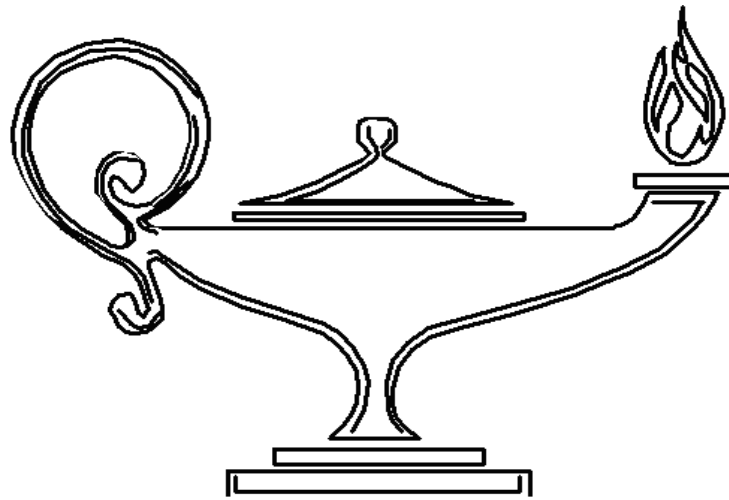


Berea College

Department of Nursing



Student Handbook

All policies were reviewed and approved on 5/19/00. (Revised: 1/29/03; 07/04; 2006; 2007; 2008)

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PURPOSE OF THE HANDBOOK

The Department of Nursing Student Handbook is a **supplement** to the Berea College Catalog and Berea College Student Handbook; it is **not** a replacement of College policies. These policies are subject to change. Nursing students will be notified of changes electronically. The most current edition is posted online at www.berea.edu/nursing/documents/NursingStudentHandbook.pdf.

The aims and commitments of Berea College are reflected in the mission, goals, and expected outcomes of the Department of Nursing. The faculty of the Department of Nursing supports the following statements.

BEREA COLLEGE

Aims and Commitments

In lieu of a statement of philosophy, Berea College has composed the following statement of Aims and Commitments.

The preamble to the original constitution which established Berea College as an institution of learning began with the words: "In order to promote the cause of Christ," and the present constitution states the purpose of the college: "To promote the aim set forth in the preamble, primarily by contributing to the spiritual and material welfare of the mountain region of the South, according to young people of character and promise a thorough Christian education, with opportunities for manual labor as an assistance in self-support."

To carry out this aim Berea College has determined that its resources should be devoted to the advancement of the people of the Southern Appalachian Mountain region. Today, Berea draws students from more than 40 states nationally and close to 80 other countries.

As an integral part of the educational program, each student is expected to perform some of the labor required in maintaining the institution, thus to gain an appreciation of the worth and dignity of all the labor needed in a common enterprise; to acquire some useful skill; and to develop a sense of responsibility for a specific task.

The aim is to make available a sound education to students who are unable to meet usual college expenses, but who have the ability and the character to use a liberal education for responsible, intelligent service to society. The College maintains a liberal tradition, upholding the right of free inquiry. It strives to develop in its students the ability to think for themselves, to recognize truth and to embrace it. The seal of the College bears the inscription "God has made of one blood all peoples of the earth" which epitomizes Berea's belief in humankind which should unite all people as children of God. The College strives to help students understand the dignity and worth of every individual, and considers persons as individuals rather than as members of a group. It is hoped that men and women going out from Berea will further interracial understanding and that they will be courageous in opposing injustice and wrong.

The College further hopes to develop in its students sound judgments and attitudes, an understanding of the basic human problems of the region and of the world, and a sense of responsibility for their solution; to send them out as mature, active, self-reliant persons, humbly Christian in their attitudes and in their ways of life, and dedicated to the service of their fellow men and women. (Berea College Catalog 2008-2009, pp. 1-3)

The Great Commitments were formally adopted in 1969 and reaffirmed in 1993 by the faculty and trustees of Berea College. The commitments are:

1. To provide an educational opportunity primarily for students from Appalachia, black and white, who have great promise and limited economic resources.

2. To provide an education of high quality with a liberal arts foundation and outlook.
3. To stimulate understanding of the Christian faith and its many expressions and to empathize the Christian ethic and the motive of service to others.
4. To provide for all students through the labor program experiences for learning and serving in community, and to demonstrate that labor, mental and manual, has dignity as well as utility.
5. To assert the kinship of all people and to provide interracial education with a particular emphasis on understanding and equality among blacks and whites.
6. To create a democratic community dedicated to education and quality for women and men.
7. To maintain a residential campus and encourage in all members of the community a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.
8. To serve the Appalachian region primarily through education but also by other appropriate services. (Berea College Catalog 2008-2009, p. 1-2)

DEPARTMENT OF NURSING MISSION, GOALS, AND PHILOSOPHY

Mission

In keeping with the aims and commitments of Berea College (Berea College Catalog 2008-2009, p. 1-2), the mission of the Department of Nursing is to prepare students with great promise and limited economic resources for the role of professional nursing in a variety of health care settings and to provide a foundation for graduate study in nursing. (Accepted 10/18/93; reaffirmed 11/21/94 NLN Reaccreditation Minutes.

Goals

Graduates of Berea College's Department of Nursing should:

1. be primarily from Southern Appalachia and represent the cultural and racial diversity of the region;
2. function as professional nurses in accordance with The Essentials of Baccalaureate Education for Professional Nursing Practice published by the American Association of Colleges of Nursing (AACN 2008 and The ANA Nursing Scope and Standards of Practice 2004);
3. demonstrate critical thinking, effective communication and therapeutic nursing interventions;
4. have the foundation for graduate education and pursuit of life-long learning;
5. demonstrate leadership and collaboration with other health care providers and community members in health promotion; and
6. value the dignity of labor and promote Christian ethics through service to community.

Philosophy

The philosophy of the Department of Nursing faculty about key constructs and concepts provide the foundation for the program. Caring is viewed as the paradigm for the program. The key concepts existing within that paradigm are critical thinking/teaching-learning, person, nursing, environment, and health.

The Caring Paradigm

Caring is a way of living, being, and becoming. Caring has been described as the sum and substance of nursing (Leininger, 1978; Leininger & McFarlane, 2002; Watson, 1988; Watson, 1990; Watson & Smith, 2002). Caring can be viewed from five perspectives: "caring as a human state, caring as a moral imperative or ideal, caring as an affect, caring as an interpersonal relationship, and caring as a nursing intervention" (Morse, Solberg, Neander, Bottoroff, & Johnson, 1990, p.1). Some aspects of caring are not easily measurable due to their affective nature. However, other aspects of caring (behaviors or actions) are measurable as outcomes.

Caring as a human state or way of being is possible for all individuals (Boykin, 1994). However, the nurse develops professional caring attributes through acquisition of knowledge and skills during the educational process (Benner & Wrubel, 1989). Professional caring necessitates understanding the lived experience of those with whom we work.

We view caring as a moral imperative, caring as an affect, caring as an interpersonal relationship, and caring as a nursing intervention to be intertwined perspectives. Caring requires a commitment to maintain the dignity and integrity of individuals. This commitment directs all nursing actions and interventions (Boykin, 1994). The affective component of caring stems from the commitment and feeling of dedication one feels toward others.

However, we believe a caring relationship should be one of healthy interdependence in which both individuals develop. Interpersonal relationships focus on the nurse-patient/client relationship, the nurse-colleague relationship, and the faculty-student relationship. Caring relationships require respect and concern for self and others (Gray, 1994). Attentive listening is necessary in demonstrating respect and concern for self and others and in understanding the lived experience of others.

Honesty, responsibility, and accountability are essential elements of professional caring relationships. Caring requires recognition of the uniqueness of each person and a focus upon needs and desires of the individual. Caring actions or interventions should empower the self or others to attain desired abilities and goals. The

educational process provides opportunities for the nursing student to acquire the psychosocial abilities and the psychomotor skills which are necessary tools in the performance of caring as a nursing intervention.

