



HOOD COLLEGE

Nursing Handbook

2018-2019

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Welcome!

Welcome to the Hood College Department of Nursing. This handbook is for use by students, faculty, clinical instructors and preceptors and is intended to provide important information specific to the Department of Nursing and its programs. Whether you are a student, faculty member, clinical instructor or preceptor, we are glad you have joined us to learn and to contribute to the quality educational experiences we offer our students.

The baccalaureate degree in nursing at Hood College is accredited by the Commission on Collegiate Nursing Education (<http://www.aacnnursing.org/CCNE>) and conforms to the requirements set forth in The Essentials of Baccalaureate Education for Professional Nursing Practice (http://www.hood.edu/uploadedFiles/Hood_College/Home/Academics/Departments/Nursing/BaccEssentials08.pdf) as set forth by the American Association of Colleges of Nursing. Excerpts of The Essentials of Baccalaureate Education for Professional Nursing Practice are available starting on page 35 of this handbook. The BSN program is approved by the Maryland Higher Education Commission and the Maryland Board of Nursing.

Hood College Vision and Mission

Our Vision

Hood College is a premier, comprehensive liberal arts college, offering both undergraduate and graduate students an excellent and holistic educational experience that prepares them for personal and professional achievement and productive participation in society. Education at Hood reaches beyond boundaries, whether those boundaries be academic disciplines, the classroom or the campus. We thereby offer a holistic education that encompasses the curriculum, co-curricular experiences and a rich array of experiential learning opportunities facilitating student exploration and fostering intellectual, spiritual and physical growth. We recognize that this vision can only be realized in a diverse, collaborative, student-centered community in which all are empowered to be educators and mentors to our students, facilitating their preparation to “meet personal, professional and societal challenges and to lead purposeful lives of responsibility, leadership, service and civic engagement” (Hood College mission).

Our Mission

Mission

(Approved June 9, 2016 by the Hood College Board of Trustees)

Through an integration of the liberal arts and the professions, Hood College provides an education that empowers students to use their hearts, minds and hands to meet personal, professional and global challenges and to lead purposeful lives of responsibility, leadership, service and civic engagement.

Core Values

Hope: To believe that everyone can have a positive impact in the world and that education is instrumental in creating and sustaining hope.

Opportunity: To fully use one’s talents and skills to realize professional and personal achievement and to help create and realize opportunities for others.

Obligation: To fulfill personal and professional responsibilities with integrity and to be a responsible steward and servant to the betterment of others and this world.

Democracy: To embrace diversity, foster freedom of thought and expression, and to promote engaged citizenship both in self and others.

Department of Nursing Mission

The Hood College Department of Nursing strives to prepare nursing students for reflective, culturally competent nursing practice through the systematic study of the liberal arts and the science of nursing. By promoting the exploration of innovative practices, the incorporation of technology and research, and the pursuit of knowledge, we inspire our nursing students to advocate for the improved health of the individuals and families that make up the diverse global community.

Hood College Policies and Procedures

Faculty and Staff:

Hood College Faculty and Staff Policies and Handbooks may be found on the Hood College Human Resources web page:

- [Staff Manual](#)
- [Faculty Handbook](#)
- [Faculty Code](#)
- [Policy 55: Prevention and Resolution of Acts of Harassment, Discrimination, and Sexual Misconduct](#)
- [Policy 55 Brochure](#)
- [Online Reporting of Discrimination, Harassment or Sexual Misconduct](#)
- [Policy 55 Grievance Board Members](#)
- [Resource Guide](#)
- [Whistleblower Policy](#)
- [Mandatory Reporter Policy](#)
- [Nondiscrimination Notice: Prospective Students and Prospective Employees](#)
- [Nondiscrimination Notice: Current Students, Faculty and Staff](#)
- [Inclement Weather Policy](#)

<http://www.hood.edu/campus-services/human-resources/policies-and-procedures.html>

Nursing Program Outcomes

Bachelor of Science in Nursing Program Outcomes:

- Integrate nursing science, humanities, and behavioral and physical sciences as a basis for safe nursing practice including clinical reasoning, critical thinking and judgment.
- Provide caring and competent nursing care to culturally diverse clients in a changing and complex healthcare environment across the lifespan
- Support optimal health outcomes for patients, families, communities, and populations through actions that include health promotion, disease prevention, autonomy, and advocacy
- Utilize effective communication strategies to collaborate with multidisciplinary teams to provide patient-centered care
- Safely utilize information technologies to promote optimal patient care
- Apply basic organizational and systems leadership for quality care, ethical practice, and patient safety
- Cultivate professional development by making a commitment to life-long learning and professional activities
- Evaluate the health policy, regulation, and payment process for the improvement of health care for all
- Integrate research, ethical principles, and patient preference into clinical decision making through evaluative nursing practice

Nursing Program Course Requirements and Descriptions

BSN Pre-licensure Program

Students will take a number of courses from the natural and social sciences. They will also complete all necessary degree requirements and complete all major requirements for the Bachelor of Science in Nursing. The following represents the nursing required courses. All other courses on the Sample Sequence of BSN Pre-Licensure Nursing Courses are designed to fulfill degree requirements.

Nursing Required Courses

Natural, Social Sciences, and Statistics

^BIOL 104 A & P for Nurses I

^BIOL 204 A & P for Nurses II

^CHEM 100 The Chemical World *

^PSY 101 Introduction to Psychology

CHEM 105 Molecular Basis of Nutrition

BIOL 232 Microbiology for Nurses

PSY 239 Developmental Psychology

SOC 101 Principles of Sociology

MATH 112 Applied Statistics* *

Nursing Courses

NUR 201 Fundamentals of Professional Nursing

NUR 202 Medication Administration

NUR 203 Introduction to Nursing Pharmacology

NUR 205 Adult Health I

NUR 303: Health Assessment

NUR 304: Informatics and Health Care Technology

NUR 305 Adult Health II Nursing

NUR 306 Mental Health Nursing

NUR 307 Pediatric Nursing

NUR 308 Maternity Nursing

NUR 309 Issues in Contemporary Health Care

NUR 403 Community Health Nursing

NUR 404 Leadership in Nursing Practice

NUR 405 Adult Health III

NUR 470 Senior Seminar

^ These courses must be completed with a minimum grade of C before students can enroll in any nursing courses

* Students may substitute CHEM 101 General Chemistry I

**Students may substitute PSY 211 Elementary Statistics or ECMG 212 Statistics for Economics and Management

Sample Sequence of BSN Pre-Licensure Nursing Courses:

Nursing courses	Nursing-required courses	Core courses	
Sample Nursing Course Schedule*			
Level 1			
Fall	CH	Spring	CH
BIOL 104 - Anatomy & Physiology for Nurses I	4	BIOL 204 - Anatomy & Physiology for Nurses II	4
CHEM 100 - The Chemical World or CHEM 101 - General Chemistry I	4	PSY 101 - Introduction to Psychology	3
Language	4	Language	4
FYS	3	PE	1
		Foundation/Writing ENGL	3
	15		15
Level 2			
Fall		Spring	
NUR201 - Fundamentals of Prof. Nursing	4	NUR 203 - Introduction to Nursing Pharmacology	3
NUR 202 - Medication Administration	1	NUR 205 - Adult Health I	6
NUR 303 - Health Assessment	3	BIOL 232 - Microbiology for Nurses	4
SOC 101 - Principles of Sociology	3	PSY 239 - Developmental Psychology	3
CHEM 105 - Molecular Basis of Nutrition	3		
	14		16
Level 3			
Fall		Spring	
NUR 305 - Adult Health II	5	NUR 307 - Pediatric Nursing	5
NUR 306 - Mental Health Nursing	5	NUR 308 - Maternity Nursing	5
Philosophical inquiry	3	MATH 112 - Applied Statistics**	3
Historical Analysis	3	Literary Analysis	3
	16		16
Level 4			
Fall		Spring	
NUR 401 - Nursing Research & Evidenced-Based Practice	3	NUR 304 - Informatics & Health Care Technology	3
NUR 403 - Community Health Nursing	4	NUR 309 - Issues in Contemporary Health Care	3
NUR 405 - Adult Health III	6	NUR 404 - Leadership in Nursing Practice	5
Visual/Performing Arts	3	NUR 470 - Senior Seminar & Practicum	4
PE	1		
	17		15

Note: *This curriculum is 124 credit hours and the sequence of courses may vary.

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**Students may take MA 112, PSY 211, or ECMG 212

Students must also meet the Global Perspectives requirement

BSN Pre-Licensure Course Descriptions

NUR 201 - Fundamentals of Professional Nursing (4.0)

Prerequisite: Admission to BSN program and BIOL 104, BIOL 204, and CHEM 100 or CHEM 101. This course teaches the student the basic nursing skills necessary to provide safe and competent patient care. Students will learn to prioritize patient care based on Maslow's hierarchy of needs. Emphasis is placed on normal and abnormal assessments.

NUR 202 – Medication Administration (1.0)

Prerequisite: Admission to the nursing program and BIOL 104, BIOL 204, and completion of or concurrent enrollment in CHEM 100 or CHEM 101. This lab-based course will provide the student with the skills to complete accurate dosage calculations of drugs and solutions and to safely administer prepared medications via different routes. This one credit course is equal to three hours of lab.

Offered: First Semester

NUR 203 - Introduction to Nursing Pharmacology (3.0)

Prerequisite: Admission to BSN program or permission of the instructor. This course introduces the student to the principles and application of pharmacology within the context the nursing process. Indications for use, mechanism of action, effects, contraindications, and interactions for selected drugs and drug classes are explored. Emphasis is placed on the nursing role with respect to administration and monitoring of drug therapy. This course is meant as an introduction.

NUR 205 - Adult Health I (6.0)

Prerequisite: NUR 201 or permission of the instructor. This course will provide the beginning nursing student with opportunities to develop the competencies necessary to meet the needs of adults in a safe, legal, and ethical manner using the nursing process. Students will learn the concepts and theories basic to the art and science of nursing with an emphasis on being part of a healthcare team.

NUR 303 - Health Assessment (3.0)

Prerequisite: Admission to the BSN program. This course is designed to assist the student compile a complete and comprehensive health status database through history taking, physical assessment, and documentation. Course content will reflect a holistic approach to health promotion. Effective communication, assessment and documentation will be practiced in the laboratory setting.

NUR 304 - Informatics and Health Care Technology (3.0)

Prerequisite: Admission to the BSN program or permission of the instructor. This course introduces the student to information technology and its applications in health care. The foundations of information management will be investigated. Regulatory requirements, legal and ethical issues, and privacy and confidentiality issues will be examined. Finally, the students will explore the future of technology in health care.

NUR 305 - Adult Health II (5.0)

Prerequisite: NUR 205 or permission of the instructor. The course expands on nursing knowledge acquired in Adult Health I and focuses on care of the adult in acute care settings challenged with stable, acute illnesses. Students will use the nursing process to care for patients experiencing major health problems related to alterations in selected body systems.

NUR 306 - Mental Health Nursing (5.0)

Prerequisite: NUR 305 or permission of the instructor. This course utilizes theories and concepts related to human behavior and alterations in human behavior. Using a holistic nursing approach, emphasis is on communication skills, self-awareness, and therapeutic use of self in selected settings. Students will have the opportunity to contribute to mental health promotion in a global perspective through Joining Forces. Clinical experiences will concentrate on QSEN core competencies and behavioral criteria.

NUR 307 - Pediatric Nursing (5.0)

Prerequisite: NUR 205 or permission of the instructor. This course focuses on research-based evidence in the nursing care of children and childrearing families. Content will include the biopsychosocial and developmental needs of the well child, the special needs child, and the child experiencing acute and chronic illness. Clinical experiences will include both well children and children with health care needs.

NUR 308 - Maternity Nursing (5.0)

Prerequisite: NUR 205 or permission of the instructor. This course introduces students to theory and principles relevant to contemporary health care for women and families during the reproductive years of the life cycle. Course content will include normal and abnormal physical, psycho-social, developmental, and ethical concerns of the mother and fetus during, pregnancy, birth, postpartum and the inter-conceptual period. Students will be introduced to maternity nursing and apply the theoretical constructs and evidence-based care during a practicum experience.

NUR 309 – Issues in Contemporary Health Care (3.0)

Prerequisite: Senior status only or permission of the instructor. This course introduces students to government health care policies, regulatory agencies, managed care, and health care finance from the perspective of nursing practice. The student will examine socio-cultural issues, economic, legal, ethical and political factors influencing the provision of health care.

