



Nursing Department

Nursing Student Handbook

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Welcome from the Brookline College Vice President of Nursing Education

The choice to make a difference is yours and we are glad you have chosen Brookline College to assist you in reaching your professional goals.

Nursing is a career with many opportunities. Nurses work at general medical and surgical hospitals, offices of physicians, with home health care service providers and at nursing care facilities...the opportunities are many. In addition, nurses must make quick, sometimes life-and-death decisions; understand a patient's treatment, symptoms, and danger signs; coordinate care with other health providers; master advanced technology; guide patients through the maze of health resources in a community; and teach patients how to comply with treatment.

Successful completion of the Brookline College nursing program will prepare you to sit for the nursing licensure exam (NCLEX-RN). Clinical experiences in the hospital, laboratory, and community supplement classroom learning as students develop the skills and competencies to provide nursing care in various health care settings. The curricula include a broad spectrum of theoretical knowledge, as well as critical-thinking, communication, and leadership that are aimed at preparing you for the rigors of entry-level employment opportunities within this important profession.

On behalf of the program faculty and staff who are ready to support you in meeting your goal of becoming a nurse, welcome to Brookline College!

Dr. Carol S. Kleinman, PhD, RN, NEA-BC

INTRODUCTION

This handbook augments the Brookline College catalog and serves as a source of important information for students in the nursing program. It will inform you about important Nursing Department requirements and describe expectations of nursing students. It is a reference source for information about academic requirements, Nursing Department policies, and students' rights and responsibilities.

The information contained in the Nursing Student Handbook is subject to change at any time. Students will be notified of changes through classroom announcements, email, the Nursing Department communications board, and on the Nursing Department website.

Brookline College History

Brookline College was originally incorporated and licensed in Arizona on October 18, 1979 as Arizona Institute of Business and Technology (AIBT), a non-profit business and technical school. The institution was accredited in 1982 by the Association of Independent Colleges and Schools (now the Accrediting Council for Independent Colleges and Schools, ACICS). In 1999, ACICS awarded AIBT Junior College status and granted approval for the institution to offer the Associate degrees at all campus locations.

In 2001, AIBT was awarded Senior College status by ACICS and received approval to offer Bachelor of Arts degrees via online delivery. In 2002, Arizona Institute of Business and Technology became International Institute of Americas (IIA) and opened a campus in New Mexico.

The planning of the Nursing Department began in 2001 culminating in its provisional approval by the Arizona State Board of Nursing in 2004. In 2004, IIA also received formal approval from ACICS to award an Associate of Arts degree in Nursing. Subsequently in early 2005, IIA officially opened its Nursing Program at 43rd Avenue and Bethany Home Road as part of the Phoenix Campus. The School was initially named after Ms. Ethel Bauer because of her tireless work in education and her passion to provide opportunities for others to advance their careers. The Ethel Bauer School of Nursing is now known as the Brookline College Nursing Department.

In July 2007, the Hamilton White Group IIA, LLC (now Brookline College, LLC) purchased the assets of IIA, and changed the school's name to IIA College in March 2008. In June 2009, the institution was renamed Brookline College.

In June 2010, Brookline College received approval to offer baccalaureate degrees via residential and online delivery. In June 2011, Brookline College received approval to offer master degrees via residential and online delivery.

Accreditation and Approvals

Brookline College is accredited by the Accrediting Council of Independent Colleges and Schools (ACICS) to award certificates, diplomas, associate's degrees, bachelor's degrees, and master's degree. Brookline College is licensed and approved to offer the nursing programs by the following state agencies:

Arizona State Board of Nursing
Arizona State Board for Private
Postsecondary Education

New Mexico Board of Nursing
New Mexico Higher Education Department

The Brookline College – Phoenix Baccalaureate nursing programs have been granted initial accreditation by the Accreditation Commission for Education in Nursing (ACEN) (3343 Peachtree Road NE, Suite 850; Atlanta, Georgia 30326; 404-975-5000; www.acenursing.org).

Bachelor of Science in Nursing Program

The Nursing Department offers two programs leading to the award of a **Bachelor of Science in Nursing** (BSN). One is a traditional BSN program and the other is a program for individuals who possess a bachelor's degree in another field.

Brookline College Mission Statement

Brookline College is an independent, accredited institution dedicated to meeting the educational needs of a developing multicultural society. The institution is committed to preparing students academically and professionally to meet the constantly changing employment requirements of business, industry, public service organizations, and medical support agencies functioning in a highly advanced and expanding technological community.

Brookline College Objectives

The objectives of Brookline College are to:

1. Provide comprehensive, concentrated, qualitative educational programs, which will guide students through the development of the competencies needed to meet the employment requirements in a highly technological environment.
2. Provide services that will support a diverse student body in their pursuit of postsecondary education on a variety of levels and eliminate the barriers to the completion of their educational objectives.
3. Provide innovative approaches and methodologies in a non-traditional educational environment emphasizing a multiplicity of skills.
4. Recognize and integrate lifelong learning and academic experiences as they would apply to each student's program of study.
5. Provide students with access to faculty members whose academic qualifications and practical experience will provide the valuable leadership necessary to prepare students for successful integration into the workplace.
6. Provide learners with the academic, cognitive, and professional skills necessary for career advancement.
7. Provide all students with a hands-on working knowledge of information technology procedures and applications.

Nursing Department Mission Statement

The mission of the Nursing Department is to prepare highly competent professional nurses to address complex human needs within a multicultural environment that will improve the health of individuals, families, and communities through the discovery and dissemination of nursing knowledge and the translation of science into practice. Faculty facilitate the education of students in the art and science of nursing to provide ethical, holistic, culturally competent, evidence-based care in collaboration with other members of the healthcare team in a variety of health care settings within a constantly evolving health care environment. Students, as members of the community in which they receive their education, are stakeholders in the health and welfare of the community they will serve.

The Nursing Department has seven (7) student learning outcomes that are derived from the College-wide learning goals, Department mission and philosophy, and professional standards of practice. The graduate of the BSN program:

1. Utilizes the nursing process and critical thinking as tools to make culturally-sensitive patient-centered clinical decisions in all health care settings.
2. Collaborates with patients and other members of the healthcare team in the planning, coordination, and provision of competent care.
3. Integrates evidence-based findings into nursing and collaborative practice.

4. Promotes patient and staff safety utilizing the process of quality improvement based on available evidence.
5. Uses information and technology for communication, knowledge development, and clinical-decision making.
6. Demonstrates leadership behaviors and professionalism when providing care to patients across the lifespan in all health care settings.
7. Integrates legal, ethical, and professional standards into nursing practice.

The Nursing Department has established and will evaluate five (5) program outcomes. These are:

1. NCLEX pass rates: Graduates will achieve a first-time NLCEX-RN pass rate above the national average.
2. Program completion: 75% of students enrolled in the program will graduate within 150% of the published program length.
3. Program satisfaction: 85% of graduates will agree or strongly agree they are satisfied with the BSN program.
4. Employer program satisfaction: 80% of employers will agree or strongly agree they are satisfied with graduates' competencies.
5. Post-graduate activity: 80% of program graduates who pass the NCLEX examination will be employed as registered nurses within twelve months of graduating or will be enrolled in a graduate program in nursing.

Nursing Department Philosophy

The Nursing Department philosophy is consistent with the mission statement of Brookline College and serves as a link between the Nursing Department and the college as it carries out the mission through the nursing curricula. Nursing Department faculty will regularly review and revise the nursing philosophy and program outcomes.

The Nursing Department believes nursing is a professional, scientific discipline with academic and practice dimensions. The discipline has as its primary focus the maintenance and promotion of health achieved through collaboration with individuals, families, groups, and the community in a manner that is consistent with society's expectations and needs. The Nursing Department believes the baccalaureate level to be the essential educational preparation for professional nursing practice.