We Value:

- Watson's (1988) Carative Factors:
 - A system of values that is humanistic and altruistic.
 - Instillation of faith and hope.
 - Development of sensitivity to self and others.
 - Forming of helping and trusting human care relationships.
 - Conveyance of positive and negative feelings.
 - Development of problem solving that involves caring process.
 - Teaching and learning that are transpersonal.
 - Formation of a supportive, protective, and/or corrective mental, physical, societal and spiritual environment.
 - Assistance with human needs.
 - Sensitivity to existential-phenomenological-spiritual forces (p. 75)

Concepts

Critical Thinking/Teaching-Learning. We believe critical thinking and teaching-learning concepts are best discussed in an integrated fashion. Critical thinking is an activity in which skills of discovering, perceiving, examining, analyzing, and evaluating lead to decision making and action. Critical thinking transcends the concepts of nursing, person, environment, and health. Essential critical thinking activities identified by the Department of Nursing include:

- (a) demonstrate open-mindedness to divergent views;
- (b) look beneath the surface to find and/or create meaning;
- (c) identify patterns, connections, and relationships;
- (d) identify and challenge assumptions and hegemonies;
- (e) use research/scientific inquiry; and
- (f) make decisions congruent with The Essentials of Baccalaureate Education for Professional Nursing Practice (2008) and The ANA Nursing Scope and Standards of Practice (2004).

We Value:

- Using qualitative and quantitative measurement when evaluating teaching-learning, and critical thinking outcomes.
- Maintaining and sustaining a dynamic, collaborative, caring partnership between teacher and learner that provides opportunity for discourse and reflective action based on reading and writing critically.
- Critical thinking that is fostered by teaching-learning interactions that cultivate, capture, motivate, and inspire the student's creativity and imagination.
- The teaching-learning interaction as a means of:
 - cultivating disciplined scholarship and creative thinking
 - acquiring insights and identifying patterns, connections, and relationships
 - finding meaning and significance
 - demonstrating open-mindedness to divergent views
 - identifying and challenging assumptions and hegemonies
 - using research
 - making decisions based on thorough assessment, analysis, and exploration of potential consequences
 - fostering a desire for life-long learning

Nursing. Nursing is an integration of art and science. The goal of nursing is working in partnership with clients to (a) find meaning in existence, (b) foster harmony of mind, body, and spirit, and (c) foster self-choice, self-healing, and self-knowledge. The nurse and the client bring experiences from the past to the caring moment which affects the future. Nursing requires well developed communication abilities and application of appropriate therapeutic nursing interventions.

We Value:

- Nursing practice that is bound in scholarship
- Nursing practice which is artistic, scientific, transpersonal, honest, responsible, accountable, and ethical
- Scholarship and practice in nursing that demands integration of a variety of ways of knowing and caring
- Interdisciplinary participation and collaborative leadership with other professionals to understand and enhance the quality of life in a global environment
- Nursing practice in a variety of community based settings directed toward empowering others to attain or maintain their optimal level of health
- Critical thinking, communication, therapeutic nursing interventions as essential components of nursing
- A systematic process for the provision of nursing care

Person. The term person includes all human participants in the caring environment: patients/clients (may be individuals, groups, or communities and includes family members and significant others of the identified patient/client), students, nurses, faculty, and interdisciplinary colleagues.

We Value:

- Each human individual as a unique whole with three spheres of mind, body, and spirit
- Understanding the lived experiences that each person brings to the caring interaction
- The caring experience in which all participants benefit developmentally

Environment. Environment is defined as all factors, internal and external, that interact with the person to affect health. The internal and external environments are made up of physical, psychological, socio-cultural, cognitive, and spiritual dimensions.

We Value:

- A environment which is supportive of learning
- An environment which fosters healthy interdependence
- An environment of respect and concern for self and others
- An environment which fosters empowerment

Health. Health, a dynamic, culturally defined state existing on a continuum, ranges from optimal health through death with various degrees of wellness--actual to potential.

We Value:

- The unity of mind, body, and spirit
- Collaborative leadership in health promotion

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ADMISSION TO THE NURSING MAJOR AT BEREA COLLEGE

I. All students make formal application to the Nursing major pursuant to the Berea College policies regarding declaration of primary major.

The Declaration of Major Application form is obtained from the Department of Academic Services and completed according to the guidelines.

II. After a student's Declaration of Major form has been received in the Nursing Department, the following actions will take place:

The faculty of the Department of Nursing meets to review applications and information about students. The decision related to Admission to the Major will be forwarded to the Registrar's Office.

- A. If the student is **Accepted**, he/she will be permitted to declare a major in Nursing.
- B. If the student is listed as **Admission pending**, the student must reapply.
- C. If the student is **Not Accepted**, the student will receive a letter from the Department of Nursing indicating the reason for this decision. A letter of denial also indicates that the Department's decision may be appealed (See Berea College Students' Handbook for the appeal process).

III. Academic Requirements for Unconditional Admission to Nursing Major

- A. Minimum overall GPA of 2.50.
- B. Have a grade of "C" or greater in the following collateral courses: BIO 101; BIO 102; CHM 113.

(Revised 10/8/08 and Pam has to run GPA requirement thru APC)

NOTE: A "C – " is not acceptable for nursing and all required collateral courses.

IV. Time Limitation for Nursing Courses Policy

The faculty of the Department of Nursing will review the applications of all students wishing to enter or reenter the program following a period of absence from academic study.

Students entering the program must be able to demonstrate competency in the nursing courses they have completed if:

- A. the course has been changed as to content, and/or;
- B. the course was taken over 5 years earlier.

This competency may be demonstrated by:

- A. successful completion of the final exam (theory and applicable lab), and/or;
- B. demonstrating appropriate use of the nursing process (clinical component).

If course content has changed, students may be required to repeat the course even though five years have not elapsed.

PROGRESSION THROUGH THE NURSING MAJOR

I. Requirements

- A. Minimum overall GPA of 2.50 and no grade lower than a "C" in each nursing course and in all required collateral courses. (GPA change effective with those declaring major in Spring of '09) (R)

NOTE: A "C - " is not acceptable for nursing and all required collateral courses.

- B. A nursing student will demonstrate appropriate professional qualities of judgment, disposition, and respect in the classroom and clinical setting at all times.
- C. Failure (defined as C- or below) of two NUR courses will result in dismissal from the Nursing major.

II. Reasons for Dismissal

Academic probation and suspension policies other than those of the Department of Nursing are discussed in the Berea College Student Handbook. Nursing majors are subject to those regulations as stated in the Handbook.

In addition to dismissal from the nursing program because of inability to progress, other grounds for dismissal include but are not limited to:

- Unsafe clinical performance (See Clinical Safety Policy)
- A pattern of disrespectful behavior in the classroom, clinical settings, and/or in verbal and nonverbal communications with others.
- Falsification of records or written assignments, or misrepresentation of presence at assigned clinical or community activities.
- Unethical or illegal conduct. All students are expected to adhere to the legal, moral, and legislative standards of acceptable behavior for nurses. The American Nurses' Association Code for Professional Nurses is used as the standard.
- Potentially life threatening medication errors.

III. PROCEDURE TO APPEAL A FAILING GRADE IN THEORY OR CLINICAL PORTION OF A NURSING COURSE REQUIRED FOR THE MAJOR IN NURSING

- A. Upon notification of failure meet with the course faculty to attain clarity and understanding about the reason(s) for failure.
- B. If the student disagrees with the failure he/she should meet with the Nursing Faculty Advisor about appealing the decision to the Nursing Faculty.
- C. The student will submit a letter within 7 working days of the notice of failure to the course Faculty and the Department of Nursing Chairperson stating the reasons for the appeal.
- D. The Department of Nursing Chairperson will acknowledge receipt of the letter of appeal and will submit a response to the letter of appeal to the student and Nursing Faculty within 2 working days from the receipt of the letter of appeal.
- E. The Department of Nursing Chairperson will schedule a meeting for the appeal within 7 working days (excluding weekends and vacation days).
- F. The student will meet with the Nursing Faculty with their Advisor acting as their advocate.
- G. The student will be excused as the Nursing faculty deliberate the appeal. Whenever a Nursing faculty serves as the student's advocate they will be recused from the vote.
- H. The student will be told of the decision verbally immediately after Faculty deliberation and will receive a written response within 7 working days.

