faculty.
CONCEPT 0  TEST SUCCESS
0.1  Test Strategies

CONCEPT I  FOUNDATIONS OF NURSING PRACTICE
1.1  Basic Human Needs & Developmental Concepts
1.2  The Aging Adult
1.3  Legal Implications for Nursing
1.4  Nursing Process

CONCEPT II  FOUNDATIONS OF HEALTHCARE
2.1  Health and Illness

CONCEPT III  COMMUNICATION
5.1  Professional Communication
5.2  Documenting, Reporting, Conferring and Delegating
5.3  Teaching
5.4  Cultural Diversity

CONCEPT IV  FOUNDATIONS OF PHYSIOLOGIC INTEGRITY
4.1  Vital Signs
4.2  Health Assessment
4.3  Pain and Pain Management
4.4  Medication Calculations
4.5  Introduction to Pharmacology
4.6  Medication Administration
4.7  Hygiene
4.8  Asepsis and Infection
4.9  Skin Integrity and Wound Care
4.10  Activity
4.11  Rest and Sleep
4.12  Nutrition
4.13  Urinary Elimination
4.14  Bowel Elimination
4.15  Oxygenation

CONCEPT V  PROMOTING PSYCHOSOCIAL INTEGRITY
5.1  Stress and Anxiety

CONCEPT VI  PROMOTING PHYSIOLOGIC ADAPTATION
6.1  Musculoskeletal injury and osteoarthritis
LEARNING MODULES
NURSING 1020

CONCEPT
NURSING SUCCESS
0.1 Test Strategies (Optional after class)

CONCEPT I
PERIOPERATIVE NURSING
1.1 Pre-operative Nursing
1.2 Intra-operative Nursing
1.3 Post-operative Nursing
1.4 IV Fluid and Blood Replacement Therapy
1.5 Fluids and Electrolytes

CONCEPT II
METABOLISM
2.1 Diabetes Mellitus

CONCEPT III
TISSUE PERFUSION
3.1 Hypertension
3.2 Peripheral Vascular Disease.
3.3 Anemia’s
3.4 Stroke

CONCEPT IV
OXYGENATION
4.1 Respiratory Disorders

CONCEPT V
NUTRITION
5.1 Gastrointestinal Disorders

CONCEPT VI
ALTERED CELL GROWTH
6.1 Cancer

CONCEPT VII
COMMUNICATION
7.1 Concept Mapping

CONCEPT VIII
PSYCHOSOCIAL INTEGRITY
8.1 Introduction to Psychiatric Mental Health and Legal Issues
8.2 Cognitive Disorders
8.3 Loss and Grief
CONCEPT I HEALTH PROMOTION AND MAINTENANCE
1.1 Caring for the healthy woman during the reproductive years
1.2 Care of the well antepartum woman
1.3 Care of the well antepartum woman
1.4 Care of the well postpartum woman
1.5 Care of the well newborn
1.6 Growth and development of the infant, child and adolescent
1.7 Infant, child and adolescent nutrition
1.8 Pediatric assessment
1.9 Immunizations and communicable diseases

CONCEPT II PSYCHOSOCIAL INTEGRITY
2.1 Parenting and the family
2.2 Behavioral health of children and adolescents
2.3 Care of the adolescent with an eating disorder
2.4 Care of the child experiencing abuse or neglect
2.5 Intimate partner violence
2.6 Nursing considerations for the hospitalized child

CONCEPT III PHYSIOLOGICAL INTEGRITY
3.1 Common reproductive problems
3.2 Care of the woman with disorders of the breast
3.3 Caring for the woman with an at-risk pregnancy
3.4 Caring for the woman with complications during labor and birth
3.5 Caring for the woman with post-partum complications
3.6 Caring for the high-risk newborn
3.7 Caring for the child with a health disorder
3.7.1 Respiratory
3.7.2 Cardiac
3.7.3 Hematologic
3.7.4 Neurologic
3.7.5 Musculoskeletal
3.7.6 Gastrointestinal
3.7.7 Genitourinary
### NURSING 2020*

#### CONCEPT I
**LEADERSHIP AND MANAGEMENT**
- 1.6 Health Care Organizations and Management of Care
- 1.7 Managing Conflict
- 1.8 Delegation

#### CONCEPT II
**PROFESSIONAL DEVELOPMENT**
- 2.2 Ethical Legal Aspects of Nursing
- 2.3 Career Management
- 2.3 Nursing Research and Evidenced Based Practice

#### CONCEPT III
**CARDIAC OUTPUT AND TISSUE PERFUSION**
- 3.5 Coronary Artery Disease
- 3.2 Cardiac Dysrhythmias
- 3.3 Heart Failure and Cardiac Surgery
- 3.4 Inflammatory and Valvular Cardiac Disorders

#### CONCEPT IV
**OXYGENATION**
- 4.1 Respiratory Care Modalities

#### CONCEPT V
**DIGESTION AND NUTRITION**
- 5.1 Gall Bladder and Pancreatic Disorders
- 5.2 Hepatic Disorders

#### CONCEPT VI
**ELIMINATION**
- 6.1 Kidney and Urinary Tract Disorders
- 6.2 Kidney Failure

#### CONCEPT VII
**NEUROLOGIC DISORDERS**
- 7.1 Traumatic and Neoplastic Disorders of the Brain
- 7.2 Degenerative Problems of the Brain
- 7.3 Spinal Cord and Peripheral Nerve Problems

#### CONCEPT VIII
**IMMUNE RESPONSE**
- 8.1 HIV/AIDS

#### CONCEPT IX
**HEMATOLOGIC DISORDERS**
- 9.1 Leukemia and Lymphoma

#### CONCEPT X
**EMERGENCY NURSING**
- 10.1 Bioterrorism
- 10.2 Emergency Care and Shock

#### CONCEPT XI
**MENTAL HEALTH**
- 11.1 Chemical Dependencies
- 11.2 Somatoform Disorders
- 11.3 Schizophrenia
- 11.4 Personality Disorders

#### CONCEPT XII
**METABOLISM**
- 12.1 Endocrine Disorders

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*LM List for the Fall, 2014 and Winter 2015 only. (Summer session LM list will be provided at the beginning of the session)*
LABOURÉ COLLEGE
Nursing Division

NURSING LABS

BASIC ASSUMPTIONS RELATED TO THE NURSING SKILLS LABORATORY
Nursing Skills Laboratory (NSL) and Clinical Experiences are utilized throughout the nursing program to assist the student in the application of theoretical knowledge to clinical practice.

