



Bay State College

Where Your Success Matters

School of Nursing Student Handbook

2019-2020

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WELCOME

Congratulations on your decision to join the Bay State College School of Nursing. The faculty and staff of the School of Nursing and Bay State College will help you acquire new knowledge, skills, and attitudes required for contemporary and future nursing practice as you progress through your plan of study. We appreciate that you are making a substantial personal investment in your future, and we are honored to accompany you on your journey to being great Bay State College alumni nurses. The College's successes stem from students' successes, so please remember that your faculty and staff members are here to support you. We extend our fondest wishes to you for continued success.

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ACCREDITATION

Bay State College is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges and is authorized to award the Associate in Applied Science, Associate in Science and Bachelor of Science degrees by the Commonwealth of Massachusetts. Bay State College is also a member of several professional education associations.

The New England Commission of Higher Education (formerly NEASC) accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The New England Commission of Higher Education (NECHE), is located at 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803; (781) 271-0022.

Program-Specific Approvals and Accreditations

The Associate Degree Nursing Program is approved by the Massachusetts Board of Registration in Nursing.

Current approval status: Approved

Contact Information: Massachusetts Board of registration in Nursing
239 Causeway Street, Suite 500, 5th Floor
Boston, Massachusetts 02114
Phone: 1-800-414-0168 or 617-973-0900
Fax: 617-973-0984

Website; <http://www.mass.gov/eohhs/gov/departments/dph/programs/hcq/dhpl/nursing/>

The mission of the Massachusetts Board of Registration in Nursing is to protect the health, safety and welfare of the citizens of the Commonwealth through the fair and consistent application of the statutes and regulations governing nursing practice and nursing education.

The Associate Degree Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

Current Accreditation status: Accredited

Contact Information: ACEN, Inc. 3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
Office: (404) 975-5000
Fax: (404) 975-5020
Website; www.acenursing.org

ACEN supports the interests of nursing education, nursing practice, and the public by the functions of accreditation. Accreditation is a voluntary, peer-review, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality. Accreditation also assists in the further improvement of the institutions or programs as related to resources invested, processes followed, and results achieved. The monitoring of certificate, diploma, and degree offerings is tied closely to state examination and licensing rules and to the oversight of preparation for work in the profession.

RN to Baccalaureate Degree Program initial application status: pending

The RN to Baccalaureate Degree Program at Baystate College is pursuing initial accreditation by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). Applying for accreditation does not guarantee that accreditation will be granted.

STUDENT SIGNATURE VERIFICATION OF UNDERSTANDING

The Bay State College School of Nursing Student Handbook is available to students in Vital Signs, Pulse Points, and the Canvas classroom. Students are required to attest to receipt of this manual in each course. Please print the signature page from the manual, sign and date the document, and upload it to this assignment in the first week of class.

I acknowledge receipt of the current Bay State College School of Nursing Student Handbook which includes descriptions of the policies that are specific to both the RN to Baccalaureate and Associate Degree in Nursing program.

By signing this document, I am stating that I have read this manual and agree to be bound by the policies contained therein. I understand that refusal to sign this agreement will result in my being unable to participate in the nursing program.

This document will be held in my student record and will remain valid for the duration of my participation in the Nursing Program. If the Bay State College School of Nursing Policy Manual is updated, students currently in the program will be provided access by electronic means and may be required to sign an updated agreement.

Print Name

Date

Signature

DO NOT REMOVE THIS PAGE.

BAY STATE COLLEGE

Mission, Guiding Principles, Vision and Core Values

Mission

Bay State College prepares students for successful careers and global citizenship through academic rigor and individualized attention.

Guiding principles

Bay State College accomplishes this through its commitment to providing:

- an affordable private education
- a supportive, caring staff and faculty
- a hands-on learning environment
- a community embracing diversity
- a faculty with real-world experience
- an education beyond the classroom
- a culture of social and ethical responsibility
- a results-driven approach to student success

Vision

Bay State College will be the college of choice in our region for career-minded students and employers who seek well-educated graduates in our disciplines.

Core Values

- Quality
- Respect
- Support

BACCALAUREATE DEGREE NURSING PROGRAM

Mission

The mission of the Baccalaureate Degree in Nursing Program of Bay State College is to prepare students for professional nursing practice with diverse populations, across the lifespan, in a variety of settings. They will be ready to practice in a diversity of roles to meet current local, national, and global healthcare needs. Graduates will have the knowledge, skills, and attitudes to practice safely and ethically in a changing practice environment. They will be prepared to engage in lifelong learning.

ASSOCIATE DEGREE NURSING PROGRAM

Mission

The mission of the Associate Degree in Nursing Program at Bay State College is to support its students, the nursing profession, and the health of the people of the City of Boston and surrounding communities. The mission of the School of Nursing is congruent with the mission of

Bay State College. Nursing students will receive a quality education through a supportive, nurturing learning environment leading to eligibility to seek licensure as a registered nurse and the ability to progress to baccalaureate level nursing education. Graduates will be prepared to sit for the national examination leading to licensure in nursing and for safe, ethical, entry level practice as registered nurses. They will be ready to enter the profession in a diversity of roles and settings to meet current healthcare needs.

Philosophy

The philosophy of the School of Nursing is congruent with the philosophy of Bay State College. Each individual is a unique and evolving being who possesses dignity and value. As such, each individual should be treated with respect and compassion. Excellence in nursing requires practice to be grounded in science and ethics. Nursing care is provided with compassion, integrity, and competence.