IV. PROCEDURE TO APPEAL DEPARTMENT OF NURSING DENIAL OF APPEAL OF THEORY PORTION OF A NURSING COURSE REQUIRED FOR THE MAJOR IN NURSING

If the Nursing Faculty deny an appeal of the theory portion of the course the student should follow the appeal process detailed in the Berea College Student Handbook as quoted below and retrieved from www.berea.edu/vplsl/studenthandbook.

Appeals of Grades

It is recognized that instructors must have the primary responsibility of assessing the quality of academic performance, advancement, and achievement of students in their classes. However, instructors are subject to human frailties; these frailties can cause errors in calculation or judgment that may affect assessment of a student's performance. Because all instructors are required to reveal on the course syllabus the method in which the final grade will be determined, it is the responsibility of the student to review the course syllabus and become familiar with all components of the course grade. Further, it is the responsibility of the student to discuss any questions about grading practices during the course with the instructor. Except in the most unusual circumstances, grades will be changed only upon the recommendation of the faculty member involved, and then only with the consent of the SAAS Committee. The following procedures, designed to protect both the student and the faculty member, are to be followed such that the issue is resolved fairly and expeditiously:

1. Within 30 days of the start of the next regular term after assignment of the grade, the student must make a formal written appeal to the instructor involved explaining why he or she believes the grade should be changed. If the instructor finds an error has been made, he or she will request that the SAAS Committee approve a grade change and notify the student in writing of the request. If the instructor finds the grade to be correct, he or she will notify the student in writing of the decision not to change the grade, specifically addressing the student's stated reason for the appeal. The instructor's response must take place within 30 days of receipt of the appeal or—for reasons of travel, sabbatical, or other extenuating circumstances such as sick leave—within 30 days of the start of the next regular term when the faculty member returns.
2. If the student is not satisfied with the written response of the instructor, the student has the right to appeal in writing to the Department Chairperson or Interdisciplinary Program Director in which the course is taught within 30 days of the date of the instructor's written response. The student's written notice of appeal should be accompanied by all relevant materials; a copy of the original written appeal to the instructor and a copy of the instructor's written response must be forwarded to the Department Chairperson or Program Director. Within 30 days of the date of the student's written appeal to the department or program, the entire faculty of the department or program will hear the appeal. The student and faculty member may be present for the hearing. If the Chairperson/Director is the faculty member whose grade is being appealed, s/he will appoint another member of the department or program to chair the appeal hearing. For GST and GSTR courses, the Director of General Education serves as the chairperson and members of the Committee on General Education serve as the department. The decision of the department or program faculty shall be communicated in writing to the student, the faculty member, and the Director of Academic Services within 14 days of the date of the hearing. The letter should address the department or program's reason for supporting or denying the student's appeal. (Also see the "Summary of Grade Appeal Policy" chart on the next page for this information.)

If either the student or the faculty member does not agree with the decision of the department/program, either may appeal to the SAAS Committee in care of the Director of Academic Services. Within 30 days of the date of the department or program's written decision on the appeal, the student/faculty member must submit a letter contesting the department or program's decision to the Chairperson of the SAAS Committee in care of the Director of Academic Services. The SAAS Committee will base its decision on the following materials forwarded by the department/program:

- the original written appeal by the student to the instructor;
- the instructor's written response;

- the student's written appeal to the department/program and all supporting materials; and
- the department/program's response to the student.
Both the student and the faculty member may be present when the appeal is heard. The decision of the SAAS Committee will be final.

Both the student and the faculty member may be present when the appeal is heard. The decision of the SAAS Committee will be final.

Summary of Grade Appeal Policy

Action	Time Limit
Student submits written appeal to instructor.	Student submits written appeal to instructor.
<p>A. Instructor finds error was made; requests that SAAS Committee approve a grade change; and notifies student in writing of request for grade change.</p> <p>OR</p> <p>B. Instructor finds the grade to be correct; notifies student in writing, specifically addressing the student's stated reason(s) for the appeal.</p>	Within 30 days of receipt of written appeal or—for reasons of travel, sabbatical, or other extenuating circumstances, such as sick leave—within 30 days of the start of the next regular term when the instructor returns.
Student is not satisfied with the written response of the instructor and submits written appeal to Department Chairperson or Interdisciplinary Program Director (or the Director of General Education for GST and GSTR courses).	Within 30 days of date of instructor's written response.
Department holds appeal hearing.	Within 30 days of date of student's written appeal.
Department/Program's decision communicated in writing to the student, instructor, and the Director of Academic Services.	Within 14 days of the department's decision.

STANDARDIZED TESTING AND REMEDIATION POLICY

The Department of Nursing has adopted the KAPLAN Test Prep Program. This program includes standardized testing and remediation used in all nursing courses. A course fee is attached to NUR 341, 342, 350, 353, 447, 450 to cover the cost of the program. The testing and remediation is a requirement of successful matriculation through the curriculum. An on campus, external review course for NCLEX is also included in the Total Testing Program.

Referrals to the Department of Mathematics tutorial program and/or services available through the Learning Commons may also be part of a student's remediation program.

EXTENSION OF TERMS BEYOND FOUR (4) YEARS

Policy

Nursing students whose academic progress is delayed may be allowed to extend their education at Berea College to nine (9) or ten (10) terms including transfer terms, only upon the approval of Associate Provost for Academic Services. An extension to eleven (11) terms is allowed, only upon the approval the Student Admission and Academic Standing (SAAS) Committee. (Curriculum Committee Minutes 2/29/80)

Criteria to Recommend Extra Term(s) Beyond Four Years and Two Summers

Criteria for the Department of Nursing faculty to recommend extra semester(s) beyond four (4) years and two (2) summers:

1. Student has successfully completed Nursing 341 and 342 within three (3) years of admission (including students who change their major and students who are undecided). Transfer students will be evaluated individually.
2. Student shows evidence of perception of the problem, initiates problem resolution, and follows a specific written plan for accomplishing academic goals.

MATH PROFICIENCY & SKILLS COMPETENCY

Policy:

All nursing students will be required to demonstrate competencies in:

- medication administration;
- nursing skills;
- professional documentation.

Procedure:

Sophomore Year

Students will demonstrate competencies at the pre-novice level at the end of each semester for:

- pharmacologic math;
- medication administration;
- clinical nursing skills;
- professional medical terminology and documentation.

(A list of expected skills acquisition follows this page).

Junior & Senior Year

At the beginning of each semester all Junior and Senior nursing students will be required to demonstrate competencies at the novice level for:

- medication administration and pharmacologic math;
- clinical nursing skills acquisition;
- professional medical terminology and documentation.

Remediation:

Students will be permitted to participate in nursing clinical experiences once they have demonstrated competency in the above listed areas, for each semester it is required.

Students who demonstrate unsatisfactory completion of these competencies will be required to remediate and successfully achieve competency (ies) prior to attending nursing clinical experiences.

Students will refer to each course syllabus to familiarize themselves with the criteria that constitute a satisfactory/unsatisfactory clinical performance.

