



Program Handbook 2022/2023

DIVISION OF NURSING

The purpose of this handbook is to familiarize the student with the policies/protocols of the program, so as to give direction to the student throughout their course of study.

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TO: Nursing Students

FROM: Nursing Program Directors

DATE: August 2022

The following is the Division of Nursing Program Handbook for the 2022-2023 academic year. Please print and sign this form and return it to your course instructor. By doing so, you agree to read and follow these guidelines.

The Mercy College of Ohio Division of Nursing Handbook is published by the Mercy College of Ohio Division of Nursing and is the nursing program's official notification of its policies, procedures, and standards of conduct applicable to students. Each student is responsible for knowledge of the policies, procedures, and standards of conduct described in the Handbook; enrollment is considered acceptance of all conditions discussed in this Handbook. However, the provisions of this Handbook do not constitute a contract between any student and Mercy College of Ohio. The College reserves the right to change any of the policies, procedures, and standards of conduct at any time as may be necessary in the interest of the College. The College also reserves the right to modify or discontinue any of the services, programs, or activities described in this Handbook. If a material revision to a policy, procedure, or standard of conduct is made and becomes effective during the academic year, students will be notified of such and will be expected to abide by the updated terms. Questions regarding this Handbook should be directed to the Program Director.

PRINTED NAME: _____

SIGNATURE: _____

DATE: _____

Technical Standards

In order to assure patient and student safety, to meet the program competencies, and for successful completion of the objectives of each nursing course, an individual must be able to independently, with or without reasonable accommodation, meet the following technical standards:

- Ability to learn in the classroom and various educational settings.
- Ability to speak, hear, observe, read, and understand the English language in a manner sufficient to provide safe and effective patient care.
- Ability to communicate in sensitive and effective interactions with patients, families, and members of the healthcare team.
- Ability to effectively use patient care technologies, information systems, and communication devices that support safe and effective nursing practice.
- Ability to observe patient conditions and respond appropriately to health and illness for purposes of providing safe and effective patient care.
- Ability to assess and monitor patient health needs.
- Ability to meet physical strength and mobility demands of providing clinical care, attending to emergency codes, and performing maneuvers such as CPR.
- Ability to respond promptly to urgent and stressful situations that may occur during clinical education.
- Ability to think critically, solve problems, exercise professional judgment, promptly complete responsibilities, and make decisions for the care of persons, families, and /or communities across the health continuum and in a variety of settings.
- Ability to perform calculations accurately in the provision of safe and effective patient care, including medication administration.
- Ability to show concern for others, compassion, human dignity, ethical conduct, and accountability.
- Ability to adapt to and function effectively to stressful situations in both the classroom and clinical settings.

To be qualified for the Mercy College nursing programs, individuals must be able to meet both academic standards and the technical standards listed previously, with or without reasonable accommodation(s). It is a student's responsibility to request reasonable accommodations following the procedures outlined in the *Mercy College of Ohio Undergraduate Catalog* or on the College's website at www.mercycollege.edu/catalog; requests for reasonable accommodations will be reviewed and considered by the College. For further information regarding services and resources for students with disabilities and/or to request accommodations, please contact the Office of Accessibility at 419-251-1784 or ADA504@mercycollege.edu.

These standards are not intended to deter any student who may be able to complete the requirements of the program with reasonable accommodations.

Please indicate below:

- ☐ I can meet the technical standards with or without reasonable accommodations.
- ☐ I cannot meet the technical standards with or without reasonable accommodations.

Student Signature

Date

References

- Ailey, S. H., Marks, B. (2016). Technical standards for nursing education programs in the 21st century. *Rehabilitation Nursing*, 0, 1-11. doi: 10.1002/mj.278
- Matt, S. B., Maheady, D., & Fleming, S. E. (2015). Educating nursing students with disabilities: Replacing essential functions with technical standards for program entry criteria. *Journal of Postsecondary Education and Disability*, 28(4), 461-468

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WELCOME

*It is with great pleasure that we welcome you to Mercy College of Ohio.
We hope you will find happiness and personal satisfaction while you are here.
We realize that you have much to learn and
many new adjustments to make in this new experience.
This handbook is your guide to enhance your educational experience and
relationship with fellow students, the faculty, and others
with whom you will be associated during your program of study.*

Introduction

The nursing program at Mercy College of Ohio has a rich heritage of compassionate care and excellence in nursing education. More than 3,000 nurses were educated through the Mercy Division of Nursing from its founding in 1918 by the Sisters of Mercy. That program, which led to a diploma in nursing, evolved into the current two-year Associate of Applied Science in Nursing degree.

The College's nursing program today includes a rigorous college curriculum leading to either a two-year Associate of Applied Science (AAS) in Nursing degree, a four-year Baccalaureate of Science in Nursing degree (BSN), or a Master of Science in Nursing degree (MSN). Every graduate acquires a liberal arts education and technical skills background necessary for immediate entry into the nursing field and for further study.

Nursing Mission Statement

Mercy College of Ohio Division of Nursing prepares quality graduates to care for and serve diverse populations within healthcare systems reaching persons of our communities and global environment through critical thinking, clinical judgment, and scholarship with the evolution and implementation of evidence-based practice. The Division of Nursing inspires students to dedicate themselves to service, intellectual inquiry, social engagement, leadership, and lifelong learning in the spirit of the Mercy values. Through graduate education, the Division of Nursing provides graduates with a greater understanding of the discipline of nursing in order to engage in higher-level practice and leadership in a variety of settings and to commit to lifelong learning.

Definition of Faculty Scholarship

The primary focus of faculty scholarship at Mercy College of Ohio is directed toward teaching. The scholarship of teaching in the Division of Nursing is guided by the philosophies of the baccalaureate and associate degree programs and by the stated values of the College. Scholarly professors function as role models as well as facilitators of learning. Other prominent themes of faculty scholarship include directing students on the path toward excellence in nursing, promoting the concept of evidenced based practice, instilling the value of life-long learning, exploring innovative methods of teaching and evaluation, perceiving nursing as both science and art, and developing expertise in a specific component of nursing science.

Active Learning

As future nurses, students are preparing to work in a complex healthcare environment that is continually changing. Nurses need to engage in active learning in order to adapt and meet these changing needs. In providing a progressive and contemporary learning environment for nursing students at Mercy College of Ohio, administration and faculty support active learning by engaging the student in the collaborative process of learning. Engaging the student in the learning process fosters the ability to self-direct learning and meet one's personal learning needs.

The positive benefits of active learning include enhancing critical thinking, prioritization, problem solving, time management, and organizational skills. Furthermore, active, self-directed learning promotes self-responsibility and leads to autonomy and personal and professional integrity.

Learner-centered activities that may be used in the learning environment may include, but are not limited to: discussion, dialogue, debate, case studies, group projects, on-line interactions, simulation, games, flipped classroom, reflective journaling, lecture/discussion, role play, student presentation, video tape, and written assignments.

In order for students to reap these positive benefits of active learning, they have several responsibilities.

Students should:

1. Actively participate in classroom activities, such as discussions, case studies, games, role playing, debates, etc.
2. Work as a reliable team member on group projects and presentations.
3. Complete assigned readings prior to class time.
4. Complete assignments in a timely manner.
5. Review material each week.
6. Join a study group.
7. Meet with course faculty and nursing tutor as needed.

Civil Rights/Nondiscrimination Statement

Mercy College of Ohio is committed to a policy of nondiscrimination on the bases of race, color, national and ethnic origin, ancestry, sex, sexual orientation, gender identity, disability, age, marital status, military status, religion, pregnancy, genetic information, and any other legally-protected class in employment, admissions and educational programs, services and activities, in accord with applicable federal and state law. For more information on the College's Policies on Civil Rights/Nondiscrimination and Title IX, please visit: www.mercycollege.edu/compliance.

Title IX Statement

In accordance with the Education Amendments of 1972, 34 CFR Part 106, Mercy College of Ohio has designated a Title IX Coordinator and Deputy Title IX Coordinator (Youngstown location) to ensure compliance regarding sex/gender discrimination of any type. Discrimination on the basis of sex can include pregnancy and pregnancy-related conditions. Please direct questions/concerns to: Stacey Brown, Title IX Coordinator, 419-251-1710, Stacey.Brown@mercycollege.edu or Betsy Cardwell, Deputy Title IX Coordinator, 330-480-2170, Elizabeth.Cardwell@mercycollege.edu.

[For more information on the College's policies on Civil Rights/Non-Discrimination and Title IX, please visit www.mercycollege.edu/compliance.](http://www.mercycollege.edu/compliance)

Undergraduate Nursing Programs

Associate of Applied Science in Nursing

Pages 6–17

PHILOSOPHY OF THE ASSOCIATE NURSING PROGRAM

Mercy College of Ohio provides associate degree education based on the Catholic philosophy underlying the educational efforts of the Sisters of Mercy of the Americas:

Individual

Based on fundamental Catholic principles, sacredness of life and human dignity, the individual is viewed as a creature of God, composed of body and soul, endowed with intellect and free will from which stems a person's dignity and integrity as a unique individual. Each individual has the right to be treated with respect and dignity. The individual is a complex being who has unique values, beliefs, and life experiences that influence self-care behavior. Individuals have vast resources for self-directed behavior enabling them to make decisions, set goals, and take action to promote, maintain, and restore health.

Society

Society is a complex social system comprised of unique individuals, groups, families, and communities existing within a changing environment. The environment includes spiritual, physical, psychological, cultural, social, technological, economic, geographic, ecological, and political forces. Changes in society influence the values and expectations placed upon healthcare professionals and institutions. The needs and influences of society impact the delivery of nursing care and the continued development of nursing roles that promote the well-being of others.

The nursing program fulfills its community responsibility by developing an awareness of health needs and resources within the community. The program prepares graduates to establish a milieu of trust and to promote the fundamental rights and responsibilities of members of society within the evolving healthcare delivery systems. Faculty and students practice in multiple settings with individuals across the lifespan.

Health

Health is a dynamic state of bio-psycho-social-spiritual functioning of a person, family, group, or community, and is viewed on a continuum throughout the lifespan. All individuals have the right, as well as a responsibility, to maintain health based on their inherent capabilities, depth of knowledge, growth and development, environment, culture, perception of needs, and the accessibility to resources. The deliberative actions that individuals, families, groups, and communities take to maintain an optimal state of health are designated as self-care. When self-care actions are not sufficient to maintain health, a self-care deficit results necessitating nursing interventions.

Nursing

Nursing is a human service directed toward the achievement of self-care. As a human service, nursing involves acting with compassion and care to assist, guide, support, and provide a developmental environment and to teach individuals, families, and communities. The nurse and patient form a healthcare relationship. The patient presents deficits in self-care and the nurse identifies self-care demands based on a holistic assessment of the patient. The nurse, working within established legal, ethical, and professional standards, provides services designed to increase the self-care agency of individuals, families, and communities. The nurse uses nursing process as the methodology to provide these services.

Learning

Education is a life-long process through which learners develop knowledge, skills, and attitudes resulting in cognitive, affective, and psychomotor changes. Learning is a reciprocal process in which the learner and faculty are active and willing participants.

Faculty members facilitate and promote learning in an environment which fosters mutual trust, accountability, responsibility, self-expression, intellectual curiosity, critical thinking, and creativity. Faculty members recognize that learners enrich this environment by bringing to it a diversity of backgrounds, age, education, and life experiences. The success of the learner is dependent upon self-motivation, active participation, and goal-directed behavior in the planned curriculum experiences.

Associate Degree in Nursing Education

Associate degree nursing education, which occurs in institutions of higher learning, prepares the graduate with the values, knowledge, and skills needed to practice nursing with integrity and professional competence.

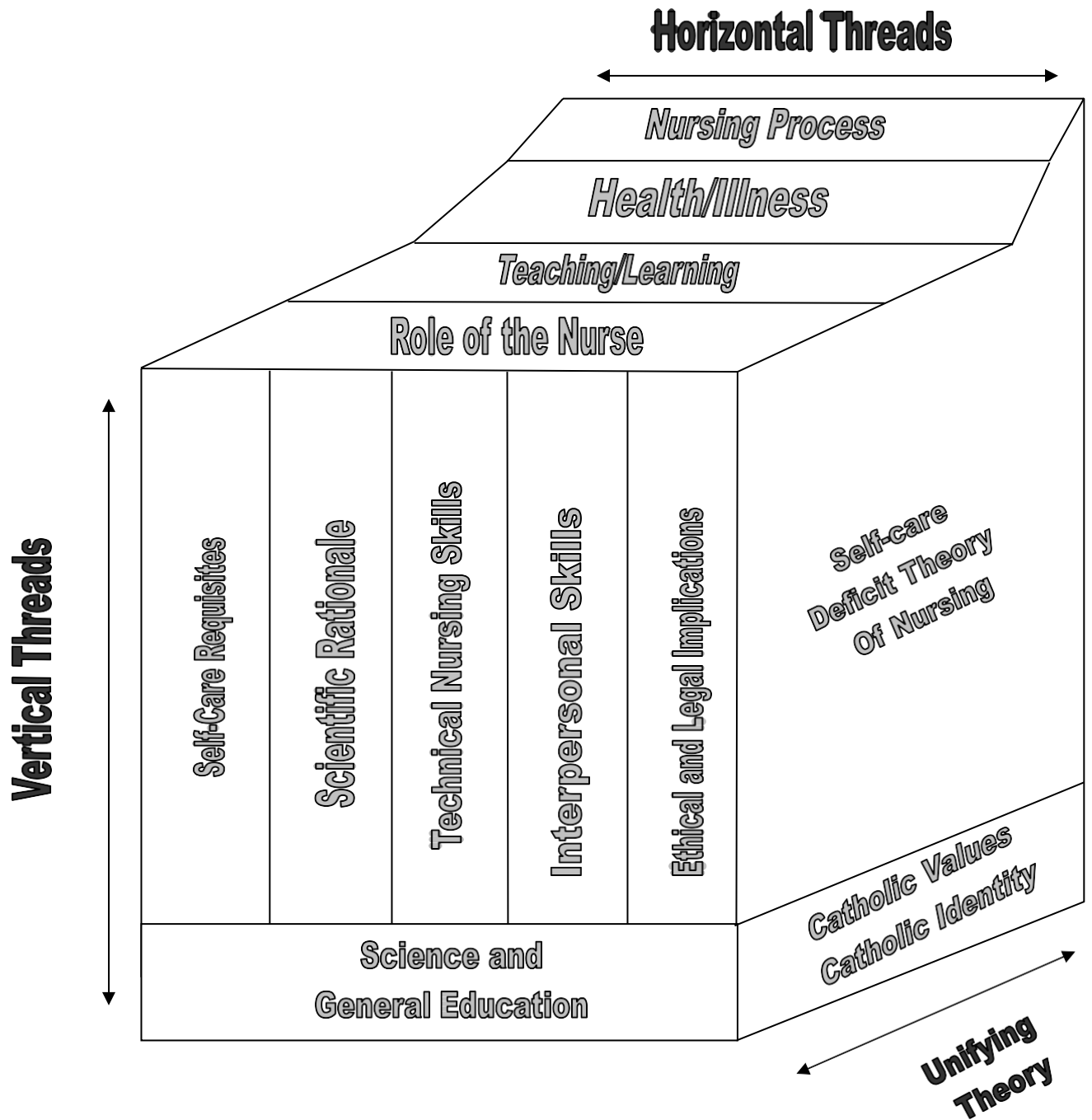
Associate degree nursing education, in conjunction with integration of knowledge from other disciplines, provides a broad theoretical base in nursing, related sciences, and general studies; knowledge of the role of the associate degree nurse; the ability to practice in multiple settings; and a foundation for advanced nursing study. An essential component of nursing education is the concurrent integration of theory into the clinical practice setting. The graduate is prepared to function as a manager of care in acute and long-term settings where policies and procedures are specified, and guidance is available.

As a member of the health team, this graduate is also able to collaborate with other nursing and health team members and to provide guidance to less skilled workers in the delivery of nursing care.

Professional Development

The faculty is committed to quality associate degree education through a curriculum that allows for flexibility, career mobility, and professional development. Responding to the diverse backgrounds and needs of the learner population, the curriculum provides a strong academic base for nursing practice as well as future career mobility. Educational mobility encourages life-long personal and professional development. The faculty is responsible for planning, implementing, and evaluating the nursing education program. Faculty must be academically prepared, proficient in practice, knowledgeable about student needs, and aware of changes in nursing practice, healthcare and nursing education. Faculty serves as role models, resource persons, and teachers in classroom and practicum settings.

AAS Program Organizational Framework Diagram



Narrative of Organizational Framework

The nursing faculty of Mercy College of Ohio has developed an organizational framework to provide direction to the nursing curriculum and to promote student learning in a systematic manner. The organizational framework illustrates the articulation between the horizontal and vertical curriculum concepts and Orem's Self-Care Deficit Theory, all of which are built upon a foundation of basic sciences and humanities.

Basis Foundation

The basic sciences and humanities aid the beginning practitioner in focusing more systematically on essential factors and variables as they relate to the bio-psycho-social dynamics of health/illness. This foundation allows for the expansion of the student's perspective to facilitate future learning in the nursing major.

Self-Care Deficit Theory

Orem's Self-Care Deficit Theory is interwoven throughout the curriculum. It provides a structure in which the complex vertical and horizontal curriculum concepts and the foundation of sciences and humanities are united to give meaning to this curriculum and the scope of nursing practice. The faculty accepts and utilizes the concepts of individual, health, nursing, and society as defined by Orem and the Mercy College of Ohio philosophy. The Self-Care Deficit Theory of nursing involves three major concepts: self-care agency, therapeutic self-care demand, and nurse agency.

Self-care agency is the ability of a person to perform self-care actions to maintain life, health, and well-being. Self-care is undertaken to meet three types of self-care requisites: universal, developmental, and health deviation. Universal self-care requisites are common to all human beings and are associated with the preservation of human structure and functioning. Developmental self-care requisites are associated with developmental processes and events occurring during the life cycle. Health deviation self-care requisites are associated with pathology, related effects, and medical treatment. The patient presents with deficits in self-care and the nurse identifies therapeutic self-care demands based on a holistic assessment of the patient. The nurse and patient form a healthcare relationship at this point.

Orem describes the ability to nurse as nurse agency. Nurse agency involves specialized abilities that enable the nurse to provide care that compensates for, or aids in overcoming, the health-related self-care deficits of others. Specific nursing actions include assisting, guiding, supporting, providing a developmental environment, and teaching individuals, families, and groups.

Nursing systems may be wholly compensatory, partially compensatory, or supportive-educative in nature. The system required in each situation varies according to the level of the patient's self-care agency.

According to Orem, nursing process is the methodology of practice used to support and promote self-care. Orem's Self-Care Deficit Theory unifies the curriculum, systematizes the educational experience of the student, and provides the student and the graduate with a framework for practice.

Horizontal Curriculum Concepts

The horizontal concepts are those woven throughout the curriculum and strengthened through repeated exposure. They are taught early in the nursing program in their entirety. The horizontal concepts are identified as follows: nursing process, health/illness, teaching/learning, and the role of the nurse.

The components of the Nursing Process include assessment, analysis, planning, implementation, and evaluation. The nursing process is strengthened and refined by continuous and repeated application in various settings and with various populations. The nursing process is the means by which theory is applied to practice through decision-making and the formation of clinical judgment.

Health/Illness is viewed on a continuum. Studies focus on the concepts of wellness and bio-psycho-social-spiritual functioning necessary to maintain health. Further study builds on this content and demonstrates the progression of the individual along the continuum.

Teaching/Learning content focuses on the process by which teaching/learning occurs. The student has multiple opportunities to enhance skills throughout the nursing program. The student is expected to focus on teaching principles related to patient/family learning. The student is given opportunities throughout the curriculum to apply these basic skills to more complex situations and diverse populations within acute and long-term care settings.

The graduate of the Associate Degree program is expected to function in a variety of Roles. A role is the set behaviors, feelings, and attitudes expected of a person in a particular position within society. According to educational outcomes, as stated by the National League for Nursing, the three basic roles to an associate degree nurse are: provider of care, manager of care, and member within the discipline of nursing. The roles are defined early in the curriculum with elaboration of each role occurring during succeeding courses.

Vertical Curriculum Concept

The vertical concepts, sequential and progressive in nature, increase in depth throughout the curriculum. The nursing faculty of Mercy College of Ohio has identified the following as vertical concepts: Self-Care Requisites, Technical Nursing Skills, Scientific Rationale, Interpersonal Relationships, and Ethical and Legal Implications.

The Self-Care Requisites basic to Orem's Self-Care Deficit theory provide structure for the curriculum. The nursing courses are designed to focus on the self-care requisites. Initially, basic nursing skills are practiced in the Skills Laboratory and the clinical setting. Each semester, the student is exposed to additional Technical Nursing Skills that increase in complexity. Opportunities are provided to practice these skills in both acute and long-term care settings.

Scientific Rationale specific to human structure and functioning is introduced early in the curriculum. The student is expected to incorporate knowledge from the basic sciences and other disciplines, in order to form sound rationale for nursing practice. As the student progresses through the curriculum, correlation and application of scientific principles becomes more elaborate, allowing for sound decision making for nursing care.

Interpersonal Relationships occur within social systems which exist to fulfill human requisites. Development of a collaborative nurse-patient relationship is essential to nursing. Initial nursing courses emphasize nurse-patient interaction, working with colleagues, and basic communication. Succeeding courses focus on nurse interaction with individuals, families, groups of patients, and the healthcare team in acute and long-term care settings.

Students are taught nursing standards of care, which provide ethical and legal guidelines for effective nursing practice. Faculty members assist the student in developing an appreciation for the relevance of the Ethical and Legal Implications in individual situations.

Learning activities stimulate problem solving, facilitate behavioral changes, and result in the acquisition of associate degree nursing competencies. The faculty members assist the learner to develop increased responsibility for his/her own learning as a student and to incorporate a commitment to life-long learning.

The development of personal goals and professional values are facilitated through self-direction by the learner. The faculty supports the belief that continued personal and professional growth is necessary for self-development within nursing.

Instructional Delivery Methods

As defined in the College Catalog under the heading “Types of Course Delivery Methods,” the following instructional delivery methods may be implemented, as determined by course faculty, to reach course objectives for course requirements including, but not limited to, clinical, laboratory, practicum, and other course requirements: Face to Face, Web-Enhanced (also web-facilitated), Blended (also hybrid), Online, and/or Accelerated.

TRACKING OF THE AAS NURSING PROGRAM PHILOSOPHY, MISSION, AND OUTCOMES TO COLLEGE MISSION/VISION/VALUES

College Mission	College Vision/Values	Nursing Program Philosophy	Student Learning Outcomes	Level One Outcomes
<p>Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.</p>	<p>Vision: We will be the leader in educating individuals committed to intellectual inquiry, social engagement, and lifelong learning.</p> <p>Who we are: Mercy College of Ohio is a Catholic, undergraduate institution of higher education founded by the Sisters of Mercy and sponsored by Mercy. Our focus is to provide healthcare and health science related programs, continuing professional education programs, and other community services. We value and provide the integration of general and professional studies as the basis for successful career preparation. Excellence in the teaching and learning experience is rooted in the correlation of theory and practice.</p> <p>Our values: Compassion, Human Dignity, Excellence, Service, Sacredness of Life, Justice.</p>	<p>Respect for each individual.</p> <p>Changes in society influence the values/expectations placed on Healthcare Professionals and institutions.</p> <p>Establish a milieu of trust and to promote the fundamental rights and responsibilities of each person within the evolving healthcare delivery systems.</p> <p>The nurse works within established legal, ethical, and professional standards to provide service.</p> <p>Mission: The mission of the associate degree nursing program and the nursing division is to prepare quality graduates for entry level nursing positions in a variety of healthcare settings and advance nursing practice through the development and application of critical thinking, clinical judgment, and scholarship.</p>	<p>Practice Catholic values within the ethical, legal, and professional standards of nursing practice.</p> <p>Demonstrate accountability and professional behavior in entry level associate degree nursing practice.</p>	<p>Demonstrate awareness of the importance of Catholic values and ethical, legal, and professional standards in the practice of nursing.</p> <p>Practice professional behavior and accountability as applied to the roles of the associate degree nurse: manager of care, provider of care, and member within the discipline of nursing.</p>

College Mission	College Vision/Values	Nursing Program Philosophy	Student Learning Outcomes	Level One Outcomes
<p>Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.</p>	<p>We value and provide the integration of general and professional studies as the basis for successful career preparation.</p>	<p>Nursing is a human service directed toward the achievement of self-care.</p> <p>The nurse assumes responsibility for self- development and demonstrates knowledge of trends, issues, and research in healthcare.</p> <p>Responding to the diverse backgrounds and needs of the learner population, the curriculum provides a base for nursing practice, as well as future career mobility.</p>	<p>Integrate knowledge of the humanities, sciences, and nursing research to provide rationale for nursing practice.</p> <p>Using the concepts of the self-care deficit theory of nursing, formulate plans of care for patients across the life span.</p>	<p>Use knowledge from the sciences, humanities, and nursing research to provide rationale for basic nursing practice.</p> <p>Apply concepts of the self-care theory in the practice of nursing with patients across the life span.</p>

College Mission	College Vision	Nursing Program Philosophy	Student Learning Outcomes	Level One Outcomes
Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.	<p>Excellence in teaching and learning experience is rooted in the correlation of theory and practice.</p> <p>Our focus is to provide healthcare and health science related programs, continuing professional education programs, and other community services.</p>	<p>Education is a continuous process.</p> <p>Faculty facilitates teaching/learning process within an environment that promotes mutual trust, critical thinking, and self-development.</p> <p>Faculty is committed to quality AD education through a curriculum which allows flexibility, career mobility and professional development.</p> <p>The nurse uses the nursing process as the methodology to provide nursing services.</p>	<p>Integrate health-illness concepts in the provision of care.</p> <p>Apply the nursing process in assisting the patient to meet self-care requisites.</p> <p>Synthesize concepts of the teaching/learning process in the delivery of care.</p> <p>Demonstrate the consistent performance of safe, effective nursing skills in entry level associate degree nursing practice.</p>	<p>Apply health-illness concepts in nursing situations.</p> <p>Use the nursing process with selected patients in acute and long-term settings.</p> <p>Use the concepts of the teaching learning process.</p> <p>Demonstrate the performance of safe, effective nursing skills in the care of patients across the life span.</p>
College Mission	College Vision	Nursing Program Philosophy	Student Learning Outcomes	Level One Outcomes
Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.	The college seeks to educate and inspires students to lead and to serve in the global community.	As a member of the healthcare team, the AD graduate is able to collaborate with other nursing and health team members.	Demonstrate interpersonal skills throughout nursing practice.	Employ components of effective communication skills.

Program Student Learning Outcomes	Level One Outcomes
<ol style="list-style-type: none"> 1. Apply the nursing process in assisting the patient to meet self-care requisites. 2. Integrate health-illness concepts in the provision of care. 3. Synthesize concepts of the teaching/learning process in the delivery of care. 4. Demonstrate accountability and professional behavior in entry-level associate degree nursing practice. 5. Using the concepts of the self-care deficit theory of nursing, formulate plans of care for patients across the life span. 6. Integrate knowledge of the humanities, sciences, and nursing research to provide rationale for nursing practice. 7. Demonstrate the consistent performance safe, effective nursing skills in entry-level associate degree nursing practice. 8. Demonstrate interpersonal skills throughout nursing practice. 9. Practice Catholic values within the ethical, legal, and professional standards of nursing practice. 	<ol style="list-style-type: none"> 1. Use the nursing process with selected patients in acute and long-term settings. 2. Apply health-illness concepts in nursing situations. 3. Use the concepts of the teaching learning process. 4. Practice professional behavior and accountability as applied to the roles of the associate degree nurse: manager of care, provider of care, and member within the discipline of nursing. 5. Apply concepts of the self-care theory in the practice of nursing with patients across the life span. 6. Use knowledge from the sciences, humanities, and nursing research to provide rationale for basic nursing practice. 7. Demonstrate the performance of safe, effective nursing skills in the care of patients across the life span. 8. Employ components of effective communication skills. 9. Demonstrate awareness of the importance of Catholic values and ethical, legal, and professional standards in the practice of nursing.

MERCY COLLEGE OF OHIO

AAS SKILLS LABORATORY MAPPING

<p><u>NURSING 110</u></p> <p>Healthcare Products</p> <p>Basic Hygiene</p> <ul style="list-style-type: none"> Bath: shaving, tepid sponge bath, sitz bath Bed making: underpads (chux) Bed positions Skin care, Nail & Foot care Oral/Denture care: conscious & unconscious Yankauer oral suction tube Back rubs Urinary catheter/Perineal care Urinary Catheterization: Male & Female <p>Standard Precautions</p> <ul style="list-style-type: none"> Handwashing Sterile technique <p>Wound Care: assessment, dressings</p> <ul style="list-style-type: none"> Gowns/Masks Disposal <p>Air/Food/Water</p> <ul style="list-style-type: none"> Feeding Body weight: bed scales, standing scale EPC/SCD's cuffs Anti- embolism hose Oxygen: flow meters, cannula, masks, ambu Incentive Spirometer/Cough & Deep Breathe Pulse Oximeter Specimen Collection: sputum Air Mattress/Acrylon pads <p>Elimination</p> <ul style="list-style-type: none"> Intake & Output Bed pan/Urinal/Foleys/Speci hats Specimen collection: urine, stool (hemocult) Urinary catheter/Urimeter/Condom Catheter/Leg bag Enemas: large volume, small volume Elimination: history and assessment <p>Safety/Activity/Rest</p> <ul style="list-style-type: none"> Bed Mechanics Restraints/Protective devices: soft, mitts, vest Transfer activities & Techniques/Devices: slipp slide, hoyer (lifts), stretcher, wheelchair Mobility aides: canes, walkers, crutches Positioning/Turning: traction, abductor pillow Range of Motion (ROM) Bedcradles <p>Physical Observation/Changes</p> <ul style="list-style-type: none"> Vital Signs with Pulse ox, Pain Assessment <p>Physical Assessment</p> <ul style="list-style-type: none"> Nursing History Head to toe assessment <p>Drugs & Solutions</p> <ul style="list-style-type: none"> Calculations/Conversions Testing: Po (oral), Parenteral, IV <p>Clinical Lab Simulation</p>	<p><u>NURSING 112</u></p> <p>Medication Administration: PO, IM, SQ, ID, insulin, heparin, D&S, injection sites</p> <p>Peri -op (Pre & Post)</p> <p>Discharge Planning</p> <p>Casts: assessment & care of</p> <p>Traction: assessment & care of, types</p> <p>Principles of Venipuncture: IV starts</p> <p>IV therapy: assessment, site care, Saline locks, Cont infusions, IVP, IVPB, tubing changes, Infusion Pumps</p> <p>IV calculations</p> <p>Clinical Lab Simulation</p> <p><u>NURSING 122</u></p> <p>Tubes: NG/GT/FT etc., assessment care of</p> <p>Insertion, Enteral Feedings</p> <p>Oropharyngeal Suction: airways</p> <p>Stoma Therapy: assessment, care of, equipment, products, pouching, colostomy irrigation</p> <p>Fecal Management Systems</p> <p>PCA/Pain Management pumps</p> <p>Breast & Testicular assessments</p> <p>Physical Assessment: History & Head to Toe (GI/GU)</p> <p>Virtual IV (VIV)</p> <p>Clinical Lab Simulation</p> <p><u>NURSING 123</u></p> <p>Clinical Lab Simulation</p> <p><u>NURSING 232</u></p> <p>Cardiac Monitoring: EKG interpretation (normal)</p> <p>Central Lines/PICCs: assessment, site care, blood draws, dressing changes</p> <p>Advanced Resp/Cardiac/Peripheral Vascular Assessments</p> <p>Drugs & Solutions: advanced calculations- drips (Heparin, Aminophylline, Dopamine, Nitro)</p> <p>Clinical Lab Simulation</p> <p><u>NURSING 233</u></p> <p>Newborn assessment</p> <p>Post-Partum assessment</p> <p>Pediatric physical assessment</p> <p>Pediatric calculations: safe dose, conversions</p> <p><u>NURSING 239</u></p> <p>Tracheostomy: assessment, care of</p> <p>Tracheal/Endo-tracheal/Naso-tracheal/Nasopharyngeal Suctioning</p> <p>Cardiac Monitoring: EKG interpretation (VT, VF)</p> <p>Drugs & Solutions: advanced calculations- drips Example: (Heparin, Dopamine, Nitro)</p> <p>Clinical Lab Simulation</p>
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Bachelor of Science in Nursing

Pages 18–28

PHILOSOPHY OF THE BSN NURSING PROGRAM

The faculty of the Division of Nursing believes that the education of professional nurses must include the concepts around which nursing knowledge is structured: the individual, society, health, and nursing. The philosophy also includes the faculty beliefs about learning, baccalaureate nursing education, and professional development. The philosophy of the Division of Nursing is congruent with the philosophy of Mercy College of Ohio. The faculty holds the following beliefs:

Individual

Based on fundamental Catholic principles, sacredness of life and human dignity, the individual is viewed as a creature of God, composed of body and soul, endowed with intellect and free will from which stems a person's integrity as a unique individual. The individual is a complex being who has unique values, knowledge, beliefs, and life experiences that influence their diverse healthcare needs.

Society

Society is an ever-changing, complex social system comprised of unique individuals, families, groups, communities, and populations. The environment includes spiritual, physical, psychological, cultural, social, technological, economic, geographic, ecological, and political forces. Changes in society, including an aging population, diverse family and community structures, increasing global interdependence, and economic and political changes, influence the values and expectations placed upon healthcare professionals and institutions. The needs and influences of society impact the delivery of nursing care and the continued development of nursing roles that promote the well-being of others. The nursing program fulfills its responsibility to society by caring for the health needs of the diverse patient population. Faculty and students practice in multiple settings with patients across the lifespan.

Health

Health is a dynamic state of bio-psycho-social-spiritual function of a person, family, group, or community, and is viewed on a continuum throughout the lifespan. All individuals have the right, as well as a responsibility, to maintain health based on their inherent capabilities, depth of knowledge, growth and development, environment, culture, perception of needs, and the accessibility to resources.

Learning

Education is a life-long process through which learners develop knowledge, skills, and attitudes resulting in cognitive, affective, and psychomotor changes. Learning is a collaborative process in which the learner and faculty are active participants. Faculty members facilitate and promote learning in an environment, which fosters mutual trust, accountability, responsibility, self-expression, intellectual curiosity, critical thinking, and creativity. Faculty members recognize that learners enrich this environment by bringing to it a diversity of backgrounds, age, education, and life experiences. The success of the learner is dependent upon self-motivation, active participation, and goal directed behavior in the planned curriculum experiences.

Nursing

The professional nurse assumes the roles of provider of care, manager of care, and a member of the profession of nursing.

Baccalaureate-prepared nurses provide patient-centered care that identifies, respects, and addresses patients' differences, values, preferences, knowledge, and expressed needs.

The professional nurse provides direct care across all environments, including health promotion and risk reduction leading to clinical prevention; plus, provides population-based healthcare. Professional nurses also design and implement measures to modify risk factors and promote healthy lifestyles in increasing complex healthcare environments.

As a designer, coordinator, and manager of care, the professional nurse is an active participant in the inter-professional team yet can also delegate, supervise, and evaluate care of patients. Nurses are accountable for their professional practice as well as the outcomes of their own and delegated nursing care.

As a member of the profession of nursing, the nurse can advocate for the patient and the profession of nursing. The profession of nursing requires therapeutic use of self, critical thinking, problem solving, psychomotor skills, management of information, effective communication, and collaboration of skills.

Baccalaureate Degree Nursing Education

Baccalaureate degree nursing education is provided within institutions of higher learning and prepares graduates with the knowledge, skills, and values needed to practice nursing with competence, compassion, and integrity. Baccalaureate nursing is dependent on understanding and integrating general education, liberal arts, biological sciences, social sciences, and the interrelationship among theory, practice, and research.

Baccalaureate nurses are prepared as nurse generalists to function as providers, designers, and managers of patient care across the healthcare continuum. They are responsible for delegation, prioritization and oversight of care, and for interdisciplinary care collaboration.

Professional Development

Changes in healthcare and the role of baccalaureate nurse generalists mandates that graduates are prepared for flexibility and career mobility. Their nursing education must provide the basis for self-evaluation of practice, both formal and informal. Furthermore, the nursing program must instill professionalism and professional values, the appreciation for life-long personal and professional development, and the integration of evidence-based practice.

BSN CONCEPTUAL FRAMEWORK



Description of BSN Conceptual Framework

The organizational framework of the baccalaureate nursing curriculum, based on *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008), reflects the mission and philosophy of the Division of Nursing. It provides direction encompassing the multi-faceted concepts, theories, skills, and values which are essential to professional practice.

Liberal Education

Liberal Education, including the sciences and the arts, provides a solid foundation for the practice and education of professional nurses, social responsibility and knowledge of human cultures, and spiritual beliefs. Liberal education provides the baccalaureate graduate with the ability to integrate knowledge, clinical reasoning skills, and values to provide humanistic, safe, quality care to patients, families, and communities.

Leadership

Basic nursing leadership is the ability to guide and direct nursing practice within an ever-changing healthcare system. Leadership skills for baccalaureate graduates include continuous quality improvement, delegation, conflict resolution, and evaluation of nursing practice outcomes. The baccalaureate nurse values leadership to ensure patient safety and provide high quality healthcare.

Evidence Based Practice

Evidence Based Practice (EBP) translates new evidence into standards of nursing practice to improve patient centered care. Baccalaureate graduates use EBP models as a process for evaluating and applying scientific evidence to nursing practice issues. Recognizing that dissemination of scholarly practice is crucial, baccalaureate graduates share evidence of best practices with the inter-professional team.

Information Technology

Information Technology incorporates traditional and developing methods of discovering, retrieving, and using information in nursing practice. It includes the concepts of communication skills, use of research, informatics, and the use of simulation to assist the professional nurse in positively affecting care outcomes. Information and communication technologies are used to document and evaluate patient care using electronic health records, provide patient education, and enhance the accessibility of care.

Healthcare Policy

The professional nurse applies knowledge of policy, finance, and regulatory environments in healthcare. This includes the concepts regarding Ohio Board of Nursing practices; state and national healthcare issues; political activism through maintaining an active role in nursing organizations, such as the National Student Nurse Association. These concepts include a focus on being an advocate for change and also financial implications regarding healthcare.

Communication

The professional nurse will be able to use both intra and inter-professional communication to collaborate with peers and professionals in other disciplines to provide safe, ethical, evidence-based care. This consists of conflict management, referral processes, participatory decision making, relationship building, professional role boundaries, and concepts of team management / cooperative learning.

Population Health

The nurse generalist practices in a variety of settings, applies knowledge of all aspects of health , assists individuals, families, and population focus to optimal wellness (restoration), to preserve current health status (maintenance), and encourage high level wellness (promotion). The goal is to maximize the quality of life and maintain an optimal level of functioning in health and illness, including end of life. Application of knowledge of healthcare systems, disease prevention, illness management, and risk reduction is essential in the practice of professional nursing to achieve quality healthcare outcomes.

Professionalism and Professional Values

Professionalism incorporates the core values of compassion, human dignity, excellence, sacredness of life, service, and justice which are fundamental to the practice of nursing. The American Association of Colleges of Nursing (AACN, 2008) further defined professionalism “as the consistent demonstration of core values evidenced by nurses working with other professionals to achieve optimal health and wellness outcomes in patients, families, and communities” (p.26). Skills that are essential to the role of the nurse are development of communication, collaboration, negotiation, delegation, coordination, evaluation of interdisciplinary work, and application of evidence-based knowledge.

BSN Generalist

The BSN generalist will incorporate the integration of knowledge and skills critical to nursing practice. The BSN generalist will function as the human link between patient and the complex healthcare environment. Baccalaureate-educated nurses are prepared to care for patients across the lifespan. The increasing globalization of healthcare requires that professional nurses be prepared to practice in a multicultural environment and possess the skills needed to provide culturally competent care. Baccalaureate graduates are expected to focus on lifelong learning.

Instructional Delivery Methods

As defined in the College Catalog under the heading “Types of Course Delivery Methods,” the following instructional delivery methods may be implemented, as determined by course faculty, to reach course objectives for course requirements including, but not limited to, clinical, laboratory, practicum, and other course requirements: Face to Face, Web-Enhanced (also Web-Facilitated), Blended (also Hybrid), Online, and/or Accelerated.

TRACKING OF THE BSN NURSING PROGRAM PHILOSOPHY, GOALS, AND OUTCOMES TO MERCY COLLEGE OF OHIO MISSION, VISION, AND VALUES

College Mission	College Purpose and Institutional Learning Outcomes	Nursing Program Philosophy	Nursing Program Goals	Program Student Learning Outcomes 400 Level	Program Student Learning Outcomes 300 Level	Program Student Learning Outcomes 200 Level
Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.	<p>Vision: To be a leader in educating individuals committed to intellectual inquiry, social engagement, and lifelong learning.</p> <p>Who we are: Mercy College of Ohio is a Catholic institution of higher education founded by the Sisters of Mercy and Sisters of Charity of Montreal and is an affiliate of Mercy Health. Our focus is to provide healthcare and health science related programs.</p> <p>ILO 4: Are proficient with <u>ethical reasoning</u>, using the lens of the Mercy College Values as part of one's everyday decision-making process.</p>	<p>Based on fundamental Catholic principles, the individual is a creation of God, composed of body and soul, endowed with intellect and free will. Inherent in this is a person's dignity and integrity as well as unique values, beliefs, and life experiences.</p> <p>As a caring service, nursing involves acting with compassion within established legal, ethical, and professional standards.</p>	Foster Catholic values of compassion, excellence, human dignity, justice, sacredness of life, and service in the role of the nurse.	Apply principles of legal, ethical, and economic policy related to influencing healthcare delivery and practice.	Select which principles of legal, ethical, and economic policy influence healthcare delivery and practice.	Define legal, ethical, and economic policy principles that influence healthcare delivery and practice.

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Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.	<p>Our values: Compassion, Human Dignity, Excellence, Service, Sacredness of Life, Justice.</p> <p>The College is committed to providing all students with a high-quality education that prepares them for their respective careers.</p> <p>The faculty and staff of the College seek to inspire students to a commitment of lifetime learning and social responsibility in the spirit of the Mercy heritage and values.</p> <p>ILO 4: Are proficient with <u>ethical reasoning</u>, using the lens of the Mercy College Values as part of one's everyday decision-making process.</p> <p>ILO 6: Are committed to <u>lifelong learning</u>, exhibiting responsibility for the future of one's own educational experience.</p>	<p>Learning is a life-long process.</p> <p>Faculty believe that integrated liberal education provides a solid foundation for the development of clinical judgment skills required for the practice of nursing. Faculty guidance is necessary to assist the student to bridge general education concepts and nursing practice.</p> <p>Appropriate integration and application of knowledge from a wide array of fields and disciplines enhances the practice of nursing.</p> <p>Learning is a reciprocal process in which the learner and faculty are active participants.</p> <p>The success of the learner is dependent upon self-motivation, active participation, and goal directed behavior in the planned curriculum experiences.</p>	<p>Facilitate integration of general education within the framework of professional nursing education.</p> <p>Prepare graduates for nursing positions in a variety of healthcare settings with diverse populations.</p> <p>Foster self-direction in the pursuit of life-long learning.</p> <p>Attract and retain a diverse high-quality student population and scholarly faculty with a broad base of expertise.</p>	<p>Demonstrate knowledge of liberal education (arts and sciences) in making clinical judgments for diverse populations with complex health problems.</p> <p>Incorporate professional behavior, the commitment to lifelong learning, and professional values, including legal and ethical aspects, into the practice of nursing.</p>	<p>Translate knowledge of liberal education (arts and sciences) in making clinical judgments for diverse populations with complex health problems.</p> <p>Demonstrate professional behavior, a commitment to lifelong learning, and professional values, including legal and ethical aspects, into the practice of nursing.</p>	<p>Recognize knowledge of liberal education (arts and sciences) in making clinical judgments for diverse populations with complex health problems.</p> <p>Recognize professional behavior, the commitment to lifelong learning, and professional values, including legal and ethical aspects, into the practice of nursing.</p>

College Mission	College Purpose and Institutional Learning Outcomes	Nursing Program Philosophy	Nursing Program Goals	Program Student Learning Outcomes 400 Level	Program Student Learning Outcomes 300 Level	Program Student Learning Outcomes 200 Level
Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.	<p>Excellence: Pursuing distinction in our professional and personal lives through quality academics and intellectual inquiry.</p> <p>ILO 2: Are committed to <u>intellectual inquiry</u>, able to identify, evaluate, and propose solutions to problems in creative ways.</p>	<p>Holistic nursing practice is further defined through application of research and essential concepts of nursing theory.</p> <p>Nursing includes therapeutic use of self, critical thinking, problem solving, psychomotor skills, management skills, management of information, effective communication, and collaboration skills.</p> <p>Baccalaureate nurses are prepared as nurse generalists to function as providers, designers, and managers of patient care across the healthcare continuum. They are responsible for delegation, prioritization, and oversight of care, and for interdisciplinary care collaboration.</p>	<p>Promote excellence in professional nursing education.</p> <p>Advance nursing practice through the development and application of critical thinking, clinical judgment, and scholarship.</p>	<p>Demonstrate ability to participate in basic nursing research by sharing evidence-based nursing practices with the inter-professional healthcare team.</p> <p>Demonstrate leadership skills, quality improvement, and patient safety in caring for populations with complex health problems.</p> <p>Provide therapeutic nursing interventions that assist populations, communities, groups, and individuals across the life span whose lives are affected by illness, distress, disease, disability, or death.</p>	<p>Express ability to participate in basic nursing research by sharing evidence-based nursing practices with the inter-professional healthcare team.</p> <p>Discuss leadership skills, quality improvement, and patient safety in caring for populations with complex health problems.</p> <p>Demonstrate therapeutic nursing interventions that assist populations, communities, groups, and individuals across the life span whose lives are affected by illness, distress, disease, disability, or death.</p>	<p>Recognize ability to participate in basic nursing research by sharing evidence-based nursing practices with the inter-professional healthcare team.</p> <p>Recognize leadership skills, quality improvement, and patient safety in caring for populations with complex health problems.</p> <p>Identify therapeutic nursing interventions that assist populations, communities, groups, and individuals across the life span whose lives are affected by illness, distress, disease, disability, or death.</p>

	ILO 3: Are <u>effective communicators</u> , able to write, speak, and listen as a professional.	The profession of nursing requires therapeutic use of self, critical thinking, problem solving, psychomotor skills, management of information, effective communication, and collaboration of skills.		Effectively communicate and collaborate with interdisciplinary professionals to deliver evidence-based patient-centered care.	Identify how collaboration with interdisciplinary professionals is necessary to deliver evidence-based patient centered care.	Recognize that collaboration with interdisciplinary professionals is necessary to deliver evidence-based patient-centered care.
College Mission	College Purpose and Institutional Learning Outcomes	Nursing Program Philosophy	Nursing Program Goals	Program Student Learning Outcomes 400 Level	Program Student Learning Outcomes 300 Level	Program Student Learning Outcomes 200 Level
Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.	<p>ILO 5: Are <u>professionally competent</u>, displaying the capacity to successfully join the workforce in one's desired course/program of study upon graduating.</p> <p>ILO 1: Are committed to <u>social engagement</u>, by demonstrating an understanding of servant leadership that improves the community & broader society.</p>	<p>As a member of the profession of nursing, the nurse can advocate for the patient and the profession of nursing. The profession of nursing requires therapeutic use of self, critical thinking, problem solving, psychomotor skills, management of information, effective communication, and collaboration of skills.</p> <p>The professional nurse assumes the roles of provider of care, manager of care, and a member of the profession of nursing. Baccalaureate-prepared nurses provide patient-centered care that identifies, respects, and addresses patients' differences, values, preferences, knowledge, and expressed needs.</p>	<p>Advance nursing practice through the development and application of critical thinking, clinical judgment, and scholarship.</p> <p>Prepare graduates for nursing positions in a variety of healthcare settings with diverse populations.</p>	<p>Employ knowledge and skills of information management in patient care technology.</p> <p>Integrate holistic care to a diverse population in a variety of healthcare settings.</p>	<p>Demonstrate knowledge and skills used in information management in patient care technology.</p> <p>Apply holistic care to a diverse population in a variety of healthcare settings.</p>	<p>Indicate understanding of basic knowledge related to information management in patient care technology.</p> <p>Recognize the concept of holistic care to a diverse population in a variety of healthcare settings.</p>

**TRACKING OF THE BSN NURSING PROGRAM PHILOSOPHY, AND LEARNING OUTCOMES
TO MERCY COLLEGE OF OHIO MISSION, VISION, AND VALUES FOR NEW CURRICULUM STARTING SPRING 2021**

College Mission	College Purpose and Institutional Learning Outcomes	Nursing Program Philosophy	Program Student Outcomes	Program Student Learning Outcomes 400 Level	Program Student Learning Outcomes 300 Level	Program Student Learning Outcomes 200 Level
Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.	<p>Vision: To be a leader in educating individuals committed to intellectual inquiry, social engagement, and lifelong learning.</p> <p>Who we are: Mercy College of Ohio is a Catholic institution of higher education founded by the Sisters of Mercy and Sisters of Charity of Montreal and is an affiliate of Mercy Health. Our focus is to provide healthcare and health science related programs.</p> <p>ILO 4: Are proficient with <u>ethical reasoning</u>, using the lens of the Mercy College Values as part of one's everyday decision-making process.</p>	<p>Based on fundamental Catholic principles, the individual is a creation of God, composed of body and soul, endowed with intellect and free will. Inherent in this is a person's dignity and integrity as well as unique values, beliefs, and life experiences.</p> <p>As a caring service, nursing involves acting with compassion within established legal, ethical, and professional standards.</p>	Provide health promotion and disease prevention interventions to improve population health outcomes.	<p>Apply health promotion and disease prevention strategies to improve the health of individuals and families with psychological and physical alterations.</p> <p>Apply health promotion and disease prevention strategies to improve the health of individuals and families with complex health needs.</p> <p>Provide health promotion and disease prevention interventions to improve the health of communities and populations in the complex healthcare system.</p>	<p>Discuss health promotion and disease prevention strategies to improve health across healthcare contexts.</p> <p>Describe the relationship between care of individuals and care of communities and populations.</p> <p>Describe the three levels of prevention and their role in health promotion and disease prevention.</p> <p>Apply health promotion and disease prevention strategies to improve the health of individuals and families.</p>	Identify the role of the nurse in health promotion and disease prevention.

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Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.	<p>Our values: Compassion, Human Dignity, Excellence, Service, Sacredness of Life, Justice.</p> <p>The College is committed to providing all students with a high-quality education that prepares them for their respective careers.</p> <p>The faculty and staff of the College seek to inspire students to a commitment of lifetime learning and social responsibility in the spirit of the Mercy heritage and values.</p> <p>ILO 6: Are committed to <u>lifelong learning</u>, exhibiting responsibility for the future of one's own educational experience.</p>	<p>Learning is a life-long process.</p> <p>Faculty believe that integrated liberal education provides a solid foundation for the development of clinical judgment skills required for the practice of nursing. Faculty guidance is necessary to assist the student to bridge general education concepts and nursing practice.</p> <p>Appropriate integration and application of knowledge from a wide array of fields and disciplines enhances the practice of nursing.</p> <p>Learning is a reciprocal process in which the learner and faculty are active participants.</p> <p>The success of the learner is dependent upon self-motivation, active participation, and goal directed behavior in the planned curriculum experiences.</p>	Demonstrate leadership strategies within the complex healthcare system to recognize and influence health policies and laws.	<p>Discuss leadership strategies to improve health of communities and populations within the complex healthcare system.</p> <p>Incorporate health policies and laws in planning care for communities and populations.</p> <p>Demonstrate leadership strategies to improve healthcare systems.</p> <p>Evaluate the influence of health policies and laws on health and health care for communities and populations with complex health needs.</p> <p>Analyze the efficacy of various leadership styles.</p> <p>Analyze health policies and laws that impact the health and health care of individuals and families.</p>	<p>Examine the influence of selected health policies and laws on the health and health care of individuals and families.</p> <p>Discuss the influence of selected health policies and laws on health promotion and disease prevention of individuals and families.</p> <p>Discuss the role of the nurse as a leader in promoting effective care across healthcare contexts.</p> <p>Describe various healthcare contexts and models of care within the complex healthcare system.</p> <p>Describe the influence of health policies and laws across a variety of healthcare contexts.</p>	<p>Identify health policies and laws related to pharmacological therapy.</p> <p>Discuss health policies and laws that influence nursing care in the complex healthcare system.</p>

College Mission	College Purpose and Institutional Learning Outcomes	Nursing Program Philosophy	Program Student Outcomes	Program Student Learning Outcomes 400 Level	Program Student Learning Outcomes 300 Level	Program Student Learning Outcomes 200 Level
Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.	<p>Excellence: Pursuing distinction in our professional and personal lives through quality academics and intellectual inquiry.</p> <p>ILO 2: Are committed to <u>intellectual inquiry</u>, able to identify, evaluate, and propose solutions to problems in creative ways.</p>	<p>Holistic nursing practice is further defined through application of research and essential concepts of nursing theory.</p> <p>Nursing includes therapeutic use of self, critical thinking, problem solving, psychomotor skills, management skills, management of information, effective communication, and collaboration skills.</p> <p>Baccalaureate nurses are prepared as nurse generalists to function as providers, designers, and managers of patient care across the healthcare continuum. They are responsible for delegation, prioritization, and oversight of care, and for interdisciplinary care collaboration.</p>	<p>Apply quality improvement strategies to promote a culture of safety.</p> <p>Incorporate evidence-based practice to ensure effective nursing care.</p> <p>Use informatics and healthcare technologies to manage and improve the delivery of nursing and health care services.</p>	<p>Evaluate quality and safety initiatives to improve care of individuals and families.</p> <p>Promote safety while caring for communities and populations.</p> <p>Evaluate processes to improve the quality of health care.</p> <p>Use existing evidence to provide high-quality care to individuals and families with psychological and physical alterations.</p> <p>Use informatics and healthcare technologies to care for individuals and families with respect for privacy of information.</p> <p>Use informatics and healthcare technologies to manage and improve the delivery of nursing and health care services.</p>	<p>Identify quality improvement strategies that ensure patient safety.</p> <p>Promote safety using health promotion and disease prevention strategies.</p> <p>Use existing evidence to develop and implement individualized plans of care for individuals and families.</p> <p>Use existing evidence to promote the health of individuals and families.</p> <p>Use informatics and healthcare technologies to support safe nursing care of individuals and families.</p> <p>Use informatics and healthcare technologies to promote the health of individuals and families.</p>	<p>Discuss nursing practice considerations for safe administration of pharmacological therapies.</p> <p>Identify the role of the nurse in promoting a culture of safety.</p> <p>Discuss research and evidence related to pharmacological therapies.</p> <p>Describe how evidence-based practice improves nursing care.</p> <p>Identify informatics and healthcare technologies used in the delivery of nursing care.</p>

	ILO 3: Are <u>effective communicators</u> , able to write, speak, and listen as a professional in one's chosen field.	The profession of nursing requires therapeutic use of self, critical thinking, problem solving, psychomotor skills, management of information, effective communication, and collaboration of skills.	Collaborate in interprofessional partnerships to optimize health.	Collaborate with the interprofessional team to plan and implement care for individuals and families with complex health needs.	Demonstrate effective communication strategies to promote the health of diverse individuals and families.	Demonstrate communication strategies to build therapeutic relationships.
College Mission	College Purpose and Institutional Learning Outcomes	Nursing Program Philosophy	Student Program Outcomes	Program Student Learning Outcomes 400 Level	Program Student Learning Outcomes 300 Level	Program Student Learning Outcomes 200 Level
Mercy College of Ohio, a Catholic institution with a focus on healthcare, educates and inspires students to lead and to serve in the global community.	<p>ILO 5: Are <u>professionally competent</u>, displaying the capacity to successfully join the workforce in one's desired field upon graduating.</p> <p>ILO 1: Are committed to <u>social engagement</u>, demonstrating the knowledge and skills required to be an active participant in the betterment of society.</p>	<p>As a member of the profession of nursing, the nurse can advocate for the patient and the profession of nursing. The profession of nursing requires therapeutic use of self, critical thinking, problem solving, psychomotor skills, management of information, effective communication, and collaboration of skills.</p> <p>The professional nurse assumes the roles of provider of care, manager of care, and a member of the profession of nursing. Baccalaureate-prepared nurses provide patient-centered care that identifies, respects, and addresses patients' differences, values, preferences, knowledge, and expressed needs.</p>	<p>Incorporate professional and ethical behavior, the commitment to lifelong learning, and professional values into nursing practice.</p> <p>Integrate knowledge from nursing and other disciplines as the basis for clinical judgment.</p> <p>Provide holistic care to diverse populations across the lifespan.</p>	<p>Demonstrate ethical behaviors when caring for individuals and families with complex health needs.</p> <p>Provide holistic care to individuals and families with complex health needs.</p> <p>Demonstrate advanced clinical judgment in the care of individuals and families with complex health needs.</p>	<p>Describe the role of the professional nurse in providing ethical care across healthcare contexts.</p> <p>Demonstrate competency in selected nursing skills.</p> <p>Demonstrate use of the nursing process as a basis for clinical judgment.</p> <p>Provide holistic nursing care to promote the health of individuals and families across the lifespan.</p>	<p>Identify values and professional and ethical behaviors necessary for nursing practice.</p> <p>Identify holistic factors that influence health across the lifespan.</p> <p>Demonstrate foundational use of the nursing process as a basis for clinical judgment.</p> <p>Relate the mechanism of action and indications of selected pharmacological therapies to associated pathophysiological processes.</p>

Mercy College of Ohio

BSN Skills Laboratory Mapping – Pre-licensure

NUR 251 – Introduction to Nursing

Medication Administration

Conversion calculations
Pediatrics: safe doses

NUR 252 – Nursing Skills & Assessment

Basic Hygiene

Bath, tepid bath, shaving, sitz bath
Bed making, use of chux pads
Skin, nail, hair care
Oral care: conscious & unconscious patient
Yankauer suction
Urinary catheter/Perineal care

Mobility

Bed mechanics
Transfer techniques: SLIPP, Slide, gait belts
Turning & positioning
Lifting devices: Hoyer, SARA, etc.
Walker, cane, crutches

Sterile Technique

Urinary Catheterization: male/female

Vitals, TPR, AP, B/P, Pain, Pulse Oximeter

Wound Care

Assessment, dressings, drains, specimen collections
Stoma: assessment, products, irrigation

Elimination

Enema: large & small volume

Medication Administration

PO, IM, SQ, ID, topical, injection sites
Insulin, heparin

Intravenous Therapy

Assessment, site care
Saline locks
Continuous flow
IV push meds
IV piggyback meds
Tubing changes
Blood administration

Tubes

Assessment/Insertion
NG/Gastric: insertion, assessment, irrigation
Gastrostomy assessment/care

Physical Assessment

Health History
Comprehensive & focused bedside assessment of:
Adult
Child
Postpartum
Newborn
Functional
Spiritual
Cultural

NUR 335- Population Health Concepts I

Epic Orientation

Standard Precautions

Hand washing
Personal protective equipment
Disposal of biohazard waste

Comfort

Turn & reposition
Alternative pain relief measures
Restraints/range of motion

Tissue Integrity

Air mattress, pressure relieving beds

Nutrition

Feeding
Intake & output
Bed pan, urinal, Foley bags, urometer,
urine/stool specimen collection
Weights: bed scale & standing

Air

C&DB, incentive spirometer
Sputum specimen

Intravenous Therapy

Venipuncture: IV catheter insertion

Elimination

Fecal management
Bladder irrigation (Cont. & intermittent)
Stoma assessment/care

NUR 345 – Population Health Concepts II

Mobility

Traction care
Cast care

Air

Oxygen: flow meters, cannula, mask

NUR 435 – Population Health Concepts III

Intravenous Therapy

CVC/PICC-care, blood draw

NUR 445 – Population Health Concepts IV

Air/Airway

Insertion of oral airway
Suction: oral/nasal/tracheal
Tracheostomy: care/suction
Chest tube care
Ventilators

Mercy College of Ohio
BSN Skills Laboratory Mapping – Pre-licensure
New Curriculum Beginning Spring 2021

NUR 259 – Pharmacology Concepts in Nursing

Medication Administration

Conversion calculations
Pediatrics: safe doses

NUR 256 – Fundamental Nursing Concepts

Basic Hygiene

Bath, tepid bath, shaving, sitz bath
Bed making, use of chux pads
Skin, nail, hair care
Oral care: conscious & unconscious patient
Yankauer suction
Urinary catheter/Perineal care

Mobility

Bed mechanics
Transfer techniques: SLIPP, Slide, gait belts
Turning & positioning
Lifting devices: Hoyer, SARA, etc.
Walker, cane, crutches

Sterile Technique

Urinary Catheterization: male/female

Vitals, TPR, AP, B/P, Pain, Pulse Oximeter

Wound Care

Assessment, dressings, drains, specimen collections
Stoma: assessment, products, irrigation

Elimination

Enema: large & small volume

Medication Administration

PO, IM, SQ, ID, topical, injection sites
Insulin, heparin

Physical Assessment

Health History
Comprehensive & focused
Assessment: Adult
Functional, Spiritual & Cultural

Standard Precautions

Hand washing
Personal protective equipment Disposal
of biohazard waste

Comfort

Alternative pain relief measures
Restraints/range of motion

Tissue Integrity

Air mattress, pressure relieving beds

Nutrition

Feeding
Intake & output
Bed pan, urinal, Foley bags, urometer,
urine/stool specimen collection
Weights: bed scale & standing

Air

C&DB, incentive spirometer Sputum
specimen, oxygen, flow meters,
cannula, mask

Elimination

Fecal management
Bladder irrigation (Cont. & intermittent) Stoma
assessment/care

NUR 316- Clinical Nursing Concepts I

Epic Orientation

Intravenous Therapy

Venipuncture: IV catheter insertion
Assessment, site care, Saline Locks
Continuous flow, IV Push meds, IV Piggyback
Tubing Changes

Tubes

NG/Gastric: insertion, assessment,
irrigation Gastrostomy assessment/care

Nutrition

Blood Glucose monitoring

NUR 326 – Clinical Nursing Concepts II

Physical Assessment

Health History
Comprehensive & focused
Assessment: Adult OB &
Pediatric
Functional, Spiritual &
Cultural

NUR 416 – Clinical Nursing Concepts III

Intravenous Therapy

CVC/PICC-care, blood draw
Blood Transfusions

NUR 426 – Clinical Nursing Concepts IV

Air/Airway

Insertion of oral airway
Suction: oral/nasal/tracheal
Tracheostomy: care/suction
Chest tube care
Ventilators

Perfusion

EKG, dysrhythmias

Communication and Organizations

Pages 34–37

What to do in a Medical Emergency

Typical problem – A person becomes ill or is involved in an accident (includes auto and recreational)

Emergency Management team:

- Mercy Public Safety
- Vice President of Academic Affairs (VPAA)
- Vice President of Student Affairs (VPSA)
- Coordinator of College Operations

Procedure – If a faculty/staff member or student appears to be in a life-threatening situation, the first person to the scene should immediately call 911, then contact Mercy Public Safety. Mercy Public Safety will direct the College's response to the situation. Mercy Public Safety notifies the VPSA who will notify other staff, as needed. The decision to communicate with the faculty/staff member/student's emergency contact(s) or other College personnel will also be made. Students who are too ill to attend class or take an examination should go to their family physician for evaluation, treatment, and documentation of the problem. The VPSA or VPAA can assist with notifying faculty/advisors if class is missed for a long period of time. Students who are withdrawing from or taking incompletes for medical reasons must go through the Registrar's Office and the VPAA office. The Coordinator of College Operations will be contacted if cleaning or sanitizing of areas is necessary.

Additionally, all injuries or illnesses should be reported to the VPSA/Dean of Students using the Care and Concern form.

A faculty member or fellow classmate is NOT permitted to transport a student to a healthcare facility for medical care.

Student Advising, Counseling and Tutoring

- Please refer to the Mercy College of Ohio Catalog: www.mercycollege.edu/catalog.

Communication Avenues

Faculty Office Hours/Communication

Nursing faculty highly value open communication with each nursing student and maintain five (5) scheduled office hours per week throughout each academic term. All nursing faculty members have voice mail and e-mail that the nursing student or advisee may use when faculty are not immediately available.

A list of faculty contact information is found on the course syllabus and on the Mercy College of Ohio website.

Changes: Names, Addresses, Phone Numbers, and Email Addresses

To change their name, students must complete the Update Your Information form found on the college website , and submit this form with a copy of a government-issued document indicating the prior name and updated name to the Office of Student Records.

To change their address, phone number, or email address, students may submit the request through EMPOWER ME or submit a Change of Address/Name Form to the Office of Student Records.

Student Notification of Changes

Procedure

Changes to policies and protocols impacting students will be communicated to the students by the following method:

- An addendum will be distributed to students during class or posted on the Learning Management System.

Student Participation in Governance

Students have the opportunity to participate in the governance of the Nursing Program by serving on the following committees: Student Nurse Advisory Open Forum, Skills Lab Committee, and Nursing Advisory Board. Nursing students will be invited by the Dean or Program Director. Students participate at the College level through the opportunity to serve on Student Government Association.

Student Organizations Specific to Nursing Students

National Student Nurses Association

The National Student Nurses Association (NSNA) is the national organization for student nurses, which offers many programs and benefits for members. NSNA is dedicated to fostering the professional development of nursing students. Nursing students are encouraged to become members of the NSNA when they begin the program and maintain their membership throughout the program of study.

Men in Nursing

Men in Nursing is a student organization that was formed in October of 2013. Some of the organization's goals include: helping to encourage men of all ages to become nurses; support men who are nurses to grow professionally and thus improving the healthcare of Americans; advocate for continued research/education related to men's health issues. This student organization is fully supported by The American Assembly for Men in Nursing (AAMN), the national organization for men in nursing. We are open to all who have a passion for men in nursing regardless of their gender.

Nursing Honor Societies

Alpha Delta Nu

Alpha Delta Nu is a national honor society for Associate Degree Nursing programs founded by the Organization for Associate Degree Nursing (OADN). The Gamma Delta chapter of Alpha Delta Nu was established at Mercy College in April 2014. The objective of the Alpha Delta Nu Nursing Honor Society is to recognize the academic excellence of students in the study of Associate Degree Nursing. The society encourages the pursuit of advance degrees in the profession of nursing as well as continuing education as a life-long professional responsibility (Organization for Associate Degree Nursing, 2015). These qualities are consistent with those valued by Mercy College.

Sigma Theta Tau International

In 1922, six nurses founded **Sigma Theta Tau International** (STTI) at the Indiana University Training School for Nurses. The name was chosen from the Greek words Storgé, Tharsos and Timé meaning “**love,**” “**courage,**” and “**honor.**” It was incorporated in 1985 as a nonprofit organization in the United States. The **mission** is to support the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide. The **vision** is to create a global community of nurses who lead in using knowledge, scholarship, service, and learning to improve the health of the world’s people. **Membership** is by **invitation** to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Our local chapter, **Zeta Theta Chapter at Large**, includes Mercy College of Ohio, University of Toledo, Lourdes University, Ohio Northern University, and Bowling Green State University.

Student Academic Protocols

Pages 38–48

Student Academic Protocols for the Nursing Program

General Academic Protocol Statement

1. The student will follow the policies for progression and requirements for completion of the program as listed in the Division of Nursing Program Handbook in effect at the time the student begins the nursing program coursework and will continue to follow those policies throughout the program of study **UNLESS** the student fails to progress with their original cohort. Students who are not continuing with their originally admitted cohort, must meet any admission, progression, completion policies, and program/curriculum requirements of the cohort they are joining.
2. For continuation or progression through the pre-licensure nursing program students are responsible for meeting and maintaining annual health requirements, immunizations, and Basic Life Support (BLS) requirements as set forth by the Division of Nursing. See <https://www.mercycollege.edu/my-mercy/background-checks-health-records/>.
3. American Heart Association (AHA) BLS certification specifically for **Healthcare Providers** must be current throughout the pre-licensure nursing program. Re-certification is required every two (2) years with renewal through AHA.
4. A decision to be absent from regularly scheduled classes, for whatever reason, including employment, does not excuse the student from the responsibility of examinations, assignments, or the knowledge acquired by attending class.
5. Attendance for laboratory/clinical courses is mandatory for pre-licensure nursing students.
6. Students are not permitted to enroll in conflicting courses. Students are not permitted to enroll in two clinical sections scheduled on the same day, if they overlap. Students may not leave clinical or class to attend another class or skills lab occurring at the same time.

Academic Integrity

Please refer to the College Catalog, as this is a College-wide policy:

www.mercycollege.edu/catalog.

Nursing Program Principles of Patient Confidentiality and Social Media/Networking Requirements

Mercy College of Ohio nursing students must abide by the following principles outlined by the American Nurses Association (ANA). These principles are relevant to all registered nurses and nursing students in all roles and settings:

ANA Principles for Social Networking

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

ANA Tips to Avoid Problems

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

Reference:

American Nurses Association (2011). *Principles for social networking and the nurse: Guidance for registered nurses*. Retrieved from

<https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf>.

Refer also to the Nursing Student Clinical Behavior Protocol section of this handbook containing the Ohio Administration Code 4723-5-12, paragraph C, 24-26.

Standards of Progress

1. A student must maintain a minimum 2.0 GPA in all theory courses and a clinical grade of “satisfactory” (in all courses which have a clinical component) to be making satisfactory academic progress toward a nursing degree.
2. A student must complete prerequisite and co-requisite courses successfully in order to enroll in subsequent courses.

Nursing Program Probation or Clinical Marginal Status

The student may be placed on nursing program probation or clinical marginal status for unacceptable academic or clinical performance. See section on “Protocol Covering Students Who Fail a Nursing Course” for details about nursing program probation. See section on “Clinical Marginal Status” for details about the clinical marginal status.

Program Progression Protocol

1. **Students are responsible for adhering to the prescribed curriculum sequence, including but not limited to, course prerequisites, co-requisites, and mandated sequencing of nursing courses. Deficiencies in prerequisite courses must be removed prior to taking sequential courses in nursing.**
2. A grade of “C” or better is required in all nursing theory courses and a satisfactory clinical/laboratory grade in all clinical/laboratory courses is required. A grade of “C” or better is also required for all non-nursing support courses and required elective courses.
3. Pre-licensure nursing students who have not successfully completed clinical courses for two (2) consecutive semesters will be required to successfully complete a skills review and practice of all previously learned skills and a written exam for the last successfully completed theory with clinical component course before returning to the program. The written exam is used to determine any remediation needs the student may have.
4. Pre-licensure nursing students who have not successfully completed clinical courses in over three (3) consecutive semesters will be required to successfully complete a skills competency of all previously learned skills for the last successfully completed theory with clinical component course before returning to the program. Students will also be required to complete a written exam over the previously learned content for the last successfully completed theory with clinical component course before returning to the program. The written exam is used to determine any remediation needs the student may need to address prior to readmission to the program. Unsuccessful completion of the skills competency after three (3) attempts per skill will deny the student readmission into the nursing program.
5. Because of constant changes in nursing practice today, if a pre-licensure nursing student has not successfully completed a nursing course in two (2) or more years, the student will be required to repeat previously taken nursing courses. The student will be required to reapply and start over in the nursing program of study.
6. Students must complete the nursing program in five (5) calendar years of initially starting the first clinical nursing course. Failure to meet the program completion timeframe necessitates program dismissal and reapplication to the nursing program according to the admission policies and program requirements in place at that time. If accepted, the student must start the nursing sequence with the first nursing course.
7. Students who are not continuing in their original admitted cohort must meet any admission policies and program/curriculum requirements of the cohort they are joining.

Program Withdrawal Protocol

Withdrawals are to be executed in accordance with College policy (see Policy for Withdrawal and Financial Aid section in the College Catalog). Unless proper forms are filed with the Student Records Office, the withdrawal is not official. Please note: Students should have a conversation with the Financial Aid officer before finalizing the decision to withdraw from class.

Returning to Program of Study after Withdrawal from the Program/Course in Good Standing.

1. Returning to the nursing program is not guaranteed and will be granted only as availability of clinical space allows.
2. The student must meet with an academic advisor to discuss options and plan of study and sign the “Intent to Return to the Nursing Program” form within two (2) weeks from the end of the semester from which the student has withdrawn.

Protocol Covering Students Who Fail a Nursing Course

Nursing Program Probation

Students who fail one nursing course, or students whose GPA falls below 2.0, will be placed on Nursing Program Probation.

Failing a course after admission to the nursing program will affect a student’s progression in the program. If the failed course is a prerequisite for subsequent courses, the student will not be allowed to progress until the failed course is completed with a grade of “C” or better. When a failed course has been repeated and then passed, the original failure is still considered a failed course for progression.

A student in the nursing program who fails one nursing course may retake the course the next time it is offered provided there is space in the course and they meet the course requirements.

Returning to the nursing program is not guaranteed and will be granted only as availability of clinical space allows.

Note: Failing two (2) or more nursing courses in the program of study results in program dismissal.

A student who is placed on nursing program probation is responsible to complete the following:

1. The student must meet with an academic advisor to discuss options and plan of study and sign the “Intent to Return to the Nursing Program” form within two (2) weeks of the course failure.
2. The student will be required to complete an Academic Success Plan. Failure to do so may result in program dismissal.

Repeating Failed Nursing Courses

If a student fails a course or withdraws from a course failing:

1. The student may re-register and re-enroll in the nursing course **one** (1) time only.
(First course failure only; two failures constitute program dismissal)
2. The nursing course must be completed satisfactorily within **one** (1) year.
3. If the nursing course is a pre-requisite, it must be completed before the student can progress in the program.
4. Tuition and fees must be paid each time the student enrolls in the course.
5. Students who are not continuing in their original admitted cohort must meet any admission policies and program/curriculum requirements of the cohort they are joining.

Program Dismissal

Dismissal from the nursing program occurs for the following circumstances:

1. A pre-licensure nursing student who fails two (2) nursing courses that are required in the program of study will be permanently dismissed from the nursing program.
2. When a pre-licensure nursing student is placed on clinical marginal status for a second time.
See Clinical Marginal Status Protocol found in the Clinical and Skills Lab section.
3. Should a student's clinical performance (including skills lab) for any nursing course be deemed unsafe as characterized by dangerous, inappropriate, irresponsible, or unethical behavior that actually or potentially places the student, patient, patient's family, or health team members in jeopardy, the student may be dismissed from the program.
4. A student who fails to complete a required Academic Success Plan.

The appeal process for academic dismissal is found in the Mercy College of Ohio College Catalog.

Grading Protocol

1. In undergraduate nursing courses, the following grading scale applies:

A	—	91-100
B	—	86-90
C	—	80-85
D	—	75-79
F	—	0-74

2. To successfully complete a nursing course, the student must achieve an eighty percent (80%) average in the testing requirements of the course. Course assignments included in the eighty percent (80%) average will be determined by the nursing faculty and stated in each specific course syllabus. Grades for papers, special projects, oral presentations, etc. will be added to the course grade after it is determined that the student has attained this average. If a student does not attain an eighty percent (80%) average in the testing requirements by the end of the course, it will be considered a course failure. Courses that have a majority of their grade derived from activities other than testing are excluded from the rule that states grades for papers, special projects, etc. will be added to the course grade after it is determined that the student has attained an 80% average. Exam scores will not be rounded. Final course grades will not be rounded.
3. Final exam scores for nursing courses will only be available through Canvas. No final exam scores will be given by phone or email.
4. According to college policy, final course grades will be available on EMPOWER. Do not call instructors regarding final course grades.
5. The clinical component of nursing courses is graded satisfactory, clinical marginal status, or unsatisfactory, based on attainment of clinical objectives. The clinical component includes the clinical experience, skills lab activities, and clinical assignments. An unsatisfactory in any aspect of the clinical component constitutes a failure in the course.
6. Instructors hold clinical evaluation conferences with each student at midterm and at the end of the semester.

Testing Protocol

Nursing Course Testing Protocol for Pre-Licensure Programs

1. Each course syllabus will outline the number of tests/exams to be administered during the course and the weighting of the tests/exams.
2. A course test/exam/quiz may only be taken one time.
3. Pharmacology test/exam questions will include both trade and generic names.
4. Seating for all examinations may be assigned by faculty.
5. Students with offensive odors (perfumes, colognes, aromatherapy) may be asked to leave the testing environment.
6. All personal items, books, backpacks, hats/caps, purses, cell phones, smart watches, notebooks, earbuds, and other items are not permitted at the student desk area. These items are to be stored at the back or front of the classroom as designated by the faculty.
7. The only personal items allowed on the desk during testing will be determined by faculty. Food, including gum and candy, and beverages are not to be at the desk, unless approved by the faculty.
8. Ear plugs will be allowed for noise reduction as long as they are inspected by the faculty.
9. Calculators and Mercy College rounding rules will be provided on the day of the test/exam.
10. The student is to remain sitting during the test. If he/she has a question, the student must raise his/her hand and wait for the faculty to walk over to his/her desk, unless faculty instruct students otherwise.
11. Once the test is started, the student is not allowed to leave the classroom unless approved by faculty.
12. Faculty reserves the right to escort the student to another area once the test has begun.
13. Students arriving to a test after another student has exited may be required to test in a testing center, which may be given in an alternate format.
13. After submitting a completed test to the faculty, the student may not retrieve the test for any reason.
15. If the test/exam is timed, the faculty will let the student know when time has expired. The test/exam must be submitted at that time. Any unanswered questions will be counted as wrong. Students arriving late for the test/exam will have the same end time as all students.
16. Students must obtain an 80% average on the course's testing requirement to pass the course. Exam scores will not be rounded. Final course grades will not be rounded.
17. A student who is in violation of the testing protocol will receive a 0% on the test.
18. The syllabus may be used by faculty to further define the testing process for an individual course.
19. Always refer to the test directions and/or faculty instructions.
20. Faculty reserve the right to inspect student attire and belongings to ensure academic integrity.
21. The Division of Nursing will be using the testing platform, **ExamSoft**, to administer all nursing course exams, unless noted otherwise by your instructor.
22. **ExamSoft** requires you to download the application *Examplify* to your personal laptop. *Examplify* is downloaded prior to class. See Appendix A for detailed directions.

Virtual Testing Policy Off-Campus

Testing Protocol for Proctored Virtual Exams

Faculty reserve the right to deliver examinations in an alternate proctored virtual format at their discretion.

Test Environment Requirements: The online testing environment should mimic the ‘in class’ testing environment, and MUST conform to the following:

Prior to beginning any virtual examination students acknowledge that they will adhere to the policies outlined below and recognize consequences for violations of these policies.

1. Be sure your device is fully charged prior to starting any examination. It is recommended that students restart their computers before logging into the test environment.
2. Students are responsible for testing the functionality of their system requirements prior to the start of all examinations. If the student encounters technical issues during an examination, the help desk should be contacted immediately. Faculty may request a help desk ticket number from students who have encountered technical issues.
3. All other programs and/or windows on the testing computer must be closed and must remain closed until the exam is completed.
4. Any extenuating circumstances prior to or during virtual proctored exams will be dealt with on an individual basis. Students should discuss any potential issues immediately with their instructor.
5. The platform of proctored exams may vary and will be outlined in your course syllabus.
6. Before beginning the exam, students may be requested to perform a 360-degree environment assessment.
7. Be sure the desk or table is cleared of all other materials. This means the removal of all books, papers, notebooks, calculators, etc. is necessary unless specifically permitted in posted guidelines for that particular examination. No writing should be visible on the desk or walls.
8. Your face and ears must be visible at all times. Clothing that obstructs the view of the face and ears—such as hoods, hats, headbands, etc.—are not permitted.
9. Maintain room lighting bright enough to be considered “daylight” quality. Overhead lighting is preferred; however, if overhead is not possible, the source of light should not be behind the test taker.
10. Students may not use notes, calculators, or other materials unless specifically permitted in posted guidelines for that particular examination. Any unpermitted materials (including smart devices, such as cell phones and wearable technology) must be stored away from the testing area. All electronic devices must be turned off.
11. Students may not leave the webcam viewing area or move the webcam during testing.
12. Attempting to access external websites and/or course materials in the course site is never permitted and will invalidate the exam. Logging software will be utilized during all exams to monitor this activity.
13. Gaze must be kept centered on the screen.
14. The student is not permitted to communicate with others by any means. No other persons except the test-taker should be permitted to enter the room during testing.
15. The student is not to discuss test material with other students after an examination.
16. No test items should be copied, saved, or shared during or following the exam.
17. If the instructor permits writing during an exam, writing must be completed on a medium approved by the faculty person. Faculty may additionally require the student to erase or turn in the medium at the end of the examination.
18. Your testing environment must remain secure throughout the exam.
19. The room must be as quiet as possible. Sounds such as music or television are not permitted.
20. There is no food or drink permitted during testing.

21. You must conduct yourself professionally throughout the duration of the exam. Your exam session may be recorded and reviewed by faculty or administration. Any inappropriate or illicit behaviors will be reported accordingly.

Protocol for Make-up Testing

There are circumstances when an exam is missed. The student is responsible as follows:

1. Missed exams must be made up within 48 hours in the Testing Center.
2. Contact faculty prior to missing an exam or as soon as possible by phone or email.
3. Contact the Testing Center (on the Toledo Campus) and the course faculty (on the Youngstown Location) to take a missed exam within 48 hours. It is the student's responsibility to follow-up on scheduling make-up exams in conjunction with the faculty. Lack of complete follow-up may result in a score of zero. In case of extenuating circumstances, (e.g., funeral of immediate family, hospitalization), extended time for make-up will be considered on an individual basis, not to exceed five (5) days. The student must provide documentation for absence.
4. The missed exam may be in an alternate format.
5. If the student misses his/her scheduled test/exam make-up, and does not notify the course faculty, the student will be considered a "no call, no show" and receive a 0% for that exam.

Test (Exam) Review Protocol

It is recommended that all students meet with their faculty to review the exam within five (5) business days of exam grades being posted. Students who wish to review an exam must contact the instructor for individual appointments within the five (5) business days. Scantrons will NOT be returned to students. The student's own exam and the student's grade sheet will be used for the review. Questions may not be copied, photographed, or otherwise duplicated.

At the scheduled exam review, students must sign in, be on time, and stay for the entire review. Nothing except grade sheets are to be brought into the room with the student. All books, backpacks, pencils, paper, tape recorders, electronic devices, etc. must remain in a space designated by the instructor.

For individual review in the instructor's office, there are to be no more than four (4) students at one time. Students will be seated in the office in the instructor's view, with nothing except the grade sheet as above. Review of quizzes will be up to the individual instructor. Students should reference course syllabi for additional exam review policies for each course.

Review Procedure if Fail a Test/Exam

Student success and retention are a priority with nursing faculty. If a student does not achieve a passing score on the exam or assignment, the faculty member may reach out to the student via email or phone and submit an early alert on his/her behalf. If a student fails an exam, it is expected that the student will review the exam with the faculty member prior to the next exam. Faculty may offer or require additional resources and/or student support services to the student.

Math Proficiency Testing Protocol

Leveling of proficiency exams

A total of two (2) math proficiency exams are administered throughout the curriculum.

- For the AAS students; one exam during the first year of the student's nursing curriculum and one during the last year. The assigned courses are:
 - Level One exam: NUR 122
 - Level Two exam: NUR 239
- For the BSN students; one during the second semester of the student's nursing curriculum and one during the fourth semester. The assigned courses are:
 - Second Semester exam: NUR 316
 - Fourth Semester exam: NUR 416, NUR 435

Time allotted per question and number of questions:

Students are allowed one (1) hour for the entire exam.

Each exam will consist of 20 questions.

Rounding and Grading: Rounding of answers are in accordance with the Mercy College Nursing Division Rounding Rules. Each math question on the proficiency exams will list instructions regarding the number of places to round. For example: "Round the final answer to two decimal places or round the final answer to one decimal place or round to the nearest whole number." These instructions are consistent with the information from the Detailed NCLEX Plan for Educators. The Mercy College Rounding Rules will be provided to the students during the exam.

Placement of tests in the course/ test remediation: Math testing placement is based on the needs of the individual courses/clinical; however, testing should occur to allow the recommended 2-3-week time frame for remediation between tests. Students needing to repeat the exam will be allowed 2-3 weeks for remediation.

Number of repeats and required passing score: The students are required to pass the math proficiency exam with a minimum score of 90%. Students may repeat the math proficiency two (2) times. Student remediation will be tracked using a math remediation form. If the student is unsuccessful in achieving a minimum score of 90% on the math proficiency exam after three (3) attempts, then the student will receive a failing grade for the course that the math proficiency is assigned to (NUR 122, NUR 239, NUR 316, NUR 416, NUR 435).

Timeframe for remediation and repeat tests: Remediation and repeat testing must be completed prior to the final course exam. Repeat testing must be completed in the Testing Center.

Mercy College ATI Nursing Policy

ATI Assessment and Remediation Policy

What is ATI?

Assessment Technologies Institute® (ATI) offers an Assessment Driven Review (ADR) program designed to enhance student NCLEX-RN success. Mercy College integrates ATI as a comprehensive assessment and review program for all nursing students from the first semester through the final semester. The comprehensive program offers multiple assessment and remediation activities. These include critical thinking tests, as well as online practice testing, and proctored testing over the major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.

ATI information and resources are available by visiting their website at www.atitesting.com.

How are ATI materials obtained and purchased?

ATI materials will be distributed in designated courses during all semesters.

Students will be notified regarding the method of distribution of materials each semester.

Students will not purchase or obtain ATI items through the bookstore or through online services.

The total purchase price of the ATI materials will be divided over 4 or 5 semesters and the cost will be charged to the student as part of selected course fees.

What is a proficiency level for the Mastery Assessment?

Listed below is the description for each proficiency level and how each level fits into course grading:

☐ **Proficiency Level 3** -indicates a student is likely to exceed NCLEX-RN in this content area.

Students are encouraged to engage in continuous focused review to maintain and improve their knowledge of this content.

☐ **Proficiency Level 2** -indicates a student is fairly certain to meet NCLEX-RN standards in this content area. Students are encouraged to engage in continuous focused review in order to improve their knowledge of this content.

Mercy College has the requirement for all students to reach proficiency levels 2 or 3 in all areas.

☐ **Proficiency Level 1**-indicates a student is likely to just meet NCLEX-RN standards in this content area. Students are encouraged to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content. **Remediation is required.**

Students at this level are expected to fully remediate according to the faculty's directions outlined in the course syllabus.

Scores below Proficiency Level 2 are not acceptable for Mercy College students.

☐ **Below Proficiency Level 1**.-indicates a need for thorough review of this content area.

Students are strongly encouraged to develop and complete an intensive plan for focused review. **Remediation is required.** Students at this level are expected to fully remediate according to the faculty's directions in the course syllabus.

Scores below Proficiency Level 1 are not acceptable for Mercy College students.

What is a remediation plan?

- ☐ The ATI assessments help to identify “at risk” areas of content that the student may not fully comprehend.
- ☐ Remediation is the process of exploring this content further and clarifying areas in which knowledge is lacking. Each course will determine the remediation plan for that specific course.
- ☐ A remediation plan is **required** for all proctored assessment scores of proficiency level 1 or below and any practice or focused assessments that are below the established benchmark for the course as stated in the course syllabus

ATI Comprehensive Predictor Testing and Remediation Policy

1. Students enrolled in NUR 481 in the BSN program and NUR 244 in the AASN program are required to take a proctored version of the ATI Comprehensive Predictor as stated in the syllabus.
2. After taking the ATI Comprehensive Predictor, all students are expected to examine the results of the test with their faculty mentor to determine areas of weakness and remediate accordingly. Students not achieving a 95% predicted probability score are required to complete an Individualized Remediation Plan. All students are expected to use the plan as a remediation guide to prepare for taking a second version of the ATI Comprehensive Predictor at the end of the semester. Remediation is recommended for all students.
3. All students will take a second version of the ATI Comprehensive Predictor at the end of the semester on the prearranged dates as set by the Nursing Program. The exam may only be taken once.
4. If a student achieves a 95% or above predicted probability on the ATI Comprehensive Predictor, completing 75% of the Virtual ATI (VATI) Program is a course requirement. The student is strongly encouraged to complete the VATI in its entirety after graduation.
5. Students who do not achieve a 95% predicted probability on the first or second version of the ATI Comprehensive Predictor must successfully complete the Virtual ATI (VATI) program. The Virtual ATI is offered through ATI and provides the student with an individualized online mentor to guide them through the review, assessment, and remediation process. When the student achieves the recommended benchmarks, the online mentor will provide a “green light” for the student to take the NCLEX-RN Exam. The Virtual ATI program is dependent on student progress; therefore, the program may extend after graduation. Once the student successfully obtains the “green light” the program completion paperwork from Mercy College will be sent to the Board of Nursing.
6. The student must complete at least 75% of the Virtual ATI program by the specified date in the course syllabus to receive a passing grade for the course. If the student completes at least 75% of the course, they will be permitted to graduate if successfully achieved course requirements. However, program completion paperwork will only be sent to the Board of Nursing upon continuance of the Virtual ATI program after graduation until the student obtains the “green light” to take the NCLEX-RN. If the student does not complete 75% of the Virtual ATI program by the specified date in syllabus, the student will receive an incomplete grade for course until all the above is completed.

Clinical and Skills Lab
Pre-Licensure Students Only

Pages 51–68

Student Requirements

All students must have the following requirements prior to the beginning of clinical experiences:

- Student ID number
- Information Security Agreement
- Health Record Requirements, fingerprinting, drug screening, and background checks
- Current BLS card from the American Heart Association
- Electronic health record training
- Current Annual Education Update
- HIPAA Tests
- Orientation to glucose monitoring
- Additional as required by individual clinical facility

Health Records Requirements, Fingerprinting, Drug Screening, and Background Checks

Please refer to the College website for information on health records requirements, fingerprinting, drug screening, and background checks.

- Documentation for health records includes vaccination and other health requirements. Students may request waivers or extensions for vaccinations, which may be approved or denied by clinical facilities. If waivers are denied, it will prevent placement in clinical experiences and progression in the academic program. The College will make a reasonable attempt to find alternate clinical placements for students seeking extensions or waivers of vaccinations, but it is at the discretion of clinical sites whether students are permitted to participate in clinical experiences. Students are responsible for all costs associated with criminal background checks, drug screens, and health requirements. Please see the Clinical Compliance Coordinator with questions regarding documentation for health records, including vaccination requirements.

Injury or Illness During Clinical

In the event of student injury or illness while at the clinical facility for the clinical experience:

1. The student must report his/her illness or injury to his/her clinical instructor or preceptor.
2. Student injury or illness in the clinical area should be handled according to the facility policy(ies).
3. Students are responsible for payment of any expenses incurred through accident or illness within 24 hours.
4. The student will make an informed decision regarding treatment.
5. The clinical instructor or preceptor must notify the Program Director of the injury or illness.
6. Clinical faculty report the incident in Mercy Health SafeCare. The SafeCare online reporting tool is found on the Mercy Health HUB under the SafeCare link.
7. Clinical faculty complete the Concern and Complaint form found on the Mercy College website.

Nursing Student Clinical Behavior Protocol – Standards of Safe Nursing Care

Faculty share in the concern for the safety of the patients entrusted to the care of the nursing students under their direction. It follows, therefore, that each nursing student become informed and accountable for her/his professional ethics. The Faculty has adopted the following rules in addition to the American Nurses Association Code of Ethics. Each student will be responsible for practicing these rules in the performance of the nursing role and as she/he performs nursing duties. (Ohio Administrative Code 4723-5-12, paragraph C, 1-26)

According to the Ohio Administrative Code 4723-5-12, paragraph C, 1-26, all students shall:

- (1) A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care.
- (2) A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
- (3) A student shall not falsify any patient record, or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.
- (4) A student shall implement measures to promote a safe environment for each patient.
- (5) A student shall delineate, establish, and maintain professional boundaries with each patient.
- (6) At all times when a student is providing direct nursing care to a patient the student shall:
 - (a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and
 - (b) Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.
- (7) A student shall practice within the appropriate scope of practice as set forth in division (B) of section [4723.01](#) and division (B)(20) of section [4723.28](#) of the Revised Code for a registered nurse, and division (F) of section [4723.01](#) and division (B)(21) of section [4723.28](#) of the Revised Code for a practical nurse;
- (8) A student shall use universal and standard precautions established by Chapter 4723-20 of the Administrative Code.
- (9) A student shall not:
 - (a) Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient.
 - (b) Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.

- (10) A student shall not misappropriate a patient's property or:
- (a) Engage in behavior to seek or obtain personal gain at the patient's expense.
 - (b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense.
 - (c) Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or
 - (d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

- (11) A student shall not:
- (a) Engage in sexual conduct with a patient.
 - (b) Engage in conduct in the course of practice that may reasonably be interpreted as sexual.
 - (c) Engage in any verbal behavior that is seductive or sexually demeaning to a patient.
 - (d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.

- (12) A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:
- (a) Sexual contact, as defined in section [2907.01](#) of the Revised Code;
 - (b) Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.

- (13) A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section [4729.01](#) of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.

- (14) A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

- (15) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances.

- (16) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.

- (17) A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.

- (18) A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.

- (19) A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.

- (20) A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.
- (21) A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.
- (22) A student shall not assist suicide as defined in section [3795.01](#) of the Revised Code.
- (23) A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.
- (24) A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the healthcare team for healthcare purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.
- (25) To the maximum extent feasible, identifiable patient healthcare information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient healthcare information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.
- (26) For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11) and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-healthcare purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

Should one of the above behaviors be violated, the student MAY be removed from the clinical setting, receive a clinical unsatisfactory for the day, receive a clinical failure for the course, and/or be dismissed from the program.

Scheduling of Nursing Clinical Experiences – Pre-licensure Programs

1. Students will register for Nursing courses and clinical sections during the registration process, except for “*precepted*” clinical rotations which are assigned by faculty. Clinical sections may need to be changed due to numbers enrolled or changes in clinical unit availability in a semester. The Division of Nursing reserves the right to make these changes to ensure quality experiences for all students.
2. The student may register for clinical anytime during the period that clinical registration is open. **Once clinical registration closes, if the student wishes to change the clinical, the student is required to complete the Nursing Division Clinical Form.** He/she can obtain this form from the Program Director. Once the form is completed, it should be turned in to the Program Director. The Program Director will then date and time stamp the form, and hand back a copy for the student’s records. Requests for change will be reviewed as they are received. Changes will only be made if clinical space is available. Requests will not be accepted or reviewed until after clinical registration closes.

Clinical Performance

1. Clinical practice/clinical laboratory attendance is mandatory. A missed clinical day will hinder the student in meeting the clinical objectives. Inability to meet the objectives results in an **UNSATISFACTORY** in clinical performance and, therefore, a **FAILURE** in the nursing course.
2. Students who are absent from a scheduled clinical experience are required to make up the clinical day. See Clinical Make-Up Process.
3. Written clinical assignments must be handed in when they are due unless prior arrangements have been made with the instructor.
4. Clinical performance is evaluated according to established, expected behaviors for each course. Clinical evaluations are written for each clinical nursing course and conferences are held with each student at midterm or end of rotation and end of the nursing course. Satisfactory, marginal, and unsatisfactory ratings are used to rate clinical performance. Unsatisfactory clinical performance at the end of the course means an “F” for the course.
5. Students are responsible and will be held accountable for performing safe patient care. Therefore, the student should make arrangements with their employer to not schedule work during the eight (8) hours before the clinical is scheduled.

Division of Nursing Clinical, Laboratory, Simulation Absence and Professional Behavior Policy

Attendance and Participation Points System

The Division of Nursing will use a points system for tardiness, unexcused absences, and violations of professional conduct in the role of the nurse. Students who accrue four (4) or more points will be required to complete a performance improvement plan with course faculty and/or the program director. Students accruing nine (9) or more points will earn a clinical failure with unmet expectations in the role of the nurse.

Clinical Absence Information

Clinical experience is a required component of nursing education. All clinical hours are designed and specified for each course (refer to syllabus for the required hours to meet course objectives). Clinical assignments (**clinical, lab, or practicum hours**) are required.

Being more than 30 minutes late to a hospital clinical or practicum assignment will be considered an absence and the student will be sent home. A missed clinical assignment (excused or unexcused) **must** be made up. Failure to attend a scheduled clinical, lab, or practicum make-up day will result in a marginal or unsatisfactory clinical grade. Repeated tardiness to clinical, lab, or practicum will be reflected under professionalism or role of the nurse on the clinical evaluation tool. This may result in a marginal clinical grade, or an unsatisfactory clinical grade, resulting in course failure even if the student accrues less than nine (9) points under the attendance and participation points system.

Excused Absence - Extenuating circumstance such as, but not limited to, an acute illness, hospitalization, or death of an immediate family member will be reviewed on a case-by-case basis. These absences require appropriate documentation from the student, such as a note from a healthcare provider for illness, or evidence of death of the family member within five (5) days of the missed clinical. This documentation must be sent to the Clinical Coordinator or Program Director in the absence of a Clinical Coordinator.

Extenuating circumstances causing a student to arrive late to clinical such as a car accident will be reviewed on a case-by-case basis. This requires appropriate documentation from the student within five (5) days of the occurrence. This documentation must be presented directly to the course faculty member and the Clinical Coordinator or Program Director in the absence of a Clinical Coordinator.

Note: Incomplete CastleBranch requirements, work, or lack of childcare are not extenuating circumstances and will not be considered an excused absence.

Unexcused Absence – No extenuating circumstances (as outlined above) are present and the student chooses to miss a clinical, lab, or practicum. More than two (2) unexcused clinical assignments missed per course will result in an unsatisfactory clinical grade and a course failure.

Course Fee for All Unexcused Absences

The following course fee will be applied to the student's account for all unexcused absences per occurrence:

Clinical, practicum, or lab make-up for 6 hours or less - \$100 fee

Clinical, practicum, or lab make-up for 8-9 hours - \$150 fee

Clinical, practicum, or lab make-up for over 9 hours – \$200 fee

Clinical, Lab, Practicum Make-Up Process

Missed Lab – Must be made-up within one week from missing the lab experience. Follow the instructions from the course faculty member for lab make-up activities and requirements. The student must contact the course faculty member to sign-up for the Lab Make-up Module. The student must also contact the Clinical Coordinator (or designee in the absence of a Clinical Coordinator). This make-up time must be completed during open Lab hours. It is the student's responsibility to adjust his/her schedule to meet the dates/times for the lab make-up. The appropriate course fee for an unexcused absence will be applied to the student's account.

Missed Clinical or Practicum – Designated make-up days will be scheduled. The student must contact the Clinical Coordinator (or designee in the absence of the Clinical Coordinator) and sign-up for a designated make-up day. Clinical make-up will be held at a predetermined date and time designated by the course faculty and will be conducted by a program-specific faculty member or preceptor. The make-up time may be scheduled during a day, evening, night, or weekend shift. It is the student's responsibility to adjust his/her schedule to meet the predetermined dates/times/shifts. The appropriate course fee for an unexcused absence will be applied to the student's account.

Student Name _____

Course Number _____

	Professional Role of the Nurse Evaluation Tool Clinical, Lab, and Simulation
Points Values (Circle)	Points will be accrued as noted below. Tardiness and Absence occurrences are measured <u>per clinical rotation</u> .
	Unexcused Clinical Tardiness or Leaving Early
2	1-10 minutes late or leaving 1-10 minutes early
4	11-20 minutes late or leaving 11-20 minutes early
6	21-30 minutes late or leaving 21-30 minutes early
	Unexcused Lab/SIM Tardiness or Leaving Early
2	1-10 minutes late or leaving 1-10 minutes early
3	More than 10 minutes late or leaving more than 10 minutes early – Reschedule and/or additional assignment per lab/SIM faculty availability
	Unexcused Absence from Scheduled Lab Appointment
3	No call, no show to lab appointment
	Unexcused Absence
6	Absence from clinical – instructor was notified at least ½ hour prior to clinical start time
6	Unexcused absence related to incomplete clinical compliance
7	No call/No show/ or student has not notified instructor concerning the reason for absence at least ½ hour prior to clinical start time
	Unprofessional Behavior (see Student Handbook for more information)
4	In subordination: non-compliance or disrespect to those in leadership or authority: dean, clinical or course instructor, clinical coordinator, clinical site nurse, preceptor, or an agency manager
4	Impolite/disrespectful behavior to administrators, faculty, agency staff, peers, patients, family, or visitors
4	Unapproved or unauthorized use of cell phone
2	Late clinical assignment
2	Not following clinical dress code (Note: If student is sent home due to dress code violation, an unexcused absence will be assessed)
2	Unprepared for lab/SIM/clinical day (forgetting needed equipment, forms, etc.)
	Action
4 or greater	Written contract in the form of a Performance Improvement Plan. A student who accumulates 4 or more points must meet with clinical faculty member and/or Program Director to review the infraction. The student will be mandated to complete a Performance Improvement Plan and submit the signed Performance Improvement Plan <i>within 7 calendar days</i> of the occurrence.
9 or greater	Failure of clinical. The student who accumulates 9 or more points will receive an unsatisfactory in the role of the nurse criteria on the final clinical evaluation which will result in an “F” in the nursing course associated with the clinical.

Total Points given today: _____ Date: _____

Signed: Student _____

Signed: Instructor _____

Faculty Notes related to occurrence (s): add any additional notes on 2nd sheet of paper. Please include only factual accounts of any occurrence.

Student Illness/Injury

1. Students on crutches and/or wearing casts, splints, or other orthopedic devices that interfere with the provision of safe and effective patient care, will be individually evaluated consistent with the policies of the clinical facility. If the appliance precludes safe and effective clinical practice, the student may not be able to meet course objectives.
2. Students who have a possible communicable illness, or an illness or injury that interferes with the ability to care for patients safely and effectively, should exercise judgment and consult with the clinical instructor before reporting to the clinical education site.