The theoretical underpinnings of professional nursing practice derive from the related disciplines of the natural sciences, social sciences, and nursing. The profession of nursing builds its knowledge base through the rigorous scientific inquiry of theory and practice that continues the process of theory development and provides the foundation for evidence-based practice. The nursing process establishes the foundation for critical thinking and decision making skills that allow complex independent judgments to be made based on available data and knowledge.

Nursing competencies are guided by professional standards and include psychomotor and interpersonal skills, collaboration, and leadership using the processes of critical thinking, problem solving, and decision-making. Advocacy and caring are cornerstones of the role of the professional nurse who acts on behalf of individuals, families, communities, and global populations.

Nurses work autonomously within a defined scope of practice and collaboratively with members of the health team. Regulations and standards, such as those defined by state Boards of Nursing, the Scope and Standards of Practice, and the Code of Ethics for Nurses guide nursing practice as nurses are accountable to the public they serve.

Scientific and technological advances and the increasing incorporation of nursing research into practice mandates involvement in lifelong learning. Commitments to continuous quality improvement, improved patient outcomes, enhanced patient safety, and active involvement within the profession are key elements in professional nursing.

Nursing Metaparadigms

Patient

The patient is the recipient of nursing care and may be a person, family, group, and/or community, each moving through its own unique developmental stages. The recipient of care may be conceptualized as holistic, encompassing personal, social, and physical dimensions. Patients are persons with unique lifestyles, knowledge, beliefs, values, needs, and goals who interact dynamically with their environment, respond to health issues in individualized ways, and are capable of making critical choices. They have a right to participate collaboratively with nurses in decisions and have shared accountability for outcomes. The role of the professional nurse is to foster health promotion activities and to assist the patient/person in optimizing wellness, including identifying and utilizing resources within all healthcare settings.

Environment

The environment comprises both the internal and external contexts of the individual and involves dynamic forces which affect the health status of the patient. The environment includes forces that are physical, cultural, social, political, economic, and spiritual. The larger society is a network of relationships that link individuals in families and groups. Individuals, as open systems, are in constant interaction with the environment in a dynamic, mutual exchange. Professional nursing practice considers the impact of the sociopolitical, legal, ethical, and economic forces on persons, families/groups, and communities.

Health

Health may be defined as the state of well-being at a given point in time for a patient. It is a multidimensional adaptive state within a constantly changing environment, characterized by wellness, illness, disease, or dysfunction. Health influences and is influenced by the patient's developmental level. It is both objective and subjective and encompasses physical, psychosocial, and spiritual dimensions. Health is a relative state with parameters that may be defined differently by diverse cultures. Patients have responsibility for their health status through the health choices they make. The role of the professional nurse is to foster health promotion activities and facilitate adaptation.

Nursing

Nursing is a professional, scientific discipline with academic and practice dimensions integrating theory and practice. The science of nursing is the generation and application of a body of theoretical knowledge to health care situations. The art of nursing is the synthesis of theoretical knowledge and the experience of skills learned, translated into competent practice. Nursing care is patient-centered and provided to patients/clients in a wide range of health care settings with the goal of assisting them to achieve maximal health through interventions derived from evidence-based practice.

Educational Philosophy

The faculty of the Nursing Department believe that teaching-learning is a continuous, dynamic, and reciprocal process that varies with learner-centered, student encounters according to individual student needs and differences. Nursing Department faculty embrace and subscribe to development of a spirit of inquiry and the ability to think critically in all students as these are essential attributes for all professional nurses. Faculty pride themselves in promoting and facilitating student-centered learning that leads to student self-actualization. This process of fostering and promoting student-centered learning is a foundational and fundamental responsibility of nursing faculty.

There is emphasis on the teaching-learning process as a component of the professional nurse role and students are encouraged and engaged throughout the nursing curriculum to move toward becoming contributing and accountable members of the nursing profession and of a global society. Evaluation is a strong thread of the Nursing Department and there is evidence of this thread at all levels of the program, focusing on continuous quality improvement of the program against professional nursing standards and national benchmarks guiding nursing and healthcare delivery in a complex society. Systematic evaluation is conducted regularly by faculty, students, and others involved in the learning process.

Educational Process

Nursing Department faculty believe the goal of the educational process is fourfold, to:

- help a highly diverse student body become liberally educated professionals
- afford students an opportunity to explore and develop a personal philosophy of nursing that is built upon a sound theoretical foundation and incorporates practice elements into a seamless continuum of “embodied know-how”
- achieve a balance between theory and practice to achieve fully, dimensional learning
- teach students to value the research process as one that builds on and adds to the foundation of nursing and health care knowledge

Academic Environment

Nursing Department faculty believe in a learner-centered, facilitative academic environment that delivers nursing education to a diverse student body based on four (4) values:

- The educational process partners students and faculty in collaborative mentoring relationships that transcend traditional educational boundaries.
- The infrastructure aids flexible educational efforts rather than having the infrastructure dictate the education that may be offered.
- There is a synthesis of conceptual and theoretical information with the practical realities of the current healthcare environment.
- Higher education is made accessible to students who are adult learners, who may have families and who may choose to work.

Nursing Department Values

The Nursing Department faculty believe in the following eight (8) values on which all nursing education is based.

- Treat students as we treat each other, with genuine interest, egalitarian respect, and positive but realistic expectations, all based on honest and open communication.
- Be committed to changing people’s lives and facilitating students’ desire to achieve an education, with a focus on living, learning, growing, and achieving.
- Be dedicated to providing education with passion and inspiration in a way that instills a commitment to lifelong learning.
- Participate in out-of-class teaching and mentoring, whenever and wherever the teachable moment occurs.
- Be committed to doing whatever it takes to help a student, whether in class, in an office, on the telephone, or in e-mail.
- Provide contemporary experiential and theoretical knowledge engaging with students and bring a sense of fun and adventure to the hard work.
- Participate in continuing education activities to promote professional growth.
- Support evidence-based learning activities.

Professional Characteristics

As a profession, nursing places great reliance upon individual responsibility and accountability. Therefore, students are held responsible and accountable for their professional behavior.

Personal Characteristics

Students are expected to exhibit personal and emotional characteristics consistent with the professional nurse role. Students who do not manifest these characteristics may be referred to the Dean of Nursing or designee and advised or required to seek appropriate assistance. Students who refuse to obtain assistance and/or persist in exhibiting inappropriate behaviors will not be permitted to continue in the nursing program. Students whose behavior indicates issues related to professional ethics and a sound moral foundation place themselves at risk for course failure or dismissal from the program.

Students may also be dismissed from the program for exhibiting improper behavior or professional misconduct. Such behaviors include but are not limited to: rude or inappropriate behavior, fighting on campus or institutional grounds, plagiarism, breaching patient/student confidentiality, compromising the safety of a patient, or unsafe nursing care. The Brookline College Student Code of Conduct policy may be found in the College Catalog.

Instances of such behavior will be documented on the Student Nurse Action Plan form which will initiate a progressive discipline process. Continued violations of student conduct policies will result in course failure or dismissal from the nursing program. A copy of the Student Nurse Action Plan can be found in Appendix 1.

Academic Integrity, Plagiarism and Copyright Infringement

Brookline College requires all students, faculty, and staff to conduct themselves and produce academic work in an ethical manner. Students are expected to conduct themselves at all times with the highest academic standards.

Plagiarism is typically defined as the use of another person's or a group's words or ideas without clearly acknowledging the source of that information, resulting in the false representation as one's own work. More specifically, to avoid plagiarizing, a student or other writer must give credit when he/she uses:

- Another person's idea, opinion, or theory
- Any facts, statistics, graphs, drawing - any piece of information that are not common knowledge
- Quotations of another person's actual spoken or written words
- Paraphrases of another person's spoken or written words
- Another person's data, solutions, or calculations without permission and/or recognition of the source, including the act of accessing another person's computerized files without authorization

Plagiarism may be either deliberate or unwitting. Regardless; it is the responsibility of a college student to know what constitutes plagiarism, so they may avoid it. Ignorance is not a legitimate defense against a charge of plagiarism. Cheating, falsifying work or plagiarism will not be tolerated. The penalties for these offenses are as follows:

- First offense: Student receives a "0" on the assignment or test
- Second offense: Student receives an "F" for the course.
- Third offense: Student receives an "F" for the course and may be expelled from the college.