BEREA COLLEGE
Department of Nursing
Sophomore Level Nursing Skills

Student: _____ **Year:** _____

The above student has demonstrated **pre-novice** competency, performed in the controlled setting of a nursing skills laboratory and/or in a supervised clinical setting, including but not limited to, the skills listed:

Infection Control

Handwashing
Put on/Remove Personal Protective Equipment
Standard Precautions & Body Substance Isolation Establish/Maintain Sterile Field

Vital Signs

Height and Weight All pulses, Respirations
Temperature: Oral, Axillary, Rectal; IVAC, Tympanic Pain Assessment

Assessment of Health Status

Nursing Health History
Inspection, Palpation, Percussion, Auscultation of all Body Systems

Oxygenation Needs

Apply, Monitor, Discontinue O2: Nasal Cannula, Face Mask, Partial Rebreather
Perform Tracheostomy Suction and Care
Perform Oral-pharyngeal/Nasopharyngeal Suctioning

Personal Hygiene

Undressing/Dressing Client Bed Bath, Whirlpool Bath
Bed making; Occupied and Unoccupied Oral Care, Dental Care, Hair Care, Nail Care

Nutritional Needs

Monitor for S/S Food Intolerance Feed Dependent Client
Monitor/Record Nutritional Intake Insert, Monitor, Discontinue Gastric Tubes

Elimination Needs

Offer/Remove Bedpan, Urinal Administer Enema Monitor/Record I/O
Change Dignity Brief Apply External Male Catheter

Mobility/immobility Needs

Basic Principles of Body Mechanics Basic Principles of Safety & Transfer
Transfer Bed-Chair-Bed Ambulation/Gait Belt Use
Lift/Turn/ Repositioning Restraint Application & Principles of Care

Wound Care/Dressings

Wound Irrigation (Sterile) Remove/Apply Dressing (Clean, Sterile)
Remove Sutures/Staples/Drains Apply pressure dressing
· Apply ace wrap

Medication Administration

Topical, Transdermal, Oral, Vaginal, Rectal Eye, Ear, Nose Drops, Inhalers
ID, SQ, IM, Z-Tract, IV Push, IVPB N/G & Gastrostomy Tube Medications

Intravenous Therapy

Insert, Maintain, Monitor IV and IVF Insert, Maintain, Monitor IV Saline Lock
Regulate IV Flow Rate Discontinue IV, IVF, and Saline Lock

Faculty Signature: _____

Date _____

ACADEMIC HONESTY

Students at Berea College are "expected to be scrupulous in their observance of high standards of academic honesty in regard to tests, assignments, term papers, and all other procedures relating to class work. Academic dishonesty as used here includes, but is not limited to, plagiarism, cheating on examinations, theft of examinations or other materials from an instructor's files or office or from a room in which these are being copied, copying of an instructor's test material without the permission of the faculty, theft of computer files from another person, or attributing to one's self the work of others, with or without the others' permission" (2008-2009 [Berea College] Student Handbook, p. 54).

The faculty in the Department of Nursing believe that it is essential that nursing students be honest and ethical in their conduct. Knowledge of violations of academic dishonesty is to be reported to faculty. The consequences of academic dishonesty are identified in the 2008-2009 [Berea College] Student Handbook, pp. 54-55.

DEPARTMENT OF NURSING COURSE ATTENDANCE POLICY

Course faculty are responsible for determining course attendance policy. Refer to course syllabi for details.

GRADING SCALE

Grading Scale for Berea College

Coursework achievement is recorded by a grade of A, B, C, D, or F. The grade point average (GPA) is determined on a four point scale, A = 4.0, B = 3.0, C = 2.0, D = 1.0, and F = 0.

Grading Scale for Department of Nursing

The grading scale adopted by the Department of Nursing is as follows:

97 - 100	A+	75 - 78	C
91 - 96	A	70 - 74	D+
88 - 90	B+	64 - 69	D
82 - 87	B	63 - below	F
79 - 81	C+		

Final grade within a class will be rounded to the closest whole number at 0.5 (Example: 72.4 = 72 and 72.5 = 73)

Professional Behaviors of the Berea College BSN Student

The successful Berea College nursing student:

- is prepared for the start of clinical each semester. He/she gets updated on vaccinations, checks their CPR certification dates and gets recertified if needed prior to the beginning of the semester.
- reviews and is prepared to pass the math and skills competency that always occurs before clinical each semester.
- accepts that classrooms and clinical experiences are cell phone free zones.
- promptly notifies their clinical faculty by phone or in person if they are too ill to attend clinical. He/she gladly welcomes the opportunity for an alternate clinical learning assignment.
- seeks out their clinical instructor/preceptor upon arrival to clinical and is proudly wearing the required Berea College school uniform properly as he/she accepts that they are a representative of their school and the Department of Nursing.
- is prepared to provide clinical care to their clients. This includes obtaining the assignment, getting the client's history, reviewing medical orders, reviewing medication and laboratory values as well as identifying the significance of abnormal values and/or physical assessment deviations.
- never refuses an assignment without a valid reason that is communicated privately to their clinical instructor/preceptor.
- refrains from inappropriate/unprofessional behavior in the clinical settings and encourages his/her peers to do the same.
- remains on the patient care unit until he/she has informed and obtained permission from the clinical instructor/preceptor to leave the unit for meals and/or break.
- attends clinical free from the effects of influence or drugs. He/she comes to the experience well rested, prepared for the day, with a full stomach from eating prior to clinical.
- recognizes the need to ask for assistance when unprepared for a nursing action or when interacting with a difficult client. He/she also administers medications and performs sterile procedure under the guidance and direction of the faculty or RN responsible for that client's care.
- always takes action and performs appropriate nursing activities when it is essential to the health and safety of their client.
- recognizes the influence of their own attitudes and behaviors on the care of their clients.
- truthfully reports accurate information regarding nursing care provided during verbal report and in documentation. He/she assumes responsibility for completing all necessary nursing activities delegated to them.

CLINICAL REQUIREMENTS

There are several policies related to the clinical experiences for students. Detailed information will be given in specific courses about the clinical activities related to that course. Copies of all verification records will be kept in a secured file cabinet. Students are responsible for obtaining and submitting documents as required.

Cardio-Pulmonary Resuscitation (CPR)

Prior to entering NUR 341, each student is to have CPR training and current CPR training is to be maintained throughout the enrollment in the nursing program. The CPR card must show documentation of AED Instruction and CPR for infant, child and adult for the health care provider.

The training must be renewed annually/biannually through the same process just described and will be paid for by the student. The clinical faculty will request proof of training/ retraining annually in the fall. No student will be allowed to attend clinical without current training.

Required Immunizations

Nursing students must have immunizations and/or proof of immunity for DPT (diphtheria, pertussis, and tetanus), MMR (measles-rubeola, mumps, polio, and rubella), Hepatitis B and varicella titer. A Tdap booster is preferred for completion of a tetanus booster requirement. Additional immunizations and/or proof of immunity may be required by a specific agency. (See Infection Control Policy for additional information).

Color Blindness Testing

All students are required to undergo color blindness testing during NUR 341 as a portion of the physical assessment experience. Students who have color blindness must notify the clinical instructor prior to the beginning of each course and not perform procedures requiring color discrimination in the clinical setting.

Drug Testing

Dependent on clinical facilities, drug testing clearance may be required and must be obtained at the student's expense.

Defensive Driving

Students must hold a valid U.S. Driver's License in order to take the Defensive Driving Course. Defensive Driving and Van Driver's Training is highly recommended before enrolling for the fall junior semester. The course is offered free to Berea College students. Students are responsible for contacting Public Safety Office to enroll in the course. Students are required to submit a copy of their certification of completion for Departmental files at the completion of the course.

Motor Pool Vehicles/Transportation to Clinical Sites

Students driving Berea College Motor Pool vehicles for clinical experiences are required to make the arrangements through the individual clinical faculty. Students are to pick up and return vehicles keys directly from Motor Pool (unless other arrangements have been made with the clinical faculty). The **beginning and ending mileage** should be written on the form provided by Motor Pool. **All excess charges will be the responsibility of the student driver**; the driver is required to pay the fine. Vehicles may be picked up 15-30 minutes prior to the scheduled departure and should be free from litter when returned. Cars **MUST** be returned to Motor Pool on time. Any mechanical problems or maintenance needs should be reported to the Nursing Department's Office Manager and to Motor Pool. The online transportation policies can be reviewed at www.berea.edu/publicsafety/transportationregulations.asp.