NUR 401 - Nursing Research & Evidenced-Based Practice (3.0)

Prerequisite: Admission to the BSN program or permission of the instructor. Introduces scientific inquiry. Discusses specific elements of the research process including problem identification, literature review, variables, research design, sampling concepts, data collection, data analysis, and interpretation. Students gain experience in research dissemination, critique, and application through a translational project.

NUR 403 - Community Health Nursing (4.0)

Prerequisite: Senior status only or permission of the instructor. This course examines the provision of public health with the goal of promoting and preserving the health of communities. Students will examine health care in the context of local, state, national, and global resources and issues. Clinical experience as a component of public health education is required.

NUR 404 - Leadership in Nursing Practice (5.0)

Prerequisite: NUR 303. This course examines managerial and leadership concepts, issues, roles and functions as applied to the role of the professional nurse in various healthcare settings. Students will have an opportunity to apply content in a clinical setting of choice.

NUR 405 - Adult Health III (6.0)

Prerequisite: NUR 305 or permission of the instructor. This course expands on nursing knowledge acquired in Adult Health I/Adult Health II, and focuses on care of the adult in acute care settings challenged with complex and often critical illnesses. Students will use the nursing process to care for patients experiencing complex/critical health problems related to alterations in selected body systems.

NUR 470 - Senior Seminar & Practicum (4.0)

Prerequisite: NUR 404 or permission of the instructor. This course will help students synthesize previous concepts and knowledge as they transition to the role of an entry-level professional nurse. Students will demonstrate critical thinking in the development and implementation of comprehensive plans of care through advocacy, collaboration, and evidence-based practice.

NUR 301 - Dimensions of Professional Nursing (3.0)

Elective for BSN Pre-licensure students. This course focuses on introducing the student to nursing history and developing an understanding of the nursing profession through examination of philosophy and theory. Responsibilities of the professional nurse will be examined with respect to theory application and historical perspectives. This course may offer an option for global study in some academic years.

BSN Completion Program

Maryland RN-BSN Articulation Model

Hood College is a participant in the Maryland RN-BSN Articulation Model. All Registered Nurses admitted to Hood College will enter under the terms of this model, as they apply to Hood College's Nursing Program:

- Up to 62 community college credits will be accepted in transfer
- No community college nursing credits will be transferred
- All RNs with an active, unencumbered license to practice in Maryland or a Maryland compact state will be granted 30 upper-level nursing credits per the articulation model.
- RNs will complete the remaining upper-level nursing credits and any additional program requirements at Hood College

General Education Requirements

- Associate Degree or
- 56 credits from an accredited community or other college with the appropriate General Education distribution
- Additional Hood required courses

BSN Completion Program Requirements	Credits
Human Anatomy & Physiology w/ lab	8
Microbiology	4
Chemistry w/ lab	4
Nutrition	3
Mathematics	3
Humanities electives	6
Intro to Psychology	3
Intro to Sociology	3
Human Growth & Development	3
Total prerequisite credits	52
Nursing Program	
Unencumbered Maryland Registered Nurse License	30
Additional electives	8-9
Global Perspectives	3-4
Nursing credits	31
Total Nursing Program Credits	72
Total Credits for Graduation	124

Sample Sequence of BSN Completion Nursing Courses*	Credits	Credits per Semester
Fall I		
NUR 301: Dimensions of Professional Nursing	3	9
CHEM 105: Nutrition (if needed)	3	
Global Perspectives	3-4	
Semester II		
NUR 304: Informatics and Health Care Technology	3	6
Nursing Elective	3	
^Semester III		
NUR 303: Health Assessment	3	6
Nursing elective	3-4	
Semester IV		
NUR 403: Community Health Nursing	5	8
NUR 401: Nursing Research and Evidenced-Based Practice	3	
Semester V		
NUR 404: Leadership in Nursing Practice	5	8
NUR 309: Issues in Contemporary in Health Care	3	

* Course sequence may vary

^ Location in curriculum may vary

BSN Nursing Completion Course Descriptions

NUR 301 - Dimensions of Professional Nursing (3.0)

Prerequisite: Admission to BSN program or permission of the instructor. This course focuses on introducing the student to nursing history and developing an understanding of the nursing profession through examination of philosophy and theory. Responsibilities of the professional nurse will be examined with respect to theory application and historical perspectives.

NUR 303 - Health Assessment (3.0)

Prerequisite: Admission to the BSN program. This course is designed to assist the student compile a complete and comprehensive health status database through history taking, physical assessment, and documentation. Course content will reflect a holistic approach to health promotion. Effective communication, assessment and documentation will be practiced in the laboratory setting.

NUR 304 - Informatics and Health Care Technology (3.0)

Prerequisite: Admission to the BSN program or permission of the instructor. This course introduces the student to information technology and its applications in health care. The foundations of information management will be investigated. Regulatory requirements, legal and ethical issues, and privacy and confidentiality issues will be examined. Finally, the students will explore the future of technology in health care.

NUR 309 – Issues in Contemporary Health Care (3.0)

Prerequisite: NUR 305 or permission of the instructor. This course introduces students to government health care policies, regulatory agencies, managed care, and health care finance from the perspective of nursing practice. The student will examine socio-cultural issues, economic, legal, ethical and political factors influencing the provision of health care.

NUR 401 - Nursing Research & Evidenced-Based Practice (3.0)

Prerequisite: Admission to the BSN program or permission of the instructor. Introduces scientific inquiry. Discusses specific elements of the research process including problem identification, literature review, variables, research design, sampling concepts, data collection, data analysis, and interpretation. Students gain experience in research dissemination, critique, and application through a translational project.

NUR 403 - Community Health Nursing (4.0)

Prerequisite: NUR 303 or permission of the instructor. This course examines the provision of public health with the goal of promoting and preserving the health of communities. Students will examine health care in the context of local, state, national, and global resources and issues. Clinical experience as a component of public health education is required.

NUR 404 - Leadership in Nursing Practice (5.0)

Prerequisite: NUR 303. This course examines managerial and leadership concepts, issues, roles and functions as applied to the role of the professional nurse in various healthcare settings. Students will have an opportunity to apply content in a clinical setting of choice.

Student Information, Policies and Procedures

Abusive Criticism

The faculty and staff are open to receiving and responding to constructive suggestions. Processes are available to allow for appeals of grades and for other grievances. The expression of criticism or problems through the use of abusive language or disruptive behavior directed toward faculty or staff will not be tolerated. Such behavior is inconsistent with professional standards and inappropriate for registered nurses.

Academic Advising

Each student has an assigned academic advisor for the entire program. You will work with your advisor to seek help with any academic questions or problems. Advisors assist in planning schedules and must approve the courses that students select at registration.

The faculty is interested in working with you to promote a positive learning experience at Hood College. We will identify times during each semester to meet and discuss education or policies designed to improve your learning.

Academic Honesty

Cheating either on a test or in the preparation of reports will not be tolerated. Exact duplication of printed material from a journal or text without the use of quotation marks and an appropriate reference to the author constitutes plagiarism and is academically dishonest.

Academic integrity is governed by the **Hood College Honor Code**. As noted in the catalog and on the college web site:

Every member of the campus community is bound by the Honor Code to act ethically and to respect the rights of others in both academic and campus life. New students sign an archival copy of the Honor Code Pledge and all students write the Pledge on their academic work: "I pledge that I have neither given nor received any unauthorized aid on this (assignment)."

The Honor Code is governed by the Academic Judicial Council. The purpose of the Academic Judicial Council (AJC) shall be to maintain the Honor System. Any student violating the Honor Code regulations of Hood College shall have the right to appear before at least two-thirds quorum of the duly constituted judicial council. AJC shall perform this function in accordance with the procedures outlined in the By-Laws of the Hood College Student Government Association (HCSGA) to ensure procedural due process and justice. The statute of limitations extends through the period of time in which a person is a student at Hood College. Should a student be found guilty of an offense, sanctions are determined by the AJC and range from a reprimand to expulsion from Hood College.

Academic Standards

Students in the **BSN Pre-licensure Program** are expected to maintain a composite grade point average of 2.75 or higher in order to progress to the subsequent level of the nursing pre-licensure program.

All nursing and nursing-required courses must be completed with a grade of C (2.0) or higher. Students may repeat only one nursing course OR one nursing-required course one time.

Should a student not pass a course with a "C," the student may not be allowed to progress in the curriculum. Ability to take other courses in the curriculum will depend on whether the failed course was a prerequisite for another course. The student may need to wait one year for the repetition of the course in order to continue. The student may be placed on probation following a grade less than a "C" or if the composite Grade Point

Average is less than 2.75. For a student to pass a clinical course, the final grade of the clinical evaluation tool must be “satisfactory.”

Withdrawal from a nursing course while failing the course is considered a course failure.

A student may not progress in the program with a grade of INC (incomplete) on any course.

The **BSN Completion Program** adheres to the Hood College academic standards and scholastic standing.

Admission to nursing program

Pre-licensure Program admission policy:

Students interested in the **BSN Pre-licensure Program** will be considered for admission to Level 2 of the program following their freshman year (Level 1) and successful completion of required courses. Transfer students will be considered for admission on a space available basis.

The following are required for admission to the Department of Nursing:

- Achievement of at least a minimum composite grade point average of 2.75 (on a scale of 4.0) by the end of the second semester of the Level 1 year.
- Completion of 24 college credits with a grade of C or higher in all nursing-required courses.
- Completion of the following courses with a grade of C or higher on the freshman level:
 - Biol 104
 - Chem 100 **or** 101
 - Biol 204
 - Psy 101
- Applicants should be aware that the laws in all states require that persons practicing nursing be licensed as a condition to performing the duties and responsibilities of the occupation. These laws generally permit a licensing board or agency to deny a license or to revoke or suspend a license, or to reprimand a licensee if he or she is convicted or pleads guilty or nolo contendere to a felony or other specified crime. If you have a criminal record, Hood College urges that you inquire of the applicable state licensing authority of the effects, if any, of your criminal record on eligibility for licensure before you apply or accept admission to the Hood College BSN Pre-licensure Program.

Applicants further should be aware that the BSN Pre-licensure Program requires that the student complete various clinical courses at off-campus sites including hospitals or other institutional settings that are not part of Hood College. In order to participate in these experiences, students will be required to undergo a criminal background check and a drug screen, and meet certain health requirements. Some sites may preclude students who have a history of criminal activity, child abuse or other serious offenses from the facility.

Even if the applicant is able to complete the experience at another agency and thus complete the program, it is possible that the State Board of Nursing may deny licensure based on the applicant’s criminal or child abuse history.

- All students accepted into the BSN Pre-licensure Program will be required to undergo a criminal background check and a drug screen, and meet certain health requirements at their own expense prior to beginning clinical courses. The criminal background check and drug screen are conducted by CastleBranch in accordance with established guidelines.

As recommended by the National Council of State Boards of Nursing and the American Association of Colleges of Nursing, students admitted to nursing programs are expected to meet certain functional abilities in order to be successful in a nursing education program as well as in professional nursing. Students who apply for admission to the nursing program should meet the following performance standards, with reasonable accommodation:

- *Ability to see, hear and touch, smell and distinguish colors (e.g., the student should have the ability to auscultate sounds; hear emergency signals; visualize and read monitors; assess health needs).*
- *Oral and writing ability with accuracy, clarity and efficiency (e.g., the student should have the ability to document clinical findings and nursing care; communicate patient education).*
- *Manual dexterity, gross and fine movements (e.g., the student should be able to perform such function (s) as to move around in the workplace to provide care; administer cardiopulmonary resuscitation; provide safe and effective nursing care).*
- *Ability to learn, think critically, analyze, assess, solve problems, reach judgment (e.g., the student should have the ability to interpret subjective and objective changes in patient status and respond appropriately).*
- *Emotional stability (e.g., the student should have emotional stability; ability to accept responsibility and accountability; interpersonal skills sufficient to interact with individuals, families, and groups).*
- *Stamina (e.g., the student should have health and physical stamina sufficient to carry out continued work assignments in 8-12 hour periods of time).*

Attendance Policy

Being on time in the clinical area is imperative to patient safety. Being late creates a delay in patient care and is associated with adverse consequences. Delays in assessment, medication administration and other treatments reduce the quality of patient care.

Professional behaviors include being prompt and punctual, assuring that coworkers are not tasked with additional assignments or the inability to leave the work site at the end of their shift. Tardiness can create personal and professional issues for the fellow nurses or members of the health care team. The other nurse may not be paid for his or her additional time or an employer forced to pay overtime for unprofessional behavior. Employees make appointments and child care arrangements with the assumption that they will be relieved in a timely manner.

- Attendance is necessary for students' mastery of the body of knowledge needed for safe clinical practice and preparation for licensure as a registered nurse. Attendance to all scheduled laboratory and clinical classes is mandatory. All students are expected to arrive prepared and on time for their lab and clinical experiences.

-Lab is considered clinical time and the terms may be used interchangeably for purposes of attendance and grading.

-Students are required to attend the clinical and lab sessions to which they are assigned. Switching lab or clinical days with other students is not allowed unless confirmed by all instructors involved.

-There are no provisions for clinical orientation make up and facility computer training. Students who do not attend the clinical orientation as scheduled for the first day of the clinical rotation will be dropped from the class.

- **Excused Absence:** Absence from clinical experiences is **excused in four circumstances only.**

- 1). Illness of student or dependent. The instructor must be notified at least 1.5 hours in advance (e.g. clinical beginning at 0630, instructor must be notified by 0500 hrs.) The instructor/course coordinator reserves the right to request a doctor's note as proof of treatment or as a release for the student to

return to the clinical site. Failure to notify the instructor 1.5 hours in advance will be considered an unexcused absence.

2). Death in the immediate family- notice should be provided to course coordinator as early as possible. Proof may be requested in the form of obituary or document from the funeral establishment.

3). Court order/military – notification to the course coordinator must be at least 1 week in advance of scheduled absence for court date. Absence due to military obligation should be presented to the course coordinator at the earliest possible date and a copy of the military orders should be submitted for consideration.

4). Religious holiday – student should notify the course coordinator during the first week of the semester.

-Excused absence will be scheduled for make up at a time and date convenient to the needs of Hood Nursing Program. Failure to attend scheduled make up will result in forced course withdrawal or course failure.

-Students are **allowed one excused absence from clinical and one excused absence from lab only**. Availability of space for clinical make up is extremely limited and additional absence will result in mandatory withdrawal from the course.

- **Unexcused Absence:** Unexcused absence from clinical/lab is defined as absence without appropriate notification or without justifiable reason, as stated above (see Excused Absence, above). Examples of unexcused absence include, but are not limited to, late arrival without appropriate prior notification, absent without notification, scheduling appointments or personal matters on clinical dates.

One unexcused absence requires a meeting with the course coordinator and/or director of nursing education to determine if a clinical failure/course withdrawal is warranted. If the student is allowed to remain in the course, the clinical day must be made up. A second absence, excused/unexcused, will result in forced course withdrawal/clinical failure.

- **Late Arrival:** Late arrival is defined as the student's **failure to be onsite and prepared to start clinical at the assigned time**. To be on time, students must be on the unit prepared to take report or attend pre-conference at the assigned time, i.e. students should plan to arrive a few minutes early in order to hang up coat, put away lunch, etc.

Late arrival is disruptive to the instructor and fellow students. Late arrivals will be noted on the daily clinical evaluation tool by the clinical instructor and students will be verbally admonished for each late arrival. **More than TWO episodes of late arrival will result in a meeting with the clinical coordinator and may result in clinical failure.**

Two late arrivals of ≥ 15 minutes without prior notification to the instructor will be considered an unexcused absence, resulting in a meeting with the course coordinator and possible forced withdrawal. If the student is allowed to remain in the course, a make-up day will be scheduled. Students arriving **30 minutes or later** to the clinical/lab site **with or without notification may be sent home for the day** and scheduled for a makeup day, according to the wishes of the clinical instructor. This may be considered an unexcused absence.

- **Classroom attendance**

Rules regarding lecture/classroom attendance will be under the purview of the instructor. The lecture attendance policy will be stated in the course syllabus and may be tied to attendance / participation points, such that poor attendance or chronic tardiness will negatively impact the student's final grade. Additional unacceptable behaviors include but are not limited to disruptive behaviors or talking while others are talking/presenting.

Complaint form

Should a student have an issue that cannot be resolved through other means, the student may choose to make a formal complaint with the Department of Nursing. To do this, the student must complete the Student Formal Complaint form, which is available from the department administrative assistant.

Disability Services

The Disability Services office provides academic support for students with disabilities. Examples of disabilities include, but are not limited to, mobility impairments, blindness/low vision, psychiatric conditions, recurring medical conditions, ADHD, Autism Spectrum Disorders, and others. The following are examples of academic accommodations:

- Extended time on exams
- Note-taking support
- Textbooks in alternative formats (electronic, audio, etc.)
- ASL interpreting services

If you have a documented disability and are interested in finding out more about academic accommodations, please contact Kate Gmuer, the Disability Services Coordinator, by e-mail at gmuere@hood.edu, by phone at (301)696-3421, or by visiting CAAR (Rosenstock 330).

Dismissal from program

Students can be dismissed from the nursing programs with proof of the following:

- Failure to meet and maintain academic standards
- Disruptive behavior
- Unprofessional behavior
- Unsafe nursing practice

This list is meant as a guideline and should not be considered as exhaustive or all-inclusive. The Department of Nursing reserves the right to remove any student from the nursing program if that student is not meeting academic and/or clinical standards at any time.

Disruptive behavior

Disruptive behavior: any behavior a reasonable person would view as substantially or repeatedly interfering with an instructor's ability to teach or the ability of other students to benefit from the instructional program.

A disruptive student is one who disturbs the teaching and learning process in the classroom or on the clinical unit.

It is the responsibility of the student to conform to conduct conducive to learning by being prepared, prompt, attentive, courteous, and respectful in the classroom and on the clinical unit and by conforming to policies and learning activities set forth by the teacher to maintain academic integrity.

Any time a student is completing work as a Hood College student, the student is considered to be in the classroom and must maintain appropriate conduct. A student must be able and willing to examine and change behaviors when they interfere with productive individual or group relationships.

Instructors have the responsibility and the authority to maintain a productive educational environment. Civility, understanding and mutual respect among all persons are intrinsic to such an environment. Students' side conversations, disruptive use of cell phones or pagers, use of profanity or threatening language, routinely coming late or leaving early, inappropriate interruptions, hostile or intimidating comments, personal insults, and arriving unprepared to the clinical unit will not be tolerated.

If the student's behavior is negatively affecting the learning environment, the instructor will:

- Confront the disrespectful behavior. This may be done as a word of caution to the whole group or the instructor may direct the student to meet after class/clinical to discuss the behavior.
- Ask the disruptive student to leave if the behavior is not changed immediately, and call security or the local police if necessary to escort the student from the classroom.
- Leave the classroom/clinical unit if there is repeated hostility that does not cease and the instructor fears personal injury or extensive, intolerable verbal abuse.

A complaint of student misconduct should be filed with the director of the BSN Program by a member of the faculty, staff or student. All allegations should be filed in writing within 10 business days of the incident. The director will provide a thorough investigation of the incident and take appropriate action.

These actions may include:

- **Warning:** written notice to the student that continued and/or repeated incidents/violations may be cause for further disciplinary action (reprimand, dismissal). A permanent record of the incident report will be retained in the student's file. Additionally, the warning may include referrals to appropriate office for assistance.
- **Reprimand:** written reprimand for the violation of specified conduct or policy including notice to the student that repeated violation may result in further disciplinary action
- **Dismissal:** termination of student status at the College

Department of Nursing students are also subject to all Student Life policies as described in the Student Handbook

Consequences of repeated disruptive behavior will include removal from the classroom/clinical unit, removal from the course, and if indicated by the severity of the disruption or disrespectful behavior, dismissal from the program.

Facilities

Hood College resides on a 50-acre campus in the middle of downtown Frederick, MD. It offers state-of-the-art classroom space, library services, and a modern campus center. The library offers numerous online nursing journals, a computer lab with printers, copy machines, and adequate room for quiet study. Many popular books are available and may be borrowed from the library. The library does not purchase course books.

Hood College Nursing offices are in Rosenstock Hall. The Nursing Laboratory is in Hodson Science and Technology Center. Classrooms will be assigned on campus as the need and room dictates. An administrative assistant assists the Program Director in coordinating the needs of both students and faculty.

Nursing courses are taught in the classroom and in the Clinical Simulation Area in the Nursing Laboratory. Students practice and develop skills through learning experiences using a variety of instructional support methods and resources.

Financial Aid

The Office of Financial Aid is housed in the Office of Admissions. The mission of the Office of Financial Aid is to help students develop a financial plan to make a Hood College education affordable. Their phone number is (301) 696-3411.

Other opportunities for financial aid and scholarships for students are available. Please contact the Department of Nursing office at 301-696-3277 for additional information on financial aid.

Honesty and Accountability

In any profession, accountability rests not with the employer, but with the individual. The American Nurses Association Code for Nurses and Standards of Nursing Practice clearly indicates that nurses are individually responsible for their own actions as well as for those of personnel under their supervision

Grade Point Average

The Department of Nursing relies on the Composite Grade Point Average to help determine a nursing student's academic achievements. The Composite Grade Point Average is the average of all college work attempted. All grades earned at Hood and those completed at other institutions are calculated, regardless of whether the course credit was accepted for transfer. The composite average is used to determine eligibility for various honor societies as well as determining Commencement honors. The department also looks at a student's GPA in his or her major (Nursing) and overall GPA, which is the GPA earned in all coursework completed at Hood College.

NCLEX Preparation

Lippincott Products

The Point is an online Lippincott resource that supplements classroom, lab and clinical learning and prepares students for nursing practice and the National Council Licensure Exam (NCLEX). The Point includes **CoursePoint +** includes access course content (VitalSource Bookshelf/e-text, Lippincott Advisor for Education & Stedman's Online), Adaptive Learning by PrepU & vSim for Nursing.

Students are required to purchase CoursePoint+ products throughout the Hood College Nursing program:

Course	Lippincott Online Product
NUR 201	Taylor: Fundamentals of Nursing, 8th Edition & Lynn: Taylor's Clinical Nursing Skills: A Nursing Process Approach, 4th Edition
NUR 202	Buchholz: Henke's Med-Math: Dosage Calculation, Preparation & Administration, 8th Edition
NUR 205	Hinkle & Cheever: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 14th edition
NUR 203	Karch: Focus on Nursing Pharmacology, 6th Edition
NUR 306	Videbeck: Psychiatric –Mental Health Nursing, 7th edition
NUR 305	Hinkle & Cheever: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 14th Edition
NUR 307 & 308	Ricci: Essentials of Maternity, Newborn, and Women's Health Nursing, 4th Edition
NUR 405	Hinkle & Cheever: Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 14th Edition
NUR 403	Rector: Community and Public Health Nursing, 9th Edition

Once the CoursePoint+ products are purchased, instructors provide students with an access code for each course (refer to course syllabus).

Adaptive quizzes in PrepU are designed to assist nursing students in learning content and developing greater skill in test taking in preparation for the NCLEX. The program is designed to assist students in thinking more critically and in enhancing problem-solving and reasoning skills.

Students will be assigned adaptive quizzes to be completed prior to each exam of the semester. Due dates, grading and weight of these assessments are course-specific and noted in each course syllabus.

CoursePoint + assignments may have a required mastery level, and the amount of corresponding points associated with each level of mastery. Points earned are calculated into the final grade, as determined by the course instructor. If a student does not achieve the minimum mastery level for a course, the student will not receive the points associated with that chapter. Students are encouraged to go beyond the minimum mastery levels.

Hurst Review

Level four students are required to purchase and participate in the 3-day Hurst Live review at the start of the spring semester of their senior year. The Hurst Transition to Practice program, Elevate®, will be used within NUR 470 Senior Seminar. Students must watch all videos and score a 95% mastery level on practice NCLEX exams within this program.

Organizations

The many varied student organizations may be found at: <http://www.hood.edu/studentorganizations>

Interested students may obtain the paperwork at the student activities office and develop a club to meet their needs and interests. **For information on the Nursing Club, please contact the department's administrative assistant.**

Peer and Staff Mentoring

The Josephine Steiner Center for Academic Achievement and Retention offers a variety of services and programs to the entire Hood College community to assist students who are experiencing difficulty in a course as well as students who want to be more effective and efficient learners. Assistance in writing skills and mathematics is available by appointment. Students should be encouraged to attend early in the semester for help with writing projects.

Progression Policy

In order to receive a baccalaureate degree in nursing from Hood College, students must meet all requirements identified by the Department of Nursing and those contained in the College Catalog.

Pre-licensure Program progression policy:

- Students must maintain a composite GPA of 2.75 or higher (on a 4.0 scale) in order to progress to Level 2, Level 3 and Level 4 of the nursing program.
- ALL NURSING COURSES IN LEVEL 1 AND LEVEL 2 OF THE NURSING CURRICULUM MUST BE COMPLETED BEFORE PROGRESSION TO LEVEL 3.
- ALL COURSES IN THE LEVEL 3 NURSING CURRICULUM MUST BE COMPLETED BEFORE PROGRESSION TO LEVEL 4.
- IF A STUDENT FAILS TO MEET NURSING REQUIREMENTS FOR PROGRESSION, HE/SHE MAY APPEAL THE DECISION TO THE DIRECTOR OF THE NURSING PROGRAM. THIS APPEAL MUST BE IN WRITING WITHIN 10 DAYS OF THE DECISION.
- Students who, for academic or other reasons, extend their program will be required to validate prior learning before enrollment in the next sequential clinical nursing course.
- Students must satisfy all clinical requirements prior to clinical course enrollment.
- All required courses in the nursing major must be completed with a grade of C (2.0) or higher. A student may repeat one nursing-required course OR one nursing course one time only.
- Grades in nursing courses **will not** be changed if a student transfers a test question response incorrectly onto a Scantron form
- Students may not progress if they have a grade of INC (incomplete) in any course.

Recording lectures/labs

Students who desire to record lectures or labs for their personal study only, must obtain WRITTEN instructor permission prior to recording. Recorded lectures/labs may not be shared with other people without the consent of the presenter. Recorded lectures/labs may not be used in any way against the faculty member, other instructors, or students whose comments or actions are recorded as a part of the class activity. Information contained in the recorded lecture/lab is protected under federal copyright laws and may not be published or quoted without the express consent of the instructor and without giving proper identity and credit to the instructor. All recordings must be erased at the end of the semester.

Simulation

- **Confidentiality**

Nursing students at Hood College participate in several simulations throughout the course. Simulations that include pre scenario assignments, simulation objectives, patient history, patient scenarios, pre-briefing, debriefing and post scenario assignments are to be kept confidential and must not be revealed to fellow students. Any posting to social media, sharing, discussing in any (written, electronic or verbal) format is considered a violation of academic integrity. Any student who shares information will receive a failing grade in the lab for that day and potentially fail the course as stated in the Hood College Nursing Handbook.

- **Simulation Facility Standards**

While in the lab, students are expected to behave in a professional manner. (See Nursing Handbook) Adherence to the dress code is expected. You must be in uniform to participate in any activity in the lab. Students must sign in and out of the Simulation Area during open lab times. Absolutely no food or drink is permitted in the Simulation Area. Students will be under the supervision of an instructor only. Pens, markers, silk tape or Betadine are not permitted in the Simulation Area. Any damaged equipment is to be reported promptly to the designated person. Supplies, books, audiovisual equipment are not to be removed from the Nursing Laboratory.

- **Video Recording and Photography**

Simulations and skills demonstrations may or may not be recorded for debriefing and teaching purposes. Students may also be individually recorded performing skills for sign-off purposes. Recordings will be viewed for debriefing purposes and then destroyed. The faculty retains the right to archive select video simulations for educational purposes upon written consent of the participants. Students are not able to access these videos at any time.

- **Additional information**

Students are NOT ALLOWED to move simulation mannequins out of beds.
Children and pets are NOT ALLOWED in the classroom and skills rooms in Nursing Lab, Hodson 317.

Student Exit Interview

If failure or withdrawal from the program occurs, students may meet with the program director, or designee, for an exit interview to assist the student in decision making.

Students with Disabilities

Hood College actively supports the rights of students with disabilities to have equal access to education. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Hood makes every reasonable effort to accommodate the needs of students with diagnosed disabilities. Students with disabilities who will need accommodations must notify the disability services coordinator as soon as possible. Early notification prevents delay in initiation of services and ensures the student full access to educational activities. Students should present documentation of a disability from a medical professional, and this documentation should state accommodations the student requires to participate fully in the educational programs at Hood College. The disability

services coordinator will meet with the student to prepare an individualized plan for services. The student is then prepared to take on the responsibility of advocating for her or himself.

Faculty Information and Responsibilities

Anyone applying for a faculty position in the Department of Nursing must provide a resume/CV, transcripts from all degree-granting institutions, three letters of reference and proof of an unencumbered Maryland nursing license

Faculty new to the Department of Nursing must meet the following requirements:

- Attend the Hood College Faculty Orientation.
- Complete all HR hiring requirements
- Meet with the Program Director (PD)
- Participate in Hood College Nursing Faculty Orientation

Hood College Faculty Orientation

Faculty will attend the orientation for faculty of Hood College as indicated. Included in the Hood College orientation is information on the following topics:

- Faculty handbook
- Library
- Registrar
- Student
- Information Technology
- Academic Services

Hood Nursing Faculty Orientation

New nursing faculty will meet with the program director, fellow faculty, and the administrative assistant for orientation to the department. Additional materials will be provided as needed.

Nursing adjunct faculty members are welcome to attend any faculty development instruction available to all faculty members at Hood College, including online learning and student engagement techniques.

Expectations for Nursing Faculty

- Adhere to the American Nurses Association Code of Ethics
- Develop and update course syllabus
- Establish a class roll
- Work with the registrar's office identifying students who are adding/dropping courses
- Accommodate Students with Disabilities as appropriate
- Apply Policy 55: Prevention and Resolution of Discrimination and Harassment
- Uphold the Hood College Honor System
- Post and hold Faculty Conference Hours (Office Hours)
- Arrive at teaching site at least 15 minutes before the start of teaching and be available after teaching for questions
- Respond to student phone calls and email in a timely manner
- Promote professionalism in nursing
- Make lawful use of copyrighted printed and online materials
- Tutor students
- Provide Course and Instructor Evaluation forms to students
- Give examinations
- Assign grades (Faculty are expected to provide feedback to students within two weeks)

- Provide make-up assignments for students as indicated
- Be drug free
- Adhere to computer privacy policy
- Utilize Benner's theory of novice to expert in transitioning student to expert role

Faculty members may be adjunct, part-time, or full-time employees of Hood College. Nursing faculty will develop classroom, laboratory, or clinical experiences for students as indicated by the particular course. During clinical courses, it is anticipated that the Hood College faculty course coordinator will make a minimum of one site visit during the semester to evaluate student competency. Additional site visits may be necessary pending clinical instructor/preceptor evaluation.

Blackboard

Each nursing course has a companion website in the Hood College Blackboard. These sites are updated each semester and are specific to each nursing course. On this site, you can find all course-related documents pertaining to the lecture and clinical components. The site also contains various sections that may facilitate your teaching.

Chalk and Wire

Chalk & Wire is an ePortfolio-enabled educational assessment platform designed to monitor and verify program outcomes. It also generates valid and reliable academic assessment data. Nursing faculty are beginning to implement this technology in the 2018-2019 academic year.

Course Grading

See course syllabus

Confidentiality

See Hood College Faculty Handbook

Critical Incident Report

Should an incident occur to student or student's client while involved in a course-related clinical activity, a Critical Incident Report may be completed and given to the Program Director. An agency incident report or other risk management document may also need completing.

Exams

Faculty should examine any question where 60% of the students do not score correctly. Identify the source of the problem if possible. Faculty members may decide to choose more than one correct answer or to nullify the question, giving credit to those who answered incorrectly. Those who answered correctly do not get an extra point. If a question is deemed to be satisfactory, no action may be taken.

Exam reviews should be completed in class one week after the exam is administered.

Students who have formal accommodation plans from the Americans with Disabilities Act administrator are responsible to present and discuss the plan with the faculty member. It is the student's responsibility to present the accommodation plan to the faculty member each semester and for each course.

Hood College Faculty Handbook

The Hood College Faculty handbook addresses many issues in addition to these guidelines. Please refer to it for additional faculty information.

Faculty Meetings

A meeting of all Hood faculty members is held at the beginning of every fall and spring semester. Additional meetings may occur as indicated by needs of the students or program. Nursing faculty who are teaching

during any given semester will meet as needed. Preceptors and clinical instructors are welcome to attend all meetings, but are not required to do so. An agenda will be distributed prior to the meeting and any faculty member can add an item to the agenda by contacting the Program Director prior to the meeting.

Peer and Staff Mentoring

The Josephine Steiner Center for Academic Achievement and Retention (CAAR) offers a variety of services and programs to the entire Hood College community - to assist students who are experiencing difficulty in a course as well as students who want to be more effective and efficient learners. Assistance in writing skills and mathematics is available by appointment. Students should be encouraged to attend early in the semester for help with writing projects.

Professional Growth

From the Hood College Faculty Handbook:

Faculty members are expected to become engaged in scholarly or creative activities which may include writing, research, concerts, exhibits, workshops, consulting, continued education, professional organizations, and educational travel. Often these activities may be possible through support from the following sources

- Sabbatical Leave
- McCardell/Board of Associates Professional Development Program
- Faculty Conference and Development Fund
- Grant Writing

Professional Liability Coverage

The college maintains professional liability coverage for faculty and students in the amount of \$1 million per occurrence and \$3 million aggregate. The college insurance only covers faculty and students during sanctioned clinical activities. Individual faculty members may consider obtaining their own additional professional liability insurance.

Service to the College (Faculty)

- Service on College Committees
- Academic Advising
- Other service may include meeting with potential students, advising student organizations, attending various student functions, or providing service to the community.

Adjunct faculty members do not normally sit on college committees, but will serve the college through advising and other service.

Student Exit Interview

If failure or withdrawal from the program occurs, students are required to meet with the Program Director, or designee, for an exit interview to assist the student in decision making.

Clinical Instructor and Preceptor Information and Responsibilities

Clinical Instructor and Preceptor Criteria

- Clinical instructors and preceptors are selected based on individual ability to provide the student with relevant clinical learning opportunities with Benner's novice to expert theory as framework
- All clinical instructors and preceptors are expected to adhere to the ANA code of ethics and standards of practice
- Key attributes of selected clinical instructors and preceptors include: highly skilled, moral grounding, exceptional inter-professional relationships, mutual respect, committed to excellence, innovative thinking and practice

- Clinical instructors and preceptors selected must meet the qualifications of their respective organizations.

-

Expectations for Clinical Instructors and Preceptors

- Maryland Board of Nursing Registered Nurse
- No active disciplinary action from the Maryland Board of Nursing or any other source
- Minimum education: Bachelor of Science degree in Nursing
- At least 2 years clinical experience
- Adherence to ANA Code of Ethics

Clinical Evaluation

The clinical instructors and preceptors are responsible for regular formative evaluation of each student. The clinical instructor provides regular evaluation of students on a schedule set by the faculty course coordinator. The preceptor provides midterm and summative evaluation of student clinical performance in conjunction with the faculty course coordinator. The Hood College faculty course coordinator is responsible for communicating with the clinical instructor or preceptor and meeting with the student as needed. The faculty course coordinator is ultimately responsible for evaluation of student learning outcomes.

Confidentiality

See Hood College Faculty Handbook

Critical Incident Report

Should an incident occur to student or student's client while involved in a course-related clinical activity, a Critical Incident Report may be completed and given to the Program Director. An agency incident report or other risk management document may also need completing.

Clinical Information, Policies and Procedures

Students will have the opportunity for new experiences and to gain new skills at a variety of clinical sites in Frederick and the surrounding area. Some of the clinical sites include, but are not limited to, Frederick Memorial Hospital, Frederick County Health Department, and Way Station of Frederick County.

Students cannot deliver care if unprepared in any way. They are to be dismissed from clinical if impaired, mentally or physically. The instructor has an obligation to dismiss the student from the clinical area if a condition exists that compromises patient safety such as fatigue, substance abuse, physical illness, emotional instability, or inadequate preparation for clinical. Excessive fatigue due to working the night or evening prior to the clinical experience is to be considered impairment.

Students are expected to adhere to the policies and procedures of Hood College, the Hood College Nursing Programs and the hospital or agency in which they are completing clinical experience. Failure to comply could result in dismissal from the clinical site and/or the nursing program.

Responsibilities of the Students:

- Accept responsibility for own learning. Identify and communicate own learning needs.
- Accept responsibility for own practice within the legal, ethical and practice standards of the discipline and the agency.
- Work collaboratively with clinical instructor, preceptor and course faculty member.
- Provide feedback to clinical instructor, preceptor and course faculty regarding learning progress.

- The students will be held to the same standards of professionalism as all Registered Nurses. These standards have been set by the Nurse Practice Act of Maryland.
- Malpractice laws hold each person liable for his/her own actions. Each student is responsible for seeking faculty/clinical instructor/preceptor guidance if he/she needs help performing an assigned task.
- Students are expected to be adequately prepared to care for assigned clients.
- Students must attend an orientation to the clinical area
- The student is to immediately report any unexpected changes in the client status to the clinical instructor/preceptor/primary nurse
- A student may not serve as a witness to any legal document in the clinical setting
- Students are responsible for the return of all clinical agency property. Students will be billed for items unreturned. Final grades may be withheld until items are returned or the bill is paid.
- Student must provide own transportation to clinical site.
- No photos/recordings can be taken in any clinical setting unless approved in writing by the affiliating institution. Please see section regarding Social Media.

Alcohol and Drug Use

See student handbook for information on the Hood College drug and alcohol policy for the Hood College Campus.

Any use or possession of alcohol and the use and unlawful possession of any drugs during any clinical activity associated with the nursing program is prohibited. Students may not test positive for drugs or alcohol. Students will be tested for alcohol and drugs upon “reasonable suspicion.” Reasonable suspicion is defined to mean that the student’s instructor, supervisor, and his/her designee believe that the behavior, speech, body odor, or appearance of a student is indicative of the use of alcohol or drugs. Reasonable suspicious behavior could include conduct that prevents the student from performing the essential functions of his or her role in the clinical setting or which poses a direct threat to the safety of others. Other suspicious behavior which could lead to drug or alcohol testing includes, but is not limited to: odor of alcohol or drugs, unsteady or staggering gait, rapid or slurred speech, pinpoint or dilated pupils, unresponsiveness, bloodshot eyes, fine motor tremors, difficulty participating in activities, nausea, vomiting, sweating, erratic behavior, incoherent speech, verbal or physical outbursts, self-report of drug use or alcohol abuse, unsafe behavior, unsatisfactory care for others, and threats to harm self or others.

If substance abuse is suspected, the student will be removed from any clinical situation. The faculty member has the right to mandate a health assessment including drug or alcohol screening.

When in the professional judgment of a faculty member a student exhibits a psychological and/or physical impairment that inhibits the individual’s ability to meet the established standards of performance, competency and safety in the clinical setting, the student will be asked to leave the clinical area and alternative transportation for departure will be arranged.

Refusal of test:

The student will be given 30 minutes to reconsider the consequences of his/her action. The faculty member will contact the program director or designee. If the student continues to refuse the test, the student will be treated as if the test were positive.

Positive Test Result, Self-Admission:

Hood College will initiate disciplinary proceedings against a student using illegal drugs or abusing alcohol in the clinical area and may include dismissal from Hood College.

Hood College will take reasonable measures to ensure individual privacy under this policy including, without limitation, keeping all drug and alcohol test results confidential to the extent possible. Drug or alcohol test results will be released in accordance with federal and state laws and regulations.

Cell Phones and other electronic devices

Personal beepers, cell phones, pagers, etc., will be turned off during class and clinical and can only be used during breaks. Hospital/agency policy states that no cell phones will be turned on or used during clinical time. Computers and iPads are to be used only for classroom assignments and note taking. Checking email or being on the internet is not allowed during class or clinical time. Use of any clinical agency's computers for personal reasons is forbidden.

Clinical Evaluation

The clinical instructors and preceptor are responsible for regular formative evaluation of each student. The clinical instructor provides regular evaluation of students on a schedule set by the faculty course coordinator. The preceptor provides midterm and summative evaluation of student clinical performance in conjunction with the faculty course coordinator. The Hood College faculty course coordinator is responsible for communicating with the clinical instructor or preceptor and meeting with the student as needed. The faculty course coordinator is ultimately responsible for evaluation of student learning outcomes.

Dress Code

The full student uniform is required in certain designated clinical agencies.

BSN Pre-licensure student uniform requirements:

CLINICAL UNIFORM: Pre-licensure students are required to purchase a minimum of two sets of Hood College nursing uniforms and a polo available in the Hood College Bookstore. All uniforms must be clean and pressed.

CLINICAL SHOES: Pre-licensure students also must purchase either all white, or all black closed-toe leather/vinyl shoes. Shoes cannot be open weave. Clogs are not acceptable.

WARM-UP JACKET (optional): Each student may purchase one white warm-up jacket in the Hood College Bookstore for use in various clinical areas and the nursing lab. The jacket is to be clean and pressed.

WATCH: A waterproof analog watch with sweep second-hand is required

BSN Completion student uniform requirements:

LAB COAT: Each student must have one white lab coat for use in various clinical areas and the nursing lab. The lab coat is to be clean and pressed. A lab coat should cover the uniform when leaving the clinical unit. Lab coats are to be worn over the following business attire: dress slacks, skirts, dresses, blouses, shirts, or sweaters.

The following are not permitted in the clinical area at any time:

Jeans	Sweatpants/shirts
Sun dresses	Halter tops
Shorts	Flip flops

Jewelry: no VISIBLE jewelry is to be worn in the clinical area, except plain, small post-type earrings (one per earlobe), a plain wedding band, and waterproof watch capable of measuring seconds.

Personal Hygiene: All students are reminded to practice good personal hygiene, especially body cleanliness, which includes daily bathing, the use of an effective deodorant, and oral hygiene.

- Hair must be pulled back off the collar from the face with conservative barrettes and/or ponytail holder and kept clean, manageable, and conservatively styled. Extended or artificial fingernails may compromise the safety of the patient and are not allowed.
- Male students must shave daily. Beards, mustaches, and side-burns may be worn but they must be kept neatly trimmed.

- Cosmetics are to be worn in moderation. No perfume, cologne or other scented preparations are to be worn to clinical.
- No gum chewing.
- No facial, oral, or body piercing. No spacers or large gauge body piercing jewelry.
- Visible tattoos must be covered.
- Nails must be short and well groomed; no artificial nails; no nail gel or polish.

Other:

Members of religious orders may adhere to their order's dress code if consistent with the school dress code. Facial covering is not allowed. When students are assigned for experience in locations or agencies where the nursing uniform is not required, it is expected that they adhere to the guidelines regarding appropriate attire in that agency or institution.

The nursing faculty and student body will accept responsibility jointly for monitoring dress code.

Some clinical areas mandate stricter dress code policies, which the students will be required to follow.

Inclement Weather

Clinical assignments will be canceled if Hood College closes due to inclement weather. The student is responsible for notifying their clinical instructor or preceptor. If the college opening is delayed, the clinical experience will begin at the time of the Hood College opening. It is up to the student to decide if individual conditions warrant extra precaution. Faculty should not coerce a student to drive if conditions are not safe. Student experiences may be rescheduled in conjunction with the faculty course coordinator.

Preparation for Clinical

Students in the BSN Pre-licensure Program and the BSN Completion program must meet all requirements prior to starting any clinical experience. These requirements are approved by the Hood College Department of Nursing and meet standards acceptable to most health care agencies. Should an agency have additional requirements, it is the student's responsibility to meet those requirements prior to the start of any clinical experience.

Fulfillment of clinical requirements is monitored through CastleBranch, the compliance manager engaged by the Hood College Department of Nursing.

BSN Pre-licensure students must complete the following and submit documentation to CastleBranch:

- Health Assessment
- Immunization requirements
- Criminal Background check
- Drug Screen
- Health insurance
- American Heart Association Basic Life Support for Health Care Providers CPR training
- Training in HIPAA/OSHA regulations through CastleBranch

All requirements must be met by Aug. 1 unless otherwise stated prior to the fall semester in which the student takes NUR201 Fundamentals in Professional Nursing.

BSN Completion students must complete the following and submit documentation to CastleBranch:

- Health Assessment
- Immunization requirements
- Criminal Background check
- Drug Screen
- Health insurance
- Current CPR card
- Current nursing license

All requirements must be met by Aug. 1 prior to the fall semester in which the student takes NUR403 Community Health Nursing.

Health Insurance Portability and Accountability Act (HIPAA)

All Registered Nurse Students are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information outside of the agency setting. Unless you have the client's written permission, confidentiality must be strictly maintained when discussing or writing about clients in the classroom, in assignments and in process recording. In writing about clients do not use real names including the name of your setting and actual dates of services. In terms of dates use terms such in the "past fall" and not October...., 2010 or presenting complaint began about 10 years ago when client was 20 and not 2000. Students must provide documentation of HIPAA training prior to beginning any clinical rotations.

Occupational Health and Safety Administration Policy (OSHA)

All blood or other potentially infectious material is considered infectious regardless of the perceived status of the source individual. Therefore, all students must follow OSHA guidelines for university precautions in order to prevent contact with blood or other potentially infectious materials in both classroom settings and clinical/practicum sites. This includes the use of gloves, eyewear, and protective clothing, as well as the proper care of sharp objects and other precautionary measures.

In the case of any needle-stick injury or accidental blood/body fluid exposure:

Remove and dispose of all contaminated personal protective equipment. Wash the exposed area thoroughly with soap and running water. Use an antibacterial soap if possible. If blood is splashed in the eye or on a mucous membrane, flush the affected area with running water for 15 minutes.

Report any exposures to the clinical instructor, preceptor or the immediate clinical supervisor.

Students should obtain an agency incident report and have the clinical instructor, preceptor or immediate clinical supervisor outline the following details:

Type of exposure (blood or other body fluid/subcutaneous or mucous membrane)

The hepatitis and HIV status of the patient (if serological status is unknown, the student or clinical supervisor should contact the patient's attending physician and request that the physician obtain a specimen for serologic testing).

Professional Liability Coverage

The college maintains professional liability coverage for faculty and students in the amount of \$1 million per occurrence and \$3 million aggregate. The college insurance only covers faculty and students during sanctioned clinical activities. Individual faculty members may consider obtaining their own additional professional liability insurance.

Social Media

Nursing students must be very aware of their postings in social media communications (i.e., Facebook; Twitter; Linked-In; video-sharing and photo-sharing sites such as YouTube and Flickr; wikis; blogs; personal websites; and, any other similar sites or applications). As potential employers often search the aforementioned sites, it is imperative that nursing students not convey negative or inappropriate remarks regarding the nursing program or related issues.

Students are encouraged to maintain professionalism as well as responsibility and accountability for all their behaviors. Students need to be mindful of their postings as they reflect upon them as students of the nursing program.

Students must not discuss or reveal confidential matters of any kind on social media. Students have a duty to report any conduct that violates the rules set forth in this policy or other related Department of Nursing policies.

In addition, students are to maintain compliance with any social media policy of any affiliated clinical agency provided during respective clinical orientations. Violation of this social media policy may result in disciplinary measures up to and including dismissal from the nursing program.

Responsibilities of the Clinical Instructors and Preceptors

A clinical instructor teaches groups of students in lower levels of the BSN Pre-licensure program during rotations in the clinical setting. Preceptors provide a one-to-one relationship between an experienced nurse and a nursing student in higher levels of the program.

The relationship between the clinical instructor or preceptor and student, clinical instructors or preceptor and course faculty member, and student and course faculty member are all necessary and valuable in order to provide the best possible clinical learning for the student. In order to be successful, these relationships must be grounded in mutual trust and respect, clear expectations, open communication, and empowerment.

- The clinical instructor's or preceptor's first responsibility is to his/her clients, and then to students. Students are responsible for their own learning and actions. Course faculty members design, implement and evaluate learning activities for student growth through a clinical experience. The course faculty member gives the final grade for the student's clinical experience based on input
- Provides a supportive learning environment
- Collaborates with the course faculty member to plan, implement and evaluate the learning experience.
- Models quality nursing practice.
- Provides feedback to the student and faculty course coordinator
- Provides opportunities for observation and practice while collaborating with the student in decision making.

Responsibilities of the Faculty course coordinator

- Arrange clinical experiences led by a clinical instructor or preceptor.
- Link students with clinical instructors or preceptors
- Empower student and clinical instructors or preceptor to achieve clinical outcomes
- Identify clinical outcomes and evaluation mechanisms
- Provide communication link between Hood College and clinical agency
- Provide ongoing support for clinical instructors or preceptor and student
- Evaluate and grade student experience
- Build relationships with community agencies
- Provided fair and equitable decision making
- Ensure students receive “due process” when faced with a course failure. Clinical instructors, preceptors and course faculty must document frequent communication with all students and especially those students at risk of failing clinical. This can be addressed in the clinical evaluation tool and a learning plan, if applicable.
- Ensure that students are not knowingly placed at risk, such as with violent clients or in unsafe settings.

Evaluations

Clinical Agency: Agency evaluations will be completed by students and faculty course coordinators. Appropriate forms for these evaluations will be provided by the Department of Nursing.

Clinical Instructor/Preceptor: Students and faculty /course coordinators will have the opportunity to evaluate the clinical instructor/preceptor. Appropriate forms for these evaluations will be provided by the Department of Nursing.

Faculty/course: Students evaluate each course and its faculty approximately two weeks prior to the completion of the course using SmartEvals, provided by Hood College. Additional questions are sometimes asked to help evaluate nursing courses. Appropriate forms for these evaluations will be provided by the Department of Nursing. **Results of the SmartEvals are released to faculty ONLY AFTER FINAL GRADES ARE POSTED.**

Agency-Specific Information

Each clinical facility has specific policies and procedures that must be followed by students and faculty. These are outlined in contracts that are maintained by the Program Director. It is the responsibility of the faculty/course coordinator and the student to adhere to the relevant policies and procedures of the assigned clinical area.

Faculty, Clinical Instructors and Preceptors **Teaching Adult Learners**

Principles of Adult Learning

Part of being an effective instructor involves understanding how adults learn best. Compared to children and teens, adults have special needs and requirements as learners. Despite the apparent truth, adult learning is a relatively new area of study. The field of adult learning was pioneered by Malcolm Knowles. He identified the following characteristics of adult learners:

- Adults are *autonomous* and *self-directed*. They need to be free to direct themselves. Their teachers must actively involve adult participants in the learning process and serve as facilitators for them. Specifically, they must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. They should allow the participants to assume responsibility for presentations and group leadership. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show participants how the class will help them reach their goals (e.g., via a personal goals sheet).
- Adults have accumulated a foundation of *life experiences* and *knowledge* that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base. To help them do so, they should draw out participants' experience and knowledge which is relevant to the topic. They must relate theories and concepts to the participants and recognize the value of experience in learning.
- Adults are *goal-oriented*. Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.
- Adults are *relevancy-oriented*. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests.
- Adults are *practical*, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson will be useful to them on the job.
- As do all learners, adults need to be shown *respect*. Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

Motivating the Adult Learner

Another aspect of adult learning is motivation. At least six factors serve as sources of motivation for adult learning:

- **Social relationships:** to make new friends, to meet a need for associations and friendships.
- **External expectations:** to comply with instructions from someone else, to fulfill the expectations or recommendations of someone with formal authority.
- **Social welfare:** to improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work.
- **Personal advancement:** to achieve higher status in a job, secure professional advancement, and stay abreast of competitors.
- **Escape/Stimulation:** to relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life.
- **Cognitive interest:** to learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind.

Barriers and Motivation

Unlike children and teenagers, adults have many responsibilities that they must balance against the demands of learning. Because of these responsibilities, adults have *barriers against participating in learning*. Some of these barriers include lack of time, money, confidence, or interest, lack of information about opportunities to learn, scheduling problems, "red tape," and problems with childcare and transportation.

Motivation factors can also be barriers. What motivates adult learners? Typical motivations include a requirement for competence or licensing, an expected (or realized) promotion, job enrichment, a need to maintain old skills or learn new ones, a need to adapt to job changes, or the need to learn in order to comply with company directives.

The best way to motivate adult learners is simply to *enhance* their reasons for enrolling and *decrease* the barriers. Instructors must learn why their students are enrolled (the motivators); they have to discover what is keeping them from learning. Then the instructors must plan their motivating strategies. A successful strategy includes showing adult learners the relationship between training and an expected promotion.

Learning Tips for Effective Instructors

Educators must remember that learning occurs within each individual as a continual process throughout life. People learn at different speeds, so it is natural for them to be anxious or nervous when faced with a learning situation. Positive reinforcement by the instructor can enhance learning, as can proper timing of the instruction.

Learning results from stimulation of the senses. In some people, one sense is used more than others to learn or recall information. Instructors should present material that stimulates as many senses as possible in order to increase their chances of teaching success.

Four critical elements of learning must be addressed to ensure that participants learn. These elements are

- **motivation**
- **reinforcement**
- **retention**
- **transference**

Motivation: If the participant does not recognize the need for the information (or has been offended or intimidated), all of the instructor's effort to assist the participant to learn will be in vain. The instructor must

establish rapport with participants and prepare them for learning; this provides motivation. Instructors can motivate students via several means:

- **Set a feeling or tone for the lesson.** Instructors should try to establish a friendly, open atmosphere that shows the participants they will help them learn.
- **Set an appropriate level of concern.** The level of tension must be adjusted to meet the level of importance of the objective. If the material has a high level of importance, a higher level of tension/stress should be established in the class. However, people learn best under low to moderate stress; if the stress is too high, it becomes a barrier to learning.
- **Set an appropriate level of difficulty.** The degree of difficulty should be set high enough to challenge participants, but not so high that they become frustrated by information overload. The instructor should predict and reward participation, culminating in success.

In addition, participants need specific knowledge of their learning results (*feedback*). Feedback must be specific, not general. Participants must also see a *reward* for learning. The reward does not necessarily have to be monetary; it can be simply a demonstration of benefits to be realized from learning the material. Finally, the participant must be **interested** in the subject. Interest is directly related to reward. Adults must see the benefit of learning in order to motivate themselves to learn the subject.

Reinforcement: Reinforcement is a very necessary part of the teaching/learning process; through it, instructors encourage correct modes of behavior and performance.

- *Positive reinforcement* is normally used by instructors who are teaching participants new skills. As the name implies, positive reinforcement is "good" and reinforces "good" (or positive) behavior.
- *Negative reinforcement* is the contingent removal of a noxious stimulus that tends to increase the behavior. The contingent presentation of a noxious stimulus that tends to decrease a behavior is called Punishment. Reinforcing a behavior will never lead to extinction of that behavior by definition. Punishment and Time Out lead to extinction of a particular behavior, but positive or negative reinforcement of that behavior never will.

When instructors are trying to change behaviors (old practices), they should apply both positive and negative reinforcement.

Reinforcement should be part of the teaching-learning process to ensure correct behavior. Instructors need to use it on a frequent and regular basis early in the process to help the students retain what they have learned. Then, they should use reinforcement only to maintain consistent, positive behavior.

Retention: Students must retain information from classes in order to benefit from the learning. The instructors' jobs are not finished until they have assisted the learner in retaining the information. In order for participants to retain the information taught, they must see a meaning or purpose for that information. They must also understand and be able to interpret and apply the information. This understanding includes their ability to assign the correct degree of importance to the material.

The amount of retention will be directly affected by the degree of original learning. Simply stated, if the participants did not learn the material well initially, they will not retain it well either.

Retention by the participants is directly affected by their amount of practice during the learning. Instructors should emphasize retention and application. After the students demonstrate correct (desired) performance, they should be urged to practice to maintain the desired performance. Distributed practice is similar in effect to intermittent reinforcement.

Transference: Transfer of learning is the result of training -- it is the ability to use the information taught in the course but in a new setting. As with reinforcement, there are two types of transfer: *positive* and *negative*.

- Positive transference, like positive reinforcement, occurs when the participants use the behavior taught in the course.
- Negative transference, again like negative reinforcement, occurs when the participants do not do what they are told not to do. This results in a positive (desired) outcome.

Transference is most likely to occur in the following situations:

- *Association* -- participants can associate the new information with something that they already know.
- *Similarity* -- the information is similar to material that participants already know; that is, it revisits a logical framework or pattern.
- *Degree of original learning* -- participant's degree of original learning was high.
- *Critical attribute element* -- the information learned contains elements that are extremely beneficial (critical) on the job.

Lieb, S. (1991). Principles of adult learning available at www.masaniconsulting.com

American Nurses Association Code of Ethics

- The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
- The nurse's primary commitment is to the patient, whether an individual, family, group or community.
- The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
- The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
- The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
- The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
- The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
- The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

From American Nurses Association: *Code of Ethics for Nurses with Interpretive Statements*, Washington, DC, 2001, American Nurses Publishing.

Excerpts From
The Essentials of Baccalaureate Education for Professional Nursing Practice
Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

Rationale

As defined by the Association of American Colleges and Universities (AAC&U), a liberal education is one that intentionally fosters, across multiple fields of study, wide ranging knowledge of science, cultures, and society; high level intellectual and practical skills; an active commitment to personal and social responsibility; and the demonstrated ability to apply learning to complex problems and challenges (AAC&U, 2007, p. 4). For the purposes of this document, a liberal education includes both the sciences and the arts.

The sciences include:

- physical sciences (e.g., physics and chemistry),
- life sciences (e.g., biology and genetics),
- mathematical sciences, and
- social sciences (e.g., psychology and sociology).

The arts include:

- fine arts (e.g., painting and sculpture),
- performing arts (e.g., dance and music), and
- humanities (e.g., literature and theology).

Liberal education is critical to the generation of responsible citizens in a global society. In addition, liberal education is needed for the development of intellectual and innovative capacities for current and emergent generalist nursing practice. Liberally educated nurses work within a healthcare team to address issues important to the profession of nursing, question dominant assumptions, and solve complex problems related to individuals and population based health care. Nursing graduates with a liberal education exercise appropriate clinical judgment, understand the reasoning behind policies and standards, and accept responsibility for continued development of self and the discipline of nursing.

A solid base in liberal education provides the distinguishing cornerstone for the study and practice of professional nursing. Studying the humanities, social sciences, and natural sciences expands the learner's capacity to engage in socially valued work and civic leadership in society. A strong foundation in liberal arts includes a general education curriculum that provides broad exposure to multiple disciplines and ways of knowing. Other than the nursing major, some aspects of liberal arts study will be provided as discrete parts of the full educational curriculum; however the rich and diverse perspectives and knowledge embedded in the liberal arts and sciences will be integrated throughout the nursing curriculum, as these perspectives are integral to the full spectrum of professional nursing practice (Hermann, 2004).

Successful integration of liberal education and nursing education provides graduates with knowledge of human cultures, including spiritual beliefs, and the physical and natural worlds supporting an inclusive approach to practice. The study of history, fine arts, literature, and languages are important building blocks for developing cultural competence and clinical reasoning. Furthermore, the integration of concepts from behavioral, biological, and natural sciences throughout the nursing curriculum promotes the understanding of self and others and contributes to safe, quality care. The integration of concepts from the arts and sciences provides the foundation for understanding health as well as disease processes, and forms the basis for clinical reasoning. As noted by the Carnegie Foundation for the Advancement of Teaching, the sciences are a critical aspect of liberal education for nurses. Sciences that have clinical relevance are especially important to the profession of nursing to ensure that graduates have the ability to keep pace with changes driven by research and new technologies (Carnegie Foundation, in press).

A liberal education for nurses forms the basis for intellectual and practical abilities for nursing practice as well as for engagement with the larger community, both locally and globally. Skills of inquiry, analysis, critical

thinking, and communication in a variety of modes, including the written and spoken word, prepare baccalaureate graduates to involve others in the common good through use of information technologies, team work, and interprofessional problem solving. Liberal education, including the study of a second language, facilitates the development of an appreciation for cultural and ethnic diversity.

Strong emphasis on the development of a personal values system that includes the capacity to make and act upon ethical judgments is a hallmark of liberal education. Students educated in a liberal education environment are encouraged to pursue meaningful personal and professional goals as well as to commit to honesty in relationships and the search for truth. The development of leadership skills and acceptance of responsibility to promote social justice are expected outcomes of a liberal education.

Liberal education allows the graduate to form the values and standards needed to address twenty-first century changes in technology, demographics, and economics. These trends include an aging population, diverse family and community structures, and increasing global interdependence, as well as economic and political changes in the United States healthcare system. Liberal education provides the baccalaureate graduate with the ability to integrate knowledge, skills, and values from the arts and sciences to provide humanistic, safe quality care; to act as advocates for individuals, families, groups, communities, and/or populations; and to promote social justice. Liberally educated graduates practice from a foundation of professional values and standards.

The baccalaureate program prepares the graduate to:

1. Integrate theories and concepts from liberal education into nursing practice.
2. Synthesize theories and concepts from liberal education to build an understanding of the human experience.
3. Use skills of inquiry, analysis, and information literacy to address practice issues.
4. Use written, verbal, nonverbal, and emerging technology methods to communicate effectively.
5. Apply knowledge of social and cultural factors to the care of diverse populations.
6. Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen.
7. Integrate the knowledge and methods of a variety of disciplines to inform decision making.
8. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system.
9. Value the ideal of lifelong learning to support excellence in nursing practice.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

Rationale

Organizational and systems leadership, quality improvement, and safety are critical to promoting high quality patient care. Leadership skills are needed that emphasize ethical and critical decisionmaking, initiating and maintaining effective working relationships, using mutually respectful communication and collaboration within interprofessional teams, care coordination, delegation, and developing conflict resolution strategies. Basic nursing leadership includes an awareness of complex systems, and the impact of power, politics, policy, and regulatory guidelines on these systems. To be effective, baccalaureate graduates must be able to practice at the microsystem level within an everchanging healthcare system. This practice requires creativity and effective leadership and communication skills to work productively within interprofessional teams in various healthcare settings.

As a member of a healthcare team, baccalaureate graduates will understand and use quality improvement concepts, processes, and outcome measures. In addition, graduates will be able to assist or initiate basic quality and safety investigations; assist in the development of quality improvement action plans; and assist in

monitoring the results of these action plans within the clinical microsystem, which is embedded within a larger system of care.

An important component of quality is safety. Safety in health care is defined as the minimization of “risk of harm to patients and providers through both system effectiveness and individual performance” (Cronenwett et al., 2007). Research has demonstrated that nurses more than any other healthcare professional are able to recognize, interrupt, evaluate, and correct healthcare errors (Rothschild et al., 2006) The baccalaureate graduate implements safety principles and works with others on the interprofessional healthcare team to create a safe, caring environment for care delivery.

Baccalaureate graduates will be skilled in working within organizational and community arenas and in the actual provision of care by themselves and/or supervising care provided by other licensed and nonlicensed assistive personnel. They will be able to recognize safety and quality concerns and apply evidence based knowledge from the nursing profession and other clinical sciences to their practice. Baccalaureate nursing graduates are distinguished by their abilities to identify, assess, and evaluate practice in care delivery models that are based in contemporary nursing science and are feasible within current cultural, economic, organizational, and political perspectives.

The baccalaureate program prepares the graduate to:

1. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.
2. Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team.
3. Demonstrate an awareness of complex organizational systems.
4. Demonstrate a basic understanding of organizational structure, mission, vision, philosophy, and values.
5. Participate in quality and patient safety initiatives, recognizing that these are complex system issues, which involve individuals, families, groups, communities, populations, and other members of the healthcare team.
6. Apply concepts of quality and safety using structure, process, and outcome measures to identify clinical questions and describe the process of changing current practice.
7. Promote factors that create a culture of safety and caring.
8. Promote achievement of safe and quality outcomes of care for diverse populations.
9. Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nurse sensitive indicators in the microsystem of care.
10. Use improvement methods, based on data from the outcomes of care processes, to design and test changes to continuously improve the quality and safety of health care.
11. Employ principles of quality improvement, healthcare policy, and cost effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system wide practice improvements that will improve the quality of healthcare delivery.
12. Participate in the development and implementation of imaginative and creative strategies to enable systems to change.

Essential III: Scholarship for Evidence Based Practice

Rationale

Professional nursing practice is grounded in the translation of current evidence into practice. Scholarship for the baccalaureate graduate involves identification of practice issues; appraisal and integration of evidence; and evaluation of outcomes. As practitioners at the point of care, baccalaureate nurses are uniquely positioned to monitor patient outcomes and identify practice issues. Evidence based practice models provide a systematic process for the evaluation and application of scientific evidence surrounding practice issues (IOM, 2003b). Dissemination is a critical element of scholarly practice; baccalaureate graduates are prepared to share evidence of best practices with the interprofessional team.

Baccalaureate education provides a basic understanding of how evidence is developed, including the research process, clinical judgment, interprofessional perspectives, and patient preference as applied to practice. This basic understanding serves as a foundation for more complex applications at the graduate level (AACN, 2006a). Baccalaureate nurses integrate reliable evidence from multiple ways of knowing to inform practice and make clinical judgments. In collaboration with other healthcare team members, graduates participate in documenting and interpreting evidence for improving patient outcomes (AACN, 2006b).

In all healthcare settings, ethical and legal precepts guide research conduct to protect the rights of patients eligible for, or participating in, investigations. Professional nurses safeguard patient rights, including those of the most vulnerable patients, in situations where an actual or potential conflict of interest, misconduct, or the potential for harm are identified.

The baccalaureate program prepares the graduate to:

1. Explain the interrelationships among theory, practice, and research.
2. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.
3. Advocate for the protection of human subjects in the conduct of research.
4. Evaluate the credibility of sources of information, including but not limited to databases and Internet resources.
5. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes.
6. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.
7. Collaborate in the collection, documentation, and dissemination of evidence.
8. Acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed.
9. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes.

Essential IV: Information Management and Application of Patient Care Technology

Rationale

Knowledge and skills in information and patient care technology are critical in preparing baccalaureate nursing graduates to deliver quality patient care in a variety of healthcare settings (IOM, 2003a). Graduates must have basic competence in technical skills, which includes the use of computers, as well as the application of patient care technologies such as monitors, data gathering devices, and other technological supports for patient care interventions. In addition, baccalaureate graduates must have competence in the use of information technology systems, including decision support systems, to gather evidence to guide practice. Specific introductory level nursing informatics competencies include the ability to use selected applications in a comfortable and knowledgeable way.

Computer and information literacy are crucial to the future of nursing. Improvement of cost effectiveness and safety depend on evidence based practice, outcomes research, interprofessional care coordination, and electronic health records, all of which involve information management and technology (McNeil et al., 2006). Therefore, graduates of baccalaureate programs must have competence in using both patient care technologies and information management systems.

In addition, baccalaureate graduates ethically manage data, information, knowledge, and technology to communicate effectively; provide safe and effective patient care; and use research and clinical evidence to inform practice decisions. Graduates will be aware that new technology often requires new workflow patterns and changes in practice approaches to patient care prior to implementation.

The use and understanding of standardized terminologies are foundational to the development of effective clinical information systems (CIS). Integration of standardized terminologies into the CIS not only supports day-to-day nursing practice but also the capacity to enhance interprofessional communication and automatically generate standardized data to continuously evaluate and improve practice (American Nurses Association, 2008). Baccalaureate graduates are prepared to gather and document care data that serve as a foundation for decision making for the healthcare team.

Course work and clinical experiences will provide the baccalaureate graduate with knowledge and skills to use information management and patient care technologies to deliver safe and effective care. Graduates will have exposure to information systems that provide data about quality improvement and required regulatory reporting through information systems. Course work and clinical experiences will expose graduates to a range of technologies that facilitate clinical care, including patient monitoring systems, medication administration systems, and other technologies to support patient care.

Integral to these basic skills is an attitude of openness to innovation and continual learning, as information systems and patient care technologies are constantly changing.

The baccalaureate program prepares the graduate to:

1. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.
2. Use telecommunication technologies to assist in effective communication in a variety of healthcare settings.
3. Apply safeguards and decision making support tools embedded in patient care technologies and information systems to support a safe practice environment for both patients and healthcare workers.
4. Understand the use of CIS systems to document interventions related to achieving nurse sensitive outcomes.
5. Use standardized terminology in a care environment that reflects nursing's unique contribution to patient outcomes.
6. Evaluate data from all relevant sources, including technology, to inform the delivery of care.
7. Recognize the role of information technology in improving patient care outcomes and creating a safe care environment.
8. Uphold ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.
9. Apply patient care technologies as appropriate to address the needs of a diverse patient population.
10. Advocate for the use of new patient care technologies for safe, quality care.
11. Recognize that redesign of workflow and care processes should precede implementation of care technology to facilitate nursing practice.
12. Participate in evaluation of information systems in practice settings through policy and procedure development.

Essential V: Healthcare Policy, Finance, and Regulatory Environments

Rationale

Healthcare policies, including financial and regulatory policies, directly and indirectly influence nursing practice as well as the nature and functioning of the healthcare system. These policies shape responses to organizational, local, national, and global issues of equity, access, affordability, and social justice in health care. Healthcare policies also are central to any discussion about quality and safety in the practice environment.

The baccalaureate educated graduate will have a solid understanding of the broader context of health care, including how patient care services are organized and financed, and how reimbursement is structured. Regulatory agencies define boundaries of nursing practice, and graduates need to understand the scope and role of these agencies. Baccalaureate graduates also will understand how healthcare issues are identified, how healthcare policy is both developed and changed, and how that process can be influenced through the efforts of nurses, and other healthcare professionals, as well as lay and special advocacy groups.

Healthcare policy shapes the nature, quality, and safety of the practice environment and all professional nurses have the responsibility to participate in the political process and advocate for patients, families, communities, the nursing profession, and changes in the healthcare system as needed. Advocacy for vulnerable populations with the goal of promoting social justice is recognized as moral and ethical responsibilities of the nurse.

The baccalaureate program prepares the graduate to:

1. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends.
2. Describe how health care is organized and financed, including the implications of business principles, such as patient and system cost factors.
3. Compare the benefits and limitations of the major forms of reimbursement on the delivery of health care services.
4. Examine legislative and regulatory processes relevant to the provision of health care.
5. Describe state and national statutes, rules, and regulations that authorize and define professional nursing practice.
6. Explore the impact of sociocultural, economic, legal, and political factors influencing healthcare delivery and practice.
7. Examine the roles and responsibilities of the regulatory agencies and their effect on patient care quality, workplace safety, and the scope of nursing and other health professionals' practice.
8. Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery.
9. Use an ethical framework to evaluate the impact of social policies on health care, especially for vulnerable populations.
10. Articulate, through a nursing perspective, issues concerning healthcare delivery to decision makers within healthcare organizations and other policy arenas.
11. Participate as a nursing professional in political processes and grassroots legislative efforts to influence healthcare policy.
12. Advocate for consumers and the nursing profession.

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

Rationale

Effective communication and collaboration among health professionals is imperative to providing patient centered care. All health professions are challenged to educate future clinicians to deliver patient centered care as members of an interprofessional team, emphasizing communication, evidence based practice, quality improvement approaches, and informatics (IOM, 2003a). Interprofessional education is defined as interactive educational activities involving two or more professions that foster collaboration to improve patient care (Freeth, Hammick, Koppel, & Reeves, 2002). Teamwork among healthcare professionals is associated with delivering high quality and safe patient care (Barnsteiner, Disch, Hall, Mayer, & Moore, 2007). Collaboration is based on the complementarities of roles and the understanding of these roles by the members of the healthcare teams.

Interprofessional education enables the baccalaureate graduate to enter the workplace with baseline competencies and confidence for interactions and with communication skills that will improve practice, thus yielding better patient outcomes. Interprofessional education can occur in a variety of settings. An essential component for the establishment of collegial relationships is recognition of the unique discipline specific practice spheres. Fundamental to effective interprofessional and intraprofessional collaboration is a definition of shared goals; clear role expectations of members; a flexible decision-making process; and the establishment of open communication patterns and leadership. Thus, interprofessional education optimizes opportunities for the development of respect and trust for other members of the healthcare team.

The baccalaureate program prepares the graduate to:

1. Compare/contrast the roles and perspectives of the nursing profession with other care professionals on the healthcare team (i.e., scope of discipline, education and licensure requirements).
2. Use inter- and intra-professional communication and collaborative skills to deliver evidence based, patient centered care.
3. Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships.
4. Contribute the unique nursing perspective to interprofessional teams to optimize patient outcomes.
5. Demonstrate appropriate teambuilding and collaborative strategies when working with interprofessional teams.
6. Advocate for high quality and safe patient care as a member of the interprofessional team.

Essential VII: Clinical Prevention and Population Health

Rationale

Health promotion, disease, and injury prevention across the lifespan are essential elements of baccalaureate nursing practice at the individual and population levels. These concepts are necessary to improve population health. Epidemiologic studies show that lifestyle, environmental, and genetic factors are major determinants of population health in areas of health, illness, disease, disability, and mortality (U.S. Department of Health and Human Services, 2000a). Thus, acute care and disease based episodic interventions alone are inadequate for improving health (Allan et al., 2004; Allan, Stanley, Crabtree, Werner, & Swenson, 2005). Health promotion along with disease and injury prevention are important throughout the lifespan and include assisting individuals, families, groups, communities, and populations to prepare for and minimize health consequences of emergencies, including mass casualty disasters.

Clinical prevention refers to individually focused interventions such as immunizations, screenings, and counseling aimed at preventing escalation of diseases and conditions. (Allan, Stanley, Crabtree, Werner, & Swenson, 2005) Because these interventions are relevant across the lifespan, nurses need knowledge about growth and development as well as evidence based clinical prevention practices. Nurses collaborate with other healthcare professionals and patients for improving health through clinical prevention.

In population focused nursing, the aggregate, community, or population is the unit of care. Emphasis is placed on health promotion and disease prevention. Because population focused care is fundamental to nursing practice, and because a baccalaureate degree in nursing is the recommended minimal educational credential for population focused care, baccalaureate programs prepare graduates for population health as well as clinical prevention (AACN, 1998; American Public Health Association, 1996; Quad Council of Public Health Nursing Organizations, 2004). Populationfocused nursing involves identifying determinants of health, prioritizing primary prevention when possible, actively identifying and reaching out to those who might benefit from a service, and using available resources to assure best overall improvement in the health of the population (American Nurses Association, 2007). For instance, population focused interventions involve reaching an appropriate level of herd immunity in the community and ensuring that information about appropriate screenings reach the entire population, not just those who choose to come to healthcare facilities. Collaboration with other healthcare professionals and populations is necessary to promote conditions and healthy behaviors that improve population health.

The baccalaureate program prepares the graduate to:

1. Assess protective and predictive factors, including genetics, which influence the health of individuals, families, groups, communities, and populations.
2. Conduct a health history, including environmental exposure and a family history that recognizes genetic risks, to identify current and future health problems.
3. Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations.

4. Use behavioral change techniques to promote health and manage illness.
5. Use evidence based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and followup throughout the lifespan.
6. Use information and communication technologies in preventive care.
7. Collaborate with other healthcare professionals and patients to provide spiritually and culturally appropriate health promotion and disease and injury prevention interventions.
8. Assess the health, healthcare, and emergency preparedness needs of a defined population.
9. Use clinical judgment and decision-making skills in appropriate, timely nursing care during disaster, mass casualty, and other emergency situations.
10. Collaborate with others to develop an intervention plan that takes into account determinants of health, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death.
11. Participate in clinical prevention and population focused interventions with attention to effectiveness, efficiency, cost effectiveness, and equity.
12. Advocate for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities.
13. Use evaluation results to influence the delivery of care, deployment of resources, and to provide input into the development of policies to promote health and prevent disease.

Essential VIII: Professionalism and Professional Values

Rationale

Professional values and their associated behaviors are foundational to the practice of nursing. Inherent in professional practice is an understanding of the historical, legal, and contemporary context of nursing practice. Professionalism is defined as the consistent demonstration of core values evidenced by nurses working with other professionals to achieve optimal health and wellness outcomes in patients, families, and communities by wisely applying principles of altruism, excellence, caring, ethics, respect, communication, and accountability (Interprofessional Professionalism Measurement Group, 2008). Professionalism also involves accountability for one's self and nursing practice, including continuous professional engagement and lifelong learning. As discussed in the American Nurses Association Code of Ethics for Nursing (2005, p.16), "The nurse is responsible for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care." Also, inherent in accountability is responsibility for individual actions and behaviors, including civility. In order to demonstrate professionalism, civility must be present. Civility is a fundamental set of accepted behaviors for a society/culture upon which professional behaviors are based (Hammer, 2003).

Professional nursing has enjoyed a long tradition of high respect from the public (Gallup Poll, 2006). A primary reason for this recognition is the caring and compassion of the nurse. Caring is a concept central to professional nursing practice. Caring as related to this Essential encompasses the nurse's empathy for, connection to, and being with the patient, as well as the ability to translate these affective characteristics into compassionate, sensitive, and patient centered care. Historically, nurses have provided care for patients within a context of privileged intimacy; a space into which a nurse is allowed and in partnership with the patient creates a unique, healing relationship. Through this connection, the nurse and patient work toward an understanding of a wide variety of physical, psychosocial, cultural, and spiritual needs, health illness decisions, and life challenges. Professional nursing requires a balance between evidence based knowledge, skills, and attitudes and professional confidence, maturity, caring, and compassion. In this global society, patient populations are increasingly diverse. Therefore, essential to the care of diverse populations is the need for evidence based knowledge and sensitivity to variables such as age, gender, culture, health disparities, socioeconomic status, race, and spirituality. Baccalaureate graduates are prepared to care for at-risk patients, including the very young and the frail elderly, and to assist patients with decision making about end of life concerns within the context of the patient's value system. In addition, nurses are prepared to work with patients across the lifespan who require genetic technologies and treatments.

Baccalaureate education includes the development of professional values and value based behavior. Understanding the values that patients and other health professionals bring to the therapeutic relationship is critically important to providing quality patient care. Baccalaureate graduates are prepared for the numerous dilemmas that will arise in practice and are able to make and assist others in making decisions within a professional ethical framework. Ethics is an integral part of nursing practice and has always involved respect and advocacy for the rights and needs of patients regardless of setting. Honesty and acting ethically are two key elements of professional behavior, which have a major impact on patient safety. A blame free culture of accountability and an environment of safety are important for encouraging team members to report errors. Such an environment enhances the safety of all patients.

The following professional values epitomize the caring, professional nurse. Nurses, guided by these values, demonstrate ethical behavior in patient care.

Altruism is a concern for the welfare and wellbeing of others. In professional practice, altruism is reflected by the nurse's concern and advocacy for the welfare of patients, other nurses, and other healthcare providers.

Autonomy is the right to self-determination. Professional practice reflects autonomy when the nurse respects patients' rights to make decisions about their health care.

Human Dignity is respect for the inherent worth and uniqueness of individuals and populations. In professional practice, concern for human dignity is reflected when the nurse values and respects all patients and colleagues.

Integrity is acting in accordance with an appropriate code of ethics and accepted standards of practice. Integrity is reflected in professional practice when the nurse is honest and provides care based on an ethical framework that is accepted within the profession.

Social Justice is acting in accordance with fair treatment regardless of economic status, race, ethnicity, age, citizenship, disability, or sexual orientation.

The baccalaureate program prepares the graduate to:

1. Demonstrate the professional standards of moral, ethical, and legal conduct.
2. Assume accountability for personal and professional behaviors.
3. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.
4. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.
5. Demonstrate an appreciation of the history of and contemporary issues in nursing and their impact on current nursing practice.
6. Reflect on one's own beliefs and values as they relate to professional practice.
7. Identify personal, professional, and environmental risks that impact personal and professional choices and behaviors.
8. Communicate to the healthcare team one's personal bias on difficult healthcare decisions that impact one's ability to provide care.
9. Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations.
10. Protect patient privacy and confidentiality of patient records and other privileged communications.
11. Access interprofessional and intraprofessional resources to resolve ethical and other practice dilemmas.
12. Act to prevent unsafe, illegal, or unethical care practices.
13. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.
14. Recognize the relationship between personal health, self-renewal, and the ability to deliver sustained quality care.

Essential IX: Baccalaureate Generalist Nursing Practice

Rationale

Essential IX describes generalist nursing practice at the completion of baccalaureate nursing education. This Essential includes practice-focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I VIII into the nursing care of individuals, families, groups, communities, and populations in a variety of settings. Because professional nurses are the human link between the patient and the complex healthcare environment, they must provide compassionate care informed by a scientific base of knowledge, including current evidence from nursing research. Essential IX recognizes that the integration of knowledge and skills is critical to practice. Practice occurs across the lifespan and in the continuum of healthcare environments. The baccalaureate graduate demonstrates clinical reasoning within the context of patient centered care to form the basis for nursing practice that reflects ethical values.

Knowledge acquisition related to wellness, health promotion, illness, disease management and care of the dying is core to nursing practice. In addition, acquisition of communication and psychomotor skills is critical to providing nursing care. Skill development will focus on the mastery of core scientific principles that underlie all skills, thus preparing the baccalaureate graduate to incorporate current and future technical skills into other nursing responsibilities and apply skills in diverse contexts of healthcare delivery. Direct care may be delivered in person or virtually and that care is based on a shared understanding with the patient and the healthcare team. This base of knowledge and skills prepares the graduate for practice as a member and leader of the interprofessional healthcare team.

Baccalaureate educated nurses will be prepared to care for patients across the lifespan, from the very young to the older adult. Special attention will be paid to changing demographics. Among these demographics are the increased prevalence of chronic illnesses and comorbidities among all ages, including those related to mental disorders, specifically depression. However, there is clear evidence that the largest group seeking and receiving healthcare services is the older adult population. The graduate will understand and respect the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients who are vulnerable due to age, the very young and very old, as well as disabilities and chronic disease.

The increasing diversity of this nation's population mandates an attention to diversity in order to provide safe, humanistic high quality care. This includes cultural, spiritual, ethnic, gender, and sexual orientation diversity. In addition, the increasing globalization of healthcare requires that professional nurses be prepared to practice in a multicultural environment and possess the skills needed to provide culturally competent care.

Baccalaureate graduates will have knowledge, skills, and attitudes that prepare them for a long-term career in a changing practice environment. The increased prevalence of chronic illness is a result of an increasingly older adult population, environmental threats, lifestyles that increase risk of disease, and enhanced technological and therapeutic interventions that prolong life. In addition to primary prevention, the professional nurse provides support for management of chronic illness, health education, and patient centered care in partnership with the patient and the interprofessional team. Patients and their families often are knowledgeable about health care; therefore, the graduate will be able to communicate with these consumers and appreciate the importance of the care partnership.

Graduates translate, integrate, and apply knowledge that leads to improvements in patient outcomes. Knowledge is increasingly complex and evolving rapidly. For example, genetics and genomics are areas where knowledge is escalating and the graduate will be cognizant of customized therapies designed to improve care outcomes. Therefore, baccalaureate graduates will be expected to focus on continuous self-evaluation and lifelong learning.

The baccalaureate program prepares the graduate to:

1. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
2. Recognize the relationship of genetics and genomics to health, prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness, using a constructed pedigree from collected family history information as well as standardized symbols and terminology.
3. Implement holistic, patient centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management, and nursing management across the health illness continuum, across the lifespan, and in all healthcare settings.
4. Communicate effectively with all members of the healthcare team, including the patient and the patient's support network.
5. Deliver compassionate, patient centered, evidence based care that respects patient and family preferences.
6. Implement patient and family care around resolution of end of life and palliative care issues, such as symptom management, support of rituals, and respect for patient and family preferences.
7. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care.
8. Implement evidence based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan.
9. Monitor client outcomes to evaluate the effectiveness of psychobiological interventions.
10. Facilitate patient centered transitions of care, including discharge planning and ensuring the caregiver's knowledge of care requirements to promote safe care.
11. Provide nursing care based on evidence that contributes to safe and high quality patient outcomes within healthcare microsystems.
12. Create a safe care environment that results in high quality patient outcomes.
13. Revise the plan of care based on an ongoing evaluation of patient outcomes.
14. Demonstrate clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team.
15. Manage care to maximize health, independence, and quality of life for a group of individuals that approximates a beginning practitioner's workload
16. Demonstrate the application of psychomotor skills for the efficient, safe, and compassionate delivery of patient care.
17. Develop a beginning understanding of complementary and alternative modalities and their role in health care.
18. Develop an awareness of patients as well as healthcare professionals' spiritual beliefs and values and how those beliefs and values impact health care.
19. Manage the interaction of multiple functional problems affecting patients across the lifespan, including common geriatric syndromes.
20. Understand one's role and participation in emergency preparedness and disaster response with an awareness of environmental factors and the risks they pose to self and patients.
21. Engage in caring and healing techniques that promote a therapeutic nurse patient relationship. 22. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system as related to nursing practice.