Health is a basic human right and individual perceptions of health are influenced by developmental stages, culture, and beliefs. Nurses should practice with cultural competence and a dedication to health and wellness of the community at all levels. The goals of lifetime care include maintaining and maximizing comfort and quality of life until a dignified death occurs.

Nursing is a unique and dynamic profession requiring a commitment to lifelong learning. A broad-based practice is essential to providing safe and competent care, throughout the lifespan, across the health and wellness continuum in a complexity of environments. Nurses must also practice effectively as members of interprofessional healthcare teams.

It is the responsibility of each nurse to practice within the scope of practice as determined by the Commonwealth of Massachusetts' Nurse Practice Act and to abide by the American Nurses' Association's Code of Ethics for Nurses.

CURRICULUM MODEL

Baccalaureate Degree

The RN to Baccalaureate curriculum model is based on American Association of Colleges of Nursing (AACN) The Essentials of Baccalaureate Education for Professional Nursing Practice which includes such concepts as patient-centered care, interprofessional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan. These Essentials address the key stakeholders' recommendations and landmark documents such as the IOM's recommendations for the core knowledge required of all healthcare professionals.

The nine Essentials are:

- Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
 - A solid base in liberal education provides the cornerstone for the practice and education of nurses.
- Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

- Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.
- Essential III: Scholarship for Evidence Based Practice
 - Professional nursing practice is grounded in the translation of current evidence into one's practice.
 - Essential IV: Information Management and Application of Patient Care Technology
 - Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
 - Essential V: Health Care Policy, Finance, and Regulatory Environments
 - Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
 - Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
 - Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.
- Essential VII: Clinical Prevention and Population Health
 - Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
- Essential VIII: Professionalism and Professional Values
 - Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.
- Essential IX: Baccalaureate Generalist Nursing Practice
 - The baccalaureate graduate nurse is prepared to practice with patients,
 - including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
 - The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Associate Degree

According to the Institute of Medicine (IOM) (2011), "All health professionals should be educated to deliver patient centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics". To address this, the ADN program Nursing faculty integrated the Nurse of the Future Nursing Core Competencies (NOFNCC) in teaching learning activities and incorporate NOFNCC to the end of program student learning outcomes. Faculty developed evaluation methodologies to measure student progress in achievement of end of program student learning outcomes. Evaluation methods are varied and measure course and end of program student learning outcomes

The NOFNC Competencies (2016), which are designed to inform future nursing practice and curricula, are identified:

- Patient-Centered Care: will provide holistic care that recognizes an individual's preferences, values, and needs and respects the patient or designee as a full partner in

providing compassionate, coordinated, age and culturally appropriate, safe and effective care.

- Leadership: will influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals.
- Communication: will interact effectively with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.
- Professionalism: will demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.
- Systems-Based Practice: will demonstrate an awareness of and responsiveness to the larger context of the health care system and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and value (Adapted from ACGME, n.d.).
- Teamwork and Collaboration: will function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning, and development (Adapted from QSEN, 2007)
- Informatics and Technology: will be able to use advanced technology and to analyze as well as synthesize information and collaborate in order to make critical decisions that optimize patient outcomes. (National Academies of Sciences, Engineering, and Medicine. 2015)
- Safety: will minimize risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2007).
- Quality Improvement: uses data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems. (QSEN, 2007)
- Evidenced-Based Practice (EBP): will identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients' preferences, experience and values to make practice decisions (Adapted from QSEN, 2007). Nurse of the Future Nursing Core Competencies© (revised 3.2016).

Institute of Medicine (2011). *The Future of Nursing: Focus on Education*. Washington, DC: Author.
Massachusetts Department of Higher Education Nurse of the Future Competencies Committee. (2016). *The Nurse of the Future Nursing Core Competencies-Registered Nurse*. Department of Higher Education: Boston, Massachusetts. Retrieved from http://www.mass.edu/nahi/documents/NOFRNCompetencies_updated_March2016.pdf

Baccalaureate Degree Organizing Framework

The organizing framework of the baccalaureate degree in nursing program is derived from The Essentials of Baccalaureate Education for Professional Nursing Practice and the Philosophy of the School of Nursing. It supports the values of the College, which include quality, respect, and support. It provides rationale for curriculum decision-making and organizes learning in a logical, sequential manner. The curriculum is designed to prepare graduates for professional nursing practice with diverse populations, across the lifespan, in a variety of settings. The curriculum promotes the value of education, formally and informally, preparing graduates for the process of articulation in other higher educational programs.

The curriculum recognizes the dynamic changes in health care, which are affected by an aging population, high acuity, client demographics, cultural diversity, technological advances and health care trends. The flow of the nursing curriculum is designed to meet the demands of change and to promote learning.

The organizational framework is based on an eclectic philosophy. An eclectic philosophy is one that draws knowledge and assumptions from nursing as well as general education theorists. It will assist to augment and form the basis of the organizational framework for the curriculum and the teaching / learning methods utilized by faculty for student learning.

The curriculum is planned to provide learning experiences in the cognitive, affective, and psychomotor domains. Throughout the curriculum, the study of nursing is coupled with the study of liberal arts, sciences, and humanities to enhance student knowledge and understanding of the client as a holistic being and the environment in which the client functions. General education, nursing concepts and sub-concepts are developed, supported, and expanded as the learner progresses through the curriculum. The curriculum centers on the nurse using the Nursing Process to assist the client across the lifespan of any level of health, to achieve fulfillment of physiological, psychosocial and spiritual needs.

Associate Degree Organizing Framework

The program's organizing framework is derived from Nurse of the Future Nursing Core Competencies (NOFNCC). Faculty have integrated selected NOFNCC as merged concepts that are threaded across the curriculum, with the concepts of nursing role, nursing process, communication, and patient centered care integrated with concepts like safety and quality. Nursing knowledge is at the core of the framework. Course, clinical and skill lab objectives support the acquisition of knowledge, attitudes, and skills required for students to meet the end of program student learning outcomes and successful from student to entry level practice as a registered nurse.

Nursing Role as integrated with:

- Nursing Process
- Caring
- Critical Thinking
- Professionalism
- Teamwork and Collaboration
- Leadership

Communication as integrated with:

- Informatics
- Documentation
- Verbal and written communication
- Therapeutic communication
- Teaching and learning

Evidence- Based Practice as integrated with:

- Reading research articles
- Accessing research findings
- Utilizing research findings

Patient -Centered Care as integrated with:

- Safety
- Quality Improvement
- Cultural competence
- Non-judgmental care

The Associate Degree integrated concepts are further explained.

Nursing Role: The nursing role is about the nurse's approach to practice including adherence to the legal scope of practice, as defined by the Massachusetts Nurse Practice Act, and the ethical tenets of the American Nurses Association's (ANA) Code of Ethics for Nurses. It includes the *nursing process*, a systematic approach to nursing care; *caring*, the behaviors involved in altruism and fulfillment of the needs of others; *critical thinking*, the intellectual process of determining the best solution to a problem; *professionalism*, the respectful behaviors that evidence competence; *teamwork and collaboration*, as members of interdisciplinary healthcare teams; and *leadership*, the ability to influence others and lead a team to the best outcome.

During the program students will be introduced to the nursing role in a variety of areas including, rehabilitation/transitional care, medication administration, maternal and child health, medical surgical nursing (chronic and acute), mental health nursing, leadership at the bedside and in decision making about healthcare policies.

Communication: Communication is defined as the effective sharing and receiving of information. This can be verbal, nonverbal, written, or electronic. In the nursing role, communication includes informatics, therapeutic communication, written documentation, and teaching and learning. Communication is a part of every aspect of nursing and is, therefore, considered an essential skill.

Evidence-Based Practice: Best practices in nursing rely on evidence gained through research in nursing and related fields including science, medicine, and education. There is an abundance of research findings, and publications from around the world and across disciplines. In order to best utilize these findings, nurses must read peer reviewed nursing research and have the capability to assess the quality of the methods before incorporating the findings into their practice. Nurses must be willing to engage in lifelong learning and professional inquiry.

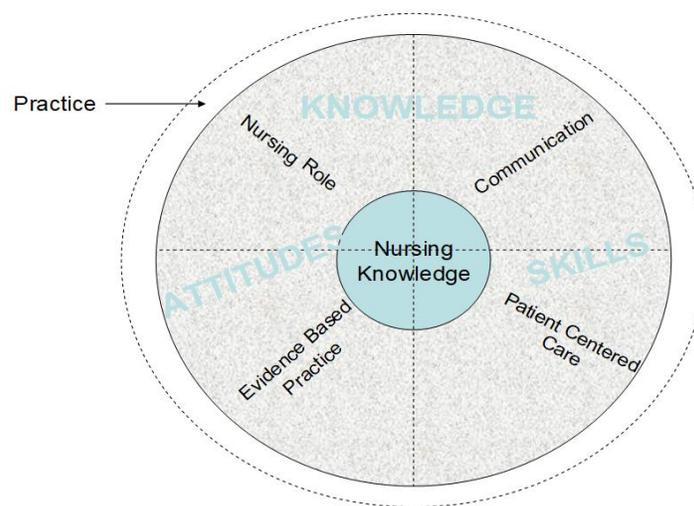
Patient Centered Care: Nursing care is necessarily centered on the needs of the patient. These needs include safe, quality care delivered by culturally competent nurses in a non-judgmental way.

Nursing Knowledge: Nursing knowledge is defined as the body of knowledge, integrated from multidisciplinary sources including nursing, science and philosophy that forms the foundation of nursing practice and research. It has been built over many generations and is continuously expanded and updated to improve patient outcomes. Nursing's understanding of best practices and their rationales is constantly being revised leading to improved patient care and outcomes. A sound foundation of nursing knowledge is essential for licensure and nursing practice.

Integration of Concepts into the Curriculum

All of the above concepts are introduced in the first nursing course and built upon throughout subsequent nursing courses. As students' progress through the program they will consider these concepts in the context of their relationships to each other and to particular patient populations. In each nursing course students will be evaluated on their use of these concepts in the clinical environment, nursing skills laboratory and through papers, presentations, and theory examinations. By the time students successfully complete the program they will be expected to have sufficient competence in these areas to support a successful transition to licensure and safe entry level practice as a registered nurse.

The ADN Curriculum is visualized using the conceptual model designed by faculty and based on the NOFNCC.