Criminal Background Check

A criminal background check is required of all nursing students and is performed during the first semester of the sophomore year. This is arranged by the Department of Nursing Administrative Assistant. Students are responsible for the cost of the criminal check.

Clinical Dress Code

Students are required to wear the designated school uniform including school patch on the left sleeve while in the clinical setting. A three-quarter or full-length lab coat is also required in some settings. Dress in the community clinical activities consists of navy blue dress pants or skirt and a white shirt or blouse. It is expected that all students maintain a professional and modest appearance.

- Name tags must be worn at all times when in the clinical areas.
- No jewelry is to be worn except a watch with a second hand and small post earrings at earlobe. No earrings should be visible in any other body parts. Wedding bands may be worn in some clinical settings.
- White, non-canvas shoes are to be worn; shoes and laces are to be clean.
- Jeans, shorts or capris may not be worn by students in any of the health care facilities during clinical experiences.
- Artificial/Acrylic nails and nail polish are not permitted in the clinical setting.
- No colognes, perfumes or scented lotions.
- Hair must be neat, clean, shoulder length or pulled up.
- Head dress will only be permitted for religious practices.
- Students who present at clinical and are not compliant with the dress code will receive an unsatisfactory for the day.

Other dress requirements may exist within different clinical settings. Specific policies are determined by the individual agencies and will be explained to students at the beginning of each clinical rotation by the course faculty. Individual questions about clinical dress during a clinical rotation should be addressed to the individual faculty member responsible for the course.

Clinical Safety Policy

It is the duty of the professional Nursing Faculty to evaluate whether a student's clinical practice is safe. It is expected that all students will deliver nursing care in a safe manner. Unsafe conduct in the clinical area is defined as psychological and/or physical behaviors on the part of a student that threaten the health and/or well being of a client. The supervising faculty member has the right and responsibility to interrupt student practice which is deemed unsafe and may remove the student from the clinical setting if necessary and issue a "U" for clinical performance. In the event of clinical errors, the student will immediately notify the Preceptor or Clinical Faculty member and will follow all policies and procedures of the clinical agency. It is the student's responsibility to schedule an appointment with course and clinical faculty member(s) as soon as possible following the clinical experience in which the error occurred. Any efforts to conceal clinical error will be grounds for an unsatisfactory clinical grade. Unsatisfactory clinical grades result in course failure. The student should refer to the individual course syllabus and faculty member(s) for any clarification needed regarding unsatisfactory clinical performance.

It is up to faculty members' personal professional judgment to determine clinical competence. In the event of a clinical error/issue the faculty will discuss the matter in the timeliest manner possible. The Nursing Faculty members reserve the right to discuss students' clinical performance with each other.

Unsafe clinical performance is defined as a behavior which falls into one or more of the following categories:

- A. Inconsistent level of knowledge base and performance in the clinical area.
- B. Inability to apply nursing theory in clinical practice.
- C. Inappropriate or incorrect clinical behavior such as:
 - 1. Physical jeopardy. Instances wherein the student disregards the physical safety of the client or takes an action which places the client in physical danger.
 - 2. Emotional jeopardy. Inappropriate verbal or nonverbal behavior causing undue stress to the client.
 - 3. Asepsis. Disregard for medical asepsis and protection of self, client, and staff (includes hand washing, general cleanliness, and use of Personal Protective Equipment (PPE), etc.).

INFECTION CONTROL POLICY

I. Introduction

The delivery of nursing care is not now, nor has it ever been, without safety hazards. It is the belief of the faculty that with the proper education, skills training, and immunizations, faculty and students can be reasonably protected from risk of infections contracted in the course of nursing practice. Further, to prevent discrimination against faculty, students, and staff who may have certain infectious diseases the policy will also set forth some specific protections which the school will provide its constituents.

The information in this policy is based on current available information and will be updated when new information is forthcoming from the Centers for Disease Control (CDC). The CDC directives and Department of Nursing policy will be reviewed annually by student and faculty representatives.

II. Consistency

This policy is consistent with the policy in place at Berea College Health Service. Due to the nature of nursing practice, however, the Department of Nursing policy is necessarily more specific and detailed.

III. Admissions and Hiring

No prospective student, faculty member, or staff member will be refused admission or employment solely because of a positive reading on diagnostic tests for infectious disease. Further, no HIV screening of potential candidates will be required for either admission or employment. Specifically, candidates will not be asked for their HIV antibody status, if known, and will not be required to submit to HIV testing if their antibody status is not known. Persons desiring to be tested voluntarily will be referred to the Madison County Health Department or the Berea College Health Service.

Once admitted (students) or employed (faculty), persons known to be HIV positive will not be discriminated against in terms of access to usual and normal student or employee activities and privileges over which the Department of Nursing has control.

IV. Student and Faculty Immunizations

Student immunizations: Upon admission to the nursing major, students are required to have current immunizations or documentation of immunity. This includes DPT (diphtheria, pertussis, tetanus), polio, varicella, and MMR (measles-rubeola, mumps, and rubella), and a Tdap tetanus booster within the last ten years. If the MMR has not been received and there is doubt as whether or not the student has had rubella, a rubella titer must be done. If the titer results reveal no immunity, a rubella vaccination will be required. Proof of varicella immunity can be documented through one of the following: by varicella immunization or by titer. If the titer results reveal no immunity, a varicella vaccination will be required. Hepatitis B vaccine is required. A PPD skin test for tuberculosis is required annually beginning in the sophomore year. A two step PPD screening is required at the sophomore level prior to being placed in the clinical setting. Should the skin test be positive, the student must submit evidence from a health care provider that they have been screened for tuberculosis prior to participating in clinical. No student will be allowed in the clinical setting until the potential for active tuberculosis is determined. If antitubercular drug regime is necessary, the student will not be allowed in clinical until a release from a health care provider is obtained. Students should seek help from their private physician, the Berea College Health Service, and/or the Madison County Health Department.

Immunizations must be current in order for the student to attend the clinical learning experiences. The student is responsible for submitting proof of immunizations. The Department of Nursing Infection Control Officer will notify the student of dates of booster immunizations and repeat skin tests.

Should a student be allergic to the required vaccines or object to immunizations, a statement to that effect from the physician or nurse practitioner must be submitted to the Department of Nursing. Only those records necessary to assure compliance with this policy will be kept.

Health Insurance: Berea College requires all students to carry Health Insurance. (Berea College Student Handbook 2008-2009, page 34)

V. Clinical Guidelines

The ANA Code for Nurses states, "The nurse provides services with respect for human dignity and the uniqueness of the client unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems." In accordance with the Code, the Berea College Department of Nursing believes nursing professionals have a fundamental responsibility to provide care to all clients assigned to them and that refusal to care for clients with infectious diseases, including AIDS and tuberculosis, is contrary to the ethics of the nursing profession.

Reasonable precautions will be exercised in order to protect students as they provide client care. Beginning with the first clinical course, all students will be provided with:

1. The most current information on modes of acquiring and transmitting infectious diseases in the clinical setting;
2. Thorough instruction in standard precautions to minimize transmission of infections (See section VIII);
3. Supervised practice in the nursing lab prior to actual client care; and
4. Close supervision and monitoring of initial clinical experiences.

In addition, in all nursing components of the curriculum, the student will learn techniques related to the prevention of transmission of specific infectious diseases.

As students are assigned to clinical agencies, they will be required to follow that agency's infectious disease policies and procedures.

Since needle-stick injuries are the most common form of accidental exposure to bloodborne infectious diseases, one-handed needle recapping technique is taught to all nursing students, and practiced by all students and faculty in all settings if immediate disposal in a sharps container of an uncapped needle is not possible.

Faculty are responsible for ensuring that:

1. Students utilize procedures for handling accidental exposure or violations of safety guidelines in the care of clients with infectious diseases.
2. Equipment and supplies are available to the students to minimize the risk of infections; and
3. Disinfection and disposal procedures of the agency are followed.
4. Students who have open lesions or weeping dermatitis or who are immunosuppressed will refrain from all direct client care.
5. Students with any transmissible infection should not be in the clinical setting.

In those instances where students are apprehensive or refuse to participate in caring for clients with infectious diseases, students will receive intensive education and counseling. If refusal persists, career counseling should be pursued to determine whether the student should continue to pursue a career in nursing.

VI. Infection Control Officer

The Chairperson of the Department of Nursing will appoint a faculty member to serve as the Infection Control Officer. This individual will oversee activities made necessary by this policy.

VII. Safe Practice

It is the obligation of each student to have the appropriate and necessary information and equipment needed for the safe practice of nursing in all settings.

VIII. Standard Precautions

1. Use CDC standard precautions with ALL clients.
2. Hands will be washed or sanitized before and after contact with each client.
3. Students will use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids of client is anticipated.
 - Gloves will be worn for touching blood and body fluids, mucous membranes, or non-intact skin of all clients, for handling items or surfaces soiled with blood or body fluids, and for performing venipuncture and other vascular access procedures.
 - Gloves will be changed after contact with each client.

- Masks and protective eyewear or face shields will be worn during procedures that are likely to generate droplets of blood or other body fluids to prevent exposure of mucous membranes of the mouth, nose and eyes.
 - Gowns or aprons will be worn during procedures that are likely to generate splashes of blood or other body fluids.
4. Hands and other skin surfaces will be washed or sanitized immediately and thoroughly if contaminated with blood or other body fluids. Hands will be washed or sanitized immediately after gloves are removed.
 5. Students will take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during procedures; when cleaning used instruments; during disposal of used needles; and when handling sharp instruments after procedures.
 - To prevent needlestick injuries, contaminated needles will not be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand.
 - After they are used, disposable syringes and needles, scalpel blades, and other sharp items will be placed in puncture-resistant containers for disposal.
 6. It is impossible to specify type of barrier for every possible clinical situation. Therefore, students should exercise their own judgment at all times.

Any student who has been accidentally exposed to potentially infectious body fluids (through needlestick, contact with mucous membranes, etc) will immediately contact the physician on duty at College Health Services for evaluation and follow-up on campus. If students are off campus in a clinical assignment, they are to go to the hospital or agency designated emergency services.

BIOMEDICAL WASTE DISPOSAL

All Biomedical Waste (including syringes and needles) are to be placed in puncture-resistant containers in the Nursing Clinical Skills Laboratory.

DISABILITY POLICY

This document will assist Berea College Department of Nursing in complying with the 1990 Americans with Disabilities Act (ADA). The act was promulgated by the United States Congress to prohibit discrimination against qualified individuals with disabilities. Disability is defined in the Act as (a) person with a physical or mental impairment that substantially limits one or more of the major life activities of such individuals; (b) a record of such impairment; or (c) being regarded as having such an impairment.

Examples of Disabilities Likely Covered by ADA:

Physical Impairments: (Orthopedic, visual, speech, and hearing impairments):

Cerebral palsy	Epilepsy
Muscular Dystrophy	Multiple Sclerosis
Cancer	Heart Disease
Diabetes Mellitus	HIV (Symptomatic or Asymptomatic)
Tuberculosis	Addictions

Mental Impairments:

Retardation	Organic Brain Syndrome
Psychiatric Disorders	Learning Disabilities

Examples of a Record of Such Impairments:

History of:

Psychiatric Illness	Addiction to drugs or alcohol
Physical Illness	Erroneously diagnosed with a condition

Examples of "regarded as" having a disability:

Deformity not affecting function (i.e., facial, trunk, etc.)
Mild Diabetes Mellitus controlled by medication

Core standards are not to be used to make judgments about admission to and progression in the Department of Nursing program. For the purposes of Berea College Nursing Program compliance, a "qualified individual with a disability" is one who, with or without reasonable accommodation or modification, meets the essential eligibility requirements for participation in the Nursing program.

Core performance standards are used to assist each student in determining whether accommodations or modifications are necessary. The standards provide an objective measure upon which a student and the advisor base informed decisions regarding whether the student is "qualified" to meet requirements. The Core Performance Standards for Admission and Progression are listed on the following page.

Every applicant and student will be given a copy of the standards. If a student believes that it is impossible to meet one or more of the standards without accommodations or modifications, the Department of Nursing must determine, on an individual basis, whether the necessary accommodations or modifications can be made reasonably. **It is the responsibility of the applicant/student to communicate any disability to the Chair of the Department of Nursing.** Reasonable accommodation is defined by the Act to include making existing facilities readily accessible to and usable by individuals with disabilities.

CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION*

ISSUE	STANDARD	SOME EXAMPLES OF NECESSARY ACTIVITIES (not all inclusive)
Critical Thinking	Critical thinking ability sufficient for clinical judgment.	Identify cause-effect relationships in clinical situations, develop nursing care plans.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	Establish rapport with patients/clients and colleagues.
Communication	Communication abilities sufficient for interaction with others in verbal and written form.	Explain treatment procedures, initial health teaching, document, and interpret nursing actions and patient/client responses.
Mobility	Physical abilities sufficient to move from room to room and in small places.	Move around in patient's rooms, work spaces, and treatment maneuver areas, Cardio-pulmonary procedures.
Motor Skill	Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Calibrate and use equipment; position patients/clients.
Hearing	Auditory ability sufficient to monitor and assess health.	Hears monitor alarm; emergency signals, auscultatory sounds, cries for help.
Visual	Visual ability sufficient for observation and assessment in nursing care.	Observes patient/client responses.
Tactile	Tactile ability sufficient for physical assessment.	Perform palpation, functions of physical examination and/or those related to therapeutic intervention, e.g., insertion of a catheter.

* Berea College is a private institution and, therefore, is covered under Title III of the Disability Act.

Notice Concerning The Americans With Disabilities Act (ADA) Amendments Act Of 2008

On September 25, 2008, the President signed the Americans with Disabilities Act Amendments Act of 2008 ("ADA Amendments Act" or "Act"). The Act makes important changes to the definition of the term "disability" by rejecting the holdings in several Supreme Court decisions and portions of EEOC's ADA regulations. The Act retains the ADA's basic definition of "disability" as an impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment. However, it changes the way that these statutory terms should be interpreted in several ways. Most significantly, the Act:

- directs EEOC to revise that portion of its regulations defining the term "substantially limits";
- expands the definition of "major life activities" by including two non-exhaustive lists:
 - the first list includes many activities that the EEOC has recognized (e.g., walking) as well as activities that EEOC has not specifically recognized (e.g., reading, bending, and communicating);
 - the second list includes major bodily functions (e.g., "functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions");

states that mitigating measures other than "ordinary eyeglasses or contact lenses" shall not be considered in assessing whether an individual has a disability;

clarifies that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active;

provides that an individual subjected to an action prohibited by the ADA (e.g., failure to hire) because of an actual or perceived impairment will meet the "regarded as" definition of disability, unless the impairment is transitory and minor;

provides that individuals covered only under the "regarded as" prong are not entitled to reasonable accommodation; and

emphasizes that the definition of "disability" should be interpreted broadly.

EEOC will be evaluating the impact of these changes on its enforcement guidances and other publications addressing the ADA.

Effective Date:

The ADA Amendments Act is effective as of January 1, 2009.

This page was last modified on October 6, 2008

BEREA COLLEGE
2008 – 2009 CURRICULUM GUIDE (revised 6/16/08)
B S. in NURSING

NOTE: This guide is subject to change and represents actions approved by Faculty through May 2008, for the academic year 2008-2009. Please refer often to the 2008-2009 *Online Catalog*, which will be updated with the most current information.

GENERAL EDUCATION PROGRAM :

Continue to watch the Online Catalog (www.berea.edu/catalog) for courses approved to satisfy Gen. Education requirements.

Core Courses	Term	Credit
MAT 010: Prealgebra ^a	___	NC
MAT 011: Elementary Algebra I ^a	___	NC
MAT 012: Elementary Algebra II ^a	___	NC
GSTR 110: Writing Sem. I: Critical Thinking in the Liberal Arts	___	1
GSTR 210: Writing Sem. II: Identity and Diversity in the United States	___	1
GSTR 310: Understandings of Christianity	___	1
GSTR 332: Scientific Knowledge & Inquiry	___	1
GSTR 410: Sr. Sem. in Cont. Global Issues	___	1
Lifetime Health & Fitness: PEH 100 & Phys. Activity		
PEH 100: Introduction to Lifetime Wellness (if swimming proficiency test not passed, one of next two courses must be PED 200)	___	.50
PED 2 ___: _____	___	.25
PED 2 ___: _____	___	.25

Practical Reasoning Across the Curriculum (PR & PRQ)

Two courses—at least one firmly grounded in math or statistics (PRQ); the other can be an approved practical reasoning (PR) course or another PRQ course.

_____:	___	1
_____:	___	1

Perspectives—Six Areas Required

Students will satisfy each of the six Perspective areas by taking or waiving a course, or through an approved experience. Individual courses may be approved to satisfy more than one Perspective, but no single course may satisfy more than two Perspective areas.

1. Arts _____
2. Social Science _____
3. Western History _____
4. Religion _____
5. Afr. Amer., Appal., Women's _____
6. International (two courses either in area 6A or area 6B):
 - A) Same Non-English Language _____
 - Same Non-English Language _____
 - (one course may be waived by placement exam)
 - OR
 - B) World Culture (Non-western) _____
 - World Culture (Western/non-western) _____

Active Learning Experience (ALE)

An approved experience, taken for credit or as noncredit.
 _____:

Writing Competency Requirement

Students may satisfy this requirement by passing the eWrite placement examination during the ROW or in Spring Orientation, passing the Writing Competency Examination administered in Fall and Spring, or successfully completing GST 150: College Composition or ENG 104: Advanced ESL.
 _____:

^a May be waived on basis of test scores.

^b NUR 350 was 347, NUR 351 was 344, NUR 352 was 345, NUR 353 was 346, NUR 447 was 343, NUR 448 was 348, NUR 449 was 349, BIO 102 was 302, BIO 207 was 307, BIO 222 was 322

MAJOR COURSES:

Core Courses	Term	Credit
NUR 341: Hlth. Assessment and Essentials of Nursing Practice I	___	1
NUR 342: Hlth. Assessment and Essentials of Nursing Practice II	___	1.5
NUR 350: Nurs. of Child. & Adults I ^b	___	2
NUR 351: Nurs. of Child. and Adults with Psych./Mental Health Needs ^b	___	1
NUR 352: Research in Nursing ^b	___	.5
NUR 353: Nurs. of Child. & Adults II ^b	___	1.5
NUR 354 Pharmacology	___	1
NUR 447: Nursing of Women and the Childbearing Family ^b	___	1.5
NUR 448: Community Health Nursing and Leadership I ^b	___	1
NUR 449: Community Health Nursing and Leadership II ^b	___	1

Capstone Course

NUR 450: Synthesis in Nurs. Practice	___	2
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Collateral Courses (Required; count outside the major)

BIO 101: Human Anatomy & Phys.	___	1
BIO 102: Human Anat. And Phys. II ^b	___	1
BIO 207: Pathophysiology ^b	___	1
BIO 222: Microbiology ^b	___	1
CFS 221: Fundamentals of Nutrition	___	1
CHM 113: Fund. of Gen. & Bio. Chem.	___	1
PSY 100: General Psychology	___	1

SHORT TERMS

Dept. & No.	Title	Term	Credit
_____	_____	___	___
_____	_____	___	___
_____	_____	___	___

ELECTIVES (count in 21 credits outside the major, unless in the NUR rubric)

Dept. & No.	Title	Term	Credit
_____	_____	___	___
_____	_____	___	___
_____	_____	___	___
_____	_____	___	___
_____	_____	___	___
_____	_____	___	___
_____	_____	___	___
_____	_____	___	___

Admission Guidelines: Prior to admission to the major, a student must have a minimum overall GPA of 2.25 AND a grade of C or higher in the following courses: BIO 101, BIO 102^b, CHM 113, and NUR 341.

Minimum Graduation Credits: The Nursing major requires a minimum of 14 required major courses and 21 credits required outside the major.

Nursing majors also are expected to satisfy departmental standards for effectiveness in written and oral communication. See College Catalog for additional requirements for continuation in the major.

COMMUNICATION PLAN

DESCRIPTION OF COMMUNICATION SKILLS IMPORTANT FOR THE GRADUATE OF THE MAJOR IN NURSING:

Essential communication skills are active listening, speaking, and writing in the following situations:

1. One-to-one discourse with faculty, clients, and members of the health care team in which one clearly expresses one's thoughts and reflects understanding of the communication of another.
2. Participation in groups (approximately 10 members) which includes facilitation of discourse as well as expressing one's views.
3. Participation in smaller group (approximately 3-6 members) interactions, the purpose of which is project development and completion.
4. Presentation of formal address which includes response to the audience questions.
5. Prepare written documents with accuracy, clarity, and grammatical proficiency utilizing current APA format.

STATEMENT FOR STUDENTS SPECIFYING THE DEPARTMENT'S STANDARDS OF COMPETENCE

Department of Nursing Competencies for Speaking and Listening

Communication is the exchange of ideas, information or emotions through verbal (oral and/or written) or non-verbal means. Essential oral communication skills in Nursing are active listening and speaking. Essential written communication skills in Nursing are accuracy, clarity, and grammatical proficiency. Professional Nursing practice mandates that the nurse be able to communicate with clients, members of the health care team, and publics of a larger audience in the provision of care.

Essential communication competencies for the successful Nursing graduate are the abilities to:

1. Engage as speaker, listener, and author in the exchange of information and ideas with faculty, clients, peers, members of the health care team, groups, and larger audiences.
2. Convey information accurately and concisely.
3. Critically analyze instructions and information for appropriate follow-through.
4. Request clarification in a coherent and concise manner.
5. Explain one's own thoughts or actions in a concise and coherent manner.
6. Identify, understand, and accurately report the essential elements of communication situations (eg. nurse-client interaction, peer interaction, faculty-student interaction, class discussion or lecture).
7. Focus upon communication of others and convey genuine interest through appropriate non-verbal means (eg. eye contact, nodding one's head to convey acceptance or understanding, and facial expressions.)
8. Use therapeutic communication in nurse-client interactions.

Students will be directed to each course syllabus for grading rubrics for oral and written assignments.

Nursing Department Guidelines: Reflection & Context Statement

The following guidelines discuss how the reflection assignment demonstrates whether you achieved the defined nursing department expected outcomes for critical thinking, communication, and therapeutic nursing intervention.

Critical Thinking Abilities

- Critical thinking is an activity in which skills of discovery, perceiving, examining, analyzing, and concluding lead to reasoned decision making and action.
- The essential critical thinking activities identified by the Department of Nursing are:
- The graduate shall:
 - demonstrate open-mindedness to divergent views;
 - look beneath the surface to find and/or create meaning;
 - identify patterns, connections, and relationships;
 - identify and challenge assumptions;
 - use research;
 - make decisions based on thorough assessment, analysis, and exploration of potential consequences.

Communication Abilities

- Communication is the exchange of ideas, information, or emotions through verbal, oral, and/or written or non-verbal means.
- Essential communication skills include active listening, speaking, and writing. The following abilities are identified by the Department of Nursing as the primary outcomes for the graduate:
- The graduate shall:
 - use therapeutic communication with individuals and groups;
 - communicate in a professional manner.

Therapeutic Nursing Interventions

- Therapeutic nursing interventions are individualized, theory-driven strategies and actions aimed at:
 - preventing illness,
 - restoring and maintaining health,
 - and/or promoting wellness in the client.
- These strategies include:
 - psychomotor and bio-psycho-social interventions;
 - administrative activities;
 - educational program development and implementation.

