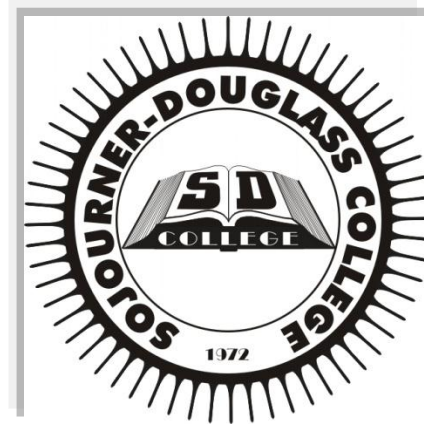


*Sojourner Douglass College
School of Nursing*



*Student Handbook
2009 - 2010*

SOJOURNER-DOUGLASS COLLEGE
School of Nursing

I have received the 2009 - 2010 Sojourner-Douglass College School of Nursing Student Handbook* and understand that I am responsible for its contents.

Student Signature

Date

Name (Print)

*This handbook is a supplement to, not a replacement for the **Sojourner-Douglass College Student Catalog**. Consequently, S-DC's nursing students are subject to the academic student policies and procedures found in the student catalog and handbook, as well as the policies and procedures contained in this handbook.

Disclaimer

This student handbook outlines the important features of instruction with the Sojourner-Douglass College Nursing Program. The policies and procedures in the handbook are those that will be routinely followed. Sojourner-Douglass College reserves the right to revise, discontinue, and/or add to this handbook at any time.

Revised : 4/2007
Addendum: 8/2007
Addendum: 1/2008
Revised: 11/2008
Addendum: 12/2008
Revised: 2/2009
Reviewed: 6/2009
Revised: 3/2010

Sojourner Douglass College

School of Nursing

Dear Nursing Student:

It is my distinct pleasure to welcome you to the Sojourner-Douglass College Nursing Program. You are part of the special community formed in a private College setting. Within the S-DC tradition, you will find respect for diversity of people and ideas, a common striving for excellence, and an unwavering dedication to service.

Within our nursing community, School of Nursing faculty, staff, and students must work together to create and sustain the best educational program. None of us can accomplish our educational vision and goals alone. You have a vital role:

- conscientiously and meticulously studying,
- acting honestly,
- respectfully questioning
- thoughtfully reflecting, and
- actively seeking assistance.

A hallmark of an excellent educational program is clarity and consistency of policies and procedures. Faculty created the attached handbook, so that all nursing students receive the same information and can follow the School's policies. Use it as a roadmap to understand and meet program requirements. The Handbook is a companion to the Sojourner-Douglass College Student Handbook. Together, these references provide you the complete profile of policies and procedures applicable to you as a student in Sojourner-Douglass College and our Nursing Program.

You are part of an amazing institution that is rapidly rising in all aspects of its work, but keeps its sights clearly on excellence in education. The School, too, is advancing in new arenas, such as simulation for learning. Keep alert! There are more good things coming. We are delighted you are here!

Sincerely,

Maija R. Anderson

Maija R. Anderson, DNP, RN
Dean,
School of Nursing

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HISTORY OF THE INSTITUTION

The establishment of Sojourner-Douglass College represented a struggle by community leaders and community organizations in the Black community of Baltimore for community self determination. In the early 1970s, community groups, leaders and the local Council of Churches began discussing the educational needs of local residents and came together working with Antioch College to form Adult Education, Inc. An agreement was reached to found the Homestead Montebello Center of Antioch College, which would serve the Black community by working toward community self-reliance and providing a culturally pluralistic learning environment.

The Homestead Montebello Center was established in Fall 1972 to facilitate the creation of an independent four year college, sharing an agreement with Antioch that Homestead Montebello Center would eventually spin off to become an independent institution.

Sojourner-Douglass College became an independent institution under Maryland law on February 7, 1980 and on June 19, 1980 the College was accredited by the Middle States Association of Colleges and Schools, commission on Higher Education. Maintaining its original mission, Sojourner-Douglass College draws students generally from the large population of adults in the Black community, using a program designed to stimulate the motivation of students and enhance the students development of positive self images.

STUDENTS RIGHTS

As noted in the Sojourner-Douglass College Student Handbook, The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, establishes rights for eligible students and their parents with respect to records maintained by the Institution, and additionally, the Nursing Program. This is also commonly referred to as the Buckley Amendment. In the spirit of the Buckley Amendment, the Nursing Program acknowledges that the student has the right to:

- be provided a list of the types of education records, as defined in the Act, which are maintained by the school and which are directly related to students;
- inspect and review the content of those records (pertaining to herself/himself);
- obtain copies of those records upon payment of expenses except when right to those records has been waived;
- receive a response from the school to reasonable requests for explanations of those records;
- obtain an opportunity for hearings to challenge the content of those records;
- receive confidential treatment of education records by the school; neither such records, nor personally identifiable information contained therein, will be released without student or parent permission to anyone other than those parties specifically authorized by the Act.
- see letters of recommendation unless the student has signed a waiver, giving up the right to see the letter.
- give or withhold permission for references based on information in their files.

The following are rights adopted by the National Student Nurses Association:

- Students have the right to institutional policies and procedures, which provide and safeguard the students freedom to learn.
- Students should be free to take reasoned exception too the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
- Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
- The students should have the right to have a responsible voice in the determination of their curriculum.
- The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs.
- The institution has an obligation to clarify those standards of behavior, which it considers essential to its educational mission and its community life.
- Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available body of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
- Dress code, if present in school, should be established by student government in conjunction with the school director and faculty, so the highest professional standards possible are maintained, but also taking into consideration points of comfort and practicality for the student.
- Grading systems should be carefully reviewed periodically with students and faculty for clarification and better understanding.

Student Services at Sojourner-Douglass College

- Peer Counseling
- Peer Tutors
- Student Support Services
- Disability Services
- Job Placement Services
- Drop-In Services
- Student Identification Card
- Student Grade Reports
- Transcript Records

Peer Counseling

The College's Peer Counseling Program is designed to give the student peer support. The Peer Counseling Unit is composed of students who are trained in the Facilitative Counseling course. Students learn the positive use of warmth, empathy, and respect in establishing helping relationships with fellow students. Upon successful completion of the Facilitative Counseling or Peer Counseling course, students are recommended for participation as Peer Counselors. Peer Counselors are responsible for establishing and maintaining individual contact with a designated number of students.

Student Support Services

Student Support Services provides students academic support in reading, writing, study skills, and mathematics. It is the goal of this program to ensure that all receive personal and academic counseling, course advisement, tutorial services and peer tutoring. The program seeks to improve the retention and graduation rates of its participants by providing comprehensive services tailored to the needs of the individual student.

The incoming student is administered standardized tests in three basic skills areas: reading, English, and mathematics computation. Since these tests are used for placement, they are given to the applicant no later than one (1) week prior to each semester.

An individual interview at the beginning, middle, and end of each semester is arranged between each basic skills level student and the Student Support Services specialist (s). The purpose of this interview is to discuss individual strengths, weaknesses, and progress. Students are tested again during the last two (2) weeks of the semester to determine the level of progress achieved. Recommendations for further review, if indicated by these results, are made to the student. All students must score the equivalent grade of 13.0 in all basic skills areas before review is no longer recommended.

Disability Support Services

Disability Support Services determines eligibility for disability services and coordinates access to accommodations and services for students with disabilities. It develops plans to support access to courses, programs, facilities, services, and activities on campus.

Job Placement Services

Year-round assistance is offered to students seeking either part or full-time employment. Job descriptions are posted throughout the campus. Students may obtain assistance in resume writing, interviewing techniques, and application completion through the Office of Experiential Learning.

Drop-In Child Care Services

Drop-In child care services are available to the Sojourner-Douglass College student with children between two years and twelve years of age. The drop in services operates from 4:45pm to 10:15 pm., Monday through Thursday and 7:45am to 4:15pm on Saturday. Students are not allowed to leave the campus while their children are in the Drop-In Center. Violations of this policy will be reported to an appropriate College official by the Director of the Drop-In Center.

Student Identification Card

The Student Identification Card is renewed each academic year. The ID card permits the student access to S-DC functions on a free and or reduced rate basis, as applicable. The student identification card can be obtained from the Office of Admissions.

Student Grade Reports . The Office of the Registrar distributes student grade/credit reports each semester. The grade reports will be mailed to the student at the end of each semester. It is important that the student notifies the Office of the Registrar of change of address. A grade report is released only to the student who has earned the credit.

Transcript Records

Transcript Request Forms are obtained from the Office of the Registrar. A student who wants a transcript of his/her record must fill out a request form and submit it to the Office of the Registrar. The student must sign transcript requests; therefore, they cannot be taken by phone or via email. Although it can vary, it generally takes within 3 business days from the date of the request to put a response in the mail. A student can request a transcript by writing a letter to send by mail or fax, or he/she may come in to complete and sign a form. To place a request in person, you can go to Room 315, Baltimore, Maryland between 10:00 AM to 5:00 PM, Monday through Friday. To place your request by mail, send a signed written request to:

Sojourner-Douglass College
Attn: Transcript Request
200 North Central Avenue, Room 315
Baltimore, Maryland 21202
Fax: 410-276-1593

All requests must contain the following information. Missing information could delay your request.

- Your full name
- Any former names
- Social Security number
- Date of birth
- Dates of enrollment
- Your return address
- Your daytime phone number (optional: email address)
- Your legal signature to authorize the release of your transcript
- \$5.00 for each complete transcript ordered. First transcript is free.

Special instructions. If transcript is being sent to yourself so you can forward it to other schools, please be sure to request separate signed sealed envelopes. Most schools require this and we only do this upon request.

Please specify if you need your request to be held for current semester grades, degree grade changes, or if you need any type of special handling such as placing transcripts that are being mailed to the student in separate signed, sealed envelopes. If your name has changed since your last enrollment, we will add your new name to our database. Your transcripts will be issued under your current name with your previous name also shown.

Make your check or money order payable to: *Sojourner-Douglass College*. Please do not send cash through the mail.

You may fax your request to us at (410) 276-1593. Remember to include all of the identifying information described above. You may use MasterCard or Visa to pay the fees for your faxed request. These are the only two credit cards that the College will accept. To charge the fees, please provide your MasterCard or Visa account number, the expiration date on the card, and the signature of the cardholder. Please specify in your letter how much we are authorized to charge. If you are not sure of the total, please make an estimate and state a maximum amount you are willing to accept.

All fees are subject to change without notice. If you have additional questions, please call (410) 276-0306, x304 to speak with a customer service representative.