OUTCOMES

Baccalaureate Degree Program Outcomes

At the completion of the program, the graduate will be able to:

1. Integrate knowledge, skills, and values from the arts and sciences to promote social justice by providing safe quality care, while respecting the agency of the individual, family, group, or community/population.
2. Use leadership and communication skills, including as a member of a multidisciplinary team, to address safety and quality concerns within the healthcare setting through the application of evidence-based knowledge.
3. Identify and integrate evidence-based research to inform clinical reasoning to improve patient outcomes.
4. Demonstrate skills to use information management and patient care technologies to provide ethical, safe, and effective care.
5. Incorporate knowledge of health promotion and injury and disease prevention, across the lifespan, to improve health outcomes in communities; and, reduce health disparities in vulnerable populations.
6. Engage in professionalism by consistently demonstrating ethical and value-based behavior, including accountability, caring, altruism, excellence, and respect in nursing practice.

7. Participate in lifelong learning to provide safe, quality, and ethical care in the changing local, national, and global healthcare environment.

Student learning outcomes are derived from 2008 The Essentials of Baccalaureate Education from the Commission on Collegiate Nursing Education (AACN).

Associate Degree Program Outcomes

Graduates of the Bay State College Associate Degree in Nursing program will possess the knowledge, skills and attitudes necessary to provide safe and effective care to their patients and participate in improving the quality and safety of healthcare. The outcome measures are informed by the Massachusetts Nurse of the Future Nursing Core Competencies© Registered Nurses (

Students demonstrate achievement of program outcomes by satisfactory completion of a comprehensive portfolio addressing each program outcome in NUR 217 Nursing Trends; and by achieving a final grade of 80 or higher in NUR 220 Medical-Surgical Nursing II. The portfolio will be evaluated by nursing faculty using a rubric provided to students.

1. Patient-centered Care

Recognizes the patient, or designee, as a full partner in providing safe and effective care in a compassionate and culturally appropriate manner conveying respect for the patient's preferences, values, and needs.

- Provides priority-based nursing care to individuals, families, and groups through independent and collaborative application of the nursing process
- Engages in ongoing assessment, implementation and evaluation of a plan of care that is consistent with the patient's values, preferences, decisional capacity, and expressed needs
- Provides holistic care that addresses the needs of diverse populations across the life span

2. Teamwork and Collaboration

Functions effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.

- Acts with integrity, consistency, and respect for differing views
- Functions competently within scope of practice as a member of the health care team
- Integrates the contributions of others in assisting patient/family to achieve health goals

3. Evidence-based Practice

Integrates best current evidence with clinical expertise and patient/family preferences and values for the delivery of optimal health care.

- Bases care on best current evidence, patient values, and clinical expertise
- Values the need for continuous improvement in clinical practice based on new knowledge
- Differentiates clinical opinion from research and evidence summaries

4. Quality Improvement

Recognizes that quality improvement is an essential part of nursing.

- Utilizes a standardized approach to support quality patient care
- Describes approaches for improving processes and outcomes of care

- Seeks information about quality improvement from regulatory and local/national sources to inform nursing practice

5. Safety

Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

- Demonstrates effective use of technology and standardized practices that support safe practice
- Exhibits strategies at the individual and systems levels to reduce risk of harm to self and others
- Follows communication practices to minimize risks associated with transfers between providers during transitions in care delivery.

6. Informatics

Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

- Evaluates information and its sources critically and incorporates selected information into his/her own professional knowledge base
- Applies technology and information management tools to support safe processes of care and evaluate impact on patient outcomes
- Uses sources of data that relate to contemporary standards of practice and patient care
- Utilizes appropriate technologies in the process of assessing and monitoring patients

DEVELOPMENT AND EVALUATION OF THE NURSING PROGRAM

(Cross reference Bay State College School of Nursing Policy Manual Policy #20)

Students in the Bay State College School of Nursing have numerous opportunities to participate in the development and evaluation of the program and curriculum.

- A. Course Evaluation: Every nursing student will have the opportunity to complete an *anonymous* online course evaluation at midterm and at the end of every semester. These evaluations will include questions about instructors, course content, and course materials. Results of the evaluations will be discussed by the nursing faculty, with appropriate action taken to provide continuous quality improvement in program and student outcomes.
- B. Lab/Clinical Evaluation: Every nursing student enrolled in a lab or clinical rotation will have the opportunity to complete an anonymous online course evaluation for those experiences. The evaluations will include the quality of instruction, appropriateness of setting for the clinical assignment, and overall impression of the clinical site.
- C. Student Roundtable: A Student/Faculty Roundtable will be held at least three times a year (once per semester) to provide an opportunity for relationship building and discussion about student concerns. All nursing students are encouraged to attend these events and share their ideas and opinions.

- D. Student Handbook: Students will be members of the Nursing Student Handbook Workgroup. The workgroup will convene annually to review, revise, and approve the Nursing Student Handbook for the upcoming academic year. Any student enrolled in nursing courses during the summer session may volunteer to be a member of the workgroup. A maximum of four students, selected on a first come basis, will be part of the workgroup's deliberations. Student members will have authority to propose amendments, additions, and deletions from the handbook. Students will have a voice but not a vote on the final version. The handbook must also be approved by the full faculty and the Dean.
- E. Advisory Board Membership: Students will elect annually in June (subject to volunteers) two student representatives to the Program Advisory Board. Student representatives will be members of the program's Advisory Board which meets at least once a year; and will have advisory voting privileges. The student representatives will attend a minimum of two scheduled nursing faculty meetings per semester. The student representatives will each have an advisory vote, in all instances, allowing for student input into the nursing program. Information regarding position responsibilities, nominations, and elections will be posted on Vital Signs, the nursing program's communication board, located in the Canvas, the Bay State College learning management system.
- F. Student Nursing Council: Students will elect annually in June (subject to volunteers coming forward) officers and representatives to the Student Nursing Council. The SNC will organize activities and events as well as act as a liaison between students and faculty. Information regarding position responsibilities, nominations, and elections will be posted on Vital Signs.
- G. Vital Signs: Associate Degree students may post questions, suggestions, and concerns on the nursing program's communication board, **Vital Signs**. The Dean and faculty members regularly answer posts and post information in **Vital Signs**.
- H. Pulse Points: RN to Baccalaureate Degree students may post questions, suggestions, and concerns on the nursing program's communication board, **Pulse Points**. The Dean and faculty members regularly answer posts and post information in **Pulse Points**.
- I. Private Meetings: Any nursing student may bring a concern relating to the program to the attention of their advisor, any nursing faculty member, or the Dean of the School of Nursing.
- J. Student Governing Body: Every Bay State College student will have the opportunity to stand for election to Bay State College's Student Governing Body who work with the Student Affairs Department and meet with the college President periodically to express the voice of the student body. (See Bay State College Student Handbook.)

STANDARD SKILLS FOR NURSING PRACTICE

With or without accommodation, the student must be able to accomplish the following safely, efficiently, and competently:

Physical Demands

- Lift a minimum of 30 pounds.
- Transfer patients to and from wheelchairs, stretchers, beds or x-ray tables.
- Move/operate patient conveyance devices and equipment such as stretchers, wheelchairs, and monitors.
- Respond appropriately to sounds; for example, vocal sounds at a normal conversational volume, patient movements, and audible equipment signals.
- Manipulate dials, levers, keyboard devices, and other switches and devices associated with nursing/medical equipment.
- Perform duties for a prolonged period, which involves walking, standing, stooping and bending for an eight-hour shift.
- Possess visual acuity sufficient to perform tasks safely and accurately and monitor patients and equipment under low light conditions.
- Reach up to a height of six feet from the floor or safely use an adaptive device.
- Discriminate and respond appropriately to various types of patient responses and distress behaviors.
- Manipulate syringes, needles and other invasive devices.

Behavioral Standards

- Initiate and use clear, concise oral English communication within a conversational setting: Comprehend and clearly and effectively communicate instructions and information in written and oral form.
- Exhibit appropriate professional behavior in all interactions.
- Function without causing harm to self or others.

Other

- Perform arithmetic calculations with accuracy and efficiency.
- Wear protective equipment such as surgical gloves, goggles and face shields.
- Use the nursing process to determine, implement, and evaluate patient care.
- Determine, manage, and process multisensory input to prioritize nursing actions.

ACADEMIC PROGRESSION

(Cross reference Bay State College School of Nursing Policy Manual Policy #18)

Baccalaureate Degree

In order to progress within the RN to Baccalaureate nursing program, students must:

- Pass all nursing co-requisite courses with an 80% or better.
- Pass all general education courses with a 77% or better.
- Pass their practicum (clinical), lab, and nursing theory component of each course in order to meet the requirements of the course.
 - **All nursing courses have a final grade of B- (80) or greater for progression in the program.**
 - There will be no rounding up of final grades. For example, a final grade, in a nursing course, of 79.9 does not qualify as a pass.

Associate Degree

In order to progress within the Associate Degree in nursing program students must:

- Pass all nursing co-requisite courses with an 80% or better.
- Pass all general education courses with a 77% or better.
- Pass all science courses with an 85% or better.
- Pass ENG 102 English II with an 85% or better.
- Pass the clinical and nursing theory component of each course in order to meet the requirements of the course.
 - **All nursing courses have a final grade of B- (80) or greater for progression in the program.**
 - There will be no rounding up of final grades. For example, a final grade, in a nursing course, of 79.9 does not qualify as a pass.

GRADING SYSTEM

(Cross reference Bay State College School of Nursing Policy Manual Policy #18)

The passing grade for all undergraduate nursing courses is "C" or higher. A cumulative GPA of 2.00 or higher is also required for academic progression from one semester to the next. The following scale applies to all Bay State College School of Nursing courses.

PERCENT	GRADE	GRADE POINT EQUIVALENT	
95 – 100	A	4.00	Excellent to Very Good; comprehensive knowledge and understanding of subject matter; marked perception and/or originality
90 – 94	A-	3.70	
87 – 89	B+	3.30	Good; moderately broad knowledge and understanding of subject matter; noticeable perception and/or originality
84 – 86	B	3.00	
80 – 83	B-	2.70	
77 – 79	C+	2.30	Satisfactory; reasonable knowledge and understanding of subject matter; some perception and/or originality
74 – 76	C	2.00**	
70 – 73	C-	1.70	
67 – 69	D+	1.30	Marginal; minimum of knowledge and understanding of subject matter; limited perception and/or originality
64 – 66	D	1.00	
60 – 63	D-	0.70	
Below 60	F	0.00	Failing; unacceptable low level of knowledge and understanding of subject matter; severely limited perception and/or originality; absences in excess of allowable limit

** NOTE: Although a student may pass all nursing and health science prerequisites at the C minimum, the resulting GPA may not meet the 2.0 cumulative GPA requirement.

CASTLEBRANCH

All students must purchase CastleBranch for management of program and clinical requirements, including but not limited to CPR certifications, CORI authorization, liability insurance, and immunizations. Failure to purchase a CastleBranch account will affect the ability to participate in clinical and therefore jeopardize successful completion of both the associate degree and baccalaureate degree programs.

FACULTY REFERENCES

It is at the sole discretion of faculty to provide references to students for the purpose of employment or further education. Please obtain approval from faculty first. If a reference is provided the faculty will review the student's academic record and school involvement throughout the program.

SAFETY IN THE CLINICAL SETTING

A student may not take it upon themselves to perform a procedure without approval of the clinical instructor. All nursing skills performed in the clinical setting for the first time must be performed with an instructor present. Thereafter the instructor will communicate to the student when such close supervision is no longer required. Administration of medications will always require the presence of the instructor.

The student will notify the clinical instructor when leaving the clinical unit and upon return.

In each clinical setting, students will document their nursing care in accordance with the instructions given during clinical orientation.

For reasons of patient safety and educational integrity a clinical instructor will not, knowingly, permit a student to attend the clinical day (starting at 7am – 9am) who has worked the previous night shift.

EXAMINATIONS AND GRADING POLICIES

(Cross reference: BSC School of Nursing Policy Manual)

A. Examinations:

- a. Examinations will be administered via computer using systems including ExamSoft, safeMedicate, and Canvas Learning System. Under certain circumstances, the examination may be given as paper/pencil examination. Circumstances include, but are not limited to, computer system issues, make-up examinations, and alternative testing options such as quizzes or practice examinations.
- b. Students are required to provide their own lap top computer for examinations.
- c. For ExamSoft testing, students will be required to download the examination to their laptops 1 hour prior to entering the testing area.
- d. Students requiring assistance with downloading the exam must seek faculty assistance 30 minutes prior to the exam.
- e. During ExamSoft testing, students will not be able to access any other program on the computer.
- f. Routine examinations will consist of up to 50 questions.
- g. Final examinations will consist of up to 100 questions.
- h. Two (2) to four (4) examinations will be given during each course with a final comprehensive examination.
- i. All examinations will include 10% of material from previous semesters.
- j. Examinations will begin and end on time.
- k. Examination grades will be provided to the students within 72 hours, excluding weekends.

B. Examination Attendance:

- a. Students are expected to be present and on time for all examinations, including the final.
- b. Students not arriving on time for exams will earn a zero (0) for the exam.
- c. In the event of illness or emergency, students must contact the course faculty to notify them of the anticipated absence or tardiness if applicable.
- d. Failure to do so will result in a grade of zero and no opportunity to make up the examination.
- e. With notification prior to the examination, providing that the reason for absence at the scheduled examination time is acceptable to the nursing faculty, the student will be given the opportunity to make up the examination.
- f. Student will be required to provide documentation verifying illness or emergency.
- g. Faculty reserves the right to determine date and time for the make-up examination.
- h. The form of the examination will be modified by the instructor.

C. Protocol during the examination:

- a. Prior to the start of the examination, ALL personal items, including electronics, phones, smart watches, etc. must be placed at the front of the room. All electronic items should be turned off so that the focus of students is not interrupted due to a ringing/vibrating cell phone etc.
 - i. For Computerized examinations: There will be nothing on the desk during the examination except the computer, a pencil, scrap paper and calculator if needed. (Scrap paper will be provided by the proctor and collected after exam)
 - ii. For Paper/Pencil examinations: There will be nothing on the desk during the examination except the paper examination, a pencil, scrap paper and calculator if needed. (Scrap paper will be provided by the proctor and collected after exam)
 - iii. For All examinations:
 - 1. No earphones, hats, hoods, or scarves may be worn during the examination.
 - 2. Tissues, if needed, will be provided.
 - 3. No food or drink is allowed on the desk.
 - 4. Calculators will be provided to the student when needed. Cell phone calculators will not be allowed for examinations.
 - 5. Seating for examinations may be assigned.
 - 6. Students will not leave their seats during the examination.
 - 7. If a student has a question, he/she must raise a hand and wait for the proctor to go him/her. No questions related to examination item content may be asked during the examination. Faculty will not define or explain the meaning of terminology for students during an examination.
 - 8. Passing notes or any other items or materials to another student after the examination has been started is prohibited.
 - 9. Loitering in the hallway during examinations is not permitted.
 - 10. Students for whom English is not their first language are not given extra time on their NCLEX-RN examination and the Bay State

College Nursing Faculty have adopted this standard for the nursing program.

- D. Leaving the Room during examinations:
 - a. If a student leaves the room during the examination, he/she will not be allowed to continue testing. The examination grade will include only what was completed before he/she left the room.
- E. Completion of the examination:
 - a. Students who complete the examination and leave the room when testing is still in progress are requested to leave the area so that a quiet environment is maintained for test taking students.
- F. Test Answer sheet rules:
 - a. For Paper/Pencil examinations: Rules for correct answers on Test Answer Sheet:
 - b. The answer that the student selects MUST appear on the Test Answer Sheet for the student to receive credit for the answer.
 - c. Answers appearing on the test but not appropriately entered on the Test Answer Sheet will NOT be accepted.
 - d. The students are strongly encouraged to review the Test Answer Sheet if they have transcribed answers from the actual test to the Test Answer Sheet.
 - e. Erased choices on the Test Answer Sheet that do not completely erase must have an "X" placed through the bubble.
 - f. Students must sign the Test Answer Sheet.
- G. Examination Content:
 - a. Examinations will focus on content based on the patient's needs as determined by the 2019 National Council of State Boards of Nursing (NCSBN) Test Plan 2019. Categories include the following:

Categories	NCSBN recommended percentages	Sub-Categories	NCSBN recommended percentages
Safe and Effective Care Environment	26% - 38%	Management of Care	17% - 23%
		Safety and Infection Control	9% - 15%
Health Promotion and Maintenance	6% - 12%		
Psychosocial Integrity	6% - 12%		
Physiological Integrity	38% - 62%	Basic Care and Comfort	6% - 12%
		Pharmacological and Parenteral Therapies	12% - 18%
		Reduction of Risk Potential	9% - 15%
		Physiological Adaptation	11% - 17%

- I. Final Examinations:
 - a. Final exams are typically given during the last week of each semester. The final exam schedule is posted on the Student Portal and on the College's website. Final exams will not be given earlier than the scheduled final exam. An

“Incomplete” grade will not be given for a missed final. The College reserves the right to reschedule final exams in the event of an emergency.

- b. Finals in all nursing courses will consist of 40% new material and 60% cumulative material.
 - c. Finals will be up to 100 questions to be determined by individual faculty.
- J. Post-Examination Review:
- a. Faculty will schedule a review session for examinations. This review will be open to all students of the course. This review will be a silent 10-minute review of those questions the student got incorrect. The student should schedule an appointment with the course instructor to do a further review. Faculty reserve the right to terminate review sessions due to incivility. An exam may be reviewed/remediated only once.
 - b. For Computerized examinations:
 - i. Faculty will provide students with printouts of examination questions that the student got incorrect. The student may individually review questions they got incorrect and the printouts will be returned to the faculty immediately following the review.
 - c. For Paper/Pencil examinations:
 - i. All examinations, Test Answer Sheets, or other materials will be collected at the end of the review and under no circumstances will be allowed to leave the classroom.
 - d. Final Examinations:
 - i. There will be NO review with the faculty following the final examinations.
- K. Remediation:
- a. Students receiving less than an 80% on any examination must participate in remediation.
 - b. Remediation may include but is not limited to tutoring in the learning center; tutoring with the faculty; examination review with the faculty; additional assignments determined by the faculty; ATI practice examinations/quizzes/homework; other to be determined.
- M. Cognitive test plan:
- a. Bloom’s taxonomy for the cognitive domain is used as a basis for writing examination questions.
 - b. Since the practice of nursing requires application of knowledge, skills and abilities, most items in semester 2-5 are written at the application or higher levels of cognitive ability, which requires more complex thought processing.

	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
Remembering (may include but is not limited to: defining, identifying, describing, listing, and repeating)	20%	10%	10%	0	0
Understanding (may include but is not limited to: summarizing, explaining, comparing, demonstrating, classifying, and interpreting)	60%	40%	20%	20%	10%

Applying (may include but is not limited to: applying, contrasting, calculating, solving, and evaluating)	20%	50%	70%	80%	90%
Total	100%	100%	100%	100%	100%

N. Use of Standardized Testing:

- a. Bay State Nursing Program utilizes the ATI standardized testing to assess student learning and assist students with preparation for the NCLEX-RN licensure examination.
- b. Content specialty examinations are administered in nursing courses throughout the program.
- c. During the final semester the students will participate in ATI Capstone which will include content specialty examinations and review of all prior work.
- d. ATI standardized tests and quizzes are used as an advising tool and will be counted as a certain percentage of the final grade of each course.

O. Formatting:

- a. Formatting of items may include but are not limited to:
- b. Multiple-response items that require selection of two or more correct responses
- c. Fill-in-the-blank items such as math calculation
- d. Hot Spot identification of one or more areas on a picture or graphic
- e. Chart/exhibit format where candidates will be presented with a problem and will need to read the information in the chart/exhibit to answer the problem
- f. Ordered response items requiring rank ordering
- g. Audio item format involving an audio clip
- h. Graphic options using graphics instead of text for the answer options

Q. ATI Examination and Remediation:

- a. Students in NUR 101 Fundamentals of Nursing, NUR 115 Pharmacology and Pathophysiology in Nursing, NUR 200 Maternal Child Health, NUR 210 Medical Surgical Nursing I, NUR 215 Mental Health Nursing, and NUR 220 Medical Surgical Nursing II are required to take the ATI proctored examination.
- b. Students are required to remediate per the ATI Test Analysis.
- c. Students have 10 days, from the date of the examination, to complete this remediation. Failure to remediate will result in an inability to sit for the course final exam, resulting in failure of the course and inability to progress in the Nursing Program.
- d. All remediation must be handwritten and submitted through Canvas.
- e. Points will be added to student grade after the 80% exam average has been achieved.

R. Accommodations and Examinations:

- s. Please refer to the Accommodations Policy in the Nursing Student Handbook for information on examinations related to students with accommodations.

MOBILE DEVICES

Cell phones and other similar electronic devices should be turned off while in class, in the simulation lab, and in the skills lab. The use of cell phones and other electronic devices in any manner that invades another individual's privacy or is disrespectful is strictly prohibited. This

includes misuse of cellular devices through the use of the photographic or text messaging function.

In the clinical setting, with the discretion of the clinical instructor and per facility policy, mobile devices may be used for medical purposes only. Mobile devices should not be used in any public area when at the clinical site.

CONFIDENTIALITY

Nurses are required to maintain confidentiality and are bound by codes of ethics and laws. Any breach of confidentiality relating to Bay State College faculty, the Nursing Program, classmates, clinical sites, or patients brought to the attention of nursing faculty may result in disciplinary action and, potentially, in dismissal from the nursing program.

SUBSTANCE ABUSE

See the Bay State College Student Handbook, Use of Alcohol on Campus and Drug-Free School Policy.

ACCOMMODATIONS

Bay State College complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student who is seeking accommodations based on your disability, please contact the Mental Health Counselor/Disability Support Services Coordinator Cheryl Raiche, MSW, LICSW, 31 St. James Avenue, (617) 217-9212, craiche@baystate.edu to receive information and discuss reasonable accommodations. Please refer to the BSC Student Handbook for full details.

STATEMENT OF NON-DISCRIMINATION

Bay State College prohibits discrimination on the basis of race, color, gender identity, sexual orientation, age, marital status, religion, national or ethnic origin, veteran status, or non-disqualifying disability. This applies to our educational admissions, and employment policies, treatment of students, and other college –administered programs and activities.

Any inquiries or grievances concerning these regulations may be directed to the Vice President of Student Affairs/Dean of Students, Bay State College, 122 Commonwealth Avenue, Boston, MA. 02116, 617-217-9225, The Department of Student Affairs is located at 31 St. James Avenue.

Academic Calendar

Fall 2019 Semester

September 3, 2019 - December 20, 2019 (16-Week)

September 3	Classes Begin
September 3-9	Add/Drop Period
October 14	Columbus Day Observed: No Classes
October 21-25	Mid-Semester Progress Reports Distributed
October 25	October Conferral
November 4	Spring 2020 Advising/Registration Begins

November 11	Veterans Day Observed: No Classes
November 27	Thanksgiving Break: Classes End at Noon
Nov. 28 - Dec. 1	Thanksgiving Break
November 29	Withdrawal Deadline (Last Day to Withdraw with a "W" Grade)
December 13	Classes End
December 16-20	Final Exams
December 20	December Conferral

Fall 2019 Semester

September 3, 2019 - October 25, 2019 (8-Week)

September 3	Classes Begin
September 3-9	Add/Drop Period
Sept. 30 - Oct. 4	Mid-Semester Progress Reports Distributed
October 11	Withdrawal Deadline (Last Day to Withdraw with a "W" Grade)
October 14	Columbus Day Observed: No Classes
October 18	Classes End
October 21-25	Final Exams
October 25	October Conferral

Fall 2019 Semester

October 28, 2019 - December 20, 2019 (8-Week)

October 28	Classes Begin
Oct. 28 - Nov. 1	Add/Drop Period
November 4	Spring 2020 Advising/Registration Begins
November 11	Veterans Day Observed: No Classes
November 25-29	Mid-Semester Progress Reports Distributed
November 27	Thanksgiving: Classes End at Noon
Nov. 28 - Dec. 1	Thanksgiving Break
December 6	Withdrawal Deadline (Last Day to Withdraw with a "W" Grade)
December 13	Classes End
December 16-20	Final Exams
December 20	December Conferral

Spring 2020 Semester

January 13, 2020 - May 8, 2020 (16-Week)

January 13	Classes Begin
January 13-17	Add/Drop Period
January 20	Martin Luther King Jr. Day Observed: No Classes
February 17	President's Day Observed: No Classes
March 2-6	Mid-Semester Progress Reports Distributed

March 6	March Conferral
March 7-15	Spring Break: No Classes
March 23	Summer/Fall 2020 Advising/Registration Begins
April 17	Withdrawal Deadline (Last Day to Withdraw with a "W" Grade)
April 20	Patriots' Day Observed: No Classes
May 1	Classes End
May 4-8	Final Exams
May 8	May Conferral
May 15	Annual Commencement Ceremony

Spring 2020 Semester

January 13, 2020 - March 6, 2020 (8-Week)

January 13	Classes Begin
January 13-17	Add/Drop Period
January 20	Martin Luther King Jr. Day Observed: No Classes
February 10-14	Mid-Semester Progress Reports Distributed
February 17	President's Day Observed: No Classes
February 21	Withdrawal Deadline (Last Day to Withdraw with a "W" Grade)
February 28	Classes End
March 2-6	Final Exams
March 6	March Conferral
March 7-15	Spring Break: No Classes

Spring 2020 Semester

March 16, 2020 - May 8, 2020 (8-Week)

March 16	Classes Begin
March 16-20	Add/Drop Period
March 23	Summer/Fall 2020 Advising/Registration Begins
April 13-17	Mid-Semester Progress Reports Distributed
April 20	Patriots' Day Observed: No Classes
April 24	Withdrawal Deadline (Last Day to Withdraw with a "W" Grade)
May 1	Classes End
May 4-8	Final Exams
May 8	May Conferral
May 15	Annual Commencement Ceremony

All calendar dates are subject to change