DEPARTMENT OF NURSING STUDENT RESOURCES

The following resources are available to students in the Department of Nursing (Hafer-Gibson) building. The building is open Monday through Friday from 8 AM -12 N and 1-5 PM. The Reading Room and Nursing Clinical Skills Laboratory can be used at these hours. The building is open on Monday – Thursday evenings from 6 – 9 PM and Sundays from 2 – 5 PM **for nursing student use only**.

Nursing Clinical Skills Laboratory

The Nursing Clinical Skills Laboratory is used as a place to demonstrate and practice nursing skills. Equipment and supplies are available for students to practice a variety of nursing skills. Faculty members or TAs are available for assistance and feedback at selected times or by appointment.

Students and faculty must provide **at least twenty-four hour notice** for obtaining any laboratory equipment (videos excluded). If large numbers of glucose and cholesterol monitoring strips are needed **at least three days notice** must be given. Requested equipment is to be signed out on the student or faculty member sign out sheet obtained from a TA, office manager or clinical nursing skill laboratory director.

Due to safety concerns, **children are not** permitted to be in the Nursing Clinical Skills Laboratory except during designated scheduled pediatric assessment laboratory experiences.

Reading Room

Room 101 in the Department of Nursing building has been designated as a "Reading Room." Faculty members may provide materials for selected classes or courses for student use. Materials from the Reading Room cannot be taken from the Nursing Building. Anyone using the Reading Room is responsible for returning items to the shelves.

Printed materials such as pamphlets for use by students and faculty are also located in the Reading Room and can be removed.

Audiovisual Resources

CDs, DVDs, and video cassettes have been purchased by the Department of Nursing to help introduce information and procedures as well as to reinforce learning. Videos related to nursing are also available through the Hutchins Library. These materials are usually made specifically available to students in selected courses, but can be used by any nursing student for review purposes. Videos not reserved for classroom or nursing clinical skills lab use can be checked out **Overnight Only** and must be returned by 8 AM the following day.

Audiovisual equipment in the Department of Nursing is owned by Berea College Audiovisual Department and some is available for overnight use by students when it is not being used for specific nursing course requirements, class or faculty. Before checking out the equipment, its availability must be cleared with the nursing clinical skills laboratory director or Office Manager.

DAMAGE TO OR LOSS OF SIGNED OUT EQUIPMENT IS THE FULL RESPONSIBILITY OF THE BORROWER.

Learning Commons Resources (Hutchins Library)

Students have access to core nursing periodicals through the Berea College Learning Commons. The list is available at www.berea.edu/hutchinslibrary.

NURSING STUDENT ORGANIZATIONS

BEREA COLLEGE ASSOCIATION OF NURSING STUDENTS (BCASN)

Berea College Association of Student Nurses (BCASN) is an organization comprised of all nursing majors. A nursing student is automatically a member upon considering nursing as a major. The Organization meets monthly throughout the academic year. Officers are elected each Spring for the following year. The Organization also elects a faculty sponsor each year.

There are also numerous resources which support nurses and nursing scholarship. Several links are located at www.berea.edu/nursing/resources.asp.

STUDENT REPRESENTATION ON COMMITTEES

Department of Nursing

Nursing students are encouraged to actively participate on Committees of the Department of Nursing.

Nursing Clinical Skills Laboratory Teaching Assistants attend the regular Faculty and Curriculum meetings on a rotating basis. The Teaching Assistants also solicit concerns from students and present them as they arise to the nursing faculty during these meetings.

Berea College

Nursing students, as any other student on campus, are encouraged to participate in any of the campus committees and organizations. Campus organizations and activities are listed in the Berea College Student Handbook.

EXPENSES

Nursing Student Expenses

A list of Nursing Student Expenses (example attached) is forwarded to the Office of Financial Affairs annually.

Nursing Student Expenses (updated annually)

Hepatitis B vaccine	128.00
First Year Expenses:	
NUR 300 Course fee for KAPLAN testing program	50.00
Books	350.00
Sophomore Expenses:	
Books	450.00–520.00
Uniform	40.00–65.00
Shoes	45.00–60.00
Hosiery	2.00–5.00 per pair
Professional street clothes for community based nursing experiences	75.00–100.00
Equipment:	
Blood pressure cuff	45.00–60.00
Stethoscope	75.00–90.00
Penlight	8.00–12.00
Watch	20.00–30.00
Bandage scissors	12.00–15.00
Certification Exams:	
CPR	40.00
State Registered Nurse Aide (recommended)	75.00
NUR 341 Course fee for KAPLAN testing program	55.00
NUR 342 Course fee for KAPLAN testing program	55.00
Criminal Background Check	10.00
Junior Expenses:	
Books	350.00–450.00
Uniform	40.00–65.00
Shoes	45.00–60.00
Hosiery	2.00–5.00 per pair
Professional street clothes for community based nursing experiences	75.00–100.00
NUR 343 Course fee for KAPLAN testing program	75.00
NUR 346 Course fee for KAPLAN testing program	75.00
Senior Expenses:	
Books	350.00–450.00
Uniform	40.00–65.00
Shoes	45.00–60.00
Hosiery	2.00–5.00 per pair
Professional street clothes for community based nursing experiences	75.00–100.00
Professional suit required for NUR 349	200.00
CPR	40.00
NCLEX application picture	15.00
NCLEX application	200.00
Kentucky Board of Nursing fee	110.00
Other State Boards of Nursing fees will vary	
Criminal Background Check for licensure	15.00
Nursing pin	95.00
NUR 347 Course fee for KAPLAN testing program	100.00
NUR 450 Course fee for KAPLAN testing program	100.00
NCLEX Review Course (strongly recommended)	Included in KAPLAN testing

NOTE: The clothing expense is repeated each year due to the possibility that the clothing will wear out or no longer fit from year to year.

502-429-3300
800-305-2042
Fax: 502-429-3311

KENTUCKY BOARD OF NURSING

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Steven L. Beshear
Governor

INFORMATION FOR SCHOOLS OF NURSING ON STUDENTS WITH CRIMINAL CONVICTIONS

The Kentucky Board of Nursing is authorized by law to deny a license or to issue a license under disciplinary conditions because of an applicants' criminal conviction. KRS 314.091(1) states, in part: "The board [of nursing] shall have power to reprimand, deny, limit, revoke, probate, or suspend any license ... to practice nursing issued by the board or applied for in accordance with this chapter ... upon proof that the person ... (b) has been convicted of any felony, or a misdemeanor involving drugs, alcohol, fraud, deceit, falsification of records, a breach of trust, physical harm or endangerment to others, or dishonesty..."

KRS 314.031(4) requires that all misdemeanor and felony convictions occurring in Kentucky or in any other state, regardless of when they occurred, must be reported to the KBN. A person has been convicted if they pled guilty, entered an Alford or *nolo contendere* plea, or were found guilty in any court. All criminal convictions are individually reviewed by the Board. The person must supply to the Board a certified copy of the conviction record and a letter of explanation. The letter of explanation is a personally written summary of the events that led to the conviction. It gives the person an opportunity to tell what happened and to explain the circumstances that led to the conviction. The Board will take into consideration the nature of the offense and the date of the conviction.

The Board may seek to deny an application because of criminal convictions. If that happens, the applicant may request a formal hearing before a KBN Hearing Panel. The request must be in writing. The applicant will be notified of the date, time, and location of the hearing. The applicant may be represented by an attorney. The Hearing Panel will consider the request for licensure. After hearing the evidence presented, the Panel will make a recommendation to the full board regarding the approval or denial of the application for licensure.

For more information, please refer to the KBN brochure "Mandatory Reporting of Criminal Convictions" which is available on the KBN web site www.kbn.ky.gov or call the Board at (502) 429-3300 or toll free 800-305-2042, ext. 238 or 243.

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