1. The patient has the right to quality nursing care by health care providers who are accountable for their care.
2. The student has the right to develop and practice those basic skills necessary to function safely as an AD nurse.
3. The NSL allows the student to develop confidence in basic skills, and to evaluate his/her performance.
4. The faculty helps students to assess weaknesses and offers direction for further learning and practice.
5. The faculty determines if the student is ready for the clinical experience.

NURSING SKILLS LABORATORY
The Nursing Skills Laboratories (NSLs) at Labouré College are designed to provide the student with "hands-on" experiences prior to actual clinical experiences. In the NSLs, it is expected that the student will achieve a satisfactory level of competence in course-required skills, before performing these in the clinical area.

During orientation, in each enrolled Nursing course, the student is made aware of those NSL skills that require certification. Only the assigned faculty may certify a student in these skills. NSL certification is validation by your faculty of your safe performance of a nursing activity. (Required NSL and clinical certification nursing skills are listed per nursing course.)

If a student is having difficulty, or desires additional practice, there are workshops, open NSL sessions and private appointments available. Each student is expected to review and practice skills learned in previous nursing courses. For those students who are having difficulty achieving NSL competency, an NSL referral (Learning Prescription), initiated by the nursing faculty may be required.

The NSL is located on the second floor (Building C) at Labouré College, and is open at various times during the semester. Late afternoon hours are also available. Please take the opportunity to visit the NSL and check Bulletin Board for listings of special events, workshops, and open lab sessions.

SIMULATION LAB EXPERIENCES
Simulation (SIM) experiences are offered to students in various nursing courses. SIM is designed to provide the student with "simulated" nursing experiences to enhance student learning and critical thinking. The SIM room is also located on the second floor (C Building).

NURSING LAB RULES
The Nursing Skills Lab (NSL) and Simulation (SIM) Lab Room are for student use. The Lab Image is a reflection of Labouré and the students who use the labs. Labs should be picked up and clean before & after use. It is expected that all students abide by the following rules:

1. No foods or beverages in the lab
2. Laundry & Trash Bins
   - Do not overstuff "Dirty" Laundry Bin (Extra Blue Laundry bags on IV Cart)
   - Do not throw Trash in blue Laundry Bins
   - Do not overstuff Trash Bins (Extra large clear trash bags on IV Cart)
   - Do not put sharps or red hazard bags in trash
3. Pick up after yourself
   - Pick up the area used (*check floors, under beds, etc. for trash)
   - Return items where they belong (Check with instructor)
4. Make area “Presentable” [Remember: potential students tour]
   - Beds should be made
   - All Manikins should have a patient gown
5. Lastly . . .
   - Do not put trash, empty boxes or linen bags in the hall
   - Non-functioning items → return to Lab Coordinator (w/ note describing problem)
ATTENDANCE POLICY

THE NURSING FACULTY OF LABOURÉ COLLEGE BELIEVE THAT ATTENDANCE AT ALL SCHEDULED CLASSES, NURSING SKILLS OR SIMULATION LABS, AND CLINICAL SESSIONS IS NECESSARY TO PREPARE STUDENTS FOR PROFESSIONAL PRACTICE AND FAVORABLE NCLEX-RN ACHIEVEMENT.

ATTENDANCE AT ALL CLASSES IS EXPECTED.

Students who have not attended three consecutive weeks of class (unless excused by an instructor due to an extenuating circumstance) are administratively withdrawn from the class (see Labouré College Handbook).

ATTENDANCE AT ALL SKILL LABS AND CLINICAL SESSIONS IS MANDATORY

CLASS ATTENDANCE REQUIREMENTS:

☐ Attendance records are kept by the Registrar for attendance documentation. If a student is late for class for any reason they are requested to enter quietly to attend the rest of class unless prior arrangements have been discussed with the lecturer. The lecturer is not responsible for providing individual student instruction.

☐ Students who are absent, late, or leave before the end of class will hold the responsibility of obtaining missed class work.

☐ If late for a scheduled exam, no additional time will be provided to complete the exam.

NURSING SKILLS/SIMULATION LAB & CLINICAL SESSIONS ATTENDANCE REQUIREMENTS:

ATTENDANCE AT ALL SCHEDULED NURSING SKILLS LAB, SIMULATION LAB AND CLINICAL SESSIONS IS MANDATORY. THE FOLLOWING REQUIREMENTS WILL BE STRICTLY ADHERED TO:

All absences must be made up per faculty arrangement. This will take place outside of scheduled class, nursing skills lab, simulation lab or clinical session time.

☐ One Missed Day:
  - Lab/Clinical - make-up as directed by faculty

☐ Two Missed Days:
  - Lab/Clinical - make-up as directed by faculty
  - Written Warning Notice

☐ Three Missed Days:
  - Not eligible to continue in current nursing course
  - The result will be a failing course grade

NOTE:
> Twelve hour clinical sessions are considered two clinical days.
> Make-up does NOT ERASE a missed lab or clinical.

A NO CALL, NO SHOW FOR CLINICAL, IN ALL COURSES, IS GROUNDS FOR DISMISSAL

__________________________________________________________

ATTENDANCE POLICY

This page serves as the student's copy. This policy must be signed off on the Policy Signature Page. The policy signature page will be placed in the student's file.