INTRODUCTION

This Student Handbook outlines the important features of instruction with the SDC Nursing program. The policies and procedures in the handbook are those that will be routinely followed. SDC reserves the right to revise, discontinue, or add to this handbook at any time.

DEFINITION

A **Practical Nurse** is defined in the Nurse Practice of the State of Maryland as an individual licensed by the Board to practice licensed practical nursing.

A **Registered Nurse** is defined in the Nurse Practice of the State of Maryland as an individual licensed by the Board to practice registered nursing.

MISSION

The mission of the proposed nursing program at SDC is to provide a program of liberal and nursing education that prepares students across the lifespan for the intellectual, ethical and spiritual dimensions of contemporary work, civic and family life. The foundation of the liberal arts curriculum with emphasis on the knowledge, skills, values, meaning, and experience (KSVME) provides the opportunity to achieve the larger purposes of learning in the human search for meaning and fulfillment through life-long learning. The mission allows the integration of liberal, professional, and nursing education to achieve the KSVME for professional nursing practice. Through SDC's value-centered education students will be better prepared to address cultural diversity and globalization of tomorrow's healthcare systems.

PHILOSOPHY

The philosophy of the SDC Nursing Program is in concurrence with the mission and philosophy of the College. The program is committed to preparing students to care for clients across the lifespan in the intellectual, ethical and spiritual dimensions of contemporary work, civic, and family life with an increasing focus on the global society. The educational experience at SDC, as well as the nursing program, is grounded in a strong foundation in the liberal arts, which emphasizes knowledge, skills, values, meanings, and experience (KSVME) as the foundation for a global education in preparation for professional practice. The philosophy of the nursing program reflects a global world view with the role of the nurse evolving to meet the health and wellness needs of an evolving society through an increased use of science and technology.

The faculty of the nursing program believe nursing to be an art and a science. Nursing is a profession that has its underpinnings in the physical and social sciences, and involves the unique use of KSVME in the practice realm. Nurses work with individual clients, families, and communities for health promotion, illness prevention, and health restoration so they may attain their optimum level of wellness; addressing health disparities of vulnerable populations is an essential element of these processes. Nurses practice their art in a variety of clinical, home-based, community, and global settings. The philosophy of the nursing program is centered on the unique worth of the individual and community population and values social and cultural diversity. As a profession, nurses have an ethical and legal responsibility for the welfare and well-being of others, and for the principles of self-determination, integrity, and social justice. The SDC Nursing Program is committed to excellence in education, scholarship, and practice. The Nursing Program

supports the standards of a competent professional practice for its graduates, emphasizing the need for the commitment to life-long learning.

Conceptual Framework

A conceptual framework is a systematic method of relating information into an applicable body of knowledge. Conceptual frameworks guide both the application of nursing care and the education of nurses. The Sojourner-Douglass College School of Nursing Program is based on conceptual cornerstones that form the foundation for nursing and nursing education. These cornerstones are: *nursing knowledge, nursing skills, nursing values, nursing meanings and nursing experience (KSVME)*. Nursing is the application of these cornerstones to the care of clients requiring and/or requesting assistance in achieving and maintaining their desired state of health and/or well-being. These clients are ideally the chief agents in the pursuit of their own health.

Nursing knowledge is defined as the cumulative, organized, and dynamic body of scientific and phenomenological information used to identify, relate, understand, explain, predict, and influence nursing phenomena. It is this specific knowledge that establishes nursing boundaries. Nursing knowledge also involves the natural and behavioral sciences and ongoing development of *nursing skills*. The nurse is able to determine the significance of nursing knowledge gained and apply it to specific nursing situations.

Nursing skills are deliberate acts or activities in the cognitive and psychomotor domain that operationalize *knowledge, values, meanings and experiences*. Nursing selects the skills and implements and evaluates them, with, or on behalf of, those for whom they care.

The Sojourner-Douglass College School of Nursing Program has defined *nursing skills* as acts or activities involving critical thinking and reasoning, communication, intuitiveness and experience. Before the student is able to select, implement and evaluate a chosen skill they must learn the application of *nursing knowledge, values, meanings and experiences*.

Nursing values are the values shared within the nursing profession. These include honesty, integrity, dignity, and respect. These values are what determine professional standards and practices as well as the ANA Code for Nurses. They identify the practice of nursing.

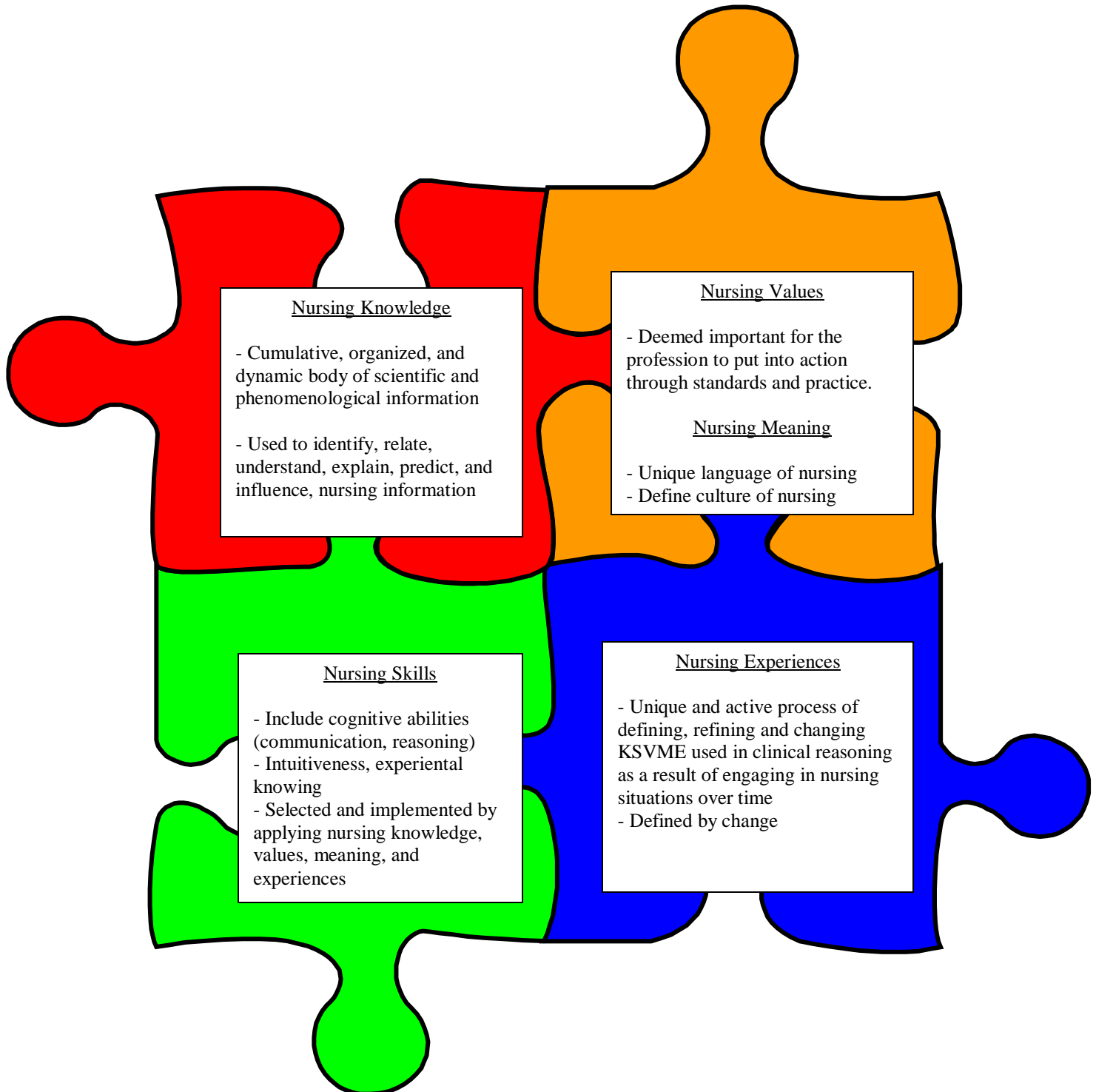
Nursing meanings define the context, purpose and intent of language. Nursing is a profession with its own language. This language is derived from the *nursing knowledge, skills, values and experiences*. Holism, collegiality, and synergy are but a few meaningful words to nursing that help define its language and culture.

Nursing experiences are the unique and active process of defining, refining and changing based on nursing situations over time. Students integrate experiential knowledge as they increase their competency and confidence. Students who actively engage in obtaining *nursing knowledge, skills, values, and meanings* will evolve through experiential learning to become safe and competent entry level practitioners.

Nursing is established and practiced through advancement of **knowledge, skills, values, meanings and experiences**. Development of these conceptual cornerstones is not only the responsibility of the student but of every nurse.

Adapted from:

Webber, P.B. (2002). A curriculum framework for nursing. *Journal of Nursing Education*, 41(1) pp 15-23.



TERMINAL OBJECTIVES

The program objectives, outcomes, and competencies of the nursing program evolve from the philosophy of the program.

Practical Nursing

At the end of the program the **practical nurse** graduate, under the direction of the registered nurse and a licensed healthcare provider, will be able to:

1. Describe and utilize the nursing process in managing clients to meet the needs of the client in a variety of settings.
2. Apply the concepts of health and illness, and promote self-care concepts to maintain and restore the highest level of wellness of the client/family throughout the life cycle.
3. Provide safe, competent care for the patient/family, and communicate in a purposeful and facilitative manner with clients and members of the health care team.
4. Employ the appropriate actions regarding cultural, ethical, legal and professional nursing values for self and others.
5. Evaluate one's own capabilities and limitations, identify individual needs of continued growth, and seek consultation from other nurses when appropriate.
6. Teach clients who in response demonstrate understanding of the concepts the graduate is teaching.
7. Practice within the standards established by the profession, and identify the parameters of accountability.
8. Describe the dynamic aspects of health care delivery in America and the role of the practical nurse in the health care delivery system.

Baccalaureate of Science (BSN) Nursing

The goals of the BSN program are:

1. To produce graduates who integrate knowledge from their general educational preparation and nursing courses to provide nursing care for healthcare consumers and families.
2. To produce graduates who provide safe, cost-effective quality healthcare through knowledge and skills in leadership, quality improvement, patient safety.
3. To provide graduates with the skills to effectively employ communication skills (verbal, nonverbal, interpersonal or technological) to manage and coordinate care for the healthcare consumer in collaboration with other healthcare professionals.
4. To produce graduates who function as Professional Nurses as defined by the Maryland Nurse Practice Act and standards of Nursing practice and who pass the NCLEX licensing exam and practice evidence-based nursing from research.
5. To prepare graduates to work collaboratively with researchers from other disciplines to collect data on health issues that impact underserved populations disproportionately.

F. Program outcomes

- The graduate will promote and maintain a safe environment by synthesizing the nursing process and skill competency to intervene therapeutically for the healthcare consumer.
- As a coordinator of the healthcare team, demonstrate use of the Nursing Process to provide culturally competent care to individuals, families, and communities to promote and restore health, and prevent illness.)
- The graduate will implement the role of the professional nurse within the community as defined by the Maryland Nurse Practice Act and standards of nursing practice.
- The graduate will relate biopsychosocial theories and concepts, critical thinking, and the nursing process to promote adaptation for the healthcare consumer and family.
- Demonstrate knowledge and skills to practice evidence-based nursing.

ADMISSION

Application for admission to the Nursing Program is open to all students meeting the criteria for selection for admission. The student must possess desirable qualities, attitudes, behaviors, and the ability to profit from instruction. Each student is required to maintain a healthy status and be able to perform the duties of a practical nurse in a hospital. Prospective nursing students must first apply and be granted admission (without condition) to Sojourner-Douglass College. Admission to SDC does not guarantee admission into the Nursing Program. All prenursing courses must be completed or within the final semester of completion before application to the nursing program can be made.

Deadlines for application for admission to the Program are posted on the College website
For students with an interest in applying for admission to nursing
Qualifications for entry into pre-nursing

:

- **High School Diploma or GED (Students with no high school diploma or GED on file with the College will NOT be allowed into the nursing program)**
- Students must test at SDC Level II in Math and Reading

Category A Students: Students with NO college level (Level 100 or above in English, Math, or Science Courses

- **Step 1** Apply for Admission to the College
- **Step 2** Take SDC **College** Placement test

To be considered for entry for nursing program, students must test at Level II in Math and Reading or take and successfully complete the required courses in Math and Reading with a grade of 'C' or better.

- **Step 3** Take Pre-nursing courses (must complete each course with grade of C or better in graded courses and a P in P/F courses) Must have minimum GPA of 2.75 in Prenursing courses to move to Step 4)

Category B Students: Students who have attended an accredited college and wish to transfer to SDC for consideration for entrance into the Nursing Program

- **Step 1** Apply for admission to SDC College in the Admissions Office. Take the **College** placement test.
- **Step 2** Have official transcripts for all previous college work sent directly to the **Registrar's Office** at Sojourner-Douglass College.

A letter of acceptance to the College is **MANDATORY** in order to apply for admission to the nursing program.

Admission to Sojourner-Douglass College DOES NOT GUARANTEE ADMISSION TO THE NURSING PROGRAM.

- **Step 3** After receiving letter of Acceptance from SDC, make an appointment for advisement in the Nursing Department. Transcript will be reviewed to determine if additional courses are needed before applying for admission to the Nursing program. A minimum grade of 'C' is required in Science and Math Courses, and a cumulative GPA of 2.5 is required for consideration of admission into the Nursing Program. Nursing theory or clinical courses taken at another school are **NOT** transferable into the Nursing Program at Sojourner-Douglass College. The only courses considered for review are general education courses . Math, Science, English, Psychology, etc). Complete any courses needed (Science, Math, English) comparable to or at a higher level than ENG 104, MAT 121, SSC 100).

For both category A and category B students

After completion of Pre-nursing courses with a minimum GPA of 2.75 and grade of C or better in prenursing courses

- **Step 4** Take Nursing Entrance Exam
The applicant must obtain a Comprehensive Score equivalent to $\geq 60^{\text{th}}$ percentile and be at the 65^{th} percentile in reading and math.
- **Step 5** Submit 2 positive **recommendation without reservation** forms from Nursing Faculty/instructors who have taught NUR 200 and NUR 201.
After completion of all of these steps, if the applicant is accepted a tentative Letter of Acceptance for a designated entry date will be given to students meeting entrance requirements.

The following steps must be completed before final admission to program is granted.

- **Step 7** Complete the following:
 - A. Provide copies of following: Physical examination, Hepatitis B vaccine series, Tetanus, Measles, Mumps, Rubella, Chicken pox (Varicella). proof of immunity, either record of immunization signed by physician or lab titers; tuberculosis screening (either PPD or X-ray) that shows no active TB)
 - B. Provide negative urine drug screen
 - C. Provide negative criminal background check including finger-printing (**This**

must be presented in a sealed envelope)D. Current CPR card (**Healthcare Provider**)

All of these documents must be submitted to the Nursing Office **NO LATER THAN** the start of the semester of admission.

Applicants must score in the 65th percentile in the English and math portions of the nursing entrance exam and/or a Level II in all areas in the SDC placement exam. Transfer applicants who have earned grades of 'C' or higher in all other general education course work can apply for admission to the nursing program after being granted admission to SDC.

The Nursing Program requires that **all required Science courses must have been taken within 7 years of acceptance to the program.** If the applicant transfers in Science courses greater than seven years, they will be required to take them over at SDC. Nursing courses from other Nursing programs will not be accepted for transfer.

Mandates set forth by the Maryland Board of Nursing set caps of the number of students who are admitted to the program based on the number of qualified available to teach. As such, the Nursing Program sets a limit on the number of students to be admitted in each cohort based on the number of faculty available to teach.

Although students may meet the above requirements, a history of criminal acts, felonies, etc may prevent the student from taking the National Council for Licensure Examination and/or become licensed as a Practical Nurse. Medical clearance is required by clinical facilities before students may enter a clinical experience to care for clients.

Required Prerequisite Courses (For students coming into PN Level only)

Course Code	Course Name	Credits
GENERAL EDUCATION COURSES		
MAT 121	College Math I	3
ENG 104	College Reading	3
ENG 121	English Composition I	3
SSC 101	Education Seminar	3
SCI 114	Introduction to Biology	4
SCI 210	Anatomy and Physiology I	4
ISA 201	Introduction to Computers	3
PSY 101	Introduction to Psychology	3
SCI 211	Anatomy and Physiology II	4
NUR 200	Introduction to Nursing	2
NUR 201	Dosage Calculations	2
Total Credits		34

Required Prerequisite courses for students entering the BSN with the LPN Exit Option

Course Code	Course Name	Credits
GENERAL EDUCATION COURSES		
MAT 121	College Math I	3
ENG 104	College Reading	3
ENG 121	English Composition I	3
SSC 101	Education Seminar	3
SCI 114	Introduction to Biology	3
SSC 102	Introduction to Sociology	3
SCI 210	Anatomy and Physiology I	4
ISA 201	Introduction to Computers	3
ENG 131	English Composition II	3
PSY 101	Introduction to Psychology	3
SPH 101	Interpersonal Communication Skills	3
SCI 211	Anatomy and Physiology II	4
NUR 200	Introduction to Nursing	2
NUR 201	Dosage Calculations	2
PSY 125	Developmental Psychology	3
Total Hours		45

Practical Nursing Program Description - Certificate

The **Practical Nursing Program** at SDC is a 3 semester program that awards a certificate in Practical Nursing at the conclusion. At the end of the clinical courses, students are required to take and pass a nursing exit exam given by the Nursing Program at SDC through a vendor of choice selected by SDC. While the vendors provide recommendations as to what is considered a passing score on the exit exams, **Nursing Faculty in the Nursing Program** develop guidelines to follow that determine the students pass rates for the exams. After completing all courses and passing the exit exam, the student is eligible to take the NCLEX examination.

The program emphasizes excellence in the academic, as well as in clinical settings. A variety of learning situations are offered to the student in preparation for the career in nursing.

Practical Nursing Curriculum

Semester I	Course Name	Credit Hours
NUR 210	Assessment and Health Promotion	2
NUR 212	Pharmacology	2
NUR 214	Foundations of Nursing Lecture	3
NUR 215	Foundations of Nursing Practicum	2
NUR 216	Foundations of Nursing Skills	1
NUR 217*	Foundations PLUS	1

Total 11 – 12*

***NUR 217 is a supplemental course that is mandatory for those students identified as needing additional support to be successful, and optional for those students who have not been identified as needing additional support.**

It is mandatory that students spend 2 hrs/week in the computer and clinical skills lab INDEPENDENT of scheduled classes reviewing and practicing skills and answering questions.

Semester II	Course Name	Credit Hours
NUR 310	Care of the Adult Client with Acute and Chronic Health Problems I Lecture	3
NUR 311	Care of the Adult Client with Acute and Chronic Health Problems I Prac.	2
NUR 312	Care of Adult Client with Acute and Chronic Health Problems I Skills	1
NUR 317*	Care of the Adult Client with Acute and Chronic Health Problems I PLUS	1
NUR 320	Pathophysiological Processes in Nursing	2
NUR 322	Multicultural Nursing/Group Dynamics	2

Total 10 – 11*

***NUR 317 is a supplemental course that is mandatory for those students identified as needing additional support to be successful, and optional for those students who have not been identified as needing additional support.**

It is mandatory that students spend 2 hrs/week in the computer and clinical skills lab INDEPENDENT of scheduled classes reviewing and practicing skills and answering questions.

It is mandatory that students spend 2 hrs/week in the computer and clinical skills lab INDEPENDENT of scheduled classes reviewing and practicing skills and answering questions.

Semester III	Course Name	Credit Hours
NUR 330	Care of the Adult Client with Acute and Chronic Health Problems II	3
NUR 331	Care of the Adult Client with Acute and Chronic Health Problems II Pract.	1
NUR 332	Care of the Adult Client with Acute and Chronic Health Problems II Skills	1
NUR 340	Care of Women, Infants, and Children	3
NUR 341	Care of Women, Infants and Children Prac.	1
NUR 342	Care of Women, Infants and Children Skills	1
NUR 350	Nursing Seminar/Service Learning	2
	Total	12

Bachelor of Science in Nursing

The School of Nursing offers a course of study leading to a Bachelor of Science degree in Nursing. Course offerings evolve from a philosophical belief that nurses function to assist health care consumers to achieve positive adaptive responses which lead to optimal wellness levels.

The conceptual framework for the SDC Nursing Program is grounded in a model of progressive development. The process of becoming a nursing professional begins when the student enters the program of study, and brings with him/her a unique composite of knowledge, skills, values, meanings, and life experiences (KSVME). The student becomes immersed in the nursing curriculum, as well as the core curriculum of the college, providing an effective base of knowledge, attitudes, cognitive, and technical skills. The base of KSVME continues to expand and upon completion of the baccalaureate curriculum the student is prepared to assume the role and responsibilities of a novice professional nurse. Nursing knowledge, nursing values, nursing skills, nursing meanings, and nursing experiences (KSVME) are the concepts which form the foundation of the nursing curriculum.

The nurse uses caring behaviors and the science of nursing to facilitate positive adaptive responses. Characteristics of the professional nurse include the ability to think critically and use the problem-solving process while providing care. The nurse addresses the changing health needs of society in a manner consistent with scientific advancement, trends in health care delivery systems, and emerging legislation.

BSN with LPN Exit Option Nine Semester Plan of Study**Year One**

Semester I	Credits	Semester II	Credits	Semester III	Credits
MAT 121	3	SSC 102	3	SPH 101	3
ENG 104	3	SCI 210	4	SCI 211	4
ENG 121	3	ISA 201	3	NUR 200	2
SSC 101	3	ENG 131	3	NUR 201	2
SCI 114	4	PSY 101	3	PSY 125	3
Total	16	Total	16	Total	14

Year Two

Semester I	Credits	Semester II	Credits	Semester III	Credits
NUR 210	2	SCI 225	4	NUR 330	3
				NUR 331	1
				NUR 332	1
NUR 212	2	NUR 310	3	NUR 340	3
		NUR 311	2	NUR 341	1
		NUR 312	1	NUR 342	1
		NUR 317*	1		
NUR 214	3	NUR 320	2	PSY 312	3
NUR 215	2				
NUR 216	1				
NUR 217*	1				
SCI 104	4	NUR 322	2	NUR 350	2
ENG 243	3				
Total	17*	Total	15*	Total	15

***Students who would like to take the NCLEX PN, will have satisfied the requirements after successful completion of Year Two nursing courses.**

Year Three

Semester I	Credits	Semester II	Credits	Semester III	Credits
NUR 360	2	NUR 400 NUR 401	2 1	NUR 450 NUR 452 NUR 453	2 1 1
MAT 204	3	NUR 410	3	NUR 460 NUR 461	2 1
NUR 370 NUR 371	3 1	NUR 415	2	PSY 324	3
NUR 380 NUR 381	3 1	SPN 120	3	NUR 470	1
NUR 390	2	NUR 440	2	NUR 420	2
		ENG 352	3		
Total	15	Total	16	Total	13

Total Credits

General Education Credits	Pre-Professional Credits	Nursing Credits	Total Credits
68	4	64	137

The program is designed for student progression from novice to experienced learner. The pre-nursing courses as well as the pre-professional courses are designed to prepare the student for the rigors of the nursing curriculum. Because a key component of nursing practice is patient and peer education, special attention is given to this component of nursing practice not often found in nursing programs. A 2 semester sequence in the senior level of nursing courses, called SoDoTo (See One Do One Teach One) is intended to provide the professional nurse with a beginning theoretical foundation and lab practice in providing and evaluating client and peer education.

General Education Requirements for BSN

Course Code	Course Name	Credit Hours
Core Courses		
SSC 101	Education Seminar	3
ISA 201	Introduction to Computers	3
PSY 312	Psychology of the Black Family	3
PSY 324	Psychology of Racism	3
Humanities		
PSY 101	Introduction to Psychology	3
PSY 125	Developmental Psychology	3
SSC 102	Introduction to Sociology	3
SPH 101	Interpersonal Communication Skills	3
SPN 120	Elementary Spanish	3
English		
ENG 104	College Reading	3
ENG 121	English Composition I	3
ENG 131	English Composition II	3
ENG 243	Library Research Skills	3
ENG 352	English Literature	3
Math		
MAT 121	College Math I	3
MAT 204	Elements of Statistics	3
Science		
SCI 114	Introduction to Biology	4
SCI 210	Anatomy and Physiology I	4
SCI 211	Anatomy and Physiology II	4
SCI 104	Principles of Chemistry	4
SCI 225	Introduction to Microbiology	4
Total General Education Hours		68
Pre-Professional		
NUR 200	Introduction to Nursing	2
NUR 201	Dosage Calculations	2
Total Pre-Professional Hours		4
Total General Education/and Pre-Professional Hours		72

BSN Program Required Nursing Courses

Course Code	Course Name	Credits
NUR 210	Assessment and Health Promotion	2
NUR 212	Pharmacology	2
NUR 214	Foundations of Nursing Lecture	3
NUR 215	Foundations of Nursing Practicum	2
NUR 216	Foundations of Nursing Skills Lab	1
NUR 217	Foundations of Nursing PLUS*	1*
NUR 310	Care of the Adult Client with Acute and Chronic Health Problems I	3
NUR 311	Care of the Adult Client with Acute and Chronic Health Problems I Practicum	2
NUR 312	Care of the Adult Client with Acute and Chronic Health Problems I Skills Lab	1
NUR 317	Care of the Adult Client with Acute and Chronic Health Problems I PLUS*	1*
NUR 320	Pathophysiological Processes in Nursing	2
NUR 322	Multicultural Nursing/Group Dynamics	2
NUR 330	Care of the Adult Client with Acute and Chronic Health Problems II	3
NUR 331	Care of the Adult Client with Acute and Chronic Health Problems II Practicum	1
NUR 332	Care of the Adult Client with Acute and Chronic Health Problems II Skills Lab	1
NUR 340	Care of Women, Infants and Children	3
NUR 341	Care of Women, Infants and Children Practicum	1
NUR 342	Care of Women, Infants and Children Lab	1
NUR 350	Nursing Seminar/Service Learning	2
NUR 360	Role Transition	2
NUR 370	Mental Health Nursing	3
NUR 371	Mental Health Nursing Practicum	1
NUR 380	Nursing in the Community	3
NUR 381	Nursing in the Community Practicum	1
NUR 390	SoDoTo I	2
NUR 400	Advanced Care of the Family	2
NUR 401	Advanced Care of the Family Practicum	1
NUR 410	Nursing Research	3
NUR 415	Gerontology	2
NUR 420	Issues and Ethics in Healthcare and Healthcare Policy	2
NUR 440	SoDoTo II	2
NUR 450	Principles of Critical Care	2

NUR 452	Principles of Critical Care Practicum	1
NUR 453	Principles of Critical Care Skills Lab	1
NUR 460	Concepts of Leadership and Management in Nursing	2
NUR 461	Concepts of Leadership and Management in Nursing Practicum	1
NUR 470	Comprehensive Review/Seminar	1
	Total Nursing Hours	64*
	Total Degree Completion Hours	136

***Supplemental courses that are mandatory for those students identified as needing additional support to be successful, and optional for those students who have not been identified as needing additional support.**

POLICIES

Successful entry into the field of employment in nursing requires a certain amount of self-discipline which is established as part of the training of nursing students in the Practical Nursing program. You may be placed on probation, suspended or terminated from the program due to:

1. Unsatisfactory attendance
2. Unsatisfactory progress (GPA less than 2.5, failure of more than 1 clinical course, failure to meet the standard at the end of course assessment/progression exams
3. Unacceptable conduct or attitude.
- 4.

If you are placed on probation, suspended, or terminated, you will be notified in writing and a copy will be placed in your school file.

ATTENDANCE

Attendance in general education and non-nursing courses is governed by SDC attendance policies (See the SDC student handbook). Attendance in nursing theory and clinical courses is governed by policies outlined in the Nursing Student handbook.

Clinical/lecture policies

1. *All students must complete the designated hours of clinical and academic study.*
2. *The guidelines for attendance are as follows (these apply regardless of reason for absence):*
 - a) *A student may not miss more than 10% of any section of any one class . lecture, lab, or clinical.*
 - b) *Any student arriving more than 15 minutes after the scheduled (theory, lab, or clinical) class time will be considered absent for that day,*
 - c) *Any student arriving within 30 minutes of scheduled class time, will be considered late. If the student is late more than 3 times for the same class, any further incidents of lateness will be considered absences.*
3. *Students missing more than 10% of theory, lab, or clinical time in any one nursing course may receive a failing grade from the class and may be dismissed from the program. If a student fails to meet Maryland Board of Nursing/School of Nursing attendance/tardiness requirements, the student may receive a failing grade for the course, whether or not the absence(s) are excused.*
4. *Only excused absence(s) from clinical settings will be allowed to be made up at the discretion and in the time frame of the clinical instructor. Time must be scheduled with the clinical instructor before the end of the semester. Clinical instructor must be notified and absence excused a minimum of 2 hours before the clinical is scheduled to begin.*
5. *Unexcused absences from clinical may result in a grade of F for the clinical and grade of F for the theory portion of the class.*
6. *Students are expected to be on time for clinical experiences. Students are strongly advised NOT to work the day of their scheduled clinicals.*
7. *Students are expected to spend weekly assigned time in the Nursing Skills lab for practice/check off of assigned skills.*
8. *An unsatisfactory grade will be assigned on any clinical day in which any of the*

following behaviors are displayed. Three unsatisfactory behaviors during a rotation will constitute a failure for the clinical course.

- *Tardiness/early departure from the clinical site*
 - *Inappropriate attire*
 - *Refusing an assignment from a clinical instructor*
 - *Inappropriate/unprofessional behavior in the clinical area*
 - *Using cell phones in the clinical area*
 - *Leaving the assigned clinical unit without informing/obtaining permission from clinical faculty*
9. *Students who arrive to clinical tardy and inappropriately attired may be sent home and given a grade of .F. for that day*
10. *Evidence of unsafe nursing practice can result in the removal of the student from the clinical area temporarily or permanently. Removal from the clinical area on the basis of unsafe practice is considered grounds for failure of the course. Unsafe practice is defined as:*
- *Attending clinical while under the influence of alcohol or drugs*
 - *Failure to recognize the need for assistance*
 - *Failure to take nursing action when such action is essential to the health and safety of the patient*
 - *Failure to recognize the influence of own attitudes and behavior in care of patients*
 - *Lying or deliberately falsifying information regarding nursing care by verbal report or in writing*
 - *Performing nursing activities which are detrimental to the health and safety of the patient*
 - *Failure to assume responsibility for completing nursing actions*
 - *Administering medications or performing procedures without the supervision of the instructor or the RN responsible for the care of the patient.*

HARASSMENT

Harassment of any kind is not tolerated in the SDC environment. Sexual harassment in the form of unwelcome sexual advances, requests for sexual favors, or other conduct of a sexual nature, will be subject to discipline up to and including termination when such conduct interferes with student performance and/or creates an unpleasant environment. Students who believe that they are being harassed have a responsibility to report this information to the Dean of the School of Nursing or a suitable designee.

STUDENT CONDUCT

Disciplinary measures shall be imposed for conduct which adversely affects SDCs pursuit of its educational objectives which violates or shows a disregard for the rights of others of the academic community or which endangers property or persons or institution controlled property.

Individual or organizational misconduct which is subject to disciplinary sanction shall included but not be limited to the following examples:

- *Conduct dangerous to others (including staff or patients at clinical sites)*
- *Disorderly conduct*
- *Obstruction or, or interference with institutional activities of facilities*

- Misuse of, or damage to property
- Theft
- Misuse of documents or identification cards
- Firearms and other dangerous weapons
- Explosives, fireworks, and flammable material
- Alcoholic beverages
- Illegal drugs
- Gambling
- Unacceptable conduct in class
- Failure to cooperate with institutional officials, faculty, staff
- Loud, boisterous, disruptive behavior
- Violation of general rules and regulations
- Violation of state or federal laws
- Plagiarism, cheating or other forms of academic dishonesty
- Inefficiency, inability and/or gross or repeated negligence of assigned clinical duties
- Altering, falsifying, or making a willful misstatement of facts on any patient's medical record
- Leaving class or clinicals without permission
- Tardiness or absence beyond parameters outlined in attendance policy
- Receiving personal visitors in the classroom or clinical facility except in emergency situations

DEFINITION OF DISCIPLINARY (Conduct) PROCEDURES

Restitution: A student who has committed an offense against property may be required to reimburse the institution or other owner for damages to such property.

Warning: The appropriate institutional official may notify the student that continuation or repetition of specified conduct may be cause for other disciplinary action.

Probation: A temporary time period not to exceed 1 semester. Continued enrollment on probation may be conditioned upon adherence to school/nursing division regulations.

Suspension: A separation from the institution for a period of time with conditions of readmission stated in the notice of suspension.

Dismissal: Entails a permanent separation from the institution. This is a permanent ban for the Student's readmission to any program in nursing.

NURSING THEORY/LAB/CLINICAL POLICIES

Courtesy

Courtesy to instructors, staff, clients, visitors, clinical staff, patients, and fellow students is expected **AT ALL** times. Cell phone use is prohibited in the classroom, skills lab, or at the clinical facility. Please place your cell phone on vibrate during class. Please do not interrupt lecture by getting up and leaving or walking around the classroom during lecture time. Breaks are scheduled routinely for all classes lasting over 1 hour. Telephones in the school and in the clinical facilities are not for student use.

Courses taught via Distance Learning

Classes may be recorded and transmitted to other campuses via ITV.

Occurrence/Accident reporting

If you have an accident/incident while in the clinical setting or in the school environment, notify your instructor immediately. Safety of patients is of major importance. Report any problems or potential safety issues to your instructor immediately.

Illness

Report any illnesses which you may have to your clinical instructor. Students who are ill should not report to clinical assignments. Notify your instructor **AHEAD** of the assigned time for clinical if you are ill. Absences for illness are recorded as absence and are included in the attendance record.

Unsatisfactory Clinical Performance

Students in the clinical setting are under the supervision of the clinical instructor. At no time should a student render care, be unsupervised on a clinical site by a clinical instructor, or perform any procedure without first consulting with the clinical instructor. Students performing any procedure not authorized or witnessed by the clinical instructor; acting inappropriately in the clinical setting, not following the instructions of the clinical instructor; refusing an assignment; arguing with the clinical instructor- will be immediately sent home from the clinical setting and will not be allowed to return until permission is granted by the Dean of the School of Nursing.. Students sent home from the clinical setting for any reason are in jeopardy of being dismissed from the program. A student practicing unsafe behavior that harms or has the potential to harm a patient will be dismissed from the program and will not be allowed readmission. Incorrect performance of critical clinical skills; violations of appropriate standards of nursing care, neglect of patients and any practice deemed unsafe in nursing practice is grounds for immediate dismissal from the program.

Clinical Skills Lab

Students are required to spend assigned independent hours as well as scheduled hours in the Nursing Skills lab to practice and be checked-off on psychomotor nursing skills. Attendance records will be maintained by the clinical lab coordinator. ***Students not attending required laboratory hours/not checked off on assigned skills will be given a grade of 'F' for the clinical portion of the class.***

Clinical Rotation

All students are assigned clinical rotations at partnering facilities throughout the nursing program. Hours assigned for clinical will vary per theory course enrolled in at the time. Clinical hours may be scheduled from 0645 - 1500 or 1445 - 2300. The Nursing Program reserves the right to assign clinical rotations at the time that is available at the partnering facilities. Students are required to attend the assigned clinical. Students will be required to pass a medication examination before being allowed to administer medications in the clinical setting. Students are strongly advised NOT to work their jobs the day of their assigned clinical.

Clinical Dress Code Policy:

Students attired inappropriately for clinical will be sent home and marked absent for the day.

- *Uniforms are the only acceptable attire in the clinical setting. The accepted uniform is a gray polo top and navy blue scrub pants embroidered and supplied by the approved vendor.. A white ¾ length lab coat may be worn over the uniform or scrub set. For those students, who must wear skirts due to their religion, the required skirt is navy blue. The*

- skirt must be an acceptable length approved by nursing administration prior to going into the clinical setting.*
- *Addendum: Approved navy blue polo shirt or gray mock turtleneck shirt with the Collegelogo and approved embroidery designating the Nursing Program, and Student Nurse, from the approved vendor has been added to the accepted uniform. These items MUST be purchased from the approved vendor. Reviewed and Approved by Nursing Administration and Faculty . 8/2007.*
 - *Addendum: When the student is in the clinical setting and not involved with direct patient care, a white lab coat is **REQUIRED** to be worn over the uniform or scrub set. Reviewed and Approved by Nursing Administration and Faculty . 8/2007.*
 - *Addendum: As of 3/2009, the official dress code will be altered. Students entering this cohort will be required to wear, a gray polo shirt with navy blue scrub pants from the approved vendor only. Students entering from this cohort on, will no longer wear navy blue polo tops or scrub shirts. Reviewed and Approved by Nursing Administration and Faculty . 11/2008*
 - *Students may wear white nursing or athletic shoes. No clogs or open toe-shoes are allowed.*
 - *Socks or nylons are required.*
 - *A white long-sleeved turtle neck may be worn underneath the polo top.*
 - *In the cool months, a solid white cardigan sweater may be worn with the uniform.*
 - *A pictured SDC student ID must be worn and visible at all times when in the clinical setting.*
 - *Addendum: A name pin with the students first initial, last name, the name of the College and the Nursing Program must be worn at all times while in the clinical setting. Reviewed and Approved by Nursing Administration and Faculty 8/2007.*
 - *Undergarments should not be visible through the uniform*
 - *While in clinical, the student is expected to be in full uniform that is neat, clean, and appropriate:*
 - *Uniform/nursing scrub*
 - *Watch with a second hand*
 - *Name badge / ID card*
 - *Stethoscope*
 - *A pair of scissors*
 - *White nursing or athletic shoes worn with hosiery*
 - *White sweater during cool months if desired*
 - *Nails should be clean with no/clear polish. Nails should be of a length not exceeding 1/4 inch.*
No artificial nails are allowed.
 - *Beards and mustaches should be neat and trimmed*
 - *A wedding band and one pair of small post earrings are the only jewelry permitted*
 - *Hair must be worn off the collar at all times.*
 - *NO perfumes or colognes are to be worn at anytime.*

Clinical/lecture/lab policies

1. All students must complete the designated hours of clinical and academic study.
2. The guidelines for attendance are as follows:
 - a) A student may not miss more than 10% of any one class.
 - b) Any student arriving more than 15 minutes after the scheduled (theory) class time

- will be considered absent for that day,
- c) Any student arriving within 15 minutes of scheduled class time, will be considered late. If the student is late more than 3 times for the same class, any further incidents of being tardy will be considered absences.

Dress code policy for lecture/lab courses onsite

Navy blue scrubs that fit appropriately. A white lab coat or sweater may be worn as needed for warmth.

◆ **Addendum:** Approved navy polo shirt, gray or navy mock turtleneck shirt with the College logo and approved embroidery designating the Nursing Program, and Student Practical Nurse, from the approved vendor has been added to the accepted uniform. These items **MUST** be purchased from the approved vendor. **Reviewed and Approved by Nursing Administration and Faculty 8/2007.**

◆ **Addendum:** Burgundy polo tops and scrubs are eliminated from the dress code as of 3/2008. Students are to wear the approved navy blue or grey polo shirt, or navy blue mock turtleneck from the approved vendor, or navy blue scrub top, and navy blue scrub pants which is now the required uniform for all settings. **Reviewed and approved by Nursing Administration and Faculty 1/2008**

LEARNING LAB/LIBRARY

The nursing skills lab will be open during posted hours. The student is to use the lab at assigned hours to view lectures, practice test taking skills, view assigned videos, etc. Inappropriate behavior in the lab may result in suspension of rights to use the lab. Software or videos may be viewed/used in the learning lab. Materials not returned will be paid for by the student whose identification is used to check them out.

PARKING

Parking at SDC is free to admitted students. Parking at various clinical sites may require a fee that is paid for by the student.

CONFIDENTIAL INFORMATION

Students are required to follow HIPPA guidelines related to patient rights and patient rights to confidentiality.

GIFTS, TIPS, GRATUITIES

Students are not allowed to accept gifts from patients or vendors.

WITNESSING LEGAL DOCUMENTS

Students may not act as witness to wills, informed consent, or other legal document. If a request is made, the student should refer the requester to the charge nurse in the facility.

PROGRESSION POLICIES

General Education Courses

Students are required to maintain a cumulative GPA of 2.75 in **ALL** courses. A student receiving a grade less than 'C' in any course required for the Nursing program will need to repeat that course before proceeding in the program.

Nursing Courses

Students must maintain a GPA of 2.5 to progress through the nursing program. No grade less than 'C' is acceptable for a nursing course. Students will be allowed to repeat a nursing theory course one time. If the student repeats the course and fails again or fails any other nursing theory/clinical course, the student will be dismissed from the program with no opportunity for readmission to the program.

Nursing clinical experiences are graded on a Pass/Fail basis. If a student receives a grade less than 'C' in a nursing theory course or a grade of 'F' in the clinical or skills related portion of the course, portion of the course, the student must repeat all portions of the course. The student will audit the portion of the course which they have passed.

Students must complete the LPN portion of the program within 4 semesters of entry/acceptance into the program. If they do not complete within 4 semesters they will be withdrawn from the Nursing Program. Students must complete the BSN program within 8 semesters of entry/acceptance into the program. If they do not complete within this timeframe, they will be dismissed from the program.

GRADING SCALE FOR NURSING COURSES:

94-100% A
84-93% B
73-83% C
60-73% D
<60% F

A grade of 'I' may be given at the discretion of the instructor if a student is unable to complete all assignments for the required course. A grade of 'I' must be removed within the time frame designated by the College. If it is not removed during that time, the student will receive an 'F' for the course.

Completion Requirements

The completion requirements of the students are as follows:

- Completion of the program as prescribed by the School
- Meeting all course / clinical requirements as prescribed by the school.
- Successfully passing end of course and end of program comprehensive assessment examinations administered through the curriculum.

Comprehensive Examinations/NCLEX-PN Exam/NCLEX-RN Exam:

The Nursing Program will conduct comprehensive assessment examinations using an external vendor as the source of the examinations.

- A) The **First** Comprehensive examination follows immediately after NUR 214.

Students must score in the 75th percentile on this exam before progressing to the next level.

- B) The **Second** Comprehensive examination is the examination given at the end of NUR 310. Students must score in the 75th percentile before progressing to the next level.
- C) The **Third (Exit)** Comprehensive examination is given during the third semester of clinical courses. The Exit examination is given to assess student's probability of passing the NCLEX-PN exam. A student must pass the exam with an 85% probability of passing the NCLEX-PN exam (as determined by the vendor supplying the exam) before a certificate of completion will be awarded. Students will be allowed to repeat the exit exam one time within 3 months of completing the last clinical nursing course in the PN track.
- Students failing to pass the Exit exam after a total of 3 attempts (twice during the semester, and once after the semester ends) will not be awarded a certificate of completion for the program and will be awarded a **failing** grade for NUR 350.
- D) Students progressing to the BSN track will take Comprehensive exams for Community, Mental Health Nursing, and Medical Surgical Nursing.
- E) Students in the BSN track will take the **Exit** Comprehensive Exam in their final semester of the program. A student must pass the exam with a 90% probability of passing the NCLEX-RN exam (as determined by the vendor supplying the exam) before a degree will be awarded. Students will be allowed to repeat the exit exam one time within 3 months of completing the last clinical nursing course in the BSN track. Students failing to pass the Exit exam after a total of 3 attempts (twice during the semester, and once after the semester ends) will not be awarded a degree and will be awarded a **failing** grade for NUR 470.

Students passing the comprehensive exam are ENCOURAGED to take the NCLEX-PN or RN exam within 90 days (3) months of completion of the program to increase the probability of passing the exam on the first attempt.

Students applying to take the NCLEX-PN or RN more than 6 months (180 days) from completion of the program will be required to take a nursing refresher course to increase the probability of passing the exam on the first attempt, and to keep their knowledge of nursing skills current. Reviewed and approved by Nursing Faculty and Administration . 1/2008.

Withdrawal Policy

An official withdrawal requires:

- Immediate notification of the instructor or program director
- Completion of drop/add forms

Withdrawal from a course by week nine (9) of the semester is required in order to receive a WP (withdrawal passing) with no grade recorded. Withdrawals after week 9 will be given a grade of 'W' with whatever the grade the student has in the course to that time but will be no higher than grade 'C' if all course work for the class has not been completed.

Students may only withdraw from a NURSING course with the intent of repeating it twice. Registering for, and withdrawing from, any two (2) nursing courses will result in dismissal from the Nursing Program. *Reviewed and Approved by Nursing Administration and Faculty - 1/2008.*

Readmission Policy

- Students dismissed from the program for academic reasons are not eligible for readmission to the program.
- Students withdrawing from the program in good standing (minimum GPA 2.5) may be readmitted if they return to the program within 6 months of the withdrawal date.
- Students out of the program greater than 6 months will need to start the program at the beginning and retake all nursing courses.
- Students seeking readmission to the program, who meet the readmission criteria, will need to submit a new application for admission to the program as well as a letter requesting readmission to the program by the posted deadline for application submission for the desired cohort. ***Reviewed and Approved by Nursing Administration and Faculty, 1/2008.***

Nursing Course Descriptions

NURS 200: Orientation to Nursing (2 hours) Pre-Nursing

30 Lecture Hours

The course is designed to introduce the student to the practice, profession, and discipline of nursing. A futuristic perspective will provide a framework for discussion of the foundation of contemporary nursing practice within a variety of healthcare settings. Critical historical influences that effected the development of contemporary nursing will be discussed. The role of the professional nurse is identified. The course is designed to provide students with study skills, test taking skills, and professional image projection needed for success in the nursing program.

NUR 201: Dosage Calculations (2 hours) - Pre-Nursing

(30 Lecture Hours)

This course covers common Mathematics requirements for Allied Health Sciences. Content includes a brief review of fractions, decimals, percents, ratios, and the International System of Measurement (Metric); apothecary and household systems; system conversions; and reading and calculating medication doses. Technology incorporated when appropriate.

NURS 210: Assessment and Health Promotion (2 hours/1.5 Lecture, 0.5 lab)

(22.5 Lecture Hours, 15 computer lab hours, 15 skills lab hours)

This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease in patients across the life span. This course introduces processes of health assessment: interviewing, history-taking, and physical assessment. Dominant models, theories and perspectives are used to explain health behaviors are considered in relation to evidence-based health promotion and health education strategies. Students are also expected to identify and apply pathophysiological principles to selected health issues across the lifespan. The course includes a laboratory component complemented by self-directed computer assisted instruction. Incorporated throughout the course is the importance of communication and collaboration across culturally diverse urban populations.

NURS 212: Pharmacology (2 hours)

(30 Lecture hours)

The student will study the administration of medications in relation to the nursing process and the role of drug therapy in the prevention of disease and the promotion of health. Classifications of drugs will be studied to give the student knowledge of their actions, interactions, side effects, contraindications, dosages and routes, and nursing implications. Concepts of client assessment, care and teaching will be included with each drug classification group. Students are expected to be able to use the nursing process in planning and administering medications.

NURS 214: Foundations of Nursing Lecture (3 Credit Hours)
(45 Clock Hours)

This course is designed as a foundation for clinical nursing practice in relation to the concepts of communication, safety and comfort. The three concepts will be applied to the application of fundamental nursing care. The basic components of the nursing process are presented as a framework for beginning clinical practice. This course introduces the student to the healthcare system and the legal/ethical issues of the professional nurse. The student develops basic nursing skills with additional skills, including medication administration, needed for practice as a Nurse. The student is expected to be able to demonstrate the use of the nursing process as a systematic way to manage care for clients with alterations in health at a beginning level. Students are expected to pass a medication administration exam at 90% in this course in order to be able to administer medications in the clinical setting.

NUR 215: Foundations of Nursing Practice Practicum (2 Credit Hours)
(120 Clock Hours)

This course is designed as a complement to NUR 214, NUR 216, and NUR 217; Foundations of Nursing Lecture, Skills Lab, and Foundations PLUS. The student will apply the concepts learned in NUR 214, 216, and 217 in the clinical practice setting. The student is expected to demonstrate proficiency of the basic skills learned in those courses.

NUR 216: Foundations of Nursing Practice Skills Lab (1 Credit Hour)
(60 Clock hours)

This course is designed as a complement to NUR 214, NUR 215, and NUR 217. The student is expected to practice the basic skills taught in NUR 214, NUR 215, and NUR 217 in the clinical skills lab in anticipation of utilizing them in the clinical setting.

NURS 217: Foundations of Nursing Practice PLUS Lab (1 Credit Hour)
(30 Clock Hours)

This is a 2 hour-per-week lab designed to support the student in developing of critical thinking, care planning, and test taking skills needed in nursing. It reinforces and expands information taught in NUR 214. Required for high risk students.

NUR 300: Essential Foundations for Professional Nursing Practice (3 Credit Hours)
(2 hours for class; 3 hours for lab)

This course is designed for the Second Degree student as an introduction to the concepts of knowledge, skills, values, meanings, experiences, and the nursing process being the underlying foundation for professional nursing practice. Historical and contemporary issues in nursing are examined, including philosophical beliefs, nursing theory, legal responsibilities, contemporary nursing roles, cultural competence and bioethics. The clinical skills component prepares the student to provide direct patient contact through

the practice of critical thinking, communication and psychomotor skills in the campus learning lab. This is an accelerated program with higher admission standards, and as such it is expected that the student will require a lesser number of contact hours to achieve mastery of content and clinical skills. *Accelerated Degree Course.*

**NUR 301: Dosage Calculations and Pharmacology (3 Credit Hours)
(45 Clock Hours)**

This course introduces students to the general principles and application of pharmacology. Topics include drug classifications, indications, side effects and interactions. Drug dosage calculations will be reviewed. *Accelerated Degree Course*

**NUR 308: Integrated Health Assessment Lecture (3 Credit Hours)
(45 Clock Hours)**

This course is designed as an introduction to health assessment and clinical skills for the Second Degree student. Students will develop and refine their clinical skills in the assessment of the individual's health by identifying common health deviations, at-risk behaviors, and altered findings through the use of appropriate knowledge, skills, and interview techniques. Health history taking methods, physical examination skills, health promotion techniques, clinical assessment tools, and the use of age related data instruments are the content foci for lectures and lab experiences. Course content includes interpretation of normal findings and identification of deviations from normal for the adult client. Students will develop skills in therapeutic communication and utilize the nursing process to develop a nursing care plan focusing on wellness strategies for the adult client.

**NUR 309: Integrated Health Assessment Lab (1 Credit Hour)
(45 Clock Hours)**

This is the lab portion of the health assessment course is designed as an introduction to health assessment and clinical skills for the Second Degree student. Students will develop and refine their clinical skills in the assessment of the individual's health by identifying common health deviations, at-risk behaviors, and altered findings through the use of appropriate knowledge, skills, and interview techniques. Health history taking methods, physical examination skills, health promotion techniques, clinical assessment tools, and the use of age related data instruments are the content foci for lectures and lab experiences. Course content includes interpretation of normal findings and identification of deviations from normal for the adult client. Students will develop skills in therapeutic communication and utilize the nursing process to develop a nursing care plan focusing on wellness strategies for the adult client.

NURS 310: Care of the Adult Client with Acute and Chronic Health Problems I (3 Credit Hours)

(45 Clock Hours)

This course is the first in a three part series of courses focusing on the application of the nursing process in various settings to the adult experiencing common acute and chronic health alterations. This course is designed to extend the basic principles introduced in anatomy and physiology and Foundations of Nursing. Students examine specific body systems and the impact medical surgical disorders may have on the adult client. Skill in using the nursing process to manage client care is the expected outcome of this course. . Students are expected to pass a medication administration exam at 90% in this course in able to administer medications in the clinical setting.

NUR 311: Care of the Adult Client with Acute and Chronic Health Problems I Practicum (2 Credit Hours)

(120 Clock Hours)

This course provides the student with clinical experiences in the care of adult and elderly clients in the context of their family, community and environmental systems. Emphasis is on the application of the nursing process, beginning with the care of one adult or elderly client and progressing to the management for two to three clients. The art and science of nursing, as well as knowledge from the humanities and sciences are integrated into the framework of the nursing process to provide students opportunities to use critical thinking and decision making for clinical problem solving. A focus is also on the effective use of communication techniques, collaborative work with healthcare team and understanding diversity.

NUR 312: Care of the Adult Client with Acute and Chronic Health Problems I Skills Lab (1 Credit Hour)

(60 Clock Hours)

This course is designed as a complement to NUR 310, NUR 311, and NUR 317. The student is expected to practice the basic skills taught in NUR 310, NUR 311, and NUR 317 in the clinical skills lab in anticipation of utilizing them in the clinical setting.

NUR 313: Essential Skills and Competencies (1 Credit Hour)

(45 Clock Hours)

Course Description: The focus of this skills lab course for Second Degree students is the development and acquisition of the technical/psychomotor skills required for nursing practice. Students will apply new and previously learned scientific principles to procedures required for the delivery of nursing care. Principles and methods of medication calculation and administration are also reviewed. This is an accelerated program with higher admission standards, and as such it is expected that the student will require a lesser number of contact hours to achieve mastery of content and clinical skills.
Accelerated Degree Track

NUR 317: Care of the Adult Client with Acute and Chronic Health Problems I PLUS

(30 Clock Hours)

This is a 2 hour-week lab designed to support the student in developing of critical thinking, care planning, and test taking skills needed in nursing. It reinforces and expands information taught in NUR 310. Required for high risk students.

NUR 318: RN to BSN Transition/Service Learning (5 Credit Hours)

(45 Lecture Hours, 30 Service Hours)

This course is a bridge course for RN students that introduces nursing themes of caring, health, learning, and a commitment to human dignity. The course examines the key dimensions of the role of the professional nurse by identifying strategies that can be used to determine learning and practice outcomes. The Service Learning project is to provide the student with a unique opportunity to further develop the nursing role as a responsible and caring citizen in the context of professional nursing. In providing service to an agency or aggregate of clients, the student will apply and integrate concepts learned from previous coursework in the arts, sciences, humanities, and nursing in meaningful ways. The Service Learning project enhances the Nursing Program Mission with its focus on cultural diversity, community service, and global healthcare. **RNs only**

NUR 319: Health Assessment, Education and Promotion (3 Credit Hours)

(45 Clock Hours)

Health Assessment, education, and promotion throughout the life cycle is presented using concepts and theories from nursing, teaching and learning, the humanities and sciences. Teaching/learning health promotion within the changing healthcare delivery system and in various client contexts will be explored. This course will develop interviewing and therapeutic communication skills, while integrating clinical laboratory experience.

RNs only.**NUR 320: Pathophysiological Processes in Nursing (2 Credit Hours)**

(30 Clock Hours)

This course introduces pathophysiologic processes as they relate to alterations in normal functioning over the lifespan. Stressors that disrupt or modify the client's lines of defense and lines of resistance are examined. Emphasis is placed upon understanding the underlying causes and assessments of pathological processes providing a link between the sciences and theoretical rationale for nursing process and evidence-based practice.

NUR 322: Multicultural Nursing/Group Dynamics (2 Credit Hours)

(30 Clock Hours)

This course focuses on the delivery of culturally appropriate healthcare and on the issues of aging and poverty as they contribute to the growing disparities in healthcare outcomes.

Social justice in the delivery of healthcare is covered in this course. The interaction of group members in the context of culture is also covered in this course. The expected outcome of students in this course is that students will be able to describe cultural competence in the care of clients and groups.

NURS 330: Care of the Adult Client with Acute and Chronic Health Problems II (3 Credit Hours)

(45 Clock Hours)

This course is the second in a three part series of courses focusing on the application of the nursing process in various settings to the adult experiencing common acute and chronic health alterations. In this course, students apply nursing concepts and the nursing process to adult clients and families who are experiencing complex acute or chronic disruptions of selected body systems. Concepts of related to chronic and terminal illness and rehabilitation and quality of life issues will be examined. Concepts of pathophysiology, pharmacology, and nutrition are integrated.

NUR 331: Care of the Adult Client with Acute and Chronic Health Problems II Practicum (1 Credit Hour)

(60 Clock Hours)

Students use the nursing process, nursing concepts and research-based nursing interventions in caring for adult clients with complex acute, chronic, or terminal disruptions of selected body systems and their families. Students work with interdisciplinary teams in providing acute and chronic care. Students will have experiences in critical, subacute care, and community agencies servicing clients with chronic and/or terminal illnesses.

NUR 332: Care of the Adult Client with Acute and Chronic Health Problems II Skills Lab (1 Credit Hour)

(60 Clock Hours)

This course is designed as a complement to NUR 330 and NUR 331. The student is expected to practice the basic skills taught in NUR 330 and NUR 331 in the clinical skills lab in anticipation of utilizing them in the clinical setting.

NUR 335: Nursing Theory and Research (3 Credit Hours)

(45 Clock Hours)

This course focus is on complex research designs and analysis of multiple variables and research utilization. Emphasis is on techniques for control of variables, data analysis, and interpretation of results. Focus on in-depth analysis of the interrelationship of theoretical frameworks, design, sample selection, data collection instruments, and data analysis techniques. Content is discussed in terms of clinical nursing research problems and application to clinical settings.

NUR 340: Care of Women, Infants and Children (2 Credit Hours)
(30 Clock Hours)

The purpose of this course is to provide the student with an understanding of principles of nursing care of women, infants and children. Emphasis is placed on care of the woman, fetus, newborn, child, adolescent, and family from conception through midlife. Focus will be on genetics, health promotion, injury, illness prevention, and healthcare problems appropriate for developmental stages with application of cultural diversity concepts.

NUR 341: Care of Women, Infants and Children Practicum (1 Credit Hour)
(60 Clock Hours)

This course provides a variety of clinical experiences involving clients from newborn to menopausal years. Emphasis is placed on the nursing care of the woman, fetus, newborn, child, adolescent, and family from conception to midlife in various clinical settings. Focus will be on health promotion, injury, illness prevention, and treatment of health problems utilizing genetic information and nursing interventions that are developmentally and culturally appropriate.

NUR 342: Care of Women, Infants and Children Skills Lab (1 Credit Hour)
(60 Clock Hours)

This course is designed as a complement to NUR 340 and NUR 341. The student is expected to practice the basic skills taught in NUR 340 and NUR 341 in the clinical skills lab in anticipation of utilizing them in the clinical setting.

NUR 350: Nursing Seminar/Service Learning (2 Credit Hours)
(15 lecture Hours, 15 Service hours)

This course is designed to acquaint the beginning nursing student with the transition to the practice of nursing in the State of Maryland. It is also designed for a comprehensive review of topics taught in Junior Level Nursing courses in preparation for the NCLEX-PN exam. Students are expected to demonstrate a 90% success rate on the NCLEX-PN exam on the first attempt to successfully complete this course. This course is also designed to promote experiential learning for nursing students and to advance the mission of social justice through service learning. Guiding principles include:

- **Engagement** in service activities with a selected community partner in a mutually beneficial relationship based on a spirit of collaboration
- **Reflection** upon larger issues that affect communities through readings, journal entries and discussion
- **Integration** of engagement and educational experience through a Community Project Assignment involving a paper and oral presentation

NUR 354: Nutrition in Health and Disease (2 Credit Hours)
(30 Clock Hours)

This course builds upon the student's previous knowledge base regarding human physiology and metabolism. Energy requirement changes related to lifespan changes are addressed. Dietary modulation as a therapeutic strategy to manage intervening variables is emphasized. The expected outcome from this course is that students will be able to identify the role of nutrition in maintaining health and repairing disease states.

NUR 360: Role Transition (2 Credit Hours)
(30 Clock Hours)

This course is designed to expand the student's knowledge about nursing practice and healthcare related to differentiated practice, community-based nursing, critical thinking, clinical reasoning, and therapeutic interventions as well as trends and issues in nursing and healthcare delivery. A major component of this course is the synthesis of technologies to retrieve electronic resources and their application to the scholarship of writing.

NUR 370: Mental Health Nursing (3 Credit Hours)
(45 Clock Hours)

This course focuses upon the maladaptive neurobiological and behavioral responses of individuals to developmental and situational events throughout the life span. Theoretical concepts are presented to assist the student in developing self-awareness, as well as, understanding the meaning of behavior of others. The basic philosophical approach emphasizes the intrinsic worth and dignity of all individuals. Mental health nursing principles are presented with emphasis on the concept of caring, therapeutic use of self, and the practice of therapeutic communication skills. The focus is on holistic nursing and, because mental health nursing is applicable to every nurse's individual practice, the concepts discussed in this course may be utilized in all clinical nursing settings. Application of specific mental health nursing principles and practice is determined by the nursing diagnosis of the client's psychosocial and behavioral problems

NUR 371: Mental Health Nursing Practicum (1 Credit Hour)
(60 Clock Hours)

In this course, the student will observe and practice concepts learned in NUR 370 in acute inpatient settings as well as in community settings. Concepts include, but are not limited to: communication skills, participation in different treatment interventions (i.e. group therapy, and art therapy), collaborative participation with mental health professionals, and development of specific treatment plans. Students will also practice assessment skills and critical thinking skills with clients with psychiatric/mental health disorders.

NUR 380: Nursing in the Community (3 Credit Hours)
(45 Clock Hours)

The study of the promotion of health and the primary, secondary, and tertiary prevention of health problems of a population. Focuses on the community as client with nursing care of individuals, families, and groups. The clinical component focuses upon developing and evaluating health promotion programs, family assessment, community assessment, and community-based home care within the context of the community. Students are expected to demonstrate skill in assessing, planning, and implementing population-based care as well as describing mechanisms used to provide care to individuals in the community.

NUR 381: Nursing in the Community Practicum (1 Credit Hour)
(60 Clock Hours)

The nursing process is applied to community/aggregate as client. Communities/aggregates are assessed, community/aggregate diagnoses are identified, macro-level interventions planned, implemented, and evaluated. Systems theory, epidemiology, levels of prevention, and the nation's objectives for health are discussed.

NUR 390: S₀D₀T₀ I (2 Credit Hours) - 1 hour lecture; 1 hour lab
(15 Clock Hours/Lecture; 60 clock hours Lab)

Guided by a professional nurse, this course is intended to provide students with the ability to use beginning knowledge of learning principles to provide didactic and clinical instruction to beginning level nursing students in the skills lab. Students are expected to be able to use principles of adult learning theory in instructing beginning level nursing students in the Nursing Skills lab

NUR 392: Writing for Publication in Nursing I – (1 Credit Hour)
(15 Clock Hours)

This course is the first of two which focuses on writing for publication. The goal is to enable students to gain skill in presenting their ideas for readers of the professional/scientific literature in any discipline. The content of the course is organized to help the student through the process from the conceptualization of an idea to submission of the paper for journal review. Achieving success and overcoming obstacles, such as lack of self-confidence in writing skills and avoidance behavior, will be emphasized. Assignments are designed to facilitate the process, and students will receive personal reviews from faculty at each stage of manuscript development. The end-product will be a paper that is ready for submission for publication.

NUR 400: Advanced Care of the Family (2 Credit Hours)
(30 Clock Hours)

This course continues and expands the knowledge gained in NUR 340, NUR 341, and NUR 342 in caring for families from preconception through adolescents. The stages of

family development are the center of focus. The study of infants, children, and adolescents, and the health-seeking behaviors from a developmental perspective provides the contextual groundwork for this course. Emphasis is on healthy infants, children, and adolescents as well as infants, children, and adolescents with common, acute, and chronic illness within the context of their family environment. Nursing strategies focus on interventions to promote, restore, and maintain health and foster growth and development.

NUR 401: Advanced Care of the Family Practicum (1 Credit Hour)
(60 Clock Hours)

Practicum in nursing care of the childbearing family includes the application of the nursing process to the childbearing family, infants, children and adolescents. Clinical placement is in primary and acute care settings. Students will be expected to demonstrate integrated skills in the various clinical settings including simulation as well as actual client settings.

NUR 402: Care of the Pediatric Patient Lecture (3 Credit Hours)
(45 Clock Hours)

The nursing process will be applied to children experiencing acute and chronic disruptions to their health. The role of nursing in the restoration of health by cooperative relationships with the child and family will be emphasized. Legal, research, socio cultural, and ethical implications of nursing practice will also be considered.
Accelerated Degree Track

NUR 403: Care of the Pediatric Patient Practicum (1 Credit Hour)
(60 Clock Hours)

Application of the nursing process to assist in health restoration of children experiencing chronic and acute disruptions to health. Emphasis will be placed on collaboration with the family and the healthcare delivery team and the family, and a systems approach to the delivery of care.

Accelerated Degree Track

NUR 404: Care of the Childbearing Woman (3 Credit Hours)
(45 clock hours)

Nursing process and theories will be examined and applied to childbearing-age clients. Selected women's health issues will also be examined. The role of nursing in the promotion, maintenance and restoration of health by cooperative relationships with these individuals and groups will be emphasized. Scientific challenges, legal issues, research findings, socio-cultural differences and implications, and ethical issues important to nursing practice in the field of maternity/women's health will be examined using a variety of teaching and learning strategies.

Accelerated Degree Track

NUR 405: Care of the Childbearing Woman Practicum (1 Credit Hour)
(60 clock hours)

This course applies the nursing process to restore the health of high-risk childbearing women and their families. Emphasis will be placed on case management of families, collaboration with the healthcare delivery team and families, and a systems approach to the delivery of care.

Accelerated Degree Track

NUR 410: Nursing Research (3 Credit Hours)
(45 Clock Hours)

This course covers the introduction of scientific inquiry and the research process in nursing. Discussion of issues and problems in systematically evaluating reports of empirical research on nursing phenomena will be covered. The student is expected to be able to describe appropriate use of the nursing research literature and research findings in clinical practice.

NUR 415: Gerontology (2 Credit Hours)
(30 Clock Hours)

This course will explore the concept of aging as a healthy developmental process with a particular focus on the elderly as active, independent, and contributing members of the community. At the end of this course students are expected to be able to describe the physiology of aging, health problems common to the elderly, the psychological, emotional, and sociological aspects of the aging process and policy issues impacting the elderly

NUR 420: Issues and Ethics in Healthcare and Healthcare Policy (2 Credit Hours)
(30 Clock Hours)

This course is designed to introduce the student to the principles underlying ethical issues and methods of rational decision making. Students are expected to apply the theories reviewed in addressing ethical dilemmas common to modern healthcare.

NUR 440: S₀D₀T₀ II (2 Credit Hours) - 1 hour lecture; 1 hour lab
(15 Clock Hours Lecture; 60 Clock Hours Lab)

This course expands the knowledge base gained in NURS 390 to focus on evaluating student learning in the skills lab.

NUR 450: Principles of Critical Care (2 Credit Hours)
(30 Clock Hours)

This course is the third in a three part series of courses focusing on the application of the nursing process in various settings to the adult experiencing common acute and chronic health alterations, with a focus on the critical care setting. In this course, students apply nursing concepts and the nursing process to adult clients and families who are experiencing complex acute or chronic disruptions of selected body systems. It also provides the knowledge and technical skills foundational to the care of critically ill patients. Clinical practice is directed towards the care of the critically ill patient with a focus on patient assessment, use of biomedical technology, development of psychomotor skills, and planning basic care. Students are expected to be able to use the nursing process in providing care to critically ill patients.

NUR 452: Principles of Critical Care Practicum (1 Credit Hour)
(60 Clock Hours)

This course focuses on the development of advanced professional-technical nursing skills necessary to provide the appropriate therapeutic response to patients who require a wholly compensatory level nursing system. Clinical activities will take place in the clinical simulation lab and in acute care units including coronary and intensive care units. Principles of pathophysiology and nutrition are integrated into the course.

NUR 453: Principles of Critical Care Skills Lab (1 Credit Hour)
(60 Clock Hours)

This course is designed as a complement to NUR 450 and NUR 452. The student is expected to practice the advanced nursing skills taught in NUR 450 and NUR 452 in the clinical skills lab in anticipation of utilizing them in the clinical setting.

NUR 455: Skills Competency Lab (1 Credit Hour)

This course is designed as a guide for Nursing Skills that are practiced and critiqued by an instructor as satisfactory prior to successful completion of the program. Advanced preparation is required prior to the introduction of the skill.

NUR 460: Concepts of Leadership and Management in Nursing (2 Credit Hours)
(30 Clock Hours)

This course focuses on the study of basic concepts related to leadership, management and working with groups in the provision of nursing care. Concepts include: decision-making, power, authority, roles, teaching-learning, evaluation, leader behaviors, work groups, change, legal aspects and quality. Students are expected to be able to apply key concepts from marketing, law, finance, quality management, and other intervening variables in the environment of care.

NUR 461: Concepts of Leadership and Management in Nursing Practicum (1 Credit Hour)

(60 Clock Hours)

The purpose of this course is to provide the student with opportunities to integrate leadership and management behaviors in the application of the nursing process with selected client populations. Emphasis is on developing increasing responsibility for the provision of comprehensive nursing care to culturally diverse client groups. The course focuses on meeting clients' healthcare needs and on a transition from student to professional member of a collaborative healthcare team.

NUR 462: Writing for Publication in Nursing II (1 Credit Hour)

(15 Clock Hours)

This course is the second in a series of two which focuses on writing for publication. The goal is to enable students to gain skill in presenting their ideas for readers of the professional/scientific literature in any discipline. The content of the course is organized to help the student through the process from the conceptualization of an idea to submission of the paper for journal review. Achieving success and overcoming obstacles, such as lack of self-confidence in writing skills and avoidance behavior, will be emphasized. Assignments are designed to facilitate the process, and students will receive personal reviews from faculty at each stage of manuscript development. The end-product will be a paper that is ready for submission for publication

NUR 464: Emergency Preparedness in Nursing/Disaster Management (3 Credit Hours)

(45 Clock Hours)

This course introduces the student to the various roles of nurses in mass casualty disasters. The causes and unique characteristics of disasters and their effects on communities will be presented. The nurses' participation in the multidisciplinary organizational and clinical management of disaster will be emphasized.

NUR 470: Comprehensive Review/Seminar (1 Credit Hour)

(15 Clock Hours)

This course is designed to familiarize the student with the National Council Licensure Examination for Registered Nurses (NCLEX RN). Content includes information for registering to take the exam; test-taking strategies and developing a study plan for review of core nursing content. Students will take a mock NCLEX RN exam.

Sojourner Douglass College
Nursing Program

Confidentiality Statement

Individuals falling under confidentiality requirements include all students enrolled in the School of Nursing at Sojourner Douglass College. Faculty and students shall respect the confidentiality of all patient information and records and shall comply with all applicable laws and regulations concerning their maintenance and protection, including the Health Insurance Portability and Accountability Act relating to patient information and records. Any faculty member and any student accepted into the Nursing program must comply with the rules and policies regarding confidentiality of patient information and records of any and all agencies and institutions designated as clinical sites.

Patient information and records shall be defined consistent with the applicable laws and shall include, without limitation, any and all individually identifying information concerning patients, and any and all records, including patient charts generated by any clinical agency or institution, any of their employees or contractors or students in clinical placements, indicating the status of the patients' physical or mental health, the treatments administered to the patients, and diagnoses made with regard to the patients, any medications prescribed for the patients and any other services rendered to the patients by any agency or institution, any of their employees or contractors or students in clinical placements.

Sojourner Douglass College Nursing Program shall direct its students and faculty to comply with the policies and procedures of any agency with which it has an agreement, including those governing the use and disclosure of individually identifiable health information under federal law.

Signature

Date

Print Name

**SOJOURNER DOUGLASS COLLEGE
NURSING PROGRAM**

1. To provide for student safety and to meet the contract agreements with area health care agencies, Students must have current CPR certification, up-to-date immunizations, yearly TB skin test, and personal health insurance. Part of being a professional is assuming the responsibility for keeping these current. It is also important that the School be informed of any changes in your enrollment status.

I understand that:

- I am responsible for keeping the Undergraduate Coordinator informed of any change in my enrollment status in the School of Nursing.
- It is my responsibility to check my expiration dates for CPR, TB skin test, and other immunizations and to keep these requirements current, submitting documentation of updates.
- Failures to keep CPR and health requirements current will mean that I will be excluded from clinical areas and that I will incur an unexcused absence.

I have read and understand the above statements.

Date

Signature

2. I have read and understand the policies in the **SOJOURNER DOUGLASS COLLEGE** Nursing Student Handbook and agree to abide by them.

Date

Signature

Signed form to be placed in Student's folder in the Nursing Office