Copyright – Students, faculty, and staff must also be cognizant of and avoid copyright infringement. Copyright infringement is using someone else's ideas or material, which may include a song, a video, a movie clip, a piece of visual art, a photograph, and other creative works, without authorization or

compensation, if compensation is appropriate. The use of copyright material without permission is against federal law, and penalties may include fines and/or imprisonment.

As a consequence of expanded availability of digitized files and computing, peer-to-peer file sharing has become common place. However, making a copyrighted material available to others through the use of file sharing networks (e.g., Shareaza, Kazaa, BitTorrent, eMule, or the like) is also prohibited by Brookline College and is considered copyright infringement. In addition to the aforementioned potential for federal penalties, Brookline College reserves the right to revoke the Information Technology privileges of those using or contributing to the use of file sharing networks to either access or provide use of or access to copyright material.

Working during the Program/Health Habits

It is recommended that students not be employed as the rigors of an intensive program require the student's complete attention. Research has demonstrated that students who work—even part-time—compromise their ability to be successful. Good mental and physical health habits are also encouraged to allow students to meet the stress of a demanding curriculum.

Admissions Requirements

Please refer to The Brookline College Admissions Requirements policy for the Bachelor of Science in Nursing and Bachelor of Science in Nursing for Baccalaureate Degree Graduates found in the College Catalog.

If accepted, all nursing students will be required to complete a criminal background check and to submit documentation of the following at least two weeks before beginning clinical experiences:

1. Current American Heart Association CPR certificate
2. Drug screen, if required
3. Physical exam and health and immunization records including the following:
 - a. Two-step PPD
 - b. Proof of immunity to measles, mumps, rubella, varicella, Hepatitis B (or Hepatitis B series in progress or signed refusal)
 - c. Td or Tdap recommended

Curriculum

The Nursing Department believes professional education occurs within and is an integral part of the larger college. Consistent with this philosophy, the program emphasizes a mission that seeks to meet the needs of a diverse, multicultural society. The Nursing Department is committed to the belief that the baccalaureate degree is the first professional degree in nursing, prepares a beginning generalist, and is the basis for graduate study and continuing education in nursing. The generalist is prepared to practice in a variety of settings and exercise judgment in clinical situations of varying degrees of complexity through the lifespan.

The curriculum incorporates established professional standards, guidelines and competencies. The curriculum development was guided by the American Nurses Association Standards of Practice, National League for Nursing Baccalaureate Degree Competencies, American Association of Colleges of Nursing Essentials of Baccalaureate Education, National Council Licensure Examination for Registered Nurses (NCLEX- RN) Test Blue Print, and Quality and Safety Education for Nurses competencies. The Brookline College nursing curriculum flows from the department mission, philosophy, and student outcomes which, in turn, are based on the college mission and goals.

BSN Curriculum Plan

Semester 1	Course Number	Credit Hours	Lecture Hours	Laboratory Hours	Clinical Hours	Clock Hours
College Mathematics	MH 140	3	45			45
English Composition	EN 144	3	45			45
Introduction to Biology	BI 165	3	45			45
Introduction to Psychology	PS 135	3	45			45
Introduction to Sociology	SO 170	3	45			45
Total		15	225			225
Semester 2	Course Number	Credit Hours	Lecture Hours	Laboratory Hours	Clinical Hours	Clock Hours
Contemporary Literature	LI 310	3	45			45
Introduction to Political Science	PO 136	3	45			45
Socialization & Social Development	SO 365	3	45			45
Anatomy & Physiology I*	BIO 175	3	45			45
Intermediate College Mathematics	MH 240	3	45			45
Total		15	225			225
Semester 3	Course Number	Credit Hours	Lecture Hours	Laboratory Hours	Clinical Hours	Clock Hours
Anatomy & Physiology II*	BIO 180	3	45			45
Human Growth & Development*	PS 137	3	45			45
Essential Statistical Thinking	QN 320	3	45			45
Decision Making	PH 330	3	45			45
Nutrition*	NTR 200	2	30			30
Total		14	210			210
Semester 4	Course Number	Credit Hours	Lecture Hours	Laboratory Hours	Clinical Hours	Clock Hours
Introduction to Microbiology*	MCR 130	3	45			45
Introduction to Professional Nursing	NUR 201	3	45			45
Pathophysiology*	BIO 205	3	45			45
Medication Math*	MMH 100	1	15			15
Multi-cultural Communications	CO 415	3	45			45
Total		13	195			195
Semester 5	Course Number	Credit Hours	Lecture Hours	Laboratory Hours	Clinical Hours	Clock Hours
Information & Technology in Nursing Practice	NUR 303	2	30			30
Fundamentals of Nursing	NUR 202	6	45	30	90	165
Gerontological Nursing Care	NUR 304	2	30			30
Evidence Based Practice	NUR 310	3	45			45
Health Assessment	NUR 302	4	30	60		90
Total		17	180	90		360

Semester 6	Course Number	Credit Hours	Lecture Hours	Laboratory Hours	Clinical Hours	Clock Hours
Adult Health I	NUR 305	8	60	30	135	225
Pharmacology I	NUR 306	3	45			45
Psychiatric Nursing	NUR 307	3	30		45	75
Obstetrical Nursing	NUR 308	3	30		45	75
Total		17	165	30		420
Semester 7	Course Number	Credit Hours	Lecture Hours	Laboratory Hours	Clinical Hours	Clock Hours
Adult Health II	NUR 401	8	60	30	135	225
Pediatric Nursing	NUR 402	3	30		45	75
Community Health Nursing	NUR 403	3	30		45	75
Pharmacology II	NUR 404	3	45			45
Total		17	165	30		420
Semester 8	Course Number	Credit Hours	Lecture Hours	Laboratory Hours	Clinical Hours	Clock Hours
Leadership in Nursing Practice	NUR 406	3	45			45
Clinical Integration Capstone	NUR 407	6			270	270
Nursing Concepts Synthesis	NUR 410	3	45			45
Health Care Law & Ethics	NUR 405	2	30			30
Total		14	120			390
GRAND TOTAL		122	1485			2445

** Nursing support courses in the BSN program include: Anatomy and Physiology I, Anatomy and Physiology II, Pathophysiology, Introduction to Microbiology, Human Growth and Development, Medication Math, and Principles of Nutrition.*

BSN/BDG Curriculum Plan

Semester 1						
Course Title	Course Number	Credit Hours	Lecture Hours	Laboratory Hours	Clinical Hours	Clock Hours
Introduction to Professional Nursing	NUR 201	3	45			45
Fundamentals of Nursing	NUR 202	6	45	30	90	165
Health Assessment	NUR 302	4	30	60		90
Pathophysiology	BIO 205	3	45			45
Information and Technology in Nursing Practice	NUR 303	2	30			30
Gerontological Nursing Care	NUR 304	2	30			30
Total		20	225	90	90	405
Semester 2						
Course Title		Credit Hours	Lecture Hours	Laboratory Hours	Clinical Hours	Clock Hours
Adult Health I	NUR 305	8	60	30	135	225
Pharmacology I	NUR 306	3	45			45
Psychiatric Nursing	NUR 307	3	30		45	75
Obstetrical Nursing	NUR 308	3	30		45	75
Evidence Based Practice	NUR 310	3	45			45
Total		20	210	30	225	465
Semester 3						
Course Title		Credit Hours	Lecture Hours	Laboratory Hours	Clinical Hours	Clock Hours
Adult Health II	NUR 401	8	60	30	135	225
Pediatric Nursing	NUR 402	3	30		45	75
Community Health Nursing	NUR 403	3	30		45	75
Pharmacology II	NUR 404	3	45			45
Health Care Law & Ethics	NUR 405	2	30			30
Total		19	195	30	225	450
Semester 4						
Course Title		Credit Hours	Lecture Hours	Laboratory Hours	Clinical Hours	Clock Hours
Leadership in Nursing Practice	NUR 406	3	45			45
Clinical Integration Capstone	NUR 407	6			270	270
Nursing Concepts Synthesis	NUR 410	3	45			45
Total		12	90		270	360
Grand Total		71	720	150	810	1680

ACADEMIC POLICIES

Policy Statement

1. Brookline College reserves the right to modify policies, course schedules, curricula or courses within reason due to exigent circumstances, program upgrades, and/or content changes.
2. Student interruptions in program schedules may result in a delay of graduation.
3. Brookline College credits are not automatically transferable to other schools (*see College Catalog*)
4. All programs may not be available at all locations (see *Brookline College Catalog Supplement – Tuition and Fees*).
5. Brookline College reserves the right to cancel programs of study, modes of delivery, or individual courses as it deems necessary.