I, __________________________________________, have read and understand the Attendance Policy of the Nursing Division of Labouré College. I understand that if I am absent from clinical that make-up will be required and that I may receive a written warning if I miss 2 days or 12 hours. In addition, I understand that if I do not show up for clinical or required labs and do not call that it is grounds for dismissal.

Student Signature: _______________________________________

Date: __________________________________________

Revised 8/13; Reviewed 6/14
HEALTH REQUIREMENTS

Health requirements for faculty and students of affiliating schools of nursing according to State Statute and Hospital Policy are as follows:

1. **Tuberculosis**
   Negative Mantoux test within the last 6 months. This includes those who have received BCG. If there is a history of positive PPD (Mantoux), documentation of year of conversion, treatment received and/or date of negative chest x-ray is required.

2. **MMR (Measles, Mumps, Rubella)**
   If given instead of individual immunizations (2 doses required).
   Dose I after age 12 months.
   Dose II after 1980.

3. **Rubeola (Measles)**
   Dose I after age 12 months.
   Dose II after age 5 years or report of immune titer.

4. **Varicella (Chicken Pox)**
   Negative or positive history of disease.
   Titer or vaccination is not required.

5. **Hepatitis B**
   Documented completion of Hepatitis B Vaccine series.

6. **Tetanus Toxoid**
   Within the last 10 years.

HEALTH POLICY

Health maintenance is the responsibility of the student. Each student is responsible for informing the course nursing faculty of any medical condition, which has the potential of negatively affecting the health of self, fellow students, faculty, staff, or patients. The College reserves the right to remove a student from class, NSL, or clinical experience if the student's health is a threat to the health and safety of self, fellow students, faculty, staff, and patients.

PROCEDURES:

1. The student must meet Labouré College health requirements and be cleared by the Clinical and Compliance Director in the Human Resources Department on or before the first day of classes.

2. Upon returning to the college following an illness, students MUST submit a health clearance from a physician or nurse practitioner to the course nursing faculty. The health clearance form must read "no restrictions for class, nursing labs or clinical".

3. At any time, students may be required to obtain health clearance before continuing a clinical assignment.

4. A pregnant student needs to notify the course nursing faculty as soon as pregnancy is confirmed. The student must obtain and submit a health clearance signed by her obstetrician stating:
   a) EDC (estimated date of confinement)
   b) Eligibility to participate in Nursing Labs and clinical activities without restrictions.
   A copy of this health clearance is to be kept on file in the Nursing Division student file. The original is filed with the Clinical and Compliance Director.
LABOURÉ COLLEGE
Nursing Division

NURSING DIVISION POLICIES (Cont)

CORI/SORI

Criminal Offender Record Information (CORI)
Sex Offender Registry Information (SORI)

All students entering the Nursing program will undergo a CORI check prior to the beginning of nursing classes. SORI checks are done if clinical agency requires one.

CPR CERTIFICATION

A current Cardio Pulmonary Resuscitation (CPR) certification card must be presented to the course nursing faculty prior to the first clinical day of the rotation preferably on the first day of classes. The information from the card is recorded and a list is submitted to the Nursing Division Office.

CPR certification must be obtained from either an American Red Cross or an American Heart Association provider. On-line CPR certificates are not acceptable.

The CPR certification for Basic Life Support (BLS) must be at the following level:

- "BLS for Health Care Providers" (American Heart Association) or
- "CPR for the Professional Rescuer" (American Red Cross).

CPR courses are offered frequently at Carney Hospital. For information regarding dates and times visit the website: www.cprboston.org

LICENSED PRACTICAL NURSE (LPN) - PROOF OF LICENSURE

Proof of licensure as a Practical Nurse in the Commonwealth of Massachusetts is required of all LPN Advanced Placement students.

Upon acceptance into the nursing program, all LPNs must present their license to the LPN/AP Coordinator so that a photocopy can be made and placed in the student’s academic folder.

This procedure must be repeated whenever the license is renewed.

PAGERS AND CELL PHONES

No cell phones or pagers are allowed in class, Nursing Skills, SIM laboratory or clinical settings unless directed otherwise by the faculty. Cell phones must be placed in a designated area at the discretion of faculty during quizzes, tests, and/or exams. (See Exam-Taking Policy).
LABOURÉ COLLEGE
Nursing Division

NURSING DIVISION POLICIES (cont)

UNIFORM REQUIREMENTS

NURSING’S IMAGE BEGINS WITH A PROFESSIONAL APPEARANCE. IT IS THE STUDENT’S PROFESSIONAL RESPONSIBILITY TO MEET THESE REQUIREMENTS.

A. Clinical attire consists of a royal blue scrub top and pants with the Labouré College emblem embroidered on the left chest. A white long sleeved T-shirt may be worn under the scrub top from November 1st to April 1st. No turtleneck or collared shirts are permitted. A white scrub jacket with embroidered school emblem on left chest may be worn over the uniform. Labouré College ID badges are to be worn in addition to the facility-specific identification requirements. Students are expected to carry and use their own stethoscope and bandage scissors.

* White or dark colored leather shoes must be worn in clinical. Canvas sneakers and running shoes with decals or neon markings are not allowed. Shoes must be clean and maintained daily for infection prevention purposes and socks must be worn so that no skin or leg is showing.

* The Labouré College uniform is worn only while engaged in clinical field experiences as designated by your nursing faculty. It must be wrinkle free with pant legs hemmed, if necessary, so that they do not touch the ground. Students must carry their own protective eye goggles and have a pair of clean gloves in their uniform pocket at all times (OSHA requirement).

* Students are not allowed to wear the college uniform while gainfully employed.

* The white scrub jacket with college emblem and Labouré College identification badge must be worn during non-patient care activities in the clinical area, e.g., preparation for clinical assignment.

* Jeans are not to be worn with the scrub jacket.

* Jewelry is limited to the wearing of a plain wedding band. Only one small stud earring is permitted to be worn in each earlobe. No other pierced jewelry is to be worn in the clinical site. This is done in order to maintain infection control and patient safety guidelines. Labouré is not responsible for any lost or damaged items.

B. Meticulous care in personal hygiene is essential.

* Hair must be clean and neatly arranged while in uniform. Long hair is to be secured off the face and collar. Male students must keep beards and moustaches neatly trimmed.

* In order to maintain infection control and patient safety requirements, nails must be short and clean. Artificial nails are not allowed and nail polish, if worn, must be light-colored and not chipped or cracked.

Failure to meet all uniform requirements will result in the issuance of a written warning and/or the student being sent home with a clinical absence to be made up as specified in the clinical attendance policy.

________________________________________________________________________

UNIFORM REQUIREMENTS

This page serves as the student’s copy. This policy must be signed off on the Policy Signature Page. The policy signature page will be placed in the student’s file.

I, ______________________________________, have read and understand the Uniform Requirements of the Nursing Division of Labouré College. I understand that if I do not abide by the uniform policy that I will receive a written warning and /or be sent home with a clinical absence.

Student Signature: __________________________________________

Date: __________________________________________

Rev. 12/2014
LABOURÉ COLLEGE
Nursing Division

NURSING DIVISION POLICIES (cont)

MATH DIAGNOSTIC TEST

For Nursing 1000 Students Only: A diagnostic math test, taken on e-Learning® will be required of each student prior to the third week of class. For those students who score below 80% on the diagnostic math test, a referral will be made to the Office of Student Enrollment and Engagement for Tutoring. The student must then attend a minimum of two one-hour sessions (or equivalent) a designated math tutor. These requirements must be fulfilled before the scheduled Math Competency.

MATH POLICY/COMPETENCY REQUIREMENT

As a prerequisite to the administration of medications in any clinical setting, math competency must be demonstrated. Math competency is conducted at the beginning of each Nursing course (except Nursing 1000) within the first couple of weeks of the course. A Math class will be held during the first two weeks of class if new material is introduced. Expected achievement on the Math Clinical Competency (and retests) is 90% or 9 out of 10 correctly calculated and accurately labeled.

If a student is unable to achieve a passing score on the Math Competency, two retest opportunities will be given each within a week of the failed test. Students will not be allowed to pass meds in the clinical setting until Math Competency is demonstrated. Students who fail will be required to remediate either by self-directed review or with nursing faculty prior to retesting. Inability to achieve math competency by the third retest will render the student ineligible to continue in the course.

Use of calculators

Nursing 1000: Calculators NOT ALLOWED
Nursing 1020, Nursing 2000 & Nursing 2020: The use of a simple calculator* will be permitted. (*The use of PDA’s, scientific calculators, calculator telephones or calculator watches will not be permitted.)

Math Content Covered within the Nursing Courses

Nursing 1000: calculating PO/IM/SC dosages (including reconstitution and weight based problems)
Nursing 1020*: calculating drip rates for IV (intravenous) and administration of IV medications
Nursing 2000*: calculating adult and pediatric dosages (including safe dosing)
Nursing 2020*: calculating dosages of all medications, including PO, SC, IM, and IV flow rates.

*Note: Students are expected to demonstrate math competency on all previously learned medication calculations in addition to new math problems introduced.

MATH POLICY/COMPETENCY REQUIREMENT

This page serves as the student’s copy. This policy must be signed on the Policy Signature Page. The policy signature page will be placed in the student’s file.

I, ________________________________, have read and understand the Math Policy of the Nursing Division of Laboré College for the NUR ______ Course. I understand that I will be ineligible to continue and must withdraw from the course if unable to achieve a passing score of 9 out of 10 on the Math Competency or retake/s.

Student Signature: ________________________________

Date: ________________________________
LABOURÉ COLLEGE
Nursing Division

NURSING DIVISION POLICIES (cont)

MATH REMEDIATION POLICY

Students in all Nursing courses must pass a Nursing Med/Math Competency in order to continue in the course. One hour will be given for administration of the Competency. When a student is not successful in the Math competency (according to the course syllabus) the process below will be followed:

First failure:
1. Math remediation and review will be given by faculty.
2. A second test will be given within 1-2 weeks.

Second failure:
1. Math remediation and review will be given by faculty.
2. A third test will be given within 1-2 weeks.

Third failure:
1. The student is ineligible to continue in the nursing course and must withdraw from the course.
2. Meet with an advisor.
NURSING 1000 CLINICAL ELIGIBILITY POLICY

It is a policy of the Nursing Division that Nursing 1000 students need to achieve a reasonable proficiency with theory content to ensure patient safety in the clinical area.

Clinical eligibility in the clinical area is dependent upon the following:
The student must have achieved a combined minimum of **222 points** after Unit I and Unit II Exams. Students who fail to achieve the minimum of 222 points will **NOT** meet the clinical eligibility requirement and therefore must withdraw from the nursing course.

---

NURSING 1000 CLINICAL ELIGIBILITY REQUIREMENT POLICY

*This page serves as the student's copy. This policy must be signed on the Policy Signature Page. The policy signature page will be placed in the student's file.*

I, ____________________________, have read and understand the Nursing 1000 Clinical Eligibility Requirement Policy. I understand that I will be ineligible to continue and must withdraw from Nursing 1000 if unable to achieve the minimum required combined **222 points** on the Unit I and Unit II Exams.

Student Signature: ____________________________

Date: ____________________________
NURSING DIVISION POLICIES (cont)

NURSING EXAM POLICIES

Includes:
- ATI Proctored Assessment Exam
- Exam Taking
- Exam Absence
- Exam Review

ATI PROCTORED ASSESSMENT EXAM POLICY

An ATI Nursing exam is administered to students toward the end of all the Nursing Courses. This scheduled exam is mandatory. An incomplete will be submitted as the course grade if a student does not take the exam.

EXAM TAKING POLICY

Nursing Exams are secured and any information from a test, quiz, or examination is not to be written down or copied at any time. This allows nursing faculty to maintain the integrity of the Nursing Exams. The consequence for failure to abide by the policy will result in a grade of zero for the exam.

Nursing Exam Procedure
1. All bags and materials will be placed at the front of the classroom before the exams are given out. Students may not remove these items or anything from these items until all students are finished testing and all exams have been handed in.
2. Any student who is not present at the time an exam begins will be allowed to take the exam upon arrival; however no additional time will be given. All exams and answer sheets are to be turned in when the instructor or proctor indicates that the allotted time has ended. Exception: ONLY if a student has requested and received Special Testing Accommodations will additional time be given to complete a test.
3. If a test review is to be conducted on the same day, all bags and materials will be left at the front of the class until the review is finished and all exams collected and accounted for.
4. No cell phones or other electronic equipment can be used by the student during any exam or exam review. Phones and blue tooth equipment must be placed at the front of the classroom and turned off.
5. Desks may only have a pencil and a nonscientific calculator clearly visible. Faculty will make sure calculator is acceptable before exam begins.
6. No food and/or drinks will be allowed during any exam.
7. All hats, hoods and scarves are to be removed prior to exam.
8. Assigned seating for any exam may be implemented at the discretion of the faculty.
9. Exam and answer sheets are to be kept flat on the desk at all times.
10. At the completion of the exam review faculty will collect all numbered exams and keys (if used). No one is to leave the room until all exams are accounted for.
11. During an exam review students are to keep all belongings at the front of the classroom. No information from the exam is to be written down or copied at any time before, during or after the exam review. Faculty has the right to determine how and when a test review will be conducted.

(Continued)
EXAM ABSENCE POLICY

Students are expected to take course exams as scheduled. Students may make up an exam without a penalty with a valid reason such as illness or a family member’s death. Documentation will be required regarding the valid reason (i.e. physician’s note) at the discretion of the faculty.

Exams missed for reasons such as planned vacations are not considered valid reasons, and will be subject to the following penalty point deduction:

- 20 point deduction for each unit exam
- 40 point deduction for the final exam

EXAM REVIEW POLICY

The purpose of every exam review is to increase the student’s understanding of the question, the correct answer and the rationale for the correct answer. It is a learning opportunity. Exam reviews are not the time or place for question challenges, for seeking acceptance of alternative answers or for extra points.

1. An exam review will be offered for every unit exam* within one week of the exam**.
2. Students may request further clarification about an exam question after the exam review by emailing the course faculty within 48 hours of the exam review. The email should include:
   a. The question number or content of the question
   b. Why you are questioning this item
   c. Supportive data
3. A written response will be sent to the student in an email by the faculty within one week of receipt of the question clarification email.
4. An exam review may be discontinued at the discretion of the faculty for disruptive or uncivil behavior or if at any time it is determined that the review is no longer a learning experience.
5. No further reviews of unit exams will be allowed once the next unit exam is given.

*= An exam review will not be provided for a comprehensive final exam.
**= Timing of an exam review may be altered by holidays/snow days, etc. and/or if any students in the class have not tested.

NURSING EXAM POLICIES:
Comprehensive Exam, Exam Taking, Exam Absence & Exam Review

These 2-pages serve as the student’s copy. This policy must be signed on the Policy Signature Page. The policy signature page will be placed in the student’s file.

I, ____________________________, (PRINT NAME) have read and understand the Nursing Exam Policies (including Comprehensive Exam, Exam Taking, Exam Absence and Exam Review) and I agree to abide the terms outlined.

Student signature: ____________________________ Date: ______________
FINANCIAL SERVICES

[Page Numbers]

FINANCIAL SERVICES (cont)

FINANCIAL SERVICES

[Page Numbers]

FINANCIAL SERVICES (cont)

FINANCIAL SERVICES

[Page Numbers]

FINANCIAL SERVICES (cont)

LABOURÉ COLLEGE
Nursing Division

NURSING DIVISION POLICIES (cont)

GRADING POLICIES

Faculty determine grading methods for the theory, math, NSL, and clinical component* of each course. This will be identified in writing on the first day of class. **Failure in the theory, math, Nursing Labs, or clinical component means failure in the course.** Students are required to achieve a minimum passing grade of C+ (770 points) or higher in all nursing courses.

RECORDING OF GRADES POLICY

All student Nursing grades are posted on e-Learning®. The grade book on e-Learning® is used for communicating grades only. The instructor’s paper grade book holds the official and binding grades.

GRADING POLICY POINTS

The Nursing Division Grading Policy is based on a point system totaling 1000. The total number of achievable points in any Nursing Course is **1000 points.** Overall, a minimum grade of C+ (770/1000 points) must be earned to pass the course. The break down for obtaining these points are listed in the course syllabus.

Nursing Division Grades

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<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
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<td>920-900</td>
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<tr>
<td>B+</td>
<td>890-870</td>
</tr>
<tr>
<td>B</td>
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<tr>
<td>D-</td>
<td>620-600</td>
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<td>590 or below</td>
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Laboré College Grading System

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<th>Letter Grade</th>
<th>Grade Equivalencies</th>
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<td>62-60</td>
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<tr>
<td>0.0</td>
<td>F</td>
<td>59 or below</td>
</tr>
</tbody>
</table>

REPEAT POLICY FOR THE NURSING DIVISION

A student who fails a nursing course with a final score of less than 770 or fails the clinical component of the course will be allowed only one nursing course retake through-out the entire nursing program.

Provided that a student meets the SAP requirements (see next page and College Handbook), the student will be allowed the one retake of a nursing course after completing a Directed Study in Nursing (DSN) Course.

Any student who does not achieve a passing grade in the course retake, or who fails any subsequent nursing course will be dismissed from the nursing program.

NURSING COURSE GRADING & REPEAT POLICY

This page serves as the student's copy. This policy must be signed off on the Policy Signature Page. The policy signature page will be placed in the student's file.

I, ____________________________________, have read and understand the Nursing Course Grading Policy

(PRINT NAME)

I understand that I must attain a minimum of 770 points out of 1000 points (C+) to pass the theory component. I also understand that I must pass both the theory and the clinical component to pass the nursing course. Additionally, I understand that I cannot repeat more than one nursing course. I also understand that if I do not achieve a passing grade in the course retake, or if I fail any subsequent nursing courses, that I will be dismissed from the nursing program.

Student Signature: ____________________________________

Date: ____________________________________
LABOURÉ COLLEGE
Nursing Division

NURSING DIVISION POLICIES (cont)

MID-TERM COURSE WARNINGS

A mid-term warning will be issued for unsatisfactory clinical, lab, or theory performance.

PROGRESSION WITHIN THE NURSING DIVISION

Progression within the nursing program at Labouré College is dependent upon satisfactory completion of a standard sequence of courses. A minimum grade of C+ (770/1000 points) in theory, and a passing grade (Satisfactory) in clinical, must be achieved before progressing to the next nursing course.

Additionally, as according to the Labouré College policy, students must meet the three standards for Satisfactory Academic Progress (SAP*):

1) Qualitative: Cumulative Grade Point Average (GPA) - maintaining a minimum 2.0 GPA for each term enrolled.
2) Quantitative: Completion Rate - completing 67% of all courses attempted
3) Maximum Timeframe: 150% Rule - completing program in no more than 150% of published length of program

(*See Labouré College Handbook regarding Satisfactory Academic Progress (SAP) policy.)
Special Testing Accommodations

Students who have been diagnosed with a Learning Difference and require special accommodations for testing are to contact VP of Academic Affairs Administrative Assistant: Pierre Osias at 617-322-3546 or Pierre_Osias@laboure.edu. All appropriate completed documentation must also be submitted. Upon approval, additional testing time and place will be provided.

ALCOHOL AND DRUGS

As per Labouré College Policy (See Labouré College Student Handbook). The College expects students to abide by federal, state, and local laws and regulations pertaining to the use of alcohol and drugs. The college will support enforcement of these laws and regulations pertaining to the use of alcohol and drugs. Students are responsible for guests’ behavior and their adherence to these regulations as well.

ETHICAL BEHAVIOR

The highest level of academic honesty is expected at Labouré College. Forms of academic dishonesty include:

- Cheating on quizzes and exams
- Plagiarism (misrepresenting someone else’s work as your own)

As per Charles Lipson, in his book entitled, Doing Honest Work in College:

“Academic honesty boils down to three simple but powerful principles:

- When you say you did the work yourself, you actually did it.
- When you rely on someone else’s work, you cite it. When you use their words, you quote them openly and accurately, and you cite them too.
- When you present research materials, you present them fairly and truthfully. That’s true whether the research involves data, documents, or the writings of other scholars.

STUDENT CONDUCT POLICY

The college expects each student to respect the rights and privileges of others, to adhere to acceptable standards of personal conduct, and to follow the moral and ethical standards of the health care professions as reflected in the Catholic philosophy of the College, in both academic and non-academic matters.

The college reserves the right to take any reasonable and appropriate action to protect the rights, safety and well-being of all members of the College community, and to review the behavior of any student who, in the judgement of the College, conducts himself/herself in a manner incompatible with the purpose and mission of the College. (See Labouré College Student Handbook).

SMOKING

As per Labouré College Policy (See Labouré College Student Handbook). There is a NO smoking policy in effect on campus.
LABOURÉ COLLEGE
Nursing Division

NURSING DIVISION POLICIES (cont)

**e-Learning®**

All Labouré College courses, regardless of format, utilize e-Learning® courseware. The Nursing Division uses e-Learning® for:

- Posting the syllabus, implementation guide, course materials and assignments
- Posting the Nursing Division Student Handbook
- Posting class announcements
- Posting phone and e-mail contact information
- Posting grades*

It is the responsibility of each student to be aware of and to comply with current policies and procedures. Therefore, for the latest nursing information, check e-Learning® frequently for announcements and every time you come on campus.

*The grade book on e-Learning® will be used for communicating grades only. The instructors’ paper grade book holds the official and binding grades.

**e-Learning® = BULLETIN BOARD**

e-Learning® serves as the official “bulletin board” for nursing. It is the responsibility of each student to be aware of and to comply with current policies and procedures. Therefore, for the latest nursing information, check e-Learning® frequently and before you come on campus for announcements and other information.

**GUIDELINES FOR WRITING PAPERS**

Students are to follow the American Psychological Association Guidelines (APA) format and faculty guidelines when writing papers. Information regarding APA format can be found on the APA website www.apastyle.org and other reputable websites in addition to the APA manual.
RECORDING OF LECTURES

Recording lectures is at the discretion of the individual faculty member. The student will need to complete the agreement form below and return it to the course faculty member before recording can begin.

RECORDING LECTURES AGREEMENT

I, ____________________________________________________________________, agree that I will not release the recordings, (Print Student’s Name)

or transcription, or otherwise hinder ____________________________________________________________________ ability to obtain (Professor/Instructor’s Name)

a copyright on lectures that I have recorded in ____________________________________________________________________ (Department, Course number, and Title)

Date: ______________

Student Signature: ____________________________________________________________________

This completed form is to be submitted to the instructor prior to the beginning of class.

Revised 6/14
STUDENT COMPLAINTS

Complaints should be addressed first and foremost with the student's faculty member per the (below). If the issue is not able to be resolved, the student may then make an appointment with their Level Coordinator to discuss the situation. If there is no resolution after this meeting, the student may then make an appointment with the Chairperson of the Nursing Division. If there continues to be no resolution, the student will then be referred to a designated administrator or dean.

Level One Coordinator       TBD                      Extension
Level Two Coordinator       Denise Edinger RN, MS  Extension 3562
Nursing Chairperson [Interim] Denise Edinger RN, MS  Extension 3562

CHAIN OF COMMUNICATION POLICY

During any nursing course, clinical or theory, if the student has a concern that needs to addressed, the following procedure will be followed:

1. Any concerns that a student has with a faculty member should be addressed FIRST and foremost with that faculty member. This is a professional courtesy and etiquette. Any student who seeks out administration before meeting with faculty will be REDIRECTED back to faculty.

2. If the student’s concerns cannot be resolved after meeting with his or her faculty, then that faculty member will schedule a meeting between faculty, the student and the Level Coordinator. Modeling behaviors will be offered so that the student may learn to effectively discuss concerns and a plan for resolution will be developed.

3. If there is no resolution after the meeting with the faculty, the Level Coordinator and the student, the Level Coordinator will request a meeting between the student and Nursing Division Chair.

4. If there continues to be no resolution, the Nursing Division Chair will refer the student to the designated administrator or dean.

All concerns will be handled on an individual basis and faculty will be informed of all communication and discussions. This policy & procedure provides an appropriate and professional chain of communication in which information is shared at all levels.

CHIANCE OF COMMUNICATION POLICY

This page serves as the student's copy. This policy must be signed off on the Policy Signature Page. The policy signature page will be placed in the student's file.

I, ____________________________________, have read and understand the Chain of Communication Policy of the Nursing Division of Labouré College. I understand that I must address any concerns or issues with the faculty member first and I also understand that I will be redirected back to faculty if this step has not been abided by.

Student Signature: ____________________________________
Date: ____________________________________
CLINICAL POLICIES

OPERATIONAL DEFINITIONS OF UNSATISFACTORY CLINICAL PERFORMANCE

The Operational Definitions of Unsatisfactory Clinical Performance form will be given to each student at clinical orientation. Faculty will meet with students who have demonstrated unsatisfactory behaviors to discuss clinical performance and assist in remediation. The clinical facilitator will determine the expected date of resolution of unsatisfactory clinical competency(ies). The facilitator reserves the right to dismiss the student from clinical at any time for unsafe clinical practice and/or unprofessional behavior.

The following behaviors have been identified as unsatisfactory clinical performance based on the curriculum concepts:

- Inadequate preparation for clinical assignment as set forth by clinical facilitator to meet course objectives.
- Does not report significant changes in patient condition immediately to facilitator and/or primary nurse.
- Violates basic safety principles, which places the patient in jeopardy.
- Requires constant supervision and continuous verbal cues from facilitator when delivering care.
- Exhibits dishonest or unprofessional behavior with patients, families, staff, peers and facilitator.
- Fails to utilize professional communication with patients, staff, peers and facilitator.
- Engages in clinical practice when not mentally or physically fit.
- Unable to establish priorities when delivering nursing care for assigned patients
- Does not utilize appropriate channels of communication to accomplish goals related to delivery of patient care.
- Fails to maintain patient confidentiality according to HIPPA.
- Does not adhere to College/Clinical agency policies.
- Fails to take responsibility for own actions.
- Demonstrates a lack of insight and understanding of own behaviors.

FACULTY GUIDELINES FOR UNSATISFACTORY CLINICAL PERFORMANCE

1. Allow for student orientation and adaptation to the clinical setting:
   - NUR1000 - 4 clinical sessions
   - NUR1020 - 4 clinical sessions
   - NUR2000 (Mat) - 2 clinical sessions
   - NUR2000 (Pedi) - 2 clinical sessions
   - NUR2020 - 3 clinical sessions

2. After orientation has taken place, students’ clinical performance will be evaluated.
   A. If any of the listed unsatisfactory behaviors occur, the clinical facilitator will meet with the student to discuss the identified behavior(s) and to develop an improvement plan to remediate the deficiency(ies). The facilitator is responsible to document a description of the unsatisfactory behavior(s) and expected date of resolution on the Operational Definition of Unsatisfactory Clinical Performance form. The student must read and sign this form. The student’s signature indicates that the student has read the facilitator’s summary and is aware of specific areas needing improvement in order to receive a satisfactory clinical grade.

   B. Student and facilitator will meet weekly to evaluate and remediate the unsatisfactory clinical behaviors.

   C. If the student has not met the clinical objectives by the end of the clinical component of the course, the student will fail the course. Documentation of the student’s unsatisfactory clinical behavior will be placed in the student’s file.
LABOURÉ COLLEGE  
Nursing Division

CLINICAL SITE INFORMATION
REQUESTS FOR CLINICAL SITES

Students choose clinical sites during course registration. *It is strongly recommended for students to choose different sites during the program whenever possible.* Varied clinical sites and different faculty broaden a student’s learning.

In general, students are not allowed to change clinical placement once the course has commenced. Agencies require specific information which is provided as early as possible, generally as soon as the course commences. Agencies must have information in order to provide computer access codes, security, orientation materials, etc. Changes cause unnecessary delays in providing the tools students need, thus impacting negatively on students’ learning. In addition, changes may jeopardize using the agency in the future.

In general, every effort is made not to change the student’s selected clinical site once the course has commenced. On rare occasions, students may be required to have their chosen site changed. Example of Reasons (but not inclusively) include: Insufficient student group number, Clinical Agency Request, or no available instructor. It is the policy that:

**THE NURSING DIVISION RESERVES THE RIGHT TO MAKE ADJUSTMENTS IN STUDENT ASSIGNMENTS BASED ON CONTRACTUAL AND EDUCATIONAL REQUIREMENTS**

TRANSPORTATION TO CLINICAL SITES

Nursing students are expected to provide their own transportation to and from the clinical site. Most clinical sites are accessible by MBTA. The use of public transportation is highly recommended. Car-pooling is urged for those who drive since parking is limited and may be expensive. The following page contain agency contact information including website information where directions to clinical sites that are utilized.
### DIRECTION ON-LINE LINKS TO CLINICAL SITES

The website, address and telephone are listed below for each clinical site. Directions for various clinical agencies can be accessed on their websites. Both the homepage web link and the direction page web link are listed. *(Websites are hyperlinked if viewing from Blackboard.)*

<table>
<thead>
<tr>
<th>BOSTON HOME</th>
<th>See: THE BOSTON HOME</th>
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</thead>
<tbody>
<tr>
<td>CARNEY HOSPITAL</td>
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<td><a href="http://steward.org/Carney-Hospital/Contact-Us">http://steward.org/Carney-Hospital/Contact-Us</a></td>
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<tr>
<td></td>
<td>2100 Dorchester Avenue</td>
</tr>
<tr>
<td></td>
<td>Dorchester, MA 02124</td>
</tr>
<tr>
<td></td>
<td>617-296-4000</td>
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<td>508-746-2000</td>
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<td>MASS HOSPITAL SCHOOL</td>
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<td>RADIUS PEDIATRIC CENTER (@ Plymouth)</td>
<td><a href="http://www.radiushospitalcarecenters.com">http://www.radiushospitalcarecenters.com</a></td>
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<td><a href="http://www.thebostonhome.org">http://www.thebostonhome.org</a></td>
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<td>2049 Dorchester Avenue</td>
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STUDENT NURSE COMMITTEES

STUDENT NURSE-FACULTY LIAISON COMMITTEE
The Student-Faculty Liaison Committee meets each semester and is open to all day and evening nursing students. Dates and times for meetings will be posted on e-Learning®.

STUDENT NURSE ASSOCIATIONS

STUDENT NURSES ASSOCIATION
The Student Nurses Association is an integral part of student life at Labouré College.

This association of your peers offers you the opportunity to develop new friendships and to keep abreast of what is happening in nursing. For information on how to become a member contact Karen Masters in the Student Engagement Division at 617-322-3504.
Labouré College
NURSING DIVISION STUDENT HANDBOOK POLICY

Re: [year] to [year] Labouré College Nursing Division Student Handbook.

This page serves as the student’s copy. This policy must be signed off on the Policy Signature Page. The policy signature page will be placed in the student’s file.

I, ____________________________, have read, understand, and agree to comply with the contents of the current Nursing Division Student Handbook.

Student Signature: _______________________________________

Date: ________________________________
Nursing Policy/Procedure Signature Sheet

Students are given access to the Nursing Division Student Handbook through E-Learning® prior to orientation to allow for the opportunity to read and review the nursing policies. There are a number of policies specific to nursing that are especially critical to the student's understanding before beginning and continuing in the program. These important policies are listed separately below for ease of access. During orientation these 'critical' policies listed below are reviewed. Students will be afforded the opportunity to ask questions or clarify any information contained within these policies.

**Directions:** Must use ink. Print name & course at top of page; Initial after each policy/procedure; Sign at the bottom.

**KEY:** *red asterisked & red font* = Indicate new or revised policies for the upcoming year; **red asterisked = relatively new/revised within the past year.

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**For N1000 Students ONLY:**

[ ] **Clinical Eligibility Policy:** I have read and understand the Clinical Eligibility Requirement Policy. I understand that I will be ineligible to continue and must withdraw from Nursing 1000 if unable to achieve the minimum required combined 222 points (listed in the syllabus) on Unit I and Unit II Exams.

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**For ALL Nursing Students:**

[ ] **Laboré College Nursing Division Student Handbook:** I have read, understand, and agree to comply with the contents of the Nursing Division Student handbook.

[ ] **Attendance Policy:** I have read and understand the Attendance Policy for class, labs and clinical. I understand that if I am absent from clinical that make-up will be required and if 2 days or 12 hours are missed I will receive a written warning. In addition, I understand that if I do not show up for clinical or required labs and do not call in advance that it is grounds for dismissal.

[ ] **Math Competency Policy:** I have read and understand the Math Competency Policy. I understand that I will be ineligible to continue and must withdraw from the course if unable to achieve a passing score of 9 out of 10 on the Math Competency or Retests.

[ ] **Exam Absence Policy:** I have read and understand the Exam Absence Policy. I understand that I am expected to take course exams as scheduled. I understand that if I do not provide valid documentation for an exam-day absence, points will be deducted from the exam.

[ ] **Exam Taking Policy/Procedure:** I have read, understand and agree to abide by all the terms listed in the Exam Taking Policy/Procedure. I also acknowledge that failure to abide by this policy will result in a zero grade for the exam.

[ ] **Exam Review Policy:** I have read, understand and agree to abide by all the terms listed in the Exam Review Policy. I also acknowledge that I must email requests for exam question consideration with the required information within forty-eight hours of the exam review.

[ ] **Nursing Course Grading Policy:** I have read and understand the Nursing Course Exam Policy. I understand that I must attain a minimum of 770 points out of 1000 points (C+) to pass the theory component. I also understand that I must pass both the theory and the clinical component to pass the nursing course.

[ ] **Nursing Course Repeat Policy:** I have read and understand the Nursing Division Repeat Policy. I understand that I cannot repeat more than one nursing course. I also understand that if I do not achieve a passing grade in the course retake, or if I fail any subsequent nursing courses, that I will be dismissed from the nursing program.

[ ] **Student Recording of Lectures Policy:** I have read and understand the recording of lectures policy. I understand that I need to obtain permission from each faculty member and that I need to sign an agreement that I will not release the recordings or the transcriptions of the recordings.

[ ] **Uniform Policy:** I have read and understand the Nursing Division Uniform Policy. I understand that if I do not abide by the uniform policy that I will receive a written warning and/or be sent home with a clinical absence.

[ ] **Chain of Communication Policy:** I have read and understand the Chain-of-Communication Policy. I understand that I must address any concerns or issues with the faculty member first and I also understand that I will be redirected back to faculty if this step has not been abided by.

My initials above and signature below indicate that:
I have read and understand all of the above the policies, procedures and/or consequences.
I was provided an opportunity to ask questions regarding these policies, procedures and/or consequences.
I will abide by the terms of these policies and procedures.
Student Signature: ________________________________ Date: ____________________________

[Signature must be in ink]