Clinical/Laboratory Dress Code

Students are guests in the clinical settings and are representatives of Mercy College of Ohio. The standards of professional care and dress represent the student as an individual, the Division of Nursing, and the profession of nursing. Uniforms must be purchased from the College approved vendor. Professional persons set examples for others and students are expected to be neat, clean, and well-groomed, including the following:

1. Students will wear the accepted Division of Nursing uniform with college insignia and student identification badge. Socks (white, gray, black, or navy blue) must be worn with the uniform with clean shoes. Shoes need to be white uniform or athletic shoes (no mesh). Shoes may have black, gray or navy-blue trim/stripes. Clogs and open-toed shoes are unacceptable. The Mercy College uniform is not to be worn in any other employment.
2. Beards, mustaches, and sideburns must be clean, well-trimmed, neat, and no longer than one inch from the face.
3. Hair should be secured away from the face and worn off the collar during clinical practice. Conservative color and style should be consistent with a professional atmosphere. Non-decorative barrettes and hair clasps may be worn. A plain dark blue, black, or white headband may be worn.
4. Make-up should be moderately applied. Perfume/cologne/aftershave should not be worn.
5. Engagement and wedding rings may be worn. No other rings are acceptable. Earrings must be very small and plain posts: no wires. With safety in mind, no hoops or dangling earrings are to be worn. Only two (2) earrings on each earlobe are allowed. Tongue, nose, eyebrow, or any other facial piercing ornaments, including gauges, are not permitted. Bracelets or necklaces are not permitted.
6. A watch with a second-hand is considered part of the uniform and must be worn when on the clinical unit.
7. Tattoos are not to be displayed at any time. If clothing does not cover the tattoo, it must be covered with appropriate make-up and/or bandage.
8. Clear nail polish that is not chipped or wearing off may be worn and fingernails must be short and rounded. Artificial fingernails, overlays, or enhancements are not permitted for safety and infection control reasons.
9. Chewing gum is not permitted when in uniform and/or in patient care areas.
10. Appropriate undergarments should be worn with the uniform and should not be exposed or visible through clothing.
11. Lab coats are not to be worn during direct patient care.
12. Hospital supplied scrubs or other garments are not to be taken from the hospital.
13. It is the decision of the instructor as to what constitutes acceptable appearance.
14. No smoking while in uniform and/or at any clinical site.

Transportation to Clinical Sites

The Division of Nursing utilizes diverse sites for clinical experiences. Each nursing course will include a variety of clinical units in area hospitals, as well as outside experiences, to enhance learner objectives.

Students are responsible for their own transportation and costs incurred during their clinical experiences.

Driving/Transporting Patients

A student is **NOT** to transport patients in the student's personal motor vehicle. Students must be aware of and adhere to clinical agency policies.

Confidentiality

All patient care should be confidential. This is a basic nursing responsibility. The patient's right to privacy must be respected and guarded. The student nurse is expected to maintain confidentiality at all times.

1. Never make a copy of any part of the patient's medical record.
2. Never discuss a patient's care or condition in the elevator, cafeteria, other public areas, or outside of the clinical setting.
3. Never leave confidential documents in public areas where an unauthorized individual could read them.

Preparing for Clinical Assignments Maintaining Patient Confidentiality/HIPAA

In preparation for clinical assignment, students may **NOT** print the patient record and medications for use in patient research. As always, students are required to ensure that their clinical paperwork is kept private. Failure to follow this guideline will be considered a HIPAA violation with subsequent counseling process. Healthcare providers consider HIPAA violations very seriously and have not hired new graduates with documented violations.

Violation of patient confidentiality is grounds for dismissal.

Code of Conduct

When engaged in nursing functions, the student must do so within legally prescribed bounds and is accountable for his/her own actions. The student has the obligation to adhere to the standards of ethical practice and conduct which are stated by the American Nurses' Association.

American Nurses Association Code of Ethics for Nurses 2015

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family group, community or population.
3. The nurse promotes, advocates for, and protects the rights, health and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions, and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality healthcare.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

<https://www.nursingworld.org/coe-view-only>

Unacceptable Clinical Behavior

1. The Division of Nursing reserves the right to dismiss from the nursing program any student whose clinical performance (including skills lab) for any nursing course is deemed unsafe as characterized by dangerous, inappropriate, irresponsible, or unethical behavior which actually or potentially places student, patient, patient's family, or health team members in jeopardy. The Nursing Skills Lab is considered a clinical setting.
2. The nursing student must practice within the boundaries of the Nurse Practice Act of the State of Ohio, the clinical course objectives and guidelines, the Mercy College of Ohio Division of Nursing Protocol, and the policies and procedures of affiliating healthcare agencies.
 - a. Students must demonstrate continuity of care through the responsible preparation, implementation, and documentation of the nursing care of patients. In addition, students must be respectful of all individuals (patient, patient's family, health team members, and self) according to the American Hospital Association (AHA) Patients' Bill of Rights, and the American Nurses Association (ANA) Code of Ethics for Nurses.
 - b. Examples of unacceptable clinical behaviors include, but are not limited to:
 - i. Violation of Mercy College of Ohio policies or Student Code of Conduct. Please refer to the College Catalog for details of the Student Code of Conduct and disciplinary procedures.
 - ii. Inadequate preparation for clinical experience.
 - iii. Refusal to care for an assigned patient based on patient's characteristics, e.g., race, culture, religious beliefs, or diagnosis.
 - iv. Failure to notify nursing faculty and agency of clinical absence (No call/No show).
 - v. Acts of omission or commission in the care of patients, such as physical abuse; placing the patient in a hazardous position, condition, or circumstance; mental/emotional abuse; and medication errors.
 - vi. Disruption of patient care related to poor interpersonal relationships with agency healthcare team members, peers, or faculty.
 - vii. Any behavior that affects one or more parameters of safe clinical practice and/or jeopardizes the well-being of patients, patient's families, healthcare team members, peers, or faculty.
 - viii. Any behavior which violates professionalism qualities, such as acts which violate patient confidentiality, solicitation of patient for services leading to personal gain, and other behaviors as listed under "Role of the Nurse" on the Clinical Evaluation Tool.
 - ix. Any use of social media, texting, emailing, or other forms of communication with, or about a patient, for non-healthcare purposes or for purposes other than fulfilling the assigned clinical responsibilities.
 - x. Taking clinical site equipment and/or supplies for personal use.
3. A student whose actions reflect unacceptable clinical behavior will be given a verbal and written Student Documentation form by the clinical faculty member. The student may be placed on clinical marginal status or receive an unsatisfactory grade for unacceptable academic, clinical, or professional performance.

Clinical Evaluation – Midterm and Final Clinical Evaluation Protocol:

Midterm Clinical Evaluation

Student midterm self-evaluation: At midterm, the student completes a midterm self-evaluation tool that addresses the objectives for the course by noting performance for each objective and sub-objective.

Faculty midterm evaluation of student: The instructor uses the same form to evaluate the student. Students will be evaluated on their clinical performance, based on course level outcomes and sub-objectives for each course level outcome at midterm.

Grades for Midterm Clinical evaluations will be assigned as “Unsatisfactory” or “Satisfactory.” There will be no “Marginal” ratings assigned at midterm.

Clinical Unsatisfactory at Midterm

A student will receive an “Unsatisfactory” in clinical at midterm if he/she is “unsatisfactory” in any one (or more) sub-objectives listed on the clinical evaluation tool.

If a student receives an “Unsatisfactory” in clinical at midterm, he/she will be issued a Student Documentation form with specifics of the clinical behavior(s)/skill(s) needing improvement and goal(s) needing to be met to improve the unsatisfactory rating before the end of the clinical.

The student may still pass the clinical if he/she meets all clinical sub-objectives (with a “Satisfactory”) on the Final Clinical Evaluation. **(Except if the student has accumulated 9 or more points on the Professional Role of the Nurse Evaluation Tool).**

Final Clinical Evaluation

Student final clinical self-evaluation: For the final evaluation, the students completes a final self-evaluation and returns to the instructor by a specified due date. For each area on the form, the student indicates satisfactory or unsatisfactory performance for each area or “box” and then addresses a strength and an area for development/improvement in the comment section under each objective.

Faculty final clinical evaluation of student: The faculty member completes the clinical evaluation tool using the student’s already completed final self-evaluation tool.

Final Clinical Evaluation Grade

Grades for the final clinical evaluation will be assigned as “Satisfactory,” “Marginal,” or “Unsatisfactory.”

- A student will receive a “Satisfactory” rating on the final clinical evaluation tool if he/she receives a “Satisfactory” in **all** sub-objectives on the final clinical evaluation tool.
- A student will receive a “Marginal” rating on the final clinical evaluation tool if he/she receives a “Marginal” in any one sub-objective listed on the final clinical evaluation tool. Note: A “Marginal” rating on two (2) or more sub-objectives listed on the final clinical evaluation tool constitutes an “Unsatisfactory” rating for the clinical and course failure.
- A student will receive an “Unsatisfactory” rating on the final clinical evaluation tool if he/she receives an “Unsatisfactory” in any one sub-objective listed on the final clinical evaluation tool. This results in a course failure.

Clinical Marginal Status

A marginal rating means that the student enters the next nursing course on clinical marginal status. A student can only be on clinical marginal status once during the nursing program of study. This clinical marginal status follows the student throughout the program. A second clinical marginal rating in a second nursing clinical course constitutes dismissal from the nursing program. NOTE: A second clinical marginal could occur in the same semester if two nursing clinical courses are taken.

Clinical marginal status indicates that the student has demonstrated marginal performance according to clinical grading guidelines (see individual course syllabi and clinical evaluation tool). The skills lab is considered a clinical setting. Marginal and unsatisfactory performance include, but are not limited to:

- Use of non-professional verbal and/or nonverbal behaviors in the clinical setting.
- Inability to achieve critical clinical behaviors.
- Inability to use logical thought when making basic nursing judgments in clinical situations.
- Inability to apply classroom content in the clinical setting commensurate with the expected level of knowledge and experience.
- Failure to implement suggestions for improvement made by the instructor.
- Inability to recognize and eliminate potential safety hazards in the clinical setting.
- Not assuming responsibility for own actions.
- Inability to seek and accept guidance from instructor in new and/or uncertain clinical situations.
- Not reporting a personal health problem that could jeopardize patient or own safety.
- Insufficient clinical preparation, which could jeopardize patient safety and lower the quality of care.
- Not submitting required written clinical assignments by the deadlines specified by the involved course faculty member(s).
- Not maintaining consistent achievement of clinical behaviors (listed on course clinical evaluation tools) as well as failure to maintain a satisfactory performance of behaviors evaluated in prior courses.
- Inconsistently maintaining patient and team members’ safety. The faculty of each course determines the parameters of acceptable safe practice as the student progresses throughout the program.

Clinical Unsatisfactory

If a student receives **one (1)** “unsatisfactory” or **two (2)** “marginal” ratings in any sub-objective listed on the final clinical evaluation tool, he/she will receive an “Unsatisfactory” for the clinical, resulting in a course failure.

Summary of Clinical Grade

Midterm Clinical Evaluation: (no option for “Marginal”)

- One (1) “Unsatisfactory” in any sub-objective = overall “Unsatisfactory” and a Student Documentation Form will be issued.
- Student may still pass clinical if improvement to receiving all “Satisfactory” ratings in all sub-objectives on the final clinical evaluation tool.

Final Clinical Evaluation:

- All “Satisfactory” in all sub-objectives = overall “Satisfactory.”
- One (1) “Marginal” in one sub-objective = overall “Marginal.”
 - Follows the student throughout the program.
 - A second overall clinical “Marginal” = dismissal from the nursing program.
- One (1) or more “Unsatisfactory” ratings in any sub-objective = overall “Unsatisfactory” and course failure.
- Two (2) or more “Marginal” ratings in any sub-objective = “Unsatisfactory” and course failure.

NOTE: Student cannot be marginal in the last clinical course in the program of study.

Timeline for Clinical Marginal Status Improvement

When a student is placed on clinical marginal status, the timeline for improvement will extend to the next course midterm evaluation time as determined by the course instructor and then maintained throughout the program.

Marginal behaviors must be performed at a satisfactory level during this time frame and then maintained throughout the program of study. Failure to show satisfactory performance in the marginal behaviors within the established timeline will be grounds for dismissal from the nursing program.

NOTE: A second clinical marginal status assigned at the end of any course is cause for dismissal from the nursing program.

Medication Errors

Errors in medication administration have the potential to cause harm to the patients and thus are regarded by the nursing faculty as unsafe behavior.

ANY VIOLATION OF THE 6 RIGHTS OF MEDICATION ADMINISTRATION (Right Drug, Right Route, Right Patient, Right Time, Right Dose, and Right Documentation) WILL RESULT IN A STUDENT DOCUMENTATION FORM AND MAY RESULT IN CLINICAL MARGINAL, CLINICAL FAILURE, AND/OR DISMISSAL FROM THE NURSING PROGRAM.

Intent to administer a medication incorrectly constitutes an error, even when the student does not actually give it to the patient.

A pattern of errors or failure by the student to recognize the gravity of the situation will result in clinical failure and dismissal from the nursing program.

These guidelines apply to drugs administered by any route, and parenteral fluids, and enteral fluids.

NURSING SKILLS LAB PROTOCOLS

Skills Lab Simulation Experiences Dress Code

Students participating in a simulation experience are required to wear their Mercy College nursing uniform and follow the Clinical/Laboratory Dress Code.

Course Skills Testing

Definition: Skills that are identified by faculty as mandatory skills to be evaluated during a specific course.

Guidelines

- Skills are to be completed in the Nursing Skills Lab by the deadlines specified in course syllabi.
- Skill testing is considered an assignment; therefore, if late, current course protocol regarding late assignments will be followed (see syllabi).
- For each competency, students must be able to demonstrate proficiency by achieving Developing or higher
- Retesting will be required if skill level of competency is Beginning
- Retesting will be on student's own time and is to be scheduled through the Labtimes portion of the Mercy College Nursing Skills Lab website. (Youngstown campus students should contact the Skills Lab Coordinator.)
- In the event of an emergency and you cannot keep an already scheduled appointment, you will need to submit a Labtimes request for cancellation. After submitting a cancellation request, you will need to resubmit an appointment request through Labtimes with three additional availabilities. When canceling, please be aware of course completion deadlines for checkoffs. (Youngstown campus students should contact the Skills Lab Coordinator.)

Importance of Sterile Techniques for Skills Procedure Checkoffs

Sterile technique statement included on every skills check-off sheet:

“To successfully complete the check-off, the student must not break sterile technique more than three (3) times. Any breaks in sterile technique need to be recognized and identified by the student prior to proceeding to the next step of the procedure. If contamination occurs and is not identified by the student, this will result in an unsatisfactory check-off regardless of points awarded.”

Examples of academic dishonesty in the Nursing Skills Lab

- Looking through unauthorized materials.
- Changing selected testing cards.
- Altering Sign-up forms without approval.
- Assisting other students during testing.
- Utilizing unauthorized calculators.
- Utilizing unauthorized resources during testing (ex: skill packets.)

See College Website and Nursing Student Handbook for detailed information regarding consequences of academic dishonesty.

Skill Retesting Protocol

Students have 3 attempts to achieve Developing, or higher, level of achievement. If the student is unable to achieve Developing or higher within 3 attempts, this will result in a clinical/lab unsatisfactory grade, resulting in a course failure.

If Beginning level of achievement is received, students have 2 calendar days following each attempt to reach out to schedule required practice and repeat skill testing. Refer to course syllabus for deadlines on repeat testing. Repeat testing cannot occur on the same day as the unsuccessful attempt.

It is required that students attend an additional 90-minute practice between each attempt to aid in being successful. Students who need to perform a 3rd attempt are required to complete a 60 minute 1:1 practice before the required 90-minute practice.

Student must complete a **typed** one paragraph reflection after each skill performance. Please refer to the reflection rubric for guidance and expectations.

Process for determining competency level

- If the student received Beginning in any of the sections, they are Beginning and will be required to repeat the skill.
- The student needs to receive Developing, or higher, in all sections to receive Developing
- The student needs to receive Accomplished, or higher, in all sections to receive Accomplished for the skill
- The student needs to receive Exemplary in all sections to receive Exemplary for the skill

Student Lab Assistants (Work-Study positions) – on the Toledo campus only

1. The Nursing Skills Lab offers an opportunity for students to work as student lab assistants, provided that you qualify for the federal work-study program. See the financial aid office for information and eligibility.
 2. You must have successfully completed NUR 110 (AASN) or NUR 256 (BSN) of your nursing program in order to be considered for this position.
 3. Student Skills Lab Assistants may be available to assist and guide you while utilizing the skills lab. They can assist with lab equipment and help to locate and identify valuable lab resources.
- Refer to the Nursing Skills Lab Manual for more detailed information regarding the Nursing Skills Lab.

Miscellaneous

Pages 69–74

GRADUATION

**A diploma will be awarded to students who have successfully completed
all courses in the nursing curriculum
and have fulfilled all other requirements for graduation.**

**All financial obligations must be met
before authorization is sent to the respective Board of Nursing.**

Clinical Excellence

The Nursing Program recognizes outstanding clinical achievement through the Clinical Excellence Award. The recipients are selected by the nursing faculty and receive the award at the pinning ceremony.

Pinning Ceremony

1. The nursing pin will be awarded to students who have successfully completed all courses in the nursing curriculum and have fulfilled all other requirements for graduation. The cost of the pin is the student's responsibility.
2. This special ceremony recognizes the student's achievement in the preparation for the profession of nursing.

Licensure Requirements

Prospective nursing students are advised to review the Ohio Board of Nursing website at www.nursing.ohio.gov for disqualifying offenses that are automatic bars to obtaining a nursing license. The Ohio Board of Nursing makes all eligibility decisions.

Request for Accommodations for Ohio for the NCLEX® Examination

Accommodation requests include assistance such as extra time, a reduced distraction room, or reading assistance. All accommodation requests must be made in advance to allow sufficient time to secure the required documentation. Candidates who wear medical devices that are attached to the body (e.g., insulin pump, TENS Unit, Spinal Cord Stimulator) must contact the Board for further information. Documentation must include the following:

- 1) A letter from the applicant that includes information regarding the specific type of disability involved, the specific type of accommodations requested, and the applicant's contact information. This letter must be uploaded at the time the online application is submitted.
- 2) A letter submitted directly from the applicant's nursing education program administrator indicating what accommodations, if any, were provided to the applicant during the nursing education program, unless the disability occurred after the completion of the program. The documentation from the school must be sent directly to the Board via email at accommodations@nursing.ohio.gov or by fax to (614) 466-0388, Attention: Accommodations.
- 3) Current documentation (within the past year) submitted to the Board directly from a qualified professional with expertise in the area of the diagnosed disability, on the professional's letterhead stating:
 - The applicant's current disability diagnosis.
 - Recommendations for NCLEX testing accommodations appropriate for the diagnosed disability (i.e. time and a half, private room); and
 - The professional may include documentation such as recent reports, diagnostic test results, evaluations, and assessments of the applicant's need for accommodations; and may include information regarding the history of the disability and past accommodations granted to the applicant, if any.

Accommodation requests based on anxiety or phobia must be supported by a specific and professionally recognized diagnosis found in the Diagnostic and Statistical Manual of Mental Disorders (DSM).

The documentation from the qualified professional must be sent directly to the Board via email at accommodations@nursing.ohio.gov or by fax to (614) 466-0388, Attention: Accommodations.

The recommendation from the qualified professional will be the basis for the recommendation. Your request will be forwarded to the National Council of State Boards of Nursing for review. You will be notified whether your request is approved, along with your authorization to test (ATT) via an email from Pearson VUE.

If you have questions about accommodations, please email accommodations@nursing.ohio.gov.

For other states, check the specific Board of Nursing website.

Division of Nursing Glossary

Accountability: Acceptance of the responsibility for one's own actions.

Activities: This word in a course outline indicates methods and/or tools of teaching used to aid the student in the achievement of specific objectives, e.g.; assignments, audiovisual aids, clinical assignments, community agencies, field trips, office visits, pre-and post-clinical conferences, references, etc.

Acute Care Setting: Those areas where patients are acutely ill and require comprehensive and specialized healthcare, e.g., Hospital.

Adjunct Nursing Faculty: Part-time contract instructor and teaching assistant.

Associate Degree Nurse: A graduate of an associate degree nursing program eligible to apply for RN licensure.

Bachelor of Science in Nursing Graduate: A graduate of baccalaureate degree nursing program eligible to apply for RN licensure.

BSN-C: Bachelor of Science in Nursing completion program.

Class Hours: Allotted time for the presentation and/or utilization of theoretical content. A "class hour" is a fifty (50) minute period.

Clinical Laboratory: A skill/assessment demonstration and/or practice which is incorporated within the mandatory clinical hours of each course.

Clinical Experience: Actual patient care which is planned by the nursing faculty to meet course objectives. This experience could include the care of individuals, families, groups, and/or communities. Student performance is evaluated utilizing set course objectives.

Clinical Day: Any day (regardless of length or time frame) when the student is assigned to a clinical experience.

Clinical Site: Includes the entire facility that the clinical experience takes place (hallways, elevators, cafeterias, parking lots, as well as patient care areas).

Community: A specified population living in a specified geographic area under similar regulations and having common values, interests, and needs. Within a community, people interact and share resources.

Complex Patient: A patient having unhealthful responses to several Functional Health Patterns.

Conceptual Framework: Collection of associated or related concepts supported by appropriate theories and made clear by sub-concepts.

Cultural Competence: The provision of effective nursing care for patients who belong to diverse cultures, based on the nurse's knowledge and understanding of the values, customs, beliefs, and practices of that culture (Catalano, 2015).

Continuing Education: An ongoing program of education to keep faculty aware of current trends in their profession and to assist in the growth and development of the faculty.

Critical Thinking: The intellectual process of examining ideas, inferences, assumptions, arguments, conclusions, beliefs, and actions for which all the relevant information may not be readily available (Catalano, 2015).

Educational Objectives: The competencies, behaviors, characteristics of each graduate at the completion of the program.

Healthcare Team: The patient, significant others, and those involved with the patient's care.

Health Maintenance: Positive health behaviors that preserve a current state of health.

Health Promotion: Health behaviors that increase optimal wellness.

Holistic: Treatment of the total person, including physical, psychological, sociological, and spiritual aspects, with emphasis on the interconnectedness of the parts and wholes (Catalano, 2015).

Horizontal Threads: Integrated concepts woven throughout the curriculum, presented early in the curriculum and strengthened through repeated exposure and application throughout the curriculum.

Human Diversity: Encompasses variations of age, gender, religion, culture, race, socioeconomic status, educational level, cognitive ability, and lifestyle preference.

Information Management: Traditional and developing methods of discovering, retrieving, and using information in nursing practice.

Nursing Process: A systematic, rational method of providing nursing care based on scientific problem solving. It provides a framework for assessing, planning, implementing, and evaluation nursing care, and helps the nurse use nursing knowledge, solve problems, and be creative.

Nursing Program Start Date: Date on which the student begins first nursing course.

Nursing Program End Date: Date on which the student completes final requirements.

Organizational Framework: Provides direction to the nursing curriculum and promotes student learning in a systematic manner.

Patient Simulation: The replication of a real-world patient in situ through accurate representations of patient cues and stimuli that a student is to observe, analyze, interact, and respond to with correct nursing judgment and actions.

Professional Behavior: Behavior that upholds the status, methods, character, and standards of a given profession. Adhere to the Mercy College of Ohio's Core Values and American Nurses' Association's "Professional Code of Ethics."

Program Objectives: Terminal objectives; the competencies, behaviors, and characteristics of each graduate at the completion of the program.

Self-Care: The practice of activities that individuals personally initiate and perform on their own behalf in maintaining life, health, and well-being.

Skills Lab: An area provided for the enhancement of student learning through demonstration, practice, remediation, and evaluation of skills and assessment techniques.

Skills Competency Testing: Student demonstration of skills that are identified by faculty as mandatory to be completed during a specific course.

Program Student Learning Outcomes: Behaviors demonstrated by students indicating successful achievement of educational goals for their program of study. A program of study may also have level outcomes that are behaviors demonstrated by students indicating successful achievement of educational goals at each level of the program of study.

Theory: A set of interrelated concepts, definitions, and propositions that present a systematic view of phenomena by specifying relations among variables with the purpose of describing, explaining, and predicting the phenomena.

Therapeutic Nursing Interventions: Activities clearly designed to promote, maintain, and restore health.

Therapeutic Relationship: An interpersonal relationship in which at least one of the parties has the intent of promoting the growth, development, maturity, improved functioning, and improved coping with the life of the other.

Therapeutic Use of Self: Being able to understand one's own behavior to help others identify felt difficulties and to apply principles of human relations to the problems that arise at all levels of experience.

Vertical Threads: Those concepts that are sequential and span the nursing program, progressive in nature, and increasing in depth throughout the curriculum.

Wholly Compensatory Patient: An individual whose health state requires that they receive total nursing care or assistance. The nursing care required would be inclusive of, but not limited to, such items as complete bed bath, feeding, and toileting assistance. The patient has severe self-care deficits.

Reference

Catalano, J. T. (2015) *Nursing now! Today's issues, tomorrows trends* (7th ed.), F.A. Davis Co.

Appendix A

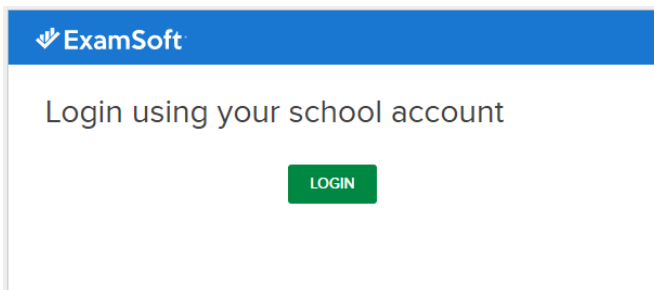
To prepare to take exams on your device, you will need to access ExamSoft as well as download, install, and register Exemplify. These are the basic directions.

Before you begin you will need:

- An internet connection
- The device that you'll use to take your assessments
 - To ensure that your device meets the minimum requirements, see: [Exemplify Minimum System Requirements](#)
- Your institution's ExamSoft ID: **mercycollegeOH**
- Your login credentials: **email and password**

1. Follow this link to access ExamSoft. Click LOGIN.

<https://ui.examssoft.io/login?institutioncode=mercycollegeOH>.

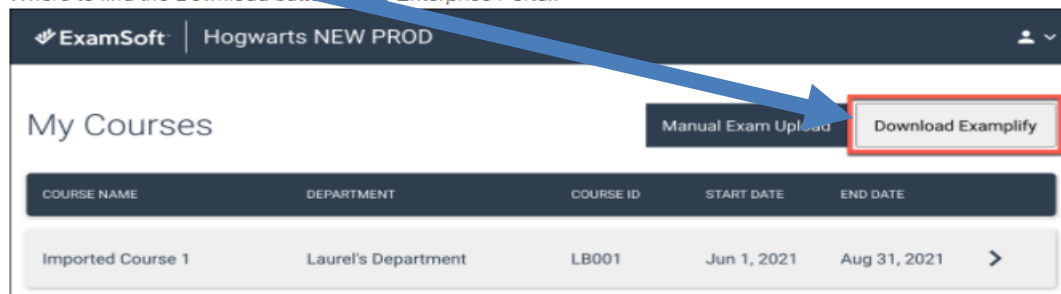


2. You will be prompted to login using your Username and password for Mercy College.



3. Once logged in, you should see a list of your current courses. This is where you can download the Exemplify application.

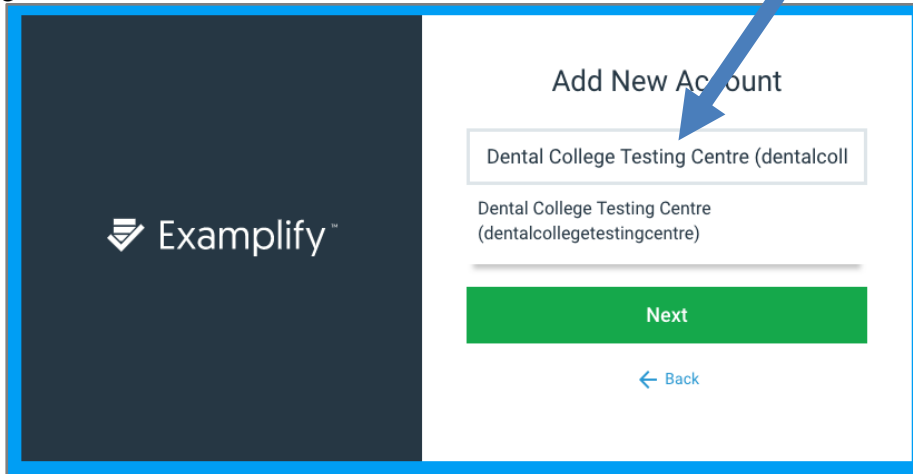
Where to find the Download button in the Enterprise Portal:



Exemplify Setup Instructions

Follow the on-screen instructions to download the installer file.

1. Go to the **Downloads** folder on your device and run the installer file.
2. Start Exemplify.
3. On the **Add New Account** page, enter your **institution ID** (**mercycollegeOH**), and then select the green **Next** button.






4. Enter your **login credentials**.
5. When the registration check is complete, you will see the Exemplify home page where you can download and start exams.
6. To ensure the best results before starting an exam, **temporarily disable** your anti-virus software. See: [Disable Anti-Virus Software](#).

If at any time you are experiencing difficulty you can go to the ExamSoft Exam-Taker Help Site: <https://help.examsoft.com/s/>.

Welcome to the ExamSoft Exam-Taker Help Site!

New User? Get started with the [Exam-Taker Quick Start Guide](#) or the [Exemplify Video Guide](#)

 <h4>Get Started</h4> <p>Use the Quick Start Guide to start learning.</p> <p>Also check out the Video Guide!</p>	 <h4>How-To Articles</h4> <p>Browse through the help site. Learn how to set up your device, install Exemplify, take exams, and more.</p>	 <h4>Troubleshooting Tips</h4> <p>Learn how to resolve common issues with device setup, exam file uploads, and more.</p>
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Testing Center/Computer Lab:

1. Locate the Exemplify application and double-click the logo to **launch** Exemplify.



2. On the **Add New Account** page, enter your **institution ID** (**mercycollegeOH**), and then select the green **Next** button.

Add New Account

Dental College Testing Centre (dentalcoll)

Dental College Testing Centre
(dentalcollegetestingcentre)

Next

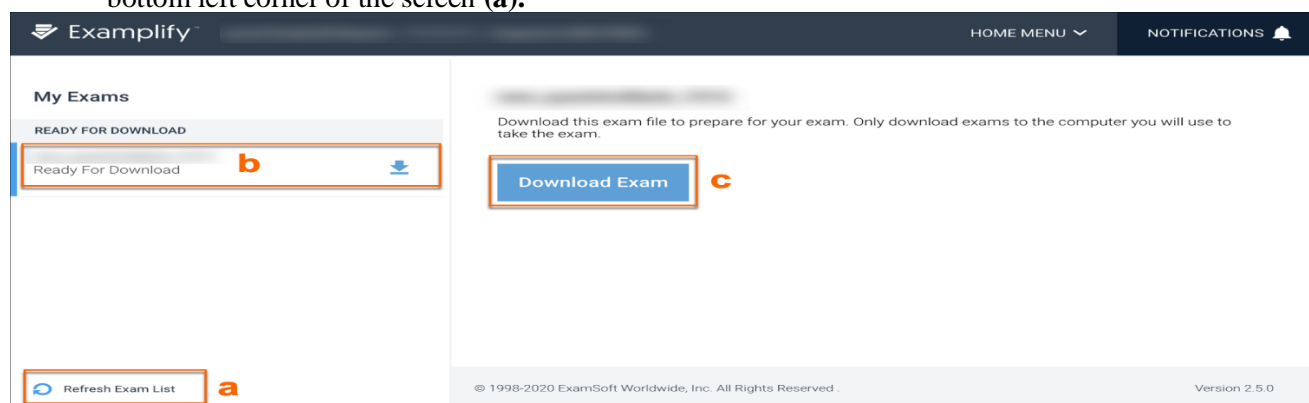
← Back

3. Enter your **login credentials**.
4. When the registration check is complete, you will see the Exemplify home page where you can download and start exams.

To download the exam:

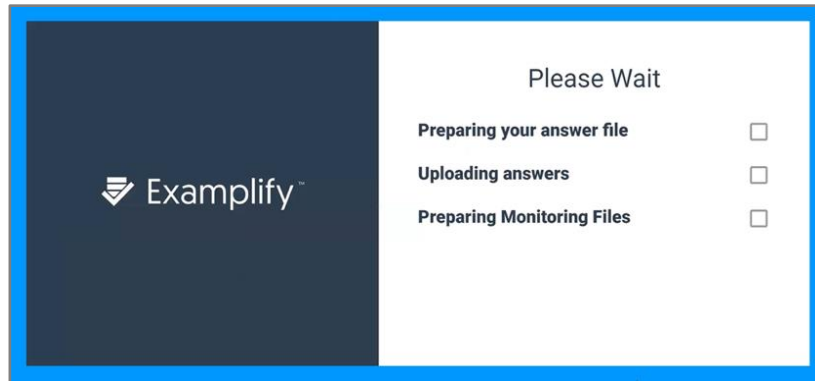
You may download the exams available to you by selecting from the “**Ready for Download**” list within the left-hand menu.

1. On the left side of the screen, select the exam that you want to download (**b**).
2. In the main area of the screen, select **Download Exam** (**c**).
3. If you do not see the exam that you are scheduled to take, select **Refresh Exam List** near the bottom left corner of the screen (**a**).

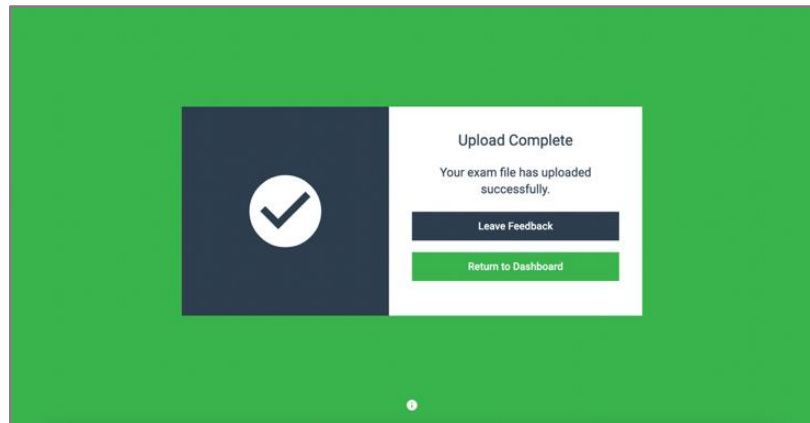


You won't have access to enter an exam until you have received the unique assessment password from your proctor.

When you've completed the exam and clicked **Submit**, you'll see an upload screen with checkboxes; green check marks should appear as the answer file uploads.



When your answer file is prepared and successfully uploaded, you'll see a green screen.



Congratulations! You have submitted your exam!

- **Leave Feedback:** allows you to submit feedback to ExamSoft about the functionality of the Examplify application.
- **Return to Dashboard:** navigates back to your Examplify dashboard where your answer file should now appear in the “Completed” section of the left-hand menu.

Once exams are reviewed and graded by instructors, the scores will be entered into Canvas.

Find additional support documents on our Community site: <https://help.examssoft.com/s/>

Contact our support team directly: U.S. & Canada 866-429-8889, ext. 2 | International +1-954-429-8889, ext. 2