Students are responsible for reviewing and understanding academic policies as outlined in the Brookline College Catalog and the Nursing Student Handbook.

Teaching/Learning

The program will be delivered using a variety of instructional formats, which may include: lectures, slide presentations, simulation scenarios, demonstration and return demonstration, role playing, interactive online instruction, and other critical thinking activities. Students will participate in individual and cooperative learning activities in the classroom, clinical lab environments, and online discussions. Computer labs, laptop carts, electronic devices, smart classrooms, virtual learning environments, simulation manikins, DVDs, and other multimedia equipment provide the technological support for various teaching methodologies.

Course Syllabi

Course syllabi are documents that guide students and provide structure for courses. *Course faculty reserve the right to alter the course syllabus at any point and will provide information to students about changes made.*

Grading System

The following grading scale applies to all courses/modules except nursing and nursing support courses in the Bachelor of Science in Nursing Degree Program.

Grade	Percentage	Rating	Grade Point Value
A	90-100%	Excellent	4.0
B	80-89%	Very Good	3.0
C	70-79%	Average	2.0
D*	60-69%	Below Average	1.0
F	0-59%	Fail	0.0
P	None	Pass	N/A
R	None	Repeated	N/A
W	None	Withdrawal	N/A
TC	None	Transfer Credit	N/A
CR	None	Test Credit	N/A
I	None	Incomplete	N/A

**For Health Care programs, a grade of “D” in a program concentration course is considered unsatisfactory and the course must be repeated. In legal programs (i.e., Paralegal, Criminal Justice, Forensics and Investigation), a grade of “D” in a legal concentration course is considered unsatisfactory and the course must be repeated. A grade of “D” in a “General Education” and/or “Additional Course Requirement” course is considered satisfactory; with exception of the Bachelor of Science in Nursing, a grade of “D” is considered unsatisfactory.*

Bachelor of Science in Nursing Programs

The Bachelor's-level nursing programs (BSN) use different grading systems for nursing courses and nursing support courses. Because of the critical nature of the work and employment standards, the BSN program uses the following grading system:

Grade	Percentage	Rating	Grade Point Value
A	90-100%	Excellent	4.0
B	80-89%	Good	3.0
C*	77-79%	Average	2.0
D	60-76%	Failing	1.0
F	Below 60%	Failing	0.0
P	None	Passing	0.0
I	None	Incomplete	N/A
R	None	Repeated	N/A
CR	None	Test Out	N/A
W	None	Withdrawal	N/A
TC	None	Transfer Credit	N/A

In the BSN programs, a grade of less than "C" in any program concentration or nursing support course is considered unsatisfactory, and the course must be repeated.

Please refer to the College Catalog for comprehensive information on Incomplete "I", Repeat "R", Credit "CR", Withdrawal "W", and Transfer Credit "TC" grades.

Examinations

Examinations will provide the most common means of evaluation of student academic progress. All Nursing Department examinations are delivered in a timed, computerized format designed to prepare student for the NCLEX licensure examination. Course faculty determine appropriate assignments for all courses and identify corresponding grading weights for those assignments. Classroom exams are primarily multiple-choice and computer-based. Standardized examinations may be used at the discretion of the course instructor.

All examinations must be taken on the day scheduled. Makeup exams will be scheduled based extenuating circumstances at the discretion of the instructor and approval from the Dean. When a student is late for an examination, he/she will be permitted to take the exam but will not be given additional time.

Any activity related to recording or sharing of content on written, practicum, or computer exams will be considered academic dishonesty.

Student Conduct during Testing

Students will:

1. refrain from talking
2. leave all personal belongings in a location identified by the instructor
3. place nothing on the desk except for pencils and pens; scratch paper and a calculator will be provided by the instructor if necessary
4. begin the test at the same time; students who arrive late to class will not be given extra time to complete the examination
5. maintain academic integrity; students suspected of dishonesty will be removed from class without completing the exam and will be reported to the Dean of Nursing

Academic Progression

Students must achieve a grade of C or better in all general education courses to progress through the program. Students who receive a grade below a C may repeat the course, consistent with the Brookline College and Nursing Department policies on course repetition.

In order to progress from semester to semester in the nursing program, students must complete and pass all coursework in all prior semesters (unless approved by the Dean of Nursing or Vice President of Nursing due to mitigating circumstances). Students who fail to achieve an average grade of 77% on all exams within selected nursing courses will not be permitted to progress into the next semester and must repeat the course. Courses that require students to achieve a 77% average grade on course exams include: NUR 202, NUR 302, NUR 305, NUR 306, NUR 307, NUR 308, NUR 401, NUR 402, NUR 404. A grade of less than “C” in any two or more nursing program concentration courses at any time in the curriculum will result in dismissal from the program.

In addition, students enrolled in a nursing program must meet all of the standards set forth in the College Catalog and Nursing Student Handbook.

Clinical and Laboratory Competence

The nursing lab is used by faculty to explain, clarify, and demonstrate nursing procedures. It is used by students to practice these procedures in a supportive learning environment to further develop their skills and understanding of nursing care procedures. Assigned readings and learning activities are to be completed **prior** to lab/lecture so that the student is able to take full advantage of in-lab/lecture time to discuss and clarify assigned material and to practice and demonstrate skills.

Faculty evaluation of clinical skills competency will be conducted in all clinical courses. Students who fail a clinical skills evaluation will be provided an opportunity to remediate prior to retesting. Retesting will be conducted by clinical faculty members who were not part of the first skills evaluation. Students who fail the second attempt will receive a clinical failure and a failing grade for the course.

Students are required to show continued competence in clinical skills throughout their program of study. Students may be required to participate in additional clinical skills assessment outside of regularly scheduled academic activities at the discretion of the faculty or administration. These assessments are intended to evaluate student competency on an ongoing basis and determine the need for additional practice. Skills learned during the current or previous semesters may be tested. Students who are unable to demonstrate competence will be required to complete remediation and retesting of the skill.

Students are required to demonstrate competency in designated nursing procedures as determined by faculty assessment. Students cannot perform designated skills in the clinical setting until the skills have been satisfactorily performed in the nursing lab.

Students are required to demonstrate competency in the clinical setting. For courses with a clinical component, students must pass the clinical component of the course as well as the lecture portion of the course to receive a passing grade. Students who fail the clinical component will automatically receive an “F” for the entire course.

Medication Calculation Competency

A medication calculation exam will be required for all nursing students each semester. The purpose of medication calculation competency examinations given throughout the curriculum is to assess nursing students’ ability to calculate medication dosages and to apply the concepts that underlie dosage calculation. A medication calculation exam will be given in each of the medical/surgical courses:

Fundamentals of Nursing, Adult Health I and II, and Nursing Concept Synthesis. Each test will assess previously acquired knowledge and will be administered as a timed, level-appropriate exam. Students will be permitted to use a basic four-function, non-programming calculator, which will be provided.

Passing the exam is required to pass the course. Students are required to pass the calculation exam with a score of 90% or better. A math calculation review will be provided during class prior to administration of the first exam. Students who do not achieve the minimum score on the first exam will be provided review and remediation prior to retaking the exam. Students who do not pass will meet with the course lead instructor and establish a remediation plan.

Students will be offered one opportunity to retake a different version of the medication calculation examination and to achieve the minimum score of 90%. The second exam will be scheduled within two weeks of the previously administered exam, following implementation of remediation activities. Students must be available to take the exams as scheduled; exams will not be administered during regular class time.

Students who fail to achieve the minimum required 90% score on the calculation exam on the second attempt will receive a failing grade for the course. Failing grades in two or more nursing courses will result in dismissal from the nursing program.

Nursing Concepts Synthesis Course

During the Nursing Concepts Synthesis Course, students will take the HESI Exit Exam and must achieve a score of 900 or above in order to successfully pass the course. Students will have two opportunities to take the exam during the course. Students who do not meet the benchmark of 900 after the second attempt will receive a failing grade for the course and must repeat the course.

Students will participate in a mandatory comprehensive NCLEX-RN review course prior to the completion of the final semester.

Attendance

Nursing education prepares students to develop professional and clinical competence and to assume professional accountability. Nursing practice is licensed and nurses must adhere to the professional standards established by the American Nurses Association and other professional organizations. Therefore, attendance and professional behavior is expected in all classroom, laboratory, and clinical settings. Attendance and prompt arrival correspond to professionalism and professional accountability. Students are expected to attend every class and clinical experience and to arrive on time. **Attendance is essential for student learning and for the maintenance of Federal Financial Aid.** Students are expected to be prepared for all classroom, laboratory, or clinical settings prior to scheduled sessions and to be respectful of peers and faculty in these settings.

Attendance will be taken by the course instructor in all courses. Students who fraudulently sign for another student are considered to be demonstrating a lack of academic honesty and integrity. Such students will be subject to sanctions up to and including dismissal from the program.

At the start of each course the student will receive a course syllabus in which attendance requirements are included. Attendance will be taken in every class and records maintained to comply with institutional requirements.

As a demonstration of professionalism, students are expected to be on time for each class, laboratory, and clinical experience. Students are also expected to return on time from scheduled class breaks and to

remain in class until dismissed by the instructor. When a student arrives late for class, returns from a scheduled break late, or leaves early, it is counted as missed time. Such missed time is recorded in 15 minute increments to determine the total time missed. Students who are absent more than 10% of the total hours for any course element (classroom, laboratory, or clinical) will receive a Written Warning.

Students who are absent more than 15% of the total hours for any course element (classroom, laboratory, or clinical) will receive a failing grade for the course. In the specialty courses of Psychiatric Nursing, Obstetrical Nursing, Community Health Nursing, and Pediatric Nursing, students who are absent more than 15% of the total hours for any clinical course element will receive a Written Warning and students who are absent more than 20% will receive a failing grade for the course.

Students must be available for each week of the 15-week semester and should not make plans to be away prior to the official end of classes. Each course syllabus contains a class schedule for the semester that includes all required activities, including exams.

Missed clinical experiences are missed opportunities to meet course objectives. The total number of hours required for the clinical component of a course must be completed. Attendance and punctuality at all clinical experiences are required. Students who are absent more than 15% of the total hours for the clinical experience or 20% of total hours for the specialty clinical experiences during the semester will receive a failing grade for the course.

Should a student become ill during a clinical session, he/she must go to the facility emergency department for assessment. The student may refuse treatment at the point of care but documentation must be received that the student was medically evaluated. Please see Appendix 1 for the Attendance Notification Form

Albuquerque Inclement Weather Policy

In Albuquerque school closures will be announced on KOAT, channel 7. Clinical absences due to weather conditions when the college has not officially closed must be made up, consistent with the policy on clinical absence. Students are responsible for determining if classes have been cancelled due to inclement weather and for checking with the instructor if there is a question about class cancellation.

Satisfactory Academic Progress (SAP) Statement

Satisfactory academic progress is necessary in order to maintain eligibility for financial aid programs and to become a Brookline College graduate. Please refer to the Brookline College Catalog for a comprehensive description of the Satisfactory Academic Progress policy.

Student Assistance/Student Success: PASS Program

Students are often challenged by the demands that define full-time academic programs. Given the nature and intensity of the proposed program, the College has specific resources designed to assist students to successfully progress through coursework. The Nursing Department has implemented a program called *Promoting Achievement and Student Success* (PASS). The enrollment of students into the PASS program can begin as early as the first semester and may continue until graduation.

The PASS program is a support service offered by the Nursing Department which focuses on academic counseling and includes assessments such as identification of educational difficulties, difficulty with coursework or study habits, poor organizational skills, excessive absenteeism or chronic tardiness, issues with test taking skills as well as identification of external stressors that yield ineffective coping skills. Once barriers to learning are identified, the PASS program facilitates implementation of an individualized learning plan developed collaboratively with the student to promote success. The College has additional

resources that may be available to students. The Brookline College Catalog contains additional information related to student services.

A key component is academic monitoring. The PASS Coordinator will monitor students' academic progress and coordinate academic support services as indicated. Students not making satisfactory progress with respect to grades, competencies, and attendance will be contacted by the PASS Coordinator for an individual meeting to determine appropriate support service needs.

Faculty will make appropriate referrals to the PASS Coordinator with concerns about particular students and will notify the Coordinator when a student is achieving poor grades, not coming to class, having issues in the clinical setting, or otherwise struggling. The Nursing Department offers individual and group tutoring and remediation to students who require additional help in particular content areas.

Students may access the PASS program in several ways:

- 1) Self-referral
- 2) Faculty referral
- 3) Administrative referral
- 4) PASS Coordinator referral

Criteria for PASS referral may include:

- Course grades of below 80%
- Failure to achieve minimum skills competencies
- Issues related to clinical performance
- Issues related to professionalism
- Issues related to attitude
- Issues related to attendance

Clinical Experiences/Student Assignments

Students are assigned randomly to clinical groups and clinical sites. The Nursing Department reserves the right to assign students to sites that best facilitate learning opportunities. Every effort will be made to assign students to sites that are geographically convenient and to facilitate requests based on child care, elder care, or other needs. Please be advised this may not always be possible based on availability of learning experiences and clinical agency affiliation contracts. Clinical hours vary and may include evenings, nights, weekends, and 10- or 12-hour shifts. Students may be required to drive up to 3 hours each way to the clinical site.

Clinical experiences are based on contractual agreements between Brookline College and each clinical facility. Students are required to adhere to all agency policies and procedures during the clinical rotation. Agency staff, patients, and family members have the right to refuse care provided by nursing students. Faculty reserve the right to change student assignments as deemed appropriate to provide optimal learning experiences.

Students must arrive at clinical setting on time, professionally attired according to the dress code, with appropriate equipment including the electronic device, a watch with second hand, the equipment kit, and Brookline College picture ID. Students are expected to provide an appropriate report on patient status to the instructor and/or designated agency personnel.

Students are expected to remain on their assigned unit in the clinical setting for the entire shift unless otherwise relocated by the instructor. Students who wish to leave the unit for a break or to accompany a patient to another area must obtain permission from the instructor to do so. Students will be assigned a meal break and will return at the time identified by the instructor. Students who return late will be subject to the policy on lateness.

Safe Practice

Patient and staff safety is of primary importance in the clinical setting. Students

- may not do any procedures or give any medications without prior approval of the clinical instructor; there are no exceptions
- may not care for patients unless the clinical instructor or a staff nurse is in attendance
- will be supervised and assessed on all procedures
- may not take verbal or telephone orders
- must be supervised for all medication administration procedures
- may not witness consents for procedures or other legal documentation
- may not carry medication or narcotic keys

A student may be excluded from the clinical area when his or her performance is deemed to be unsafe. Unsafe practice is any situation arising from a student's contact with a patient that places the patient, student, staff, healthcare facility, and/or college at risk. Examples of unsafe practice include lack of preparation, breach of confidentiality, failure to report significant assessment findings or changes in patient status, leaving a patient unattended, undertaking tasks with insufficient supervision or permission, incorrect practice, or leaving the unit without permission. Under extreme circumstances, a student may be asked to leave the clinical setting, may receive an immediate clinical failure, or may be dismissed from the program for egregiously unsafe behavior.

The Code of Ethics for Nurses with Interpretive Statements communicates a standard of professional behavior expected throughout the nursing program. The Nursing Department reserves the right to dismiss a student for unprofessional, unethical, dishonest, or illegal conduct that is inconsistent with the Code of Ethics.

Clinical Preparation

Any student who is not prepared to safely fulfill his/her clinical assignment will not be allowed to participate in clinical experiences. The clinical instructor will determine if a student is unprepared. Failure to complete the clinical experience due to lack of preparation constitutes an absence.

Clinical Evaluation

Students will receive ongoing feedback related to clinical performance and will receive a final evaluation at the end of the clinical rotation. Students whose performance place them at risk for a clinical failure will meet with the clinical instructor, course lead, and clinical coordinator to summarize clinical deficiencies and identify strategies for improvement.

Medication Administration

Students may not administer medications or treatments unless designated to do so by the clinical instructor. The ability of students to administer medications in the clinical setting depends on successfully demonstrating competence in drug calculation and administration as required by the Nursing Department and per course requirements. Once assessed competent, under the supervision of the instructor the student may

- administer oral, rectal, topical, subcutaneous, intradermal, and intramuscular medications
- administer pre-mixed continuous intravenous solutions
- administer IV piggyback and IV push medications

Medication Errors

A medication error is defined as any situation in which one or more of the seven rights of medication administration are violated without intervention of faculty and/or staff. If an error occurs, the patient's safety is of utmost importance. Students must report a medication error to the clinical instructor faculty as well as the unit nurse manager or charge nurse as soon as the error is recognized. Any behavior in the clinical area which exposes a patient to physical or emotional harm may cause a student to be dropped from the nursing program.

STUDENTS RIGHTS AND RESPONSIBILITIES

The student role encompasses certain rights and attendant responsibilities, as follows:

1. Students have the right to receive information on the course syllabus related to course objectives, expectations of students, grading criteria for the course, and guidelines for assignments.
2. Students have the right to practice clinical skills and receive feedback and suggestions for improvement prior to evaluation.
3. Students have the right to receive feedback related to class and clinical experiences, as well as guidance and suggestions to enhance learning.
4. Students must demonstrate professional behavior, responsibility, and accountability. These include but are not limited to:
 - a. Ensuring all pre-clinical requirements have been met prior to beginning clinical experiences and ensuring these remain current during the program.
 - b. Ensuring all financial requirements related to continued enrollments are met.
 - c. Attendance at all class and clinical experiences.
 - d. Punctuality for all class and clinical experiences.
 - e. Prompt and proper notification if the student anticipates being late or absent.
 - f. Appropriate preparation for class activities.
 - g. Honest and open communication with faculty, staff, and peers.
 - h. Submission of assignments by the due date.
 - i. Demonstration of courtesy and respect in all interactions.
 - j. Maintenance of clients' rights to dignity, privacy, and confidentiality.
 - k. Wearing appropriate attire to class and clinical experiences.
 - l. Consistent use of culturally sensitive, as well as educationally and developmentally appropriate language in all interactions.
5. Students have the responsibility to participate actively in the learning process by asking questions in class, seeking out new learning experiences, and integrating theory into clinical practice.

American Nurses Association Code of Ethics

Nursing students must adhere to the Code of Ethics for Nurses (American Nurses Association, *Code of Ethics for Nurses with Interpretive Statements*, 2001) as follows:

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

CPR Certification

Students must maintain current CPR certification which includes "one person and two person" rescue and care of adults, children, infants, and choking resuscitation. Students are required to carry and have a copy in their student file an American Heart Association (AHA) Healthcare provider card. CPR certification by any other provider will not be accepted. Students will be required to have the proper CPR certification prior to the start of clinical rotation. Students will NOT be permitted to attend clinical without current CPR. If a student's CPR card expires, the student will be required to obtain the AHA Health provider card. It is the student's responsibility to renew and pay for CPR certifications and to ensure that CPR certification is current.

Learning Resource Center

Within the Learning Resource Center (LRC) students will find a general assortment of textbooks covering diverse areas and a current selection of nursing journals. Computer labs are also available for students in the main campus area. All areas are quiet study areas; please be considerate of others. Please do not hesitate to ask for assistance; please notify LRC personnel of any problems with material or equipment. Several guidelines apply to the use of the LRC.

1. No food or drink is allowed.
2. No children are allowed; their presence is not conducive to studying.
3. Students must present an ID card to obtain or checkout any learning materials from the LRC.
4. Removal of multimedia audiovisual materials from the LRC without permission will lead to disciplinary action which may result in dismissal from the program.

Nursing Laboratory

Clinical nursing courses provide a venue in which students may practice clinical skills. The Nursing Laboratory has materials designed to complement learning objectives and may be used for individual skills practice with approval from the Laboratory Manager. Students are expected to practice with each

other in a respectful and professional manner. Students' clinical professors are available for lab instruction and supervision. Students are to participate in clean-up and be responsible for the equipment and materials in terms of safety, maintenance, and care. Students may only use equipment related to skills that have been taught in the classroom and lab. Students are responsible for reporting any equipment in need of repair to a faculty member. Only Brookline College nursing students are allowed in the lab. Other than water, no eating or drinking is permitted in the lab.

Smoking

All Brookline College campuses are non-smoking. Students wishing to smoke may do so in the designated outdoor areas. When in the clinical site, students must adhere to the smoking policy of the clinical agency.

Drug-free Environment

Medical Marijuana: Arizona Revised Statute §15-108 states a person, including a cardholder, may not lawfully possess or use marijuana on the campus of any public university, college, community college or postsecondary institution. New Mexico Compassionate Care Act § 30-31C-1 states the distribution of medical cannabis to qualified patients or caregivers may not take place within three hundred feet of any school, and participation by a qualified patient or caregiver does not relieve the person from criminal prosecution or civil penalty for possession or use of cannabis on school property. Growing and using marijuana remains a crime under federal law, and federal legislation also prohibits any institution of higher education that receives federal funding from allowing the possession and use of marijuana.

Drug Screening "For Cause" Testing

This policy refers to the use/misuse of or being under the influence of: alcoholic beverages, illegal drugs or drugs which impair judgment while on duty in any healthcare facility, school, institution or other work location as a representative of Brookline College.

1. When an instructor perceives the odor of alcohol or observes behaviors such as, but not limited to, slurred speech, unsteady gait, or confusion, and these behaviors cause the faculty or clinical instructor to suspect the student may be impaired by alcohol or drugs, the following steps will be taken:

- a. The instructor will remove the student from the classroom, lab, patient care, or other assigned work area.
- b. Upon the student's oral consent, the instructor will arrange for transportation to take the student to a designated medical service facility for drug testing. The cost will be paid by Brookline College. The Dean of Nursing will be immediately notified of the situation.
- c. The student is to have a picture ID in his/her possession.
- d. After testing, the student should call the transportation service for transport home; the cost will be paid by the College.
- e. Students who admit to alcohol or drug use still require drug testing.
- f. The student will pay all costs associated with the for-cause drug testing.

2. If the results of the test(s) are *negative* for drugs, alcohol, non-prescribed legal substances, or illegal substances the student will meet with the Dean of Nursing within 24 hours of the test results to discuss the circumstances surrounding the impaired clinical behavior.

- a. If the indicator was the odor of alcohol or marijuana, the student will be mandated to discontinue the use of whatever substance may have caused the odor before being allowed to return to academic activities.
- b. If the indicator was behavioral, consideration must be given to a possible medical condition being responsible for the symptoms and a medical evaluation may be required before returning.

- c. Based on the information provided and further medical evaluation, if warranted, the Dean of Nursing will make a decision regarding return to academic activities.
3. If the results of the test(s) are positive for alcohol, non-prescribed legal substances, or other illegal substances the Dean of Nursing will withdraw the student from all nursing courses for a period of one year.
4. The results of the positive drug test will be reported to the State Board of Nursing.
5. If a student refuses “for cause” testing
 - a. The instructor will remove the student from the clinical setting pending a full investigation. The Dean of Nursing will be immediately notified of the situation.
 - b. The instructor will arrange for transportation to take the student home. If the student refuses transportation, the student should be informed that security/law enforcement will be notified.
 - c. Failure to comply with any aspect of this policy will result in dismissal from the program.

Readmission Guidelines Related to Substance Abuse

1. Students withdrawn for reasons related to substance abuse will
 - a. Submit a letter requesting readmission with one of the following:
 - 1) Documentation from a therapist specializing in addictions indicating the status of abuse, addiction, or recovery and/or documented rehabilitation related to the alcohol/drug illness.
 - 2) Documentation of compliance with a treatment program including a statement that the student will be able to function effectively and provide safe and therapeutic care for patients.
 - b. Undergo drug screen for alcohol/drugs immediately prior to readmission.
2. If a student, after being re-admitted to the nursing program, has positive results on an alcohol/drug test the student will be permanently dismissed from the program.

Drug Screening

Students may be required to submit to drug testing prior to clinical experiences if required by the specific clinical agency. If required, testing costs will be covered by Brookline College.

Student Dress Code

The Brookline College nursing student uniform and identification badge are to be worn when the student is participating in classroom, laboratory, and clinical experiences. The identification name badge and/or insignia should only be worn during clinical experiences, classes, and activities sponsored by the Nursing Department.

Dress code for classroom is casual. Students will avoid clothing that excessively exposes the back, chest, stomach, upper thighs, or buttocks. Clothing will be clean and display no offensive language or pictures. Jeans with rips, tears, or holes are unacceptable attire on campus.

Clinical/Lab Setting

Students will be issued uniforms by Brookline College, two sets of scrubs. If students would like additional uniforms or a garment requires replacement while in the program, the cost is the responsibility of the student. **Approved uniforms must be worn during all clinical and laboratory experiences.** The following is the dress code for students while in uniform and during all laboratory and clinical experiences:

1. **All students are required to wear the approved Brookline College Nursing Department student uniform.**
2. **Brookline College identification must be worn on the uniform at all times, clipped or pinned at lapel level.**
3. Uniforms are to be neat and clean.
 - a. **Shoes must be white or black, non-porous, closed-toed and closed-heeled; nursing shoes or sneakers.**
 - b. Socks or nylons must be worn with uniforms.
 - c. Students may wear a black, plain long sleeve t-shirt under the uniform top.
 - d. Students may wear a plain black buttoned or zippered sweater. Hoodies may not be worn in the lab or clinical area.
 - e. **Pants may not be longer than the top of the shoe.**
 - f. No hats, caps, hoods, headbands, or bandanas of any kind may be worn in the classroom or clinical areas. Plain, thin, unadorned headbands are acceptable.
4. Personal adornment
 - a. **A wedding band and one other small ring is the only jewelry allowed while in uniform. No neck chains, pins, or bracelets are to be worn; small stud earrings may be worn with a limit of one per ear. Only neutral tone, solid earlobe gauges may be worn.**
 - b. All visible body piercing jewelry must be removed when in uniform.
 - c. Tattoos should not be visible and must be covered if revealed by the uniform.
5. Students must have a watch with a second hand and must bring their electronic devices and equipment kit to all laboratory and clinical experiences.
6. Personal hygiene
 - a. **Fingernails are to be clean, short and smooth. If nail polish is worn, it should be clear and not chipped.**
 - b. **False/enhanced nails are not permitted and will result in the student being sent home if they cannot be removed.**
 - c. Hair must be of neutral tones, clean, styled neatly, worn off the collar and pulled back from the face. Long hair must be secured so it does not fall over the shoulder.
 - d. Beards and mustaches must be neat and closely trimmed.
 - e. Make-up is to be minimal; no dark lipstick or heavy make-up is permitted.
 - f. **No offensive body odor, cigarette smells, or other heavy odors, such as cologne or perfume, are permitted. Students who have a discernible odor will be asked to change their uniforms. If they are unable to do so, they will be asked to leave the class or clinical area until the smell dissipates. The time missed will be counted as absent.**
 - g. Students may not chew gum while in uniform.
7. If the regulation uniform cannot be worn during pregnancy, faculty should be consulted regarding acceptable dress. Students who require adaptations to the uniform for cultural and/or religious reasons should consult with Dean of Nursing prior to the first day of class.

***Dress code violations that may impact patient, staff and/or student safety are bolded.**

A student, who is non-compliant with the dress code, will receive a warning in the form of a Student Nursing Action Plan. **Any student found to have a dress code violation that may impact patient, staff and/or student safety is ineligible to remain in the clinical area and will receive an absence for the clinical day***. Violations that can be corrected immediately will not result in the student being sent home. Students who do not follow the dress code in the classroom will be asked to leave and time missed will be counted as tardiness or an absence.

Student Participation in Outside Service Projects While in Uniform

Situations may arise when nursing students are asked to participate in health fairs, screening programs, and other public or private activities while enrolled in the nursing program. Approval from the Dean of Nursing is necessary for student participation in such activities. Students are free to participate in activities as private citizens as long as they do not identify themselves as students enrolled in the Brookline College nursing program, wear the school uniform, or give an impression of being a registered nurse.

Course/Faculty/Program Evaluations

Constructive student feedback is essential to improve the curriculum and instruction offered at Brookline College. Evaluations are taken seriously by the faculty and administration and are valuable in improving students' learning opportunities, enhancing courses, and guiding faculty development. Each semester, students are given the opportunity to provide anonymous online feedback on program elements. At the end of each semester, students will provide their opinions about course content, course instructors, and clinical experiences.

Electronic Devices

Each student will receive an electronic device loaded with reference software. It is expected students will bring the electronic device to all learning experiences and utilize these tools as supplemental resources. Inappropriate or unauthorized use of the electronic during class, laboratory, or clinical experiences may result in disciplinary action. The cost of replacing a lost or damaged electronic device is the responsibility of the student.

When students are in class or lab cellular telephones and all other personal electronic devices must be turned off or put on silent or vibration mode. Text messaging and emailing is not permitted during class; electronic entertainment devices must be turned off and headphones removed. Students will be asked to leave the learning environment if they do not adhere to the policy as it is disruptive to faculty, staff, and other students.

Recording Lectures

It is a courtesy for students to request permission of individual faculty before taping lectures. For test security reasons, students may not tape test review sessions. Use of foreign language or other dictionaries are not allowed at any time during test taking. Individual questions should be directed to the test proctor.

Transportation

The Nursing Department makes an effort to use clinical agencies that allow students to care for diverse clients in a variety of settings. Clinical agencies may not be located in the immediate geographical vicinity of Brookline College. In order to provide students with optimum clinical learning experiences, *clinical rotations may take place at sites that require as much as 3 hours driving time.* Transportation to all experiences is the responsibility of the student who is also responsible for all parking fees. If a student does not drive, he or she must arrange to carpool with students who have a car or use public transportation. *Clinical courses may be scheduled during the day, evenings, or on weekends depending on faculty and clinical agency availability.*

Students are expected to arrive at the clinical setting on time, dressed in the required uniform, with the required equipment as noted above. Students are also expected to be prepared to provide care to a diverse group of clients and to participate actively in clinical conferences. Students who are inadequately prepared or arrive late will be sent home and will be marked absent for the clinical experience.

Communication Strategies

A Communication Board is maintained outside the Nursing Department where relevant information and notices are posted. Students are responsible for checking the boards whenever they are on campus to be aware of information pertinent to the nursing program. Information may also be provided through e-mail, certified letters, handouts, and in-class communication. The Nursing Department website is another important source of information.

Computer Requirements

All electronic communications will be transmitted to students via the Brookline College student issued e-mail account. **Students are expected to have access to a computer and are expected to access their email accounts on a daily basis** during the week for up-to-date communications.

Resolution of Student Concerns

The Nursing Department documents informal student concerns as part of the Informal Appeal Process as outlined below. A Student Concern/Issue form which provides for documentation of the complaint, discussion with the faculty member or administrator and desired outcomes is completed when students meet with faculty or administration regarding a concern. The Forms are reviewed by the Dean and used to identify trends and implement change based on student complaints. A copy of the Student Concerns/Issue form can be found in Appendix 2.

A complaint is a claim by a student that there has been a violation, a misinterpretation or an inequitable application of an existing policy, rule or regulation of the College. An appeal and/or a formal grievance are two ways sponsored by the School to request a formal change to an official decision of the Institution. Whenever possible the submission of an appeal or grievance will be dealt with confidentially. In addition, all investigations will be undertaken impartially with no reprisals of any kind being undertaken by any member of the School for the submission of an appeal or grievance. Appeal and/or grievance proceedings will be treated in accord with the College's FERPA policy.

The steps involved with resolving a student concern are: An informal appeal, a formal appeal, and formal grievance. It is a requirement of the College that a student exhaust the appeal process in its entirety prior to submitting a grievance in order to allow for an appropriate resolution to be reached. Further, if an appeal or grievance is not submitted within ten (10) business days the initial decision of the school will stand.

Step 1 and 2: Informal Appeal Process for academic or academic-related issues:

Step 1: It is most advantageous and therefore required that a student initially engage in free and open communication directly with an instructor.

Step 2: In the event that the issue is not resolved to a student's satisfaction at Step 1, they must discuss their concerns with the Program Director or Academic Dean of their program.

Step 1 and 2: Informal Appeal Process for Non-academic Issues:

Step 1: The student is required to discuss freely and openly the issue with the staff member.

Step 2: In the event that the issue is not resolved to a student's satisfaction at Step 1, a student must discuss their concern with the immediate supervisor of the individual in Step 1.

Regardless of the area of concern, if, following the informal appeal process, the student's concern is not addressed completely, they are to follow the process for submitting a formal appeal outlined in Step 3.

Step 3: Formal Appeal Process

The student must complete an appeal form which can be obtained from the Registrar and submit it along with a letter to the Director of Education within seven (7) calendar days from when the situation the

student wishes to appeal has occurred. The letter must describe, in detail, the circumstances which the student feels deserve consideration. An appeal decision will be made by an appropriately determined committee. The Director of Education will chair the School's Appeal Committee. At a minimum, the committee will have representation from the following areas of the School: Financial Aid, Student Services, and the Department/Program involved. The committee will review the student's letter and any other documentation provided and take into consideration the student's mitigating or special circumstances. The student may appear at the appeal meeting. A written response will be given to the student within 10 calendar days from date of receipt of their appeal letter. While a student's appeal is being considered, there will be no change in the status under the appeal. Students whose appeals are granted must abide by any terms and conditions set out in the Committee's letter granting the appeal. Where applicable, the student appeal process must be completed before initiating the student grievance procedure.

Step 4: Formal Grievance Procedure

Students may wish to formally file a complaint with the College. In instances where all other attempts at resolution have failed, a student's concerns can be resolved through the use of the Grievance Procedure:

1. Within five (5) business days of the alleged action(s), the student must present in writing, all facts of the grievance as below:

E-mail address: Professionalethics@brooklinecollege.edu

Mailing address: Brookline College

Attn: Professional Ethics Department

2141 East Highland Avenue, Suite # 200

Phoenix, AZ 85016-4738

2. A response to the grievance will be made within ten (10) business days of the receipt of the written complaint. A grievance committee, if formed, will be comprised of the appropriate number of individuals from the appropriate areas to ensure a fair and unbiased evaluation.
3. After the initial decision has been rendered, the student may request that the Executive VP of Operations review the process and outcomes of the grievance.
4. After a decision has been rendered by the Executive VP of Operations, the student may request that the President review the process and outcomes of the grievance.
5. If the student is not satisfied after exhausting the above procedures, the student may contact one of the following:

Arizona State Board for Private Postsecondary Education

1400 W. Washington St., Room 260

Phoenix, AZ 85007

(602) 542-5709

<http://azppse.state.az.us>

Arizona State Board of Nursing

4747 N. 7th Street, Ste. 200

Phoenix, AZ 85014

(602) 889-5150

<http://www.azbn.gov>

New Mexico Higher Education Department

2048 Galisteo St.

Santa Fe, NM 87505
(505) 476-8400
<http://hed.state.nm.us>

New Mexico State Board of Nursing
6301 Indian School Road NE, Suite 710
Albuquerque, NM 87110
<http://nmbon.sks.com/>

ACICS
750 First Street NE, Suite 980
Washington, DC 20002
(202) 336-6780
<http://www.acics.org>

Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
(404) 975-5000
www.acen.org.

Any questions regarding this grievance procedure should be directed to Brookline College corporate office at 602-644-7000.

Professional Organizations

Professional associations set standards for the professional and work for the practitioner in a number of ways including advocacy, lobby activities, continuing education, information, consultation, publications, grants, loans, and scholarships and the opportunity for professional growth and recognition.

Students are encouraged to join, at student rates, the organizations that represent and support the profession. Membership allows the student to vote on matters of importance to the profession and to become acquainted with other student members from other schools as well as practicing nurses and enhances the student's professional development.

Student Nurses Association

The Nursing Program encourages all students to become active members of the National Student Nurses Association (NSNA). Privileges of membership include: networking, access to informative programs and scholarships and opportunities to provide community services. This organization is made up of nursing students and goals include, but are not limited to, increasing student interaction, fund-raising for the organization, and for outside causes, increasing nursing knowledge and experiences, and increasing public relations within the school and in the community.

Department Governance

Students' opinions and input are valued by the Nursing Department. Student input is solicited through and communication facilitated by:

1. Participation in nursing committees as deemed appropriate
2. Comments through the anonymous student comment box
3. Postings on Nursing Communication Board

4. Student participation in evaluation activities including surveys of courses, faculty, clinical agencies, and resources; graduate exit surveys; and the ad hoc formation of focus groups, as needed.

Awards

The Nursing Department will award graduates who have demonstrated significant achievement and excellence. Full time faculty will nominate award candidates who will be voted on by all members of the Nursing Department.

Nursing Excellence Award

The Nursing Department will present a Nursing Excellence Award to the graduating senior(s) to recognize excellence in nursing academics. The award will be made to the graduating senior(s) who, in the opinion of the faculty, has/have demonstrated excellence in academic achievement, as demonstrated by cumulative GPA in all nursing courses.

Clinical Excellence Award

The Nursing Department will present a Clinical Excellence Award to the graduating senior(s) to recognize excellence in clinical practice. The Award will be made to a graduating senior(s) who, in the opinion of the faculty, has/have demonstrated a high degree of expertise in critical thinking, assessment skills, and nursing interventions.

Service Excellence Award

The Nursing Department will present a Service Excellence Award to a graduating senior(s) in recognition of outstanding performance and commitment to pre-professional, community activities, and/or unique learning experiences which enhance the educational process. The award will be made to a graduating senior(s) who has/have attained at least a 3.0 or greater total GPA. Students eligible for the Award will be notified by the Dean of Nursing and asked to submit substantiating evidence of their involvement in professional, community, and/or other activities. Students may nomination a peer for this award or may self-nominate.

Nursing Leadership Award

The Nursing Department will present a Leadership Award to the graduating senior(s) who most clearly demonstrate(s) outstanding leadership ability. Such demonstration includes, but is not limited to, class, college, and community activities.

Perseverance Award

The Nursing Department will present a Perseverance Award to a graduating senior(s) who has demonstrated exceptional initiative and shown perseverance in overcoming one or more significant obstacles. The award recipient will have overcome adversity to prevail in achieving the goal of completing the BSN program.

Peer Recognition Award

Students will be asked to nominate a peer who exhibits excellence in scholarship, leadership, