

# Concordia College

## Traditional and Post-Baccalaureate Undergraduate

## Nursing Programs

## Handbook

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## STUDENT HANDBOOK

**Welcome to the Nursing Program!** You have chosen a rigorous and exciting course of study which will lead you to fulfilling and important work. Today's professional nurse is at the forefront of health care, with the capacity to make authentic and lasting change in the lives of individuals, families and communities. Because of its specialized course of study, Nursing Program policies and procedures have been designed to assure that Concordia College's nursing program prepares competent, confident graduates. This handbook has been prepared to provide you with a guide to the nursing programs offered at Concordia College. The Undergraduate Catalogue is the primary source for information about the College, the nursing curriculum and additional aspects of life at Concordia College.

Please note you are responsible for the policies in this book. Policy changes will be communicated to students using a variety of strategies: e-mail; posts on Blackboard and/or the Division of Nursing's bulletin board. The Director of the Division of Nursing and Assistant Director of the Division of Nursing are responsible for distributing any changes in policy.

Do not hesitate to contact us or any member of the Nursing faculty for clarification of any of these policies. We wish you every success as you pursue this exciting new venture.

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## Table of Contents

<b>Faculty</b>	<b>5</b>
<b>Nursing Program Mission Statement</b>	<b>6</b>
<b>Philosophy</b>	<b>6</b>
<b>Program Outcomes</b>	<b>7</b>
<b>Curriculum Plans: BS Undergraduate Nursing Program:</b>	<b>8</b>
<b>Post Baccalaureate Nursing Program Fall Admit</b>	<b>9</b>
<b>Post Baccalaureate Nursing Program Spring Admit</b>	<b>10</b>
<b>Nursing Course Descriptions</b>	<b>11</b>
<b>Policies and Procedures</b>	
<b>Academic Integrity</b>	<b>14</b>
<b>Accommodations for Students with Documented Disabilities</b>	<b>14</b>
<b>Admission Criteria for Post-Baccalaureate Nursing Program</b>	<b>15</b>
<b>Admission Criteria for Traditional Undergrad. Nursing Program</b>	<b>15</b>
<b>Advisement and Registration</b>	<b>15</b>
<b>ATI Policy</b>	<b>15</b>
<b>Attendance: Class</b>	<b>18</b>
<b>Attendance: Clinical Rotations, Nursing Labs</b>	<b>19</b>
<b>Calculation Proficiency</b>	<b>20</b>
<b>Deceleration</b>	<b>21</b>
<b>Dress Code</b>	<b>21</b>
<b>Electronic Communication</b>	<b>22</b>
<b>Eligibility for NCLEX-RN</b>	<b>22</b>
<b>Evaluation of Clinical Progress</b>	<b>22</b>
<b>Formal Complaint Policy</b>	<b>23</b>
<b>Grading</b>	<b>26</b>
<b>Grade Appeal Process</b>	<b>27</b>
<b>Group Work Process &amp; Norms</b>	<b>27</b>
<b>Health Policy Related to Pregnancy</b>	<b>28</b>
<b>Health Clearance</b>	<b>28</b>
<b>Licensure as a Registered Nurse</b>	<b>30</b>
<b>Parking: On-Campus</b>	<b>30</b>
<b>Pre-Clinical Requirements</b>	<b>30</b>
<b>Progression Requirements</b>	<b>31</b>
<b>Recording of Lectures</b>	<b>32</b>
<b>Simulation Laboratory Confidentiality</b>	<b>32</b>
<b>Simulation Experiences</b>	<b>32</b>
<b>Social Media Statement</b>	<b>33</b>
<b>Standardized Testing Requirements</b>	<b>34</b>
<b>Standards for Core Professional Nursing Competency Performance</b>	<b>34</b>
<b>Substance Policy</b>	<b>35</b>
<b>TEAS Testing Policy</b>	<b>37</b>
<b>Technical Standards Competency Domains</b>	<b>37</b>
<b>Testing Procedures</b>	<b>41</b>
<b>Tuition Refund</b>	<b>43</b>
<b>Unsafe/Unfit Student Performance</b>	<b>43</b>
<b>Withdrawal Policy</b>	<b>43</b>
<b>College Nursing Organizations:</b>	
<b>Concordia Chapter, National Student Nurses Association</b>	<b>44</b>
<b>Psi Nu Chapter, Sigma Theta Tau International</b>	<b>57</b>

**Acknowledgement of Understanding of Policies****58**

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**Mission Statement**

The mission of the Concordia College Nursing Program is to provide quality baccalaureate education in nursing in a values-oriented, faith based atmosphere to prepare individuals to enter into practice as professional nurses and for registered nurses to their practices as baccalaureate prepared professionals.

The goals of the Nursing Program are to prepare nurses to integrate knowledge from a variety of disciplines and sources to deliver authentically compassionate care, develop spiritual and cultural competence in nursing care delivery, engage in bold nursing and health care leadership, advocate for health promotion and disease prevention and embrace the value of learning for life.

**Philosophy**

Members of the Nursing Program believe that health is a requirement for human self-actualization. Humankind requires a state of health for a full and complete life. Health is defined as a state of wellness, not just the absence of disease, with the capacity to “use well every power we have” (Nightingale).

We believe that human beings are part of and cannot be separated from their environment. Therefore, human beings and their environment are in a constant state of mutual interaction. The health of the human-environment entity is the subject of nursing.

The profession of nursing is charged by society with the maintenance of health, the prevention of disease, reduction of disease risk and care of the individual seeking to achieve a state of health. *Nursing's Social Policy Statement (2003)* provides the Nursing Program with the definition of nursing: “Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations. Nursing care refers to the provision of any and all services protect, promote and optimize health, and prevent and/or alleviate disease. In accordance with Henderson’s classic perspective on nursing we believe that nurses fulfill their social mandate by doing “for others what they would do for themselves if they had the strength, the will and the knowledge... the nurse makes the patient independent. . . as soon as possible”. Professional nursing practice requires implementation of the nursing process, culturally and spiritually sensitive intervention, and evaluation of care. Nurses must be prepared to apply analytical skills in a variety of settings and assume a multitude of roles within the health care system.

The nursing program at Concordia recognizes and values the wholistic nature of individuals, families, and populations entrusted to the care of nurses. We believe that central to every successful nurse-patient encounter lies an appreciation for the sanctity of human dignity.

The members of the Nursing Program believe that nursing education must occur in a supportive environment that empowers nurses to be confident, competent clinicians who possess the capacity to assume bold leadership in the health care industry. Nursing education is an active and collaborative endeavor between expert teacher/clinician and student. Adherence to this value requires members of the Nursing Program to cultivate and support faculty/student

collaboration and mentoring and respect students as individuals with unique skills and learning needs.

Effective nursing education can be delivered only by clinically competent nursing educators. Faculty model this value by maintaining clinical competence, engaging in continuous self-education and relationships with colleagues and contributing to the ever evolving body of nursing knowledge.

We believe that the faculty, students, and graduates of the Concordia College Nursing program must meet the professional standards set forth in The American Association of Colleges of Nursing's Essentials of Baccalaureate Education; the ANA Scope and Standards of Practice; the ANA Code for Ethics for Nurses with Interpretive Statements; and Nursing's Social Policy statement. The AACN's Essentials of Baccalaureate Education provides the core structure for the curriculum. The program is designed to build on liberal education, develop professional and values-based behaviors; expand and hone critical thinking and communication skills; develop technical skills; teach core nursing knowledge; and, facilitate development of the students' role as a member of the profession of nursing.

### **Program Outcomes**

Graduates of the Concordia College Baccalaureate Nursing Program will be able to:

1. integrate concepts from the liberal arts, physical and social sciences with nursing theory, and practice to provide safe, competent, quality care;
2. demonstrate appropriate leadership behaviors in nursing that promote health, safety and quality and foster change;
3. analyze evidence from a variety of sources for legitimacy and pertinence to nursing care;
4. implement evidence-based nursing interventions;
5. manage information from a variety of venues i.e. liberal arts, sciences, research, culture, health information technology, effectively when implementing the nursing process;
6. analyze health care and public policy that affects professional nursing;
7. deliver competent and compassionate nursing care within an interdisciplinary health care team;
8. demonstrate effective oral, written, electronic and nonverbal communication with patients and members of the interdisciplinary team in the delivery of nursing care.
9. facilitate health promotion, disease prevention and risk reduction;
10. demonstrate core professional nursing values of altruism, autonomy, respect for human dignity, integrity and social justice in the delivery of nursing care;
11. practice in accordance with ethical and legal principles which embrace the sanctity of human dignity;
12. provide culturally and spiritually competent care to diverse patient populations;
13. design clinical interventions utilizing critical thinking; and,
14. engage in life-long learning and continuous professional development.

### Curriculum Plan: BS Undergraduate Nursing Program

Year One			
Semester One		Semester Two	
Course	Credits	Course	Credits
FYS 100 First Year Seminar (FYS 101 First Year Seminar for Transfers)	3 (1)	ENG 120 Argument and Rhetoric	3
ENG 110 Composition and Rhetoric	3	ENG 121 Information Literacy	1
COM 100 L – Writing Lab	1	HIS/SSC 100 The Human Challenge	3
CHM 171 Elements of Inorganic, Organic and Biochemistry	3	THE 101 Christian Faith and Ethos (May take during Year 3 or 4)	3
PSY 181 General Psychology*	3	BIO 215 Heredity and Society	3
Living with the Arts (ART 222 or HUM 100 or MUS 215 or NMC 232)	3	World Culture Core Elective ( ART 222 or ENG 241 or MUS 209 or NMC 234 or THE 252)	3
General Electives for Transfer Students	(2)	NUR 221 Concepts of Health Promotion and Disease Prevention (May take with Nursing courses)	2
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>18</b>
Year Two			
Course	Credits	Course	Credits
THE 201 Global Christianity (May take with Nursing courses)	3	ENG 200 Level Course	3
BIO 271 Human Anatomy and Physiology	4	MAT 121 Introduction to Probability and Statistics	3
PSY 281 Developmental Psychology I	3		
BIO 373 General Microbiology	4	BIO 272 Human Anatomy and Physiology II	4
		PSY 291 Developmental Psychology II	3
General Electives**	4	NUR 222 Caring and Therapeutic Use of Self (May take with Nursing Courses)	3
	<b>18</b>	<b>Total</b>	<b>16</b>
Year Three			
Course	Credits	Course	Credits
NUR 311 Critical Thinking in the Clinical Management of Patients	4	NUR 315 Acute Care of the Adult II	4
NUR 312 Health Assessment	3	NUR 316 Nursing Care of the Older Adult	4
NUR 314 Acute Care of the Adult I	4	NUR 322 Pathopharmacology II	3
NUR 321 Pathopharmacology I	3		
		NUR 341 Contemporary Issues in Nursing	2
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>13</b>
Year Four			
Course	Credits	Course	Credits
NUR 416 Nursing Care of Aggregate Populations: Family ***	8	NUR 415 Nursing Care of Aggregate Populations: Community & Mental Health ***	6
		NUR 451 Nursing Leadership	3
NUR 431 Research, Theory and Evidence Basis for Nursing Care	3	NUR 452 Transition to the Professional Nursing Role	3
General Electives**	4		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>12</b>
<b>Program Total</b>			<b>122</b>

Course substitution for Human Behavior Core Elective\*\*Can take at any time.

Total of 8 credits for general electives

\*\*\*NUR 415 and NUR 416 are offered in 1st and 2nd Semesters in Year Four

**Curriculum Plan: Post Baccalaureate Nursing Program  
Fall Admit Course Plan**

Course	Credits	Semester
NUR 311 Critical Thinking in the Clinical Management of Patients	4	1 <sup>st</sup> Fall
NUR 312 Health Assessment	3	1 <sup>st</sup> Fall
NUR 314 Acute Care of the Adult Patient I	4	1 <sup>st</sup> Fall
NUR 321 Pathopharmacology I	3	1 <sup>st</sup> Fall
NUR 342 Spiritual and Cultural Competence in the Delivery of Nursing Care	3	1 <sup>st</sup> Fall
NUR 315 Acute Care of the Adult Patient II	4	2 <sup>nd</sup> Spring
NUR 316 Nursing Care of the Older Adult	4	2 <sup>nd</sup> Spring
NUR 322 Pathopharmacology II	3	2 <sup>nd</sup> Spring
NUR 331 Prevention, Health Promotion and Risk Reduction	2	2 <sup>nd</sup> Spring
NUR 341 Contemporary Issues in Nursing	2	2 <sup>nd</sup> Spring
NUR 431 Research, Theory and Evidence Basis for Nursing Care	3	3 <sup>rd</sup> Summer
THE 252 World Religions	3	3 <sup>rd</sup> Summer*
THE 111 Narrative of Sacred Scripture	3	3 <sup>rd</sup> Summer*
NUR 415 Nursing Care of Aggregate Populations: Community and Mental Health	6	3 <sup>rd</sup> Summer or 4 <sup>th</sup> Fall
NUR 416 Nursing Care of Aggregate Populations: Family	8	3 <sup>rd</sup> Summer or 4 <sup>th</sup> Fall
NUR 451 Nursing Leadership	3	4 <sup>th</sup> Fall
NUR 452 Transition to the Professional Nursing Role	3	4 <sup>th</sup> Fall

**Curriculum Plan: Post Baccalaureate Nursing Program  
Spring Admit Course Plan**

Course	Credits	Semester
NUR 311 Critical Thinking in the Clinical Management of Patients	4	1 <sup>st</sup> Spring
NUR 312 Health Assessment	3	1 <sup>st</sup> Spring
NUR 314 Acute Care of the Adult Patient I	4	1 <sup>st</sup> Spring
NUR 321 Pathopharmacology I	3	1 <sup>st</sup> Spring
NUR 342 Spiritual and Cultural Competence in the Delivery of Nursing Care	3	1 <sup>st</sup> Spring
NUR 416 Nursing Care of Aggregate Populations: Family	8	2 <sup>nd</sup> Summer
NUR 431 Research, Theory and Evidence Basis for Nursing Care	3	2 <sup>nd</sup> Summer
THE 111 Narrative of Sacred Scripture	3	2 <sup>rd</sup> Summer*
NUR 315 Acute Care of the Adult Patient II	4	3 <sup>rd</sup> Fall
NUR 316 Nursing Care of the Older Adult	4	3 <sup>rd</sup> Fall
NUR 322 Pathopharmacology II	3	3 <sup>rd</sup> Fall
NUR 331 Prevention, Health Promotion and Risk Reduction	2	3 <sup>rd</sup> Fall
NUR 341 Contemporary Issues in Nursing	2	3 <sup>rd</sup> Fall
NUR 415 Nursing Care of Aggregate Populations: Community and Mental Health	6	4 <sup>th</sup> Spring
THE 252 World Religions	3	4 <sup>th</sup> Spring*
NUR 451 Nursing Leadership	3	4 <sup>th</sup> Spring
NUR 452 Transition to the Professional Nursing Role	3	4 <sup>th</sup> Spring

## **Nursing Course Descriptions for Undergraduate Nursing Program**

### **NURS 221 Concepts in Health Promotion and Disease Prevention**

This course focuses on national goals for the promotion of health, the prevention of disease and the maintenance of health. National initiatives such as Healthy People 2020 and CDC guidelines will be examined. Students will explore their own values and beliefs about disease prevention and health promotion and develop a plan to maintain their own health. (2 credits)

### **NUR 222 Caring and the Therapeutic Use of Self**

This course focuses on the concepts of caring, holism, and the therapeutic use of self in the practice of nursing and other healing professions, within reflective, theoretical, transcultural, and evidence-based contexts. The client/family lived experiences with health, illness, loss, and death will be explored. Self-reflection, spirituality and awareness of the nurse are examined and are considered as key components toward developing authentic, caring, helping relationships with clients, families, and the health care team. Therapeutic communication techniques, presence, and select holistic therapeutic nursing interventions will be focal points of this course. (3 credits)

### **NUR 311 Critical Thinking in the Clinical Management of Patients**

This course provides students with the theoretical knowledge and clinical skill necessary for comprehensive management of patients. Students will learn critical thinking skills, clinical skills, to develop a plan of care through the nursing process, including collection of health assessment data, identifying nursing diagnoses, developing patient-centered goals, prioritizing nursing interventions, and evaluating the process. The emphasis of this course is on the development of skills essential in clinical management of patients experiencing acute and chronic illness. This course includes a laboratory experience which will provide the students with the opportunity to refine clinical skills and synthesizing the components of the nursing plan of care, and clinical experience in appropriate clinical agencies. (4 credits) Prerequisites for continuing traditional students: Co-requisite NUR 321.

### **NUR 312 Health Assessment**

This course provides students with the theoretical knowledge and clinical skill necessary for comprehensive and systematic collection of subjective and objective patient data. Students will learn to develop a data base through collection of a health history and performance of a physical assessment. The emphasis of this course is on the differentiation between normal and abnormal findings. This course includes a laboratory experience which will provide the students with the opportunity to refine clinical assessment skills and synthesize the components of the health history and physical assessment findings. (3 credits) Pre-requisites for traditional students: Co-requisite NUR 311.

### **NUR 314 Acute Care of the Adult Patient I**

This course is the first in a two course series which focuses on the development of theoretical knowledge and clinical skills involved in nursing care of the adult patient. Concepts which address prevention, health promotion, disease management and therapeutic interventions for adults with actual or potential alterations in fluid balance, and neurologic, respiratory and cardiac systems will be addressed. Health issues and disease processes commonly experienced by individuals and their families in the adult years will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of adults within the context of their families and community. (4 credits) Prerequisites for traditional students: NUR 311. Co-requisite NUR 321.

### **NUR 315 Acute Care of the Adult Patient II**

This course is the second in a two course series which focuses on the development of theoretical knowledge and clinical skills involved in nursing care of the adult patient. Concepts which address

prevention, health promotion, disease management and therapeutic interventions for adults with actual or potential alterations in endocrine, gastrointestinal, renal, and immune system will be addressed. Health issues and disease processes commonly experiences by individuals and their families in the adult years will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of adults within the context of their families and community. (4 credits). Prerequisites: NUR 311, NUR 312, NUR 314, NUR 321. Co-requisite: NUR 322.

### **NUR 316 Nursing Care of the Older Adult**

This course focuses on the development of theoretical knowledge and clinical skills involved in nursing care of the older adult patient. Concepts which address prevention, health promotion, disease management and therapeutic interventions for older adults will be addressed. Health issues and disease processes commonly experienced by individuals and their families in the older adult years will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of older adults within the context of their families and community. (4 credits). Prerequisites: NUR 311, NUR 312, NUR 314, NUR 315, NUR 321. Co-requisite: NUR 322.

### **NUR 321 Pathopharmacology I**

This course explores concepts in pathophysiology and pharmacology and their use in implementation of the nursing process. Common pathophysiologic processes are discussed in conjunction with recent research. Common pharmacologic interventions and their implications for patients are explored. The interrelationships between clinical pathophysiology, basic physiology, genetics and pharmacology are emphasized. (3 credits). Prerequisites: Co-requisite NUR 311, 312

### **NUR 322 Pathopharmacology II**

This course explores concepts in pathophysiology and pharmacology and their use in implementation of the nursing process. Common pathophysiologic processes are discussed in conjunction with recent research. Common pharmacologic interventions and their implications for patients are explored. The interrelationships between clinical pathophysiology, basic physiology, genetics and pharmacology are emphasized. (3 credits). Prerequisites: 311/314,312,314, 321. Co-requisite NUR 321

### **NURS 331 Prevention, Health Promotion and Risk Reduction**

This course focuses on national goals for the promotion of health, the prevention of disease and the maintenance of health. Communication in a cultural context as the medium for developing therapeutic relationships with clients and communities and for disseminating health related information to individuals and groups will be defined. Issues of chronicity and management of chronic illness within a context of health will be explored. National initiatives such as Healthy People 2020, the Institute of Medicine's quality initiatives and health/illness projections for the 21<sup>st</sup> Century will be examined for their implications on the health of individuals and the nation. Students will explore their own values and beliefs about health and illness. (2 credits)

### **NUR 341 Contemporary Issues in Nursing**

This course is designed to introduce the student to the professional nursing role through the critical examination of current trends and issues influencing nursing care delivery. Legal, ethical and local and global health care issues will be discussed and analyzed. Current issues affecting the health care of Americans and implications for professional nursing will be evaluated. (2 credits)

### **NUR 342 Spiritual and Cultural Competence in Nursing Care Delivery**

This course provides students with evidence-based theoretical knowledge and support through student facilitated shared personal learning opportunities to explore communication dynamics in a trans-cultural

context. Such opportunities include group discussions, field trips, individual and/or group artistic reflections on spiritual and cultural themes designed to enhance each one's spiritual and cultural competence as he/she employs verbal and non-verbal communication to provide nursing care addressing the unique spiritual and cultural needs of individual clients, families, and communities. (3 credits)

#### **NUR 415 Nursing Care of Aggregate Populations: Mental Health and Community**

This course focuses on the holistic needs/problems of Aggregate Populations within the health care system and the community with an emphasis on assisting individuals/families and communities with the restoration, maintenance, and promotion of health and wellbeing inclusive of acute and chronic physical and psychiatric challenges. Physical and psychological alterations which affect individuals, families and vulnerable populations in the community across the health continuum including end of life concerns are discussed. Clinical practice experiences are provided in both out-patient and acute care settings in the community and will focus on the necessary knowledge, skills and best nursing practices to assure competent and compassionate care. (6 credits) Pre-requisites: NUR 311/314, 312, 321.

#### **NUR 416 Nursing Care of Aggregate Populations: Family**

This course focuses on the development of theoretical knowledge and clinical skills involved in managing the health care of women, children, and their families in acute care and community environments. Concepts which address prevention, health promotion, disease management and therapeutic interventions for women, children, and families will be addressed. Health issues and disease processes commonly experienced by these populations will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of women, children and their families within the context of their communities. (8 credits) Pre-requisites: NUR 311/314, 312, 321.

#### **NUR 431 Research, Theory and Evidence Basis for Nursing Care**

This course focuses on the theoretical and research foundations of nursing care. Research methodologies and theories from nursing and other disciplines will be used to demonstrate the basis for nursing care and the creation of nursing knowledge. Students will be introduced to the process of scientific inquiry in nursing and nursing theory development. Current nursing research will be discussed in relation to key theories explaining phenomena relevant to nursing practice. Critical analysis of published research studies with regard to implications for clinical practice will be addressed. (3 credits) (Pre-requisites: NUR 311/314, 312, 321.

#### **NUR 451 Nursing Leadership**

This course focuses on the development of professional nursing leadership skills. Theories of leadership, management, change, and delegation will be reviewed and applied to nursing and health systems. Students will explore the influence of culture, gender, age and other variables on leadership styles. Emphasis will be placed on concepts of collaboration, the interdisciplinary nature of the health care team and case management. (3 credits) Pre-requisites: All 300 level nursing courses.

#### **NUR 452 Transition to the Professional Nursing Role**

This capstone clinical course focuses on the integration and application of theory, research, evidence, critical thinking and psychomotor skills in a mentored practicum. Students will have the opportunity to synthesize the roles and functions of the professional registered nurse. Professional registered nurse preceptors and faculty mentors guide the student through this four-week intensive clinical immersion experience. (3 credits) Pre-requisites: All 300 and 400 level nursing courses.

## **Academic Integrity and Ethics**

At Concordia College – New York, we are guided in all of our work by the values of academic integrity and ethics: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in behavior that violates academic integrity and ethics (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations of Concordia College’s academic integrity and ethics policies are very serious and documentation of violations will be forwarded to the office of the Dean of Students where records are kept for five years after the student graduates or withdraws from the college. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination; receiving a failing grade for the course; and/or suspension or expulsion from the program and/or college. Refer to the *Student Guide* section on Academic Integrity and Ethics for complete policies.

All students are expected to comply with Concordia College’s and the Division of Nursing’s Academic Integrity Policy. Plagiarism is the use of work by another as one’s own. Cheating is the use of “aides” or the theft of information from another. Both of these activities violate the premise of academic integrity and professional nursing standards. Academic dishonesty in any form will result in disciplinary action including but not limited to course failure. Students are responsible to refer to the Undergraduate Nursing Handbook, 2018 and the College Student Guide.

### **Concordia Student Nurses Expectations:**

Advocate for the rights of all patients.

Maintain patient confidentiality.

Take appropriate action to ensure the safety of patients, self, and others.

Provide care for the patient in a timely, compassionate and professional manner.

Communicate patient care in a truthful, timely and accurate manner.

Honesty regarding action or inaction in the clinical setting.

Actively promote the highest level of moral and ethical principles and accept responsibility for their actions.

***Failure to comply with these expectations may result in disciplinary action or dismissal from the program.***

### **Accommodations for Students with Documented Disabilities**

Concordia College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008. Students with disabilities who need special accommodations must submit documentation of the disability to the Concordia Connection Program in order for reasonable accommodations to be granted. Students are encouraged to notify their instructors and the Connection Program as soon as they determine accommodations are necessary; however, documentation will be reviewed upon receipt at any point in the semester. The Connection Program will partner with students to determine the appropriate accommodations and, in cooperation with the instructor, will work to provide all students with a fair opportunity to perform in the particular class. Specific details of the disability will remain confidential between the student and the Connection Program, unless

the student chooses to disclose or there is legitimate academic need for disclosure on a case-by-case basis.

### **Admission Criteria for Post-Baccalaureate Nursing Program**

1. Completion of a college bachelor's degree program with a 3.0 cum GPA or higher
2. Completion of all the prerequisite courses with a Lab within the past 5 years with a minimum grade of B in each course: Chemistry (4 credits), Microbiology (4 credits), and Anatomy and Physiology I & II (8 credits).
3. TEAS Exam result at a minimum of Proficiency Level (see TEAS Exam section for policy on this exam).
4. Completed application, application fee, resume, and all college transcripts submitted.
5. Interview with member of the faculty of Division of Nursing (if requested).

### **Admission Criteria for BS Undergraduate Nursing Program**

Any interested students must apply to the BS Undergraduate Program for admission to the Nursing program after completing the requirements listed below. Transfer students may have to complete at least one semester of academic study at Concordia College, prior to applying for the nursing program. Eligibility for the Undergraduate Nursing program of study includes:

1. Cumulative grade average of 3.0
2. Minimum of a C+ in every required science course taken at Concordia College (CHM 171; BIO 215; BIO 271; BIO 272; BIO 373)
3. Minimum of a B in every required science course taken within the last 5 years, transferred into Concordia College (CHM 171; BIO 215; BIO 271; BIO 272; BIO 373)
4. Minimum of a C+ in required psychology courses taken at Concordia College (PSY 181; PSY 281; PSY 291)
5. Minimum of a B in required psychology courses taken within the last 5 years, transferred into Concordia College (PSY 181; PSY 281; PSY 291)
6. Successful achievement of at least the Proficiency Level on the Test of Essential Academic Skills (TEAS Test)

### **Advisement and Registration**

**Policy:** All students will be assigned an advisor who will be a member of the nursing faculty. Students must meet with their advisors at least twice during each semester to discuss coursework and progress. Students must meet with advisors prior to registration. Once a student has met with their advisor, they will be cleared for registration.

### **ATI Policy**

The following policy describes the use of Assessment Technologies Inc. (ATI) Comprehensive Assessment and Review Program (CARP) as a component of admission, progression, and graduation from Concordia College New York Nursing Program. This policy has been developed to facilitate the assessment of at-risk students and establish a review and remediation process to enhance their success in the program and on the NCLEX after graduation.

1) The ATI Test of Essential Academic Skills (TEAS) is used as a component of the admission process. The TEAS test is an indicator of the student's ability to succeed in the nursing program (see TEAS Admission Policy).

2) The ATI Critical Thinking Exam and the Self-Assessment Inventory in the first semester, and the Critical Thinking Exit Exam in the last semester provide information that can be used in counseling students for success in the program. This data also provides information regarding Program Outcomes.

3) The ATI review and remediation Content Mastery Series is used as a component for promoting success. Students are required to complete all ATI Content Mastery Series practice (non-proctored) assessments as assigned. Students are required to create an ATI Focused Review after each assessment. For each topic missed, the student is required to complete an active learning template and/or identify three critical points to remember. ATI Focused Review contains links to ATI books, media clips and active learning templates. Practice exam remediation packets are due the day of the proctored exam. Students will not be admitted to the ATI proctored exam without completing the practice exam and the remediation.

### **ATI Testing and Remediation**

The Division of Nursing has chosen to use Assessment Technologies Institute (ATI) to provide students with various learning tools that assists them in reviewing course content, identifying strengths and weaknesses, improving test taking abilities, and ultimately successfully passing the National Council Licensure Examination for Registered Nurses (NCLEX-RN). All students regardless of level achieved are required to complete an ATI Focused Review after each assessment and for each topic missed, complete an active learning template and/or identify three critical points to remember. The remediation assists faculty and students in the identification of areas needing further development so that 1) students will have the greatest opportunity to successfully complete the nursing program and 2) graduates will have the nursing knowledge required for licensure and entry-level competence for professional nursing practice.

### **ATI Criterion Referenced Proficiency Level Guidelines**

Performances on content-specific course mastery examinations are based on Criterion Referenced Proficiency Levels. The Criterion Referenced Proficiency Levels are as follows:

ATI Proficiency Level	
<b>Students reaching proficiency level 3</b>	<ul style="list-style-type: none"> <li>• Is very likely to exceed the NCLEX standards in the content area.</li> <li>• Demonstrates a higher than expected level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content.</li> <li>• Exceeds most expectations for performance in this content area.</li> <li>• Demonstrates achievement of a level of competence needed for professional nursing practice in this content area that exceeds most expectations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Meets benchmark and does not require remediation.</li> </ul>
<b>Students reaching Proficiency level 2</b>	<ul style="list-style-type: none"> <li>• Is fairly certain to meet NCLEX standards in this content area.</li> <li>• Demonstrates a higher than expected level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content.</li> <li>• Exceeds minimum expectations for performance in this content area.</li> <li>• Demonstrates achievement of a satisfactory level of competence needed for professional nursing practice in this content area.</li> <li>• Meets benchmark and does not require remediation.</li> </ul>
<b>Students reaching Proficiency level 1 or Below Level 1</b>	<ul style="list-style-type: none"> <li>• Is likely to <u>just meet</u> NCLEX standards in this content area</li> <li>• Demonstrates the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content.</li> <li>• Meets the minimum expectations for performance in this content area.</li> <li>• Demonstrates achievement of the minimum level of competence needed for professional nursing practice in this content area.</li> <li>• Does not meet benchmark and requires mandatory remediation</li> </ul>

Minimum scores for proficiency levels vary for each assessment in the RN Content Mastery Series. ATI establishes each assessment score based on the NCLEX-RN Test Plan and through the National Standard Setting Study.

### **ATI Remediation**

The ATI Coordinator along with the course coordinator is responsible for organizing and implementing the remediation process. The ATI coordinator, the course coordinator, and/or the course instructor will review the student's remediation work prior to the administration of a proctored exam.

### **ATI's Capstone Content Review**

This 8-week comprehensive content review program is integrated as a component of Nursing Leadership (NUR 451) to help students to prepare for the Comprehensive Predictor and increase graduation readiness. The learning environment is an online classroom that offers flexibility and accessibility to the student learning experience. ATI Capstone nurse educators provide each student individualized remediation based on identified weaknesses as evidenced by weekly ATI Capstone Content Review assessments. It is estimated that the program will require the students on average to spend 4 to 6 hours per week reviewing, depending on their knowledge level. This program will count as a grade in NUR 451.

- Complete pre-assignment quiz.
- Take weekly assessments (50 questions) on campus during class in a computer lab or home.

- Complete individualized Focused Review.
- Complete individualized post-assessment assignment sent by educator.
- Review weekly tips.
- Weekly report will be emailed to the school with students' progress.

### **ATI Comprehensive Predictor Examinations**

Comprehensive Predictor Assessments help to determine each student's preparedness for the NCLEX and are highly predictive of NCLEX performance. All students will be required to complete the ATI Content Mastery Series Practice Comprehensive Predictor as assigned and complete an ATI Focused Review. Non-proctored practice exams are available online for the student. The first proctored ATI Comprehensive Predictor will be given just prior to Preceptorship. The second ATI Comprehensive Predictor will be given after the 3-day ATI Customized Live Review. No points are awarded for these exams.

### **ATI Customized Live Review**

The Customized Live NCLEX Review is formatted based upon class performance on the Comprehensive Predictor®, one of the final exams used within the Comprehensive Assessment and Review Program (CARP). This three-day live review is designed to improve competency on topics that need additional instruction. The review is highly interactive and is closely aligned with the NCLEX blueprint. Test-taking strategies, critical thinking and Q&A are presented. Upon completion of the review, students receive a customized, individual study plan to continue exam preparation. Any student who is absent from the ATI Customized Live Review may be required to complete an approved external NCLEX review class before being cleared to take the NCLEX

### **Attendance Policies:**

Nursing practice competence involves knowledge, skill, attitudes, and judgment. Attaining competence in practice requires that students actively engage in all planned practice experiences throughout the program. Clinical and laboratory practice hours are designed to enable students to achieve the Essentials of Baccalaureate Education for Professional Nursing Practice. Any missed hours can interfere with adequate development and assessment of student competencies (knowledge, skill, attitude, judgment) and jeopardize successful completion of the required course outcomes.

Attendance is required for all clinical rotations/lab sessions/simulation sessions. Absences prevent completion of course and/or clinical outcomes. Failure to achieve clinical outcomes will result in course failure.

### **Class Attendance**

**Policy:** Attendance is expected for all class sessions including both lecture and clinical/simulation laboratory sessions (as applicable to the course) for successful course completion. All students are required to be punctual for all lecture and laboratory sessions. Students are responsible for all missed work. Course and Clinical Instructors are under no obligation to provide make-up quizzes or examinations or to extend deadlines.

## **Clinical Attendance**

Attendance is expected for all clinical sessions. Students who are absent from clinical are required to pay a clinical makeup fee of \$150 for each clinical missed. Students who are in good standing and not in jeopardy of course/clinical failure will be required to attend/complete a clinical make-up day. Each semester, the date of the clinical makeup day will be given to the students prior to the end of the semester. An alternative assignment to assist the student in meeting the course objectives is estimated to take the same time to complete them as the missed clinical hours. Makeup assignments must be approved by the course coordinator.

**Procedure:** Students must notify their clinical instructor as soon as they become aware of the possibility of a clinical absence. If the student is unable to contact the instructor or the clinical facility, they must leave a message at 914-337-9300 ext: 2280. Failure to comply with the above will result in an automatic failure in the clinical course.

Students will automatically fail the clinical rotation if the student:

1. Is dishonest about client care
2. Comes to clinical under the influence of any addictive substance

## **Lab Attendance:**

Absences will interfere with the student's ability to meet the lab objectives. Late arrivals are disruptive to the class and interfere with student learning. Lab is a major component of all Nursing clinical courses. All students must be dressed in uniform and ready to begin lab at their assigned time. There will be no grace period.

- One (1) lab absence equals a reduction of 2.5% of the course grade
- Two (2) lab absences equal a reduction of 5% of the course grade
- Two (2) late arrivals equal one absence

Habitual lateness, (i.e. greater than 2 episodes per course or occurring in subsequent courses) may incur further academic penalties.

The decision of the lab faculty regarding lateness and the student's preparedness for lab is final.

## **Clinical Punctuality**

All students are expected to arrive 15 minutes before the start of clinical. Punctuality is a professional responsibility. Students cannot interrupt or delay other students and faculty once the clinical experience has begun, which will cause the loss of valuable clinical time. It is also disruptive to the hospital staff who expect students to be on time in order to fulfill their clinical responsibilities.

Students must notify their clinical instructor as soon as they become aware of the possibility of a clinical lateness. If the student is unable to contact the instructor or the clinical facility, they must leave a message at 914-337-9300 ext: 2280.

Late arrival is defined as arriving after the scheduled clinical start time by no more than 30 minutes. The first time a student is late, they will receive a written warning from the Clinical Instructor and a review of the punctuality policy. The Course Coordinator will also be notified. Students with excessive lateness, will receive an Action Plan from the Clinical Instructor, who will also notify the Course Coordinator. Excessive lateness is defined as more than one late, without exception. Failure to comply with an Action Plan through continued lateness could result in clinical course failure. All clinical lateness will be documented on the student's clinical evaluation form. If a student arrives more than 30 minutes after the scheduled clinical start time, the student will not be allowed to participate in the clinical experience and will be sent home. This will be counted as a clinical absence, requiring the student to comply with the clinical absence policies and the student will be required to complete a clinical make-up.

### **Clinical Placement Sites**

Clinical experiences are chosen to meet the outcomes of the course and the program outcomes. Clinical site assignments are not negotiable. The judgement of the Division of Nursing may be that a specific clinical rotation is appropriate for a specific student even if that rotation is not convenient or does not meet the geographic or other personal preferences of that student. Concordia College Nursing students who decline an assigned clinical site will be voluntarily withdrawn from the program.

### **Religious Observance Days**

The Division of Nursing respects students' religious beliefs, and in compliance with New York State law, students who are absent because of religious beliefs will be given the opportunity to make up any academic requirements missed because of such absence. Students will not be penalized for absences related to religious beliefs because alternative means will be sought to satisfy the academic requirements.

The Division of Nursing will make every effort to accommodate religious beliefs and observances of students. However, requested adjustments must be reasonable, made well in advanced of the requested day(s) to allow the fulfillment of academic requirements. Absences from class and clinical will not be accommodated on those holidays when work is permitted. Absences on days when work is permitted are considered unexcused absences and will incur a makeup fee (see Attendance Policy)

### **Calculation Proficiency**

Policy: All nurses must demonstrate a level of calculation proficiency that assures dosage accuracy. All clinical agencies require that this proficiency be demonstrated through the achievement of an acceptable score on a calculation examination (otherwise known as the medication math exam). All students will be expected to demonstrate calculation proficiency.

All Nursing students will be required to take an online Medication Math course prior to them starting the clinical component of the Nursing Program. Students will be sent the registration information for this course, and need to provide their Medication Math course completion certificate prior to the first clinical rotation. Students will not be allowed to start clinical rotations without completing this prerequisite course.

### **Use of Calculators**

Only calculators supplied by the Nursing Program will be allowed for these medication math examinations.

### **Medication Math Testing:**

Nursing students will be informed of the medication math testing schedule for each semester. Failure to achieve an acceptable score on medication math examinations will prevent students from achieving successful clinical objectives and result will in failure of the clinical course.

Students will be given TWO opportunities to pass each math computation exam. If a student is unsuccessful (85 or less) on the first administration of a math computation exam, the student MUST attend remediation.

Second math computation exam. If the student is still unsuccessful (85 or less) they will not be able to complete the clinical objectives for the course and will therefore receive a grade of F in the clinical course.

**Students will not be able to administer medications until they have been successful on the medication math examination. If a student is not able to administer medications because they failed to successfully complete the medication math exam after two attempts, they will not be able to complete the clinical objectives for the course and will therefore receive a grade of F in course.**

### **Capstone Course:**

All seniors will be required to take a medication test before NUR 452 Transition to the Professional Nursing Role and achieve a grade of 90% or higher to begin NUR 452. If student does not achieve a 90% after TWO attempts, the student may not start NUR 452. The student must attend an approved remediation, and retest to be admitted into NUR 452 the next time it is offered. The student cannot start NUR 452 until they have completed the approved remediation and achieve a 90% on the medication examination.

### **Deceleration from the Nursing Program**

**Policy:** Students who have been unsuccessful (received a grade less than C+) in any NUR course will be required to decelerate and repeat the course the next time it is offered (See policy on progression requirements). Students will meet with their advisor and the Director of Nursing to develop a plan of student to help the student be successful in the program.

### **Dress Code**

**Policy:** While in any clinical agency or Nursing Learning Resource Center (lab), students are expected to dress professionally. Professional dress means that all students will appear in clothing that is clean, pressed, conservative and modest. While in a hospital or agency that requires that nurses wear uniforms, students will wear royal blue scrubs embroidered with the Concordia College logo. Uniform shoes are to be worn with scrubs and can be either black or

white. When students are performing skills or simulations in the Nursing Learning Resource Center or taking an exam, they are required to wear their uniform, nursing shoes and college ID to follow the professional dress code. Tattoos must be covered. Jewelry is to be kept to a minimum. Piercings are limited to one earring in each ear. No hoop or “dangling” earrings may be worn. With the exception of a Medic Alert Bracelet, bracelets are prohibited. Hair is to be clean, off the face and shoulders and free of adornment. Only natural hair colors allowed. Facial hair is to be neat, trimmed and clean. Fingernails are to be trimmed short. If nail polish is worn, it must be light or clear. Artificial nails are prohibited. (Please note that wraps on fingernails can serve as a source of bacteria for you and your patients.) The dress code is subject to modifications depending on individual clinical site requirements.

### **Electronic/Cell Phone Communication**

**Policy:** Use of electronic communication, i.e., cell phone calls, text messaging, instant messaging while in the classroom or clinical site is prohibited. Use of cell phones in the clinical area is strictly prohibited and is grounds for dismissal from the nursing program.

**Rationale:** When in the classroom or patient care setting, professionals are expected to be fully engaged in the educational/care giving experience. Communication for non-academic or care delivery purposes is a distraction from the primary purpose of the educational experience. In the clinical area use of cell phones is in violation to the Health Insurance Portability and Accountability Act of 1996 (HIPPA) regulations.

### **Eligibility for NCLEX-RN Examination**

**Policy:** Students will be recommended for NCLEX-RN candidacy by the Director of the Division of Nursing upon successful completion of all coursework in the Nursing program; successful completion of the standardized capstone test administered by ATI Testing, Inc. and, completion of an approved NCLEX review course.

**Rationale:** The faculty in the Division of Nursing and Concordia College believe that it is our responsibility to assure that nursing students are in the best possible position to be successful on NCLEX-RN the first time they take it. Therefore, students will be provided with the opportunity to take an NCLEX-RN review course at no charge, and to take a simulated NCLEX-RN examination.

#### **Procedure:**

1. During NUR 452, students will be required to take a simulated NCLEX-RN examination developed by ATI Testing, Inc. Students will take the examination under testing conditions. The test will be administered by nursing faculty.
2. Students will have the opportunity to repeat the test one time.
3. All students must take an NCLEX-RN review course.

### **Evaluation of Clinical Progress**

**Policy:** All students will receive both formative and summative evaluations of clinical progress. Formative evaluations will be given at the mid-point of each clinical rotation. Formative evaluations will consist of a review of strengths and challenges the student and clinical faculty member have encountered during the beginning of the clinical rotation. Summative evaluations will take place at the end of each clinical rotation. Summative evaluations will consist of a

review of the students' progress during the semester, and determination of the students' clinical competence.

**Rationale:** Formative evaluations provide the student with a realistic assessment of their clinical progress at mid-semester and provide the student with the opportunity to optimize clinical skills and take corrective action if necessary. Summative evaluations provide the student with evaluation of their clinical progress and competence at the end of a clinical rotation.

**Procedure:** Clinical faculty will meet individually with each student at a mutually agreed upon time at mid-term and at the end of the semester engage in the evaluation process. All evaluations will be provided to the student in writing. For formative evaluations, when a clinical instructor observes a student behavior that is deemed unsatisfactory in accordance with the policies in the Student Nursing Handbook or with the student learning outcomes for a specific clinical course, the clinical instructor investigates the behavior, discusses the findings with the student and provides advice to improve performance. Additionally, a collaborative plan of action for improved student performance must be documented, dated and signed by both the student and the instructor. Copies of the summative evaluations will be retained in student's file.

## **Formal Complaint**

**Policy:** Section 494C (j) of the Higher Education Act of 1965, as amended, provides that a student, faculty member, or any other person who believes he or she has been aggrieved by an institution of higher education has the right to file a written complaint.

In New York State, a complaint may be filed by any person with reason to believe that an institution has acted contrary to its published standards or that conditions at the institution appear to jeopardize the quality of the institutions instructional programs or the general welfare of its students. Any person who believes he or she has been aggrieved by an institution on or after May 4, 1994, may file a written complaint with the Department within three years of the alleged incident. (Faculty Handbook Concordia College, 2008).

The Nursing Program in conjunction with the formal complaint policy and procedures of Concordia College and in keeping with Section 494C (j) of the Higher Education Act of 1965 is supportive of every individual's, student's, faculty's or any other person's rights to be treated respectfully and without discrimination. Therefore, any individual who believes s/he has been aggrieved may file a written complaint with the Nursing Program within three years of the alleged event.

### **Definitions:**

1. *A Formal Complaint* is a written statement of a grievance experience by any individual, student, faculty, administrative or support staff member in the Nursing Program to the Director of Nursing and or to the Student Services Department of Concordia College involving a formal hearing according to published procedures.
2. *An Informal Complaint* is a written statement of a grievance experience by any individual, student, faculty, administrative or support staff member in the Nursing Program where resolution is achieved between an official of the Nursing Program or the College according to published guidelines without requiring further deliberation

### **Procedures:**

Following an interview with the individual, the Director of Nursing, the Dean of Health Sciences and Nursing and/or the Assistant Dean of Student Experience will consult with the person(s) involved to obtain particulars of the case. After consulting with Concordia's Title IX Affirmative Action coordinator, the Dean of Health Sciences and Nursing and/or the Director of Nursing and/or the Assistant Director will consider the grievance, render a decision and issue a statement indicating appropriate redress. If the individual considers the decision rendered unsatisfactory, an appeal may be made to the Dean of the College. The Nursing Program and the College consider an appeal to the Dean of the College the final step in the process. The decision of the Dean of the College is final

### *Internal Complaints*

Should any individual believe s/he has been aggrieved by a faculty or staff member of the Nursing Program or of Concordia College during the academic year, s/he may turn for assistance using the procedures listed below:

1. With the assistance of the Director of Nursing, the Dean of Health Sciences and Nursing and/or the Assistant Dean for Student Experience the complainant and the respondent will meet face-to-face in an attempt to resolve the issue. Should the Dean of Nursing be the respondent, the Dean of the College will assume responsibility; should the Assistant Dean be the respondent, the Dean of the College will assume responsibility; should the Dean of the college be the respondent, the President will assume responsibility; should the President be the respondent, the chair of the Board of Regents will assume responsibility.
2. If the complainant is of the opinion that such informal reconciliation efforts have failed and there is a wish to pursue the matter, the complainant shall prepare a written statement of the matter in dispute (along with all relevant documents), and a written statement setting forth, in detail, the efforts that have been made to achieve informal reconciliation and shall forward such documents to the Director of Nursing and or the Assistant Dean of Student Experience (as appropriate) and to the respondent.
3. Within one week after receipt of the written statement of the matter in dispute, the respondent shall submit a written reply to the Director of Nursing and or the Assistant Dean of Student Experience (as appropriate) and the complainant. If the respondent fails to reply, the allegations of the statement of the matter in dispute shall be deemed accepted.
4. Upon receipt of a reply from the respondent or if no reply is received and the Director of Nursing and or the Assistant Dean for Student Experience determines that all informal reconciliation efforts have failed, the Director of Nursing and or the Assistant Director of Nursing will form a review committee of three persons which shall be chosen as follows: each party will select one member of the faculty or staff member, or a student. The third person, serving as chair, will be appointed by the Assistant Dean for Student Experience with the approval of both parties. The selection process shall be completed within one week of the Assistant Dean's determination to form a review committee.
5. The review committee shall proceed as follows:

- a. The first hearing will be held no later than one week after the last committee member has been appointed.
  - b. The chair of the committee shall notify the complainant and the respondent at least three days in advance of the date, time and place of said hearing.  
All hearings shall be private, attended only by the parties and the witnesses who can substantiate the facts relevant to the matter in dispute. The review committee shall establish the procedures to be followed in the hearing and the relevancy of evidence so that each party shall be given an opportunity to present fully its respective position. In performing its duty, the review committee shall continue efforts to reconcile the parties on the basis of Christian love and forgiveness
  - c. Within one week after completion of the final hearing, the review committee shall issue a written decision which shall state the facts determined by the committee and the reasons for its decision and forward them to the parties and the Assistant Dean for Student Experience. The Assistant Dean for Student Experience in consultation with the Dean of the College shall then take appropriate action, which shall be final.
6. Adequate documentation about each complaint and its disposition shall be maintained for at least six years.
  7. Concordia College students are assured that no adverse action will be taken against any student for filing a complaint.

#### NYS Complaint Procedures

Section 494C(j) of the Higher Education Act of 1965, as amended, provides that a student, faculty member or any other person who believes he/she has been aggrieved by an institution of higher education has the right to file a written complaint.

In New York State, a complaint may be filed by any person with reason to believe that an institution has acted contrary to its published standards or that conditions at the institution appear to jeopardize the quality of the institution's instructional programs or the general welfare of its students. Any person who believes he or she has been aggrieved by an institution on or after May 4, 1994, may file a written complaint with the New York State Education Department within three years of the alleged incident.

#### How to File a Complaint

1. The person should first try to resolve the complaint directly with the institution by following the internal complaint procedures provided by the institution. An institution of higher education is required to publish its internal complaint procedure in a primary information document such as the catalog or student handbook. (The department suggests that the complainant keep copies of all correspondence with the institution.)
2. If a person is unable to resolve the complaint with the institution or believes that the institution has not properly addressed the concerns, he or she may send a letter or telephone the Postsecondary Complaint Registry to request a complaint form. Please telephone 212/951-6493 or write to:
 

New York State Education Department  
Postsecondary Complaint Registry  
One Park Avenue, 6th Floor  
New York, NY 10016

3. The *Postsecondary Complaint Registry Form* should be completed, signed and sent to the above address. The completed form should indicate the resolution being sought and any efforts that have been made to resolve the complaint through the institution's internal complaint processes. Copies of all relevant documents should be included.
4. After receiving the completed form, the department will notify the complainant of its receipt and make any necessary request for further information. When appropriate, the department will also advise the institution that a complaint has been made and, when appropriate, the nature of the complaint. The complainant will also be notified of the name of the evaluator assigned to address the specific complaint. The evaluator may contact the complainant for additional information.
5. The department will make every effort to address and resolve complaints within ninety days from receipt of the complaint form.

### Complaint Resolution

Some complaints may fall within the jurisdiction of an agency or organization other than the State Education Department. These will be referred to the entity with appropriate jurisdiction. When a complaint concerns a matter that falls solely within the jurisdiction of the institution of higher education, the complainant will be notified and the department will refer the complaint to the institution in question and request that the matter receive a review and response. Upon conclusion of the department's complaint review or upon a disposition of the complaint by referral to another agency or organization, or to the institution of higher education, the department will issue a written notice to the complainant describing the resolution of the complaint. The complainant may contact the department evaluator directly for follow-up information or for additional assistance.

### Grading

**Policy:** Students must achieve a grade of C+ or better in each nursing course. Students must maintain a GPA of 3.0. Students who are unsuccessful in maintaining a 3.0 will be placed on academic probation. A student may be on academic probation once during their course of study. The grading scale is as follows:

A	94 or above
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76 -74
C-	73-70
D+	69-67
D	66-60
F	59 or Below

Test grades will be calculated to the hundredth place and will not be rounded off until all exams for the course are averaged and tallied.

Students must complete all course assignments in order to receive a final grade.

Students must pass both the clinical and theoretical portions of clinical/lab courses in order to pass the entire course.

## **Grade Appeal Policy**

**Policy:** Students may appeal a COURSE grade within 3 days of receipt of the grade, under the following circumstances:

- There has been a clear miscalculation of the grade;
- Changes were made in the grading procedures after the student received the course management policy; or,
- The grade appears to be arbitrary and not based on published evaluation procedures.

### **Procedure:**

1. Step One: Student discusses problem with the involved instructor
2. Step Two: After Step One has been completed, the student discusses the problem with the Director of Nursing
3. Step Three: If the situation is not resolved a Grievance Committee will be convened.
  - a. The Grievance Committee shall consist of two faculty members, one from the Division of Nursing, another from the Division of Natural and Social Sciences or Professional Studies. The Nursing faculty member will be selected by the Director of Nursing, the other by the involved student.
  - b. The committee will hear the case, and may request any documentation from any individual involved in the case.
  - c. The decision rendered by this departmental ad hoc committee will be the final step in the Division.
  - d. The Committee will provide the Director of Nursing with a written summary report and a recommendation.
  - e. The Director of of Nursing will render a decision and make a recommendation to the Dean of the College.
  - f. The Dean of the College will make the final decision. The decision of the Dean of the College is final and not open to appeal.
  - g. *If the Director of Nursing is the instructor of record of the course, either the Dean of Adult Education or the Assistant Dean of Student Life will serve in the Director of Nursing's place.*
4. Satisfactory resolution of the issue at any step means that it is unnecessary to continue the grievance process.

## **Group Work Process and Norms**

Effective communication and the ability to engage in constructive group processes provide critical basic competencies essential to optimizing client care and professional nursing practice. We believe that group work across this curriculum builds nursing competencies that will facilitate nurses' professional contribution to Interdisciplinary Health Care teams. Group work is integrated into courses across the curriculum. Groups are formed when 3 or more individuals engage in work toward a common goal. Group norms are established early in the formation of groups. The following principles will govern all work groups in the Nursing Program.

1. All group members are expected to demonstrate mutual respect and honesty and to communicate those values during the life of the work group. Mutual respect and honesty are communicated by individual and group accountability for punctuality, attendance at group meetings, and equal contribution to both the process and function of the group.

2. Should conflict arise within the group (and group conflict is a normal expectation of group interaction) members of the group are expected to:
  - a. Work as a group to constructively solve the problem and reach an equitable solution.
  - b. Should the group be unable to manage the conflict, the group will be required to meet with the course instructor who will serve as a facilitator in the management of the group conflict. All group members must be present for this meeting. The facilitator will not resolve the conflict, but work with the group to identify an equitable solution.
  - c. Group members who do not participate in the conflict management process risk expulsion from the group and a failing grade on the group project.

### **Health Policy related to Pregnancy**

It is necessary that students notify their academic advisor, the clinical course coordinator, and clinical instructor if they are/become pregnant. Pregnant students should be aware of the potential risk associated with some learning experiences such as, but not limited to, caring for clients with infectious disease(s), strenuous activity, toxic substances, including radiation and chemotherapy, and the potential for bodily harm.

It is the responsibility of the nursing student to consult with the clinical course coordinator and the clinical coordinator prior to her clinical experience to identify clinical agency policies related to pregnant individuals and the impact of these policies on the student's ability to meet all the course outcomes satisfactorily. It is also the responsibility of the nursing student to provide documentation from her health care provider to the clinical course coordinator and clinical instructor clearing her to perform clinical assignment duties. An individual experiencing high risk pregnancy or difficulties with pregnancy is required to provide additional documentation from her health care provider clearing her to perform clinical assignment duties. This will be kept on record in the student file. Additionally, when the student is returning after the birth, medical clearance from her health care provider stating that the student may resume clinical assignment duties without restrictions is required and will be kept on file in the students record. Neither Concordia College New York nor its affiliating clinical agencies assume responsibilities for any harm that may occur to a student or her fetus.

### **Health Clearance**

Concordia College New York (the "College"); Division of Nursing is responsible for ensuring that students are in compliance with hospital/healthcare agencies' policies and regulatory requirements prior to their clinical rotations, whether off-campus clinical or on-campus clinical simulation.

Any course that includes a clinical (off-campus or on-campus) experience has mandatory clearance requirements in order to:

1. Decrease health risks to students
2. Protect patients and other healthcare professionals with whom students interact

3. Comply with the College's Division of Nursing healthcare agency contracts, the College's Student Health Center policies, OSHA regulations, and New York State Department of Health policies. Other clinical placement requirements, as defined by Concordia College New York Division of Nursing healthcare agency contracts, may include HIPAA compliance documentation, background checks and/or drug testing.

To be in compliance with the mandatory health clearance requirements, all students must submit the Nursing Health Packet to Student Health Services in its entirety.

All students are required to keep their health clearance up to date as an essential part of their professional responsibility for patient safety. If your health clearance expires, you cannot be in a clinical setting. If you miss an off-campus clinical day due to an expired health clearance, **this absence places you at risk for course failure and must be made up according to the course policy. You will also be charged the clinical absence fee of \$150.**

All students must submit a signed copy of the statement located on the last page of the Student Handbook. This statement certifies that the student can effectively and safely meet the Technical Standards related to core professional nursing competencies for progression and graduation. All students must notify the Director of the Division of Nursing if their ability to meet the Technical Standards changes at any time during their progression through the program.

### **Background Checks / Drug Testing**

All nursing students will be required to complete a series of clinical learning experiences in order to successfully meet the learning outcomes for a given program of study. Prior to participating in clinical learning experiences at any off-campus healthcare facility, students are required to complete a criminal background check and a drug test. Each clinical facility has policies regarding possible convictions and potential drug use that may bar students from being accepted at the facility for clinical placement. If a student is not accepted to an assigned placement because of the findings of a background check or drug screen, Concordia College New York does not guarantee an alternate clinical placement. College policy dictates that students who are unable to complete clinical requirements for any reason will be subject to dismissal from the program.

The procedure for completing a criminal background check and a drug test is done through the CastleBranch. Students will be given instructions on how to complete the CastleBranch process prior to starting their clinical courses.

Please note that each student is responsible for covering the costs for the background check and the drug screen. If you have any questions or concerns related to the background check or drug screen, please contact the Director of Clinical Affiliations.

The process of obtaining a nursing license in New York and many other states may involve consideration of an applicant's criminal history or other conduct (see link to NYS license application (<http://www.op.nysed.gov/prof/nurse/nurse1.pdf>)). Criminal convictions and/or a record of certain other conduct may prevent a nursing student/graduate from being licensed and may preclude the nursing graduate from obtaining gainful employment as a nurse. Applicants to Concordia College New York are encouraged to determine, prior to matriculation, the licensure requirements in the state(s) in which they intend to practice.

### **Liability/Malpractice Insurance**

Students are required to purchase liability/malpractice insurance. Students will be given instructions on how to purchase liability/malpractice insurance process prior to starting their clinical courses.

### **Licensure as a Registered Professional Nurse**

The New York State Education Department requires that in order to be licensed as a registered professional nurse, candidates must be of good moral characters as outlined in Article 139 of New York States Education Law and Part 64 of the Commissioners Regulations. **Successful graduation from Concordia College with a major in Nursing does not insure that candidates will be approved by the State Education Department to take the licensing exam.**

“In accordance with federal, state and local law, Concordia College does not discriminate in its employment practices or in admission or access to the College’s educational programs and services on the basis of race, color, creed, national origin, lineage, citizenship, religion, age, sex, sexual orientation, disability, or marital status.

### **Parking: On-Campus**

Parking facilities on campus are limited. All vehicles need a parking permit which can be obtained from Campus Security Office located in Seeker Hall. Students are not permitted to park on neighboring streets. Parking in the front oval driveway is for guests only. Students are responsible for paying parking violation charges issued by Campus Safety. Adherence to motor vehicle regulations as outlined in the Student guide is expected at all times.

### **Smoking**

Please smoke in designated areas. If you see someone smoking outside of designated areas, please direct them to where they should go.

### **Use of College Facilities**

Please lock doors, turn off air conditioners, turn off lights, and restore furniture to proper locations when done in a classroom or conference room.

### **Pre-Clinical Requirements**

**Policy:** In order to be fully prepared for clinical rotations, all students must have the following completed as directed prior their to clinical:

- CPR certification;
- HIPPA certification;
- Health clearance from Concordia College Health Service annually (prior to the beginning of clinical as directed.
- Personal Health Insurance;
- Professional liability insurance;
- Background check;
- Drug Screening to be done prior to your first clinical. Drug screening for returning students to be repeated every 6 months to meet clinical agency

requirements. Students will incur the cost of drug screening throughout the program.

- A stethoscope and a watch with a second hand; and,
- Complete required on-line Clinical Orientation modules at least two weeks prior to clinical rotation start.

### **Rationale:**

1. State and federal regulation requires that any individual who works in a clinical agency, regardless of their level of health care expertise, be certified in Basic Life Support (Cardiopulmonary Resuscitation).
2. The Health Insurance Portability and Accountability Act of 1996 (HIPPA) requires that any individual who is in possession of or, who may find themselves in possession of confidential information about patients must be educated about patient rights and confidentiality in accordance with HIPPA.
3. Any individual who provides direct care to patients in any clinical setting must be able to verify that they are free from communicable disease, and that they are protected from contracting communicable diseases which are preventable.
4. Neither Concordia College nor any clinical agency will incur costs related to illness or injury of students during their educational experience at Concordia College. All clinical agencies require that students hold personal health insurance.

### **Procedure:**

1. Students may seek CPR certification from the American Heart Association. Proof of CPR certification will be required prior to beginning a clinical rotation.
2. Students will receive training on HIPPA rules prior to entering a clinical agency.
3. Students may seek independent health insurance from their own provider. Concordia College offers a low cost health insurance policy to all full time students.
4. Students receive notification of health requirements upon admission to the Undergraduate Nursing program. Students may seek completion of health requirements from their primary care provider. Students are also eligible to utilize the services of the Concordia College Campus Health Services. All health forms will be reviewed by the Registered Nurses and/or Nurse Practitioners in the Campus Health Services. Student privacy will be maintained as no health records will be available to members of the Division of Nursing and all health records will be retained in the Campus Health Services. Students must have their drug screening completed and be cleared for admission into the clinical area. Students who do not have a clear drug screen will not be allowed into the clinical area.
5. Students must purchase a stethoscope and a watch with a second hand prior to the beginning of their first clinical rotation.

## **Progression Requirements in Nursing Program**

In order to continue in the Nursing Program students must receive a minimum grade of C+ in all Nursing courses.

- Students who receive a grade of C or lower in a nursing course will be allowed to repeat that course one time.
- Only one nursing course may be repeated throughout the student's entire program. When a failed course has been repeated and then passed, the original failure is still considered a failed course for progression.
- Students will be dismissed from the Nursing Program if they fail two nursing courses.

### **Recording of Lectures**

**Policy:** Students may audio record a lecture ONLY after obtaining permission from the faculty member to do so. Faculty are under no obligation to allow audio recording. Test review sessions may not be recorded. Video recording in class, clinical and the Nursing Learning Resource Center is not permitted.

### **Simulation Laboratory Confidentiality Statement**

**Policy:** Strict confidentiality regarding both performance and the performance of others, whether seen in real time, on video or otherwise communicated to you must be maintained. Failure to maintain confidentiality may result in unwarranted and unfair defamation of character of the participants. In order to maintain optimal simulation, experiences for the other learners who will be following you in the NLRC, you are to maintain strict confidentiality regarding the specific scenarios, as well as what happened during the simulation and debriefing experience. A breach of confidentiality may result in consequences including a failing grade for that experience that may potentially result in course failure.

### **Simulation Experiences**

Simulation experiences are classified as skills validation and clinical scenarios. The purpose of simulation is for nursing students to practice the role of a healthcare provider without the potential to harm a human being. The student will perform in the role of the nurse, family member or observer as designed by the specific simulation session.

Performing as the nurse allows for the student to experience the role of the nurse and assess their own learning needs for that role and the skills required for the scenario.

Performing as a family member with healthcare knowledge allows for students to have the experience of "if it were my family member" to draw on the experience of patient and family empathy.

Performing as the observer allows for students to professionally critique the experience objectively to prepare them for the nursing leadership role of the charge nurse, nurse manager and/or nurse supervisor.

Skills validation sessions will be scheduled throughout the curriculum. Clinical scenarios are performed with each clinical course. Grading for all simulation experiences is pass or fail.

Students are provided with “admission ticket” assignments that must be completed before performing the simulation experience. This is the preparation for the simulation experience. For all simulation experiences, students are to adhere to the Dress Code policy in the Nursing Student Handbook. With clinical scenario simulations, students will be assigned to perform a specific role. When performing the simulation, students are expected to fully participate in their assigned role.

Preparation and participation is vital to successful simulation performance. Students who are not prepared and/or do not participate in the simulation experience are designated unsatisfactory and will have one additional opportunity to successfully complete the simulation session.

Subsequent simulation sessions are rescheduled at the earliest convenience of NLRC and instructor availability.

All simulation experiences associated with clinical courses must be successfully completed within the semester of the clinical course.

### **Social Media Statement**

The use of social media must be done in a professional manner and be respectful of the learning community at Concordia College.

According to the Concordia College Student Guide the following are the guidelines for acceptable use of ITS Computing Resources at Concordia:

- a. College owned systems, including telephones, are not to be used to spread profanity, obscenities, sexual innuendo/jokes, harassment of any kind, and are not intended for the exercise of the user’s right to free speech.
- b. The primary function of the computer network is to support the academic endeavors of students, faculty, and staff; limited personal use is permissible.
- c. Access only authorized network resources. Users are prohibited from reading, modifying, deleting, or copying information that is not intended for their use.
- d. College computing resources may not be used for any activity that is illegal, unethical, or contrary to the educational goal of the College.

*Refer to the Concordia College Student Guide for additional guideline policies for use of social media at the College.*

Additionally, nursing students have an ethical and legal responsibility to maintain patient confidentiality and privacy, according to the federal mandate Health Insurance Portability and Accountability Act (HIPAA). The following social media guidelines to assure respect, professionalism and patient confidentiality and privacy are:

1. No cell phones in the clinical area. **Use of a cell phone in the clinical area is grounds for dismissal from the nursing program.**
2. No postings, photographs or videos on social media regarding patients (even if names are not mentioned), clinical situations, clinical staff, instructors, or students.
3. No pictures of medical records.
4. No threatening, sexually explicit, or derogatory postings or discussions, regarding any person’s race, gender, age, ethnicity, sexual orientation, disability, religious beliefs, or political views.
5. No disparaging remarks about the College, or Division of Nursing, including the students, faculty members and staff.

*Remember, even if you set your privacy settings, all postings and discussions are public domain.*

## **Standardized Testing and Requirements for Recommendation for Licensure**

**Policy:** Students must be thoroughly prepared for the NCLEX-RN upon graduation from Concordia College Accelerated Nursing Program. In order to provide external validity to learning and progression through the program, a system of standardized testing will be implemented to assess student learning and curricular effectiveness. Standardized testing administered within each clinical course will be used for student and faculty assessment purposes only. A standardized capstone test will be administered to all students in the last semester of study.

### **Procedure:**

1. ATI™ examinations will be administered during or outside a class period in every clinical course.
2. Students will review the results of the ATI™ examinations individually with their advisor.
3. Students and faculty will use the results of the ATI™ testing to evaluate student progress and curricular effectiveness.
4. The comprehensive predictor ATI™ examination will be administered twice (pre/post ATI live review course) in the last semester of study.

Students who are unsuccessful in their first attempt of the comprehensive predictor will re-take the exam prior to graduation.

## **Standards for Core Professional Nursing Competency Performance**

Concordia College New York, Division of Nursing (“College”) is committed to producing lifelong learners who will excel in their careers and be recognized as outstanding nurses who will be leaders in practice, research, policy, and education at the pre- and post-professional levels (BS, MS, Post-MS Advanced Certificate, and DNP). The Division of Nursing’s Standards for Core Professional Nursing Competency Performance (“The Standards”) are an integral component of the College’s academic requirements that identify core professional nursing competencies in five specific domains – Communication, Observation, Cognitive, Motor, and Behavioral and Social Attributes. Nursing students must meet all the requirements of the Standards, with or without reasonable accommodations, in order to successfully progress through and graduate from their respective curricula. These requirements pertain to all student conduct regardless of setting (e.g. classroom/didactic, office, on-campus simulation or off-campus clinical, email communication, etc.). Individuals interested in applying for admission to the College are encouraged to review the Standards to become familiar with the skills, abilities, and behavioral characteristics required to complete the programs.

All Concordia College Division of Nursing students must review the Standards, sign the acknowledgment on the last page, and return this document to the College’s Division of Nursing, 171 White Plains Road, Bronxville, NY 10708.

### **Reasonable Accommodations for Qualified Individuals with Disabilities**

The College is committed to providing educational opportunities to otherwise qualified students with disabilities to afford such students an opportunity equal to that provided to non-disabled students to achieve a desired educational outcome. A “qualified individual” with a disability is one who, with or without reasonable accommodations, meets the College’s academic requirements and the Division of Nursing’s Technical Standards. Students with disabilities are not required to disclose their disability to Concordia College NY. However, students wishing to request reasonable accommodations must register with the Connections Center to initiate the process.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act define a person with a disability as someone who: (1) has a physical or mental impairment that substantially limits one or more major life activities; OR (2) has a record of such an impairment; OR (3) is regarded as having such an impairment. Students are encouraged to meet with a CSD representative when unsure if a condition qualifies as a disability.

Connections determines qualified disability status and assists students in obtaining appropriate accommodations and services. Decisions regarding reasonable accommodation are determined on a case by case basis taking into consideration each student’s disability-related needs, disability documentation, and program requirements. While the process for requesting reasonable accommodations may be started at any time, reasonable accommodations may not be implemented retroactively. It, therefore, is important that students allow ample time for their accommodation requests to be processed. While Concordia College NY will make every effort to work with students with disabilities to accommodate their disability-related needs, Concordia College NY is not required to provide accommodations that fundamentally alter or waive essential program requirements. Students should contact Connections directly at: 914-337-2361

### **Substance Use Policy**

Concordia College New York, Division of Nursing (the “College”) is committed to promoting health and a professional environment in which to learn and practice. When professional practice by healthcare professionals and students is impaired by the harmful and/or excessive use of substances, including alcohol, the delivery of safe and effective patient care is compromised. Because hospitals and healthcare agencies have professional, legal, moral and ethical responsibilities to protect patients and employees from potential harm, many institutions have implemented drug-screening policies for health care professionals, student learners, and volunteers who provide care or interact with patients. Mandatory drug testing is a common and standard policy for all hospitals and healthcare agencies to which students must adhere. The College’s Student Health Service Center is responsible for ensuring that all students comply with hospital/healthcare agencies’ policies and regulatory requirements prior to commencing clinical rotations. Additionally, all students must comply with the College’s Policies on Substance Abuse.

### **Rationale for Drug Testing Procedure:**

Concordia College NY recognizes its ethical responsibility in providing treatment options to a nursing student who may have substance use problems. Nursing students and the estimates of nurses who have problematic alcohol and other substance use disorders vary depending on the source, but reach 15 percent, which is higher than the general population (National Council State Boards of Nursing [NCSBN], 2011). Nurses and nursing students also have unique addiction risk factors (Smith, 2013). Nursing students are specifically at-risk due to a lack of education regarding substance use and abuse, inconsistent policies, and lack of early intervention (McCulloh, Nemeth, Sommers, & Newman, 2015; McCulloh, Nemeth, Williams, Newman, & Sommers, 2015).

Most states now have alternative to discipline (ATD) programs which are intended to return the nurse to safe practice in a non-punitive fashion (NCBSN, 2011). ATD programs show success in that nurses who complete these programs have lower recidivism (relapse) rates than the general population (NCBSN, 2011; Smith, 2013). The NCBSN (2011) supports and advocates for nursing schools to adopt the ATD model. The American Nurses Association endorses a joint position statement made by the Emergency Nurses Association and the International Nurses Society on Addiction that addresses the necessity for prevention, treatment, and recovery of nurses and nursing students with substance use problems (Strobbe & Crowley, 2016).

**FEES:** *Students are responsible for all fees associated with background drug screening tests.* The average fee for drug testing is \$150.

**DRUG TESTING: 10 PANEL DRUG SCREEN:**

A 10- panel drug screen includes testing for the presence of amphetamines, barbiturates, benzodiazepines, cannabinoids, cocaine, opiates, Percocet, and phencyclidine.

**POLICIES:**

1. All students are required to complete drug testing at a facility designated by CastleBranch prior to their first class. Additional drug screens may be required during enrollment at the College, as mandated by hospital and healthcare agencies. Students are responsible for all drug screening related additional fees.
2. Students are required to disclose the use of any prescribed medications, which may result in a positive drug screen. If a student is not certain which prescribed medications can interfere with drug testing, the student should consult his/her healthcare provider, or the Director of Clinical Affiliations. All findings and related information on issues related to drug screening are confidential.
3. Students are not permitted to attend off-campus clinical rotations until drug tests are completed and cleared by the College's Office of Clinical Affiliations.
4. **POSITIVE DRUG SCREEN:** If the results of a positive drug screen are disputed by the student, the student may request a retest. The student is responsible for any costs associated with additional screening. The retest must be discussed with the Director of the Division of Nursing. The results of the repeat drug screen must be "negative" in order for the student to be cleared to be physically present in the clinical area.
  - a) A "negative dilute" result is considered to be an inadequate specimen.

- b) If results of drug screening are positive on second test or determined to be “negative dilute”, after two successive screens, the student will not be permitted to attend any clinical rotations or any classes.
5. Students who test positive for any of the drugs identified on the panel are required to be seen by the College’s Student Health Center for referral to an external counseling resource. Follow up with the Director of the Division of Nursing is required.
6. The College’s Division of Nursing Committee on Substance Use will review each student’s situation on a case-by-case basis.
7. The College’s Division of Nursing Committee on Substance Use, in collaboration with the Executive Dean of Nursing and Health Sciences, will determine future action for all nursing students whose drug screenings remain positive in subsequent testing.
8. For those nursing students whose drug screenings remain positive, actions may include, but are not limited to:
- a) mandatory leave of absence, or
  - b) dismissal from the program.

### **TEAS TESTING POLICY**

The **Test of Essential Academic Skills** (TEAS Test) is a standardized, multiple choice exam. As part of the application process to Concordia College’s Post-Baccalaureate Nursing Program, applicants are required to take the TEAS Test. (Traditional Undergraduate nursing candidates should refer to the admission criteria regarding the TEAS exam for their application to the nursing program.)

To have a competitive application, applicants must achieve a minimum score of proficient on the TEAS Test to be eligible for acceptance into the Concordia College Nursing Program.

The TEAS must be completed within 12 months of the applicant’s proposed admission. The examination is administered by Concordia College and numerous other testing centers. Payment is due prior to testing. The examination cost is set by the company. The fee is non-refundable and non-transferable.

Registration and scheduling of the TEAS must be done online at [atitesting.com](http://atitesting.com). Applicants will not be allowed to take the nursing entrance exam (TEAS) without showing proof of payment.

### **Technical Standards Competency Domains**

**I. COMMUNICATION Competencies:** The Technical Standards include the ability to communicate effectively with a wide variety of individuals. **Rationale: communication competencies include knowledge, attitude, and skills necessary to provide quality and safe patient care in all healthcare settings.** Examples of communication competencies include, without limitation, the ability to:

- communicate clearly in English, in a professional and sensitive manner, to patients or to a patient language interpreter (if the patient and/or family members/significant others do not speak

English), and their family members/significant others, health team members, faculty, and peers of diverse ethnic, religious, and cultural backgrounds in professional nursing practice settings as well as in the academic setting.

- elicit accurate information from patients, family member/significant others, health team members, and/or faculty related to a patient's medical history and current status necessary to adequately and effectively evaluate a patient's condition.
- use and comprehend standard professional nursing and medical terminology when using and/or documenting a patient's print or electronic health record.
- convey appropriate information to patients and the healthcare team and teach, direct and counsel a wide variety of individuals, including explaining treatment procedures and initiating health education.

**II. OBSERVATION Competencies:** The Technical Standards include the ability to make observations in connection with other identified professional nursing student competencies.

**Rationale: Nursing student observation competencies include the knowledge, attitude, and skills necessary to provide quality and safe patient care to patients in all healthcare settings.** Examples of observation competencies include, without limitation, the ability to accurately:

- use and interpret information obtained from digital, analog, and waveform diagnostic tools (e.g., sphygmomanometer, otoscope, stethoscope, ophthalmoscope, EKG, IVs) and other diagnostic tools that monitor or obtain physiological phenomena.
- observe a patient during the course of a comprehensive or focused physical assessment to determine signs and symptoms of disease, pain, and infection.
- observe and interpret normal and deviations from normal the following: e.g., a patient's heart and body sounds, body language, the color of wounds, drainage, urine, feces, expectoration, and sensitivity to heat, cold, pain, and pressure.

**III. COGNITIVE Competencies:** The Technical Standards include the ability to demonstrate cognitive abilities in connection with the other identified professional nursing student competencies. **Rationale: Nursing student cognitive competencies include demonstrating the knowledge, attitude, and skills necessary to provide quality and safe patient care to patients in all healthcare settings.** Examples of cognitive competencies include without limitation, the ability to:

- demonstrate cognitive abilities related to course and program outcomes, which include intellectual, conceptual, integrative, quantitative, critical thinking, and comprehension skills that indicate that the student is able to carry out the nursing process in the care of patients.
- measure, calculate, reason, analyze, and synthesize subjective and objective data to carry out the nursing process in relation to patient assessment, diagnosis, goals, plan of care/interventions, and evaluation.
- retrieve and critically appraise patient-related research to determine the best available research evidence (quantity and quality) to use in a patient's nursing plan of care.

- comprehend extensive information from written documents, visual and/or oral presentations, and patient/computer information systems in order to carry out the nursing process.
- analyze and prioritize all aspects of patient care in a prompt and timely fashion.
- synthesize objective and subjective findings and diagnostic studies in order to formulate nursing diagnoses.
- use synthesized data to initiate a nursing plan of care which appropriately integrates patient preferences in order to provide appropriate, quality, and safe patient care.
- accurately follow course syllabi, assignment directions, patient protocols, and any action plan(s) developed by deans, faculty, administrators, or health care agency staff.

**IV. MOTOR Competencies:** The Technical Standards include the ability to perform or assist with nursing interventions to provide comprehensive general nursing care and treatment in connection with other identified professional nursing student competencies. **Rationale: Nursing student motor competencies include the knowledge, attitude, and skills necessary to provide quality and safe patient care to patients in all health care settings.** Example motor competencies include, without limitation, the ability to:

- obtain accurate information from patients using gross and fine motor skills appropriate to the technique (e.g., palpation, auscultation, and percussion) and common medical/nursing digital, analog, and waveform diagnostic tools and equipment (e.g., sphygmomanometer, otoscope, stethoscope, ophthalmoscope, EKG, IVs) that monitor or obtain physiological phenomena or data.
- perform and/or assist appropriately with expected nursing student procedures, treatments, and medication administration using sterile or clean techniques appropriate to the type of procedure, treatment or medication administration (e.g., drawing medications into syringes in precise measurements; giving a medication IV, IM, or subcutaneously using the appropriate syringe or apparatus; performing tracheotomy care and suctioning; inserting urinary catheters; creating sterile fields; sterile and clean dressing changes) and administering basic life support (BLS) cardiopulmonary resuscitation or advanced cardiopulmonary life support (ACLS), depending upon the nursing student's program level.
- move, transfer, and position patients or equipment safely under a variety of circumstances with or without a lift team or assistive devices during the delivery of general nursing care or in emergency situations.
- have the endurance to complete all required tasks during the assigned period of clinical practice in order to carry out the nursing process in the context of patient care delivery.
- navigate patients' rooms, workspaces, and treatment areas with appropriate precision and speed to carry out the nursing process during the delivery of general nursing care or in emergency situations.

**V. BEHAVIORAL AND SOCIAL ATTRIBUTES Competencies:** The Technical Standards include the ability to demonstrate behavioral and social attributes in academic and in on-campus clinical and off-campus clinical settings in connection with other identified professional nursing

student competencies included in the AACN's *Essentials of Baccalaureate, Master's and Doctoral Education for Professional Nursing Practice*, the National Student Nurses' Association, Inc.® *Code of Ethics: Part II Code of Academic and Clinical Conduct and Interpretive Statements*, and Concordia College NY's student academic integrity policy. **Rationale: Nursing student behavioral and social attributes competencies include the knowledge, attitude, and skills necessary to provide quality and safe patient care in all healthcare settings.** Examples of behavioral and social attributes competencies include, without limitation, the ability to:

- conform to all requirements set forth by Concordia College NY/healthcare agency's affiliation agreements as well as any additional requirements of any clinical setting.
- uphold professional nursing standards related to the student's scope of practice.
- conform to Concordia College NY's attendance and clinical dress code/professional appearance requirements for on-campus clinical simulation and off-campus clinical learning sessions.
- communicate in a mature, professional, culturally sensitive, therapeutic, accurate and effective manner with patients, patients' family members/significant others, members of the healthcare team, faculty, staff, and peers.
- maintain effective, appropriate, and sensitive relationships with patients, patients' family members/significant others, peers, faculty, staff, and other healthcare professionals.
- work cooperatively and with honesty and integrity with peers, faculty, and members of the healthcare team.
- adapt to changing environments and exhibit flexibility and composure in the face of uncertainties inherent in the clinical problems of diverse patients. • use conflict resolution strategies effectively in University, on-campus clinical simulation, and off-campus clinical learning settings • integrate constructive criticism received in University, on-campus clinical simulation, and off-campus clinical learning settings. • correctly judge when a nursing intervention requires additional assistance and seek help from the Concordia College NY clinical instructor, preceptor, or appropriate agency health care team member.

### **Video Recording Policy**

In the Patricia Nelson Nursing Learning Resource Center (NLRC) scenarios as well as practice/remediation sessions are professionally videotaped and may be used for educational purposes (debriefing and/or faculty development). The videos may be shared only with students, faculty, or the NLRC staff involved. Students are not permitted to remove, release, or make publicly available any recordings or photos of simulation sessions. Concordia College New York Division of Nursing has the absolute rights and permission, with respect to the photographs and video recordings taken of me or in which I may be included with others. **Photography and video recording on personal devices are prohibited by students and faculty in the NLRC.**

### **Testing Procedures**

#### **Procedures:**

The following testing procedures will be followed:

- Students will have 30 minutes to complete a 25 – 30 items multiple choice exam, 1 hour to complete a 50 item multiple choice exam and 2 hours to complete a 100 item multiple choice exam. Additional time will not be allowed. Students who arrive late will not have additional time to complete a test.
- Students **must** wear their nursing uniform to all testing including ATI. No student will be permitted to sit for an exam unless they are in full nursing uniform.
- No food or drink is allowed in the testing area.
- Students may not wear head coverings (except for religious reasons), or wear sunglasses.
- Students are to leave all electronic devices, including, but not limited to, cell phones, watches, laptop computers, handheld computers, cameras, listening devices, earbuds, hidden electronic equipment, and calculators, outside of the testing area. All items non related to testing will be removed from testing area.
- Students will be randomly assigned seats and will not be able to leave the testing room until they are finished and submission of their exam is confirmed by the proctor. All make-up exams may be alternate format for all courses and are at the discretion of the faculty.
- SOME TESTING IN THE NURSING PROGRAM MAY OCCUR OUTSIDE OF SCHEDULED CLASS AND CLINICAL TIMES.

### **Examinations/Quizzes**

It is the student's responsibility to attend all scheduled examinations in a course. Examinations in this course will be delivered by Exemplify (ExamSoft) using your college issued laptop. It is the student's responsibility to ensure the laptop has a full charge for testing. If a student fails to sit for an examination or if the student's laptop is not charged and therefore interrupts the exam, it is at the faculty member's sole discretion in determining whether a makeup examination is offered. In the event that a makeup examination is offered, the faculty member will determine the date, time, location, and format of the makeup exam. All make-up exams must be completed within one week of the original exam date. Students can only make up **ONE** exam per semester. Any subsequent missed exams will incur an exam makeup fee of \$50 per exam. This fee must be paid prior to the scheduling of the make-up exam. If a student misses both the regularly scheduled exam and the makeup exam, the student will earn a grade of zero for that exam. If a student who is not feeling well elects to sit for an exam, the student's exam effort cannot be rescinded. **Once a proctor displays the Assessment Password, the testing environment begins.** All students are encouraged to use good judgement in deciding whether or not to sit for an exam.

- **Prior to Scheduled Exam Day**
  - Students will receive an email notice once their exam is available for download.
  - Students must **download** the **exam prior to** arriving on campus the day of the exam
  - Students are limited to downloading the exam once.
  - Any student who downloads an exam on a device other than the college issued laptop will receive a zero for a grade.
- **Exam Day**
  - Students are required to bring their registered device, with a fully charged battery, and a power cord. Students not having a device charged will be sent home and at the faculty member's discretion (see above) receive a makeup exam

- Upon arrival to the exam room, students will place all belongings (including but not limited to backpack, books, papers, phones, smart watches, and anything else deemed appropriate by the proctor) as directed by the proctor.
- Students must have their device ready for the exam prior to the start time of the exam (disable any antivirus software, have Examplify open, etc.)
- **Once the proctor displays the Assessment Password, the testing environment begins.**
- Students that show up ten minutes after the start of the exam, will not be allowed to enter the examination room or take the exam.
  - Students who are less than ten minutes late for examinations will be allotted the remaining time for the exam. No additional time will be allotted for the remaining time for the exam. No additional time will be granted for minutes missed because of lateness.
- When a student is finished with the exam and ready to submit for scoring, the student must select the 'Submit & Exit' button featured at the top of the interface. This will bring up the exit screen, which allows the student to either 'Return to Exam' or 'Close Exam.' Students must select the toggle switch next to 'I am ready to upload my exam file' and then select 'Close Exam' option to exit the exam. The student will receive a green confirmation screen that their file was successfully uploaded. The green confirmation screen **must** be verified by the proctor prior to the student leaving the testing environment. If the student does not see this screen, they must address this issue with the proctor prior to leaving the exam room.
- **Unforeseen Circumstances**
  - From time to time, students may encounter a scenario that results in the exam being interrupted (e.g. fire alarm). In these situations, the student clicks 'Actions' and select 'Save'. Then, the student will turn off their computers (do not exit Examplify)
  - Once the interruption is over, students may return to their device and turn it back on. Once the class has successfully restarted Examplify, they will be provided with the Universal Resume Code. The student will re-enter the exam with their answers saved and their timer intact

### **Test Review:**

There will be scheduled group test review sessions. Students attending test review must be in full nursing uniform. As per our testing procedure, students are to leave all electronic devices outside of the classroom. There is no recording of the session (audio, video, or written).

Students who received who are unsuccessful on an exam must also meet with their academic advisor and learning specialist to discuss study skills and test taking strategies within 1 weeks of the exam. There are no scheduled review sessions for final course examinations. Students who are unsuccessful in a course will have the opportunity to review the final exam within 10 days of receiving that exam grade.

### **Tuition Refund Policy**

**Policy:** Refunds for withdrawal from the Undergraduate Nursing Programs will be granted as per Concordia College policy. Refer to the registrar for the schedule for tuition refund.

### **Unsafe/Unfit Student Clinical Policy**

**Policy:** Students will be required to leave a clinical facility should they:

- report to a clinical agency intoxicated, under the influence of drugs, or “hung over”
- demonstrate overtly unsafe behavior
- demonstrate unusual, hostile or bizarre behavior
- demonstrate incompetence.

**Procedure:** Under any of these circumstances the student will be asked to leave the clinical agency. The clinical faculty member will with the student individually at the earliest possible time to discuss the matter and resolve the situation.

### **Withdrawal Policy:**

Students may withdraw from a Nursing (NUR) course as per the College Student Handbook.

- Students must withdraw with a “W” by the designated College Nursing term withdrawal period (see academic calendar).
- Two withdrawals (W) are considered equal to a failure (F) for nursing course progression.
- WP or WF withdrawal will be considered a failed course (F) for nursing course progression

# STUDENT NURSES' ASSOCIATION Concordia College - NY

**Organized: 2008**



***Preamble:***

We, students of the Concordia College nursing program, believe there is a common need to organize, to represent ourselves to the consumer and other health disciplines, and to assume our rightful place in the profession of nursing. We believe every citizen has a right to the highest quality of health care. We believe in the development of the whole person toward his/her professional role with its rights, responsibilities and ideals.

We believe every right bears inherent responsibility. We believe responsibilities are participatory, not purely philosophical or ideological, and we believe the quality and quantity of participation are not exclusive, but bear the responsibility of participation.

### ***Rights/Responsibilities:***

Students have a right to and a responsibility for:

- having a creative sound education opportunity;
- having the highest quality practitioner-teacher;
- achieving input into curriculum planning;
- achieving self-directed learning;
- achieving equal participation in all areas of clinical practice;
- participating in interdisciplinary activities;
- due process;
- insuring peer review and self-evaluation;
- the privileges of internal governance;
- organizing and participating in an organization directed toward achieving professional goals;
- facilitating change in health care delivery through various channels;
- assembling and exploring fundamental and current professional issues and concerns;
- organizing in a flexible structure to encompass and represent the diversities within nursing and be representative of the fundamental and current professional issues and concerns;
- fostering a better correlation between nursing education and practice.

### ***Code of Conduct:***

As a member of the National Student Nurses' Association, I pledge to:

- Maintain the highest standard of personal and professional conduct
- Actively promote and encourage the highest level of ethics within nursing education, the profession of nursing, and the student nurses' association.
- Uphold all Bylaws and regulations relating to the student nurses' association at the chapter, state and national levels, reserving the right to criticize rules and laws constructively, but respecting the rules and laws as long as they prevail.
- Strive for excellence in all aspects of decision-making and management at all levels of the student nurses' association.
- Use only legal and ethical principles in all association decisions and activities.
- Ensure the proper use of all association funds.
- Serve all members of the student nurses' association impartially, provide no special privilege to any individual member, and accept no personal compensation from another member or non-member.

- Maintain the confidentiality of privileged information entrusted or known to me by virtue of an elected or appointed position in the association.
- Refuse to engage in, or condone, discrimination on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability, or economic status.
- Refrain from any form of cheating or dishonesty, and take action to report dishonorable practices to proper authorities using established channels.
- Always communicate internal and external association statements in a truthful and accurate manner by ensuring that there is integrity in the data and information used by the student nurses association.
- Cooperate in every reasonable and proper way with association volunteers and staff, and work with them in the advocacy of student rights and responsibilities and the advancement of the profession of nursing.
- Use every opportunity to improve faculty understanding of the role of the student nurses association.
- Use every opportunity to raise awareness of the student nurses' association's mission, purpose, and goals at the school chapter level.
- Promote and encourage entering nursing students to join and become active in NSNA.
- Promote and encourage graduating seniors to continue their involvement by joining professional nurses' associations upon licensure as registered nurses.
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- Promote and encourage graduating seniors to continue their involvement by joining professional nurses' associations upon licensure as registered nurses.

*Adopted by the 1999 House of Delegates, Pittsburgh, PA, at the 47th Annual NSNA Convention.*

*References: American Society of Association Executives and the National Society for Fundraising Executives*

### ***Code of Ethics:***

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

- Advocate for the rights of all clients.
- Maintain client confidentiality.
- Take appropriate action to ensure the safety of clients, self, and others.
- Provide care for the client in a timely, compassionate and professional manner.
- Communicate client care in a truthful, timely and accurate manner.
- Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
- Promote excellence in nursing by encouraging lifelong learning and professional development.
- Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
- Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
- Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
- Encourage faculty, clinical staff, and peers to mentor nursing students.
- Refrain from performing any technique or procedure for which the student has not been adequately trained.
- Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
- Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
- Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.

- Strive to achieve and maintain an optimal level of personal health.
- Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
- Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

*Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001*

***BYLAWS FOR  
STUDENT NURSES' ASSOCIATION CONCORDIA COLLEGE-NY CHAPTER***

**ARTICLE I - Student Nurses Association of Concordia College - NY**

Section 1. The name of this organization shall be the Student Nurses Association of Concordia College - NY.

**ARTICLE II - Purpose and Function**

Section 1. Purpose

- A. To assume responsibility for contributing to nursing education in order to provide for the highest quality of health care.
- B. To provide programs representative of fundamental interests and concerns to nursing students.
- C. To aid in the development of the whole person, his/her professional role, his/her responsibility for health care of people in all walks of life.

Section 2. Function

- A. To have direct input into standards of nursing education and influence the education process.
- B. To influence health care, nursing education and practice through legislative activities as appropriate.
- C. To promote and encourage participation in community affairs and activities towards health care and the resolution of related social issues.
- D. To represent nursing students to the consumer, to institutions, and other organizations.
- E. To promote and encourage students' participation in interdisciplinary activities.
- F. To promote and encourage recruitment efforts, participation in student activities, and educational opportunities regardless of a person's race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability or economic status.
- G. To promote and encourage collaborative relationships with nursing and health related organizations.
- H. Please add at the end of the SNA bylaws this:
- I. All SNA directors to support the in house Nursing Department Mentoring and Tutoring program.
- J. This support will be according to established code of conduct and faculty advisor guidance.

- K. The roles of mentoring and tutor coordinators will follow election process determined by SNA board members.

### **Article III - MEMBERS**

#### Section 1. School Constituent

- A. Student Nurses Association shall be composed of at least 10 members from Concordia College - NY or the total school enrollment if less than 10. There shall be only one chapter on this school campus.
- B. For yearly recognition as a constituent, an officer of the Student Nurses Association of Concordia College - NY shall submit annually the Official Application for NSNA Constituency Status which shall include the following areas of conformity: purpose and functions, membership, dues, and representation.
- C. A constituent association which fails to comply with the bylaws and policies of NSNA shall have its status as a constituent revoked by a 2/3 vote of the NSNA Board of Directors, provided that written notice of the proposed revocation has been given at least two months prior to the vote and the constituent association is given an opportunity to be heard.
- D. Student Nurses Association of Concordia College - NY is an entity separate and apart from NSNA and its administration of activities, with NSNA and NY State Student Nurses Association (NYSSNA) exercising no supervision or control over these immediate daily and regular activities. NSNA and NYSSNA have no liability for any loss, damages, or injuries sustained by third parties as a result of the negligence or acts of Student Nurses Association of Concordia College - NY or the members thereof. In the event any legal proceedings are brought against NSNA and NY State Student Nurses Association, Student Nurses Association of Concordia College - NY will indemnify and hold harmless the NSNA and NY State Student Nurses Association from any liability.

#### Section 2. Categories of Constituent Membership

Members of the constituent associations shall be:

##### A. Active members:

1. Students enrolled in state approved programs leading to licensure as a registered nurse.
2. Registered nurses enrolled in programs leading a baccalaureate degree with a major in nursing.
3. Active members shall have all the privileges of membership.

##### B. Associate members:

1. Pre-nursing students, including registered nurses, enrolled in college or university programs designed as preparation for entrance into a program leading to an associate degree, diploma or baccalaureate degree in nursing.
2. Associate members shall have all of the privileges of membership except the right to hold office as president or vice president at state and national levels.

C. Individual members:

1. Individual membership shall be open at the national level to any eligible student when membership in a constituent association is not available.
2. Individual members shall have the privileges of membership as prescribed in NSNA bylaws.

D. Active and associate membership shall be renewable annually.

Section 3.

Active and associate NSNA membership may be extended six months beyond graduation from a student's program in nursing, providing membership was renewed while the student was enrolled in a nursing program.

**Article IV - DUES**

Section 1.

- A. The Annual NSNA dues for active and associate members shall be \$30 per member, plus \$10 school dues, payable for the appropriate dues year. The dues year for membership shall be a period of twelve consecutive months.
- B. The annual NSNA dues for active and associate members joining for two years shall be \$70 per member, and \$20 school dues, payable for the appropriate dues years. The dues years for these members shall be a period of twenty-four consecutive months.
- C. The school association board of directors shall have the authority to change school chapter membership dues, providing such dues do not exceed the amounts set in these bylaws.
- D. National and state dues shall be payable directly to NSNA. NSNA shall remit to each state constituent the dues received on behalf of the constituent. NSNA shall not collect nor remit school chapter dues. School chapter dues are collected directly by treasurer of the Student Nurses Association of Concordia College – NY.
- E. Any member who fails to pay current dues shall forfeit all privileges of membership.

**Article V. - Board of Directors**

Section 1. Composition

A. The Board of Directors will consist of: President, Vice President, Secretary, Treasurer, Two Class Delegates, Event Coordinator, Public Relations Coordinator, and Student Government Representative.

Section 2. Responsibilities

A. The Board of Directors shall be responsible for:

1. Transacting business of the association between membership meetings and shall report such transactions at the next regularly scheduled membership meeting.
2. Filling vacancies in any office by two-thirds majority vote of Board of Directors except the office of President.
3. Reviewing expenditures, revenues, policies and procedures, and any other business of the association.

Section 2. Quorum. A quorum for the board meetings shall be the president and vice president, two other board members and one faculty advisor.

Section 3. Duties of the Board of Directors shall consist of:

A. President

1. Shall preside at all meetings of this association, appoint committees as needed, perform all other duties pertaining to the office and represent this association as needed.
2. Represent NSNA in matters relating to the association and perform all other duties pertaining to the office.
3. Shall serve as chairperson of the Board of Directors meetings.

B. Vice President

1. Shall assume responsibility of the office of President in the event of the vacancy occurring in the office until the next regular election.
2. Appoint committees and their chairpersons, subject to the approval of the Board of Directors, and make other appointments as necessary.
3. Shall preside at meetings in the absence of the President.
4. Shall assist the President as needed.

C. Secretary

1. Review the minutes of all business meetings of the association and the Board of Directors and insure accuracy prior to distribution to the Board of Directors for action.
2. Shall keep on file as a permanent record all reports, papers and documents.
3. Assist the president with official correspondence.
4. Deliver to the newly elected Secretary all association papers.

D. Treasurer

1. Submit financial reports to the Board of Directors and membership as directed by President.
2. Keep a permanent record of all dues received from members and any other income and disbursements.
3. Remit payment as follows:
  - a) Requests for disbursement of funds shall be made in writing to the Board of Directors.
  - b) Upon approval the treasurer will issue reimbursement for those requests approved.
  - c) No funds will be disbursed without prior approval.

#### E. Events Coordinator

1. Serves as chairperson of Events committee.
2. Attend student activities council meetings.
3. Be accountable to the membership for notification of pending student activities.
4. Keep members informed about activities and keep bulletin board up-to-date.

#### F. Class Delegate

1. Attend faculty meetings as needed.
2. Act as liaison between faculty and students
3. Participate in the planning, revision and reform of curriculum.

#### G. Public Relations Coordinator

1. Publication of monthly newsletter by every second week of the month.
2. Develop and maintain relationship with community, local chapters, and hospitals.
3. Assist Events Coordinator in execution of events from the public relations stand point.

#### H. Student Government Representative

1. Attend and participate at the College Student Government (SGA) meetings as a voting member of SGA.
2. Act as liaison between Concordia Student Government and nursing students.
3. Keep SNA members informed about Student Government and campus activities.
4. Serve as representative of nursing student's interests and needs in student government.

### Section 4. Absences

- A. Members of the Board of Directors who have missed more than two regularly scheduled meetings of any current term year without prior notification to the Board of Directors and who offer no valid reason for such absences may be removed from office by a plurality vote of the current membership present at the next scheduled meeting. The officer in question will be notified in advance of the meeting.
- B. Active Members: To maintain active membership, cannot miss more than two regularly scheduled meetings without valid reasons for absences. In the case of an absence, valid reasons must be submitted prior to the scheduled meeting to the secretary.
- C. Members absent from more than two unexcused regularly scheduled meetings cannot vote in association elections and decision making.
- D. An officer may also be removed from office by a plurality vote of the members of the Board of Directors present at a meeting called for that purpose if that officer is deemed negligent in the functions of that office as stated in these bylaws.
- E. Prior notification of two weeks shall be given to the individual in question and a special Board of Directors meeting shall be held to review the circumstances.

## **Article VI - ELECTIONS**

### Section 1. Election of Board of Directors

- A. Elections shall be held annually.
- B. All nominations shall be made from the floor.
- C. All elections shall be by secret ballot.
- D. A plurality vote of the members present and entitled to vote constitute an official election.
- E. In the event of a tie, a re-vote shall be held.

## **Article VII - MEETINGS**

### Section 1. Membership Meetings

- A. Meeting dates shall be set by the Board of Directors.
- B. Meeting location and time will be posted on the chapter bulletin board at least two weeks prior to the meeting.

## **Article VIII - COMMITTEES**

### Section 1. Appointments

- A. Committee appointments shall be made by the Board of Directors.
- B. Committee members shall be appointed by the committee chairperson or selected by the Board of Directors from a group of volunteers.

### Section 2. Responsibility

- A. All committees shall be responsible to the Board of Directors for reporting committee activities on a regular basis and shall, upon direction of the Board of Directors, report same to the general membership.

## **Article IX – CHAPTER DELEGATES**

### Section 1. Purpose and Function

- A. To serve as spokesperson for this association at the annual state and national conventions.
- B. Present to the state and national organizations all proposed resolutions or proposed amendments to bylaws.

- C. Keep informed as to all current and proposed resolutions at the state and national levels and report information to chapter membership.

## Section 2. Qualification and Appointment

- A. Qualifications to serve as chapter delegate will be determined by the Board of Directors.
- B. The Board of Directors will appoint chapter delegates who meet the qualifications.

## Section 3. Chapter Delegate Representation

### A. School constituents:

1. The school chapter, when recognized as an official NSNA constituent, shall be entitled to one voting delegate and alternate at the NSNA House of Delegates, and in addition, shall be entitled to one voting delegate and alternate for every 50 members.
2. The school chapter delegate(s) and alternate shall be a member(s) in good standing in the chapter and shall be selected and/or elected by members of the school chapter at a proper meeting according to chapter bylaws. The school association may designate an alternate delegate for each delegate by one of the following two mechanisms:
  - a) Selection and/or election by members of the school chapter according to chapter bylaws; or
  - b) Written authorization to the State Board of Directors requesting them to appoint a member of the State Board to act as a state-appointed alternate for their school chapter.
    1. School chapters shall approve the appointment.
    2. The State Board of Directors shall verify that any state appointed alternate is a member in good standing of the NSNA and the state association.
    3. A school chapter must have a selected and/or elected delegate present at the NSNA Convention in order to have a state-appointed alternate seated in the House of Delegates.
    4. All alternates, whether school selected or state-appointed, shall have the same privileges as an elected delegate when seated in the House.
3. The school association shall be entitled to delegates according to the number of members in good standing in NSNA. Delegates shall be computed on the basis of the number of members in each constituent as evidenced by the annual dues received by NSNA on a date eight weeks prior to the annual meeting.

## **Article X - AMENDMENTS**

Amendments to the Bylaws may be made with a 2/3 vote of those present and voting at a membership meeting provided that notice of proposed amendments has been sent to members at least four weeks prior to the meeting. Only proper amendments submitted in writing and carrying the proponent's signature will be considered.

## **Article XI - PARLIAMENTARY AUTHORITY**

All meetings of this association shall be conducted according to the parliamentary law as set forth in *Robert's rules of Order Newly Revised* where the rules apply and are not in conflict with these bylaws.

### **Policies and Procedures:**

- After approval, the secretary shall file one copy of the minutes in the association's files. All reports will be attached to the minutes.
- The secretary shall distribute copies of minutes along with the agenda for the upcoming meeting to all board members at least 5 days prior to the next meeting.
- Following approval of the expenditure, reimbursement will be signed by both the treasurer and the president or the vice president.
- To be considered for reimbursement, all requests must be received in writing with receipts attached at least 3 days prior to the board meeting.

<b>Student Nurses Association of Concordia College-NY</b>	<b>Policy: 1.1</b>
<b>Policies and Procedures</b>	<b>Approved: 11/19/2008</b>
<b>Term Limits</b>	<b>Revised: 9/16/2014</b>

**Purpose:** To establish term limits for the Student Nurses Association on Concordia College-NY

### **Policy:**

- Elected officers shall hold the office for two consecutive semesters.
- After completion of the second semester in office, that member may not be elected or hold the same office again.

## **SIGMA THETA TAU INTERNATIONAL**

SIGMA THETA TAU is the International Nursing Honor Society. The purpose of Sigma Theta Tau is to recognize superior achievement and leadership qualities, to foster high professional standards, to encourage creative work, and to strengthen commitment to the ideals and purposes of the profession.

The Psi Nu Chapter of Sigma Theta Tau at the Concordia Nursing Program invites students who have completed half of the nursing curriculum to apply for membership. Applicants are required to have a cumulative grade point average (GPA) of at least 3.0, rank in the upper 35<sup>th</sup> percentile of the graduating class, and meet expectations of academic integrity.

### Acknowledgment of Understanding

Name: \_\_\_\_\_

Undergraduate nursing students are required to review each semester/term the *Undergraduate Student Program Handbook* from Concordia College-NY, Division of Nursing. An affixed signature attests that the student has reviewed the electronic handbook online, has no further questions on the policies, agrees to all stated policies, and will maintain responsibility for all updates to the handbook each semester/term while enrolled in the undergraduate nursing program at Concordia College-NY. Students are required to submit only one attestation statement during orientation for their file, while enrolled in the program.

I have read and understand the Policies and Procedures included in the Nursing Student Handbook and the Concordia College Student Guide. I understand that the minimum standard for progression through the Nursing Program is a 77 (C+) in all nursing courses. I understand that failure to achieve the minimum standard of 77 (C+) in all nursing courses will result in dismissal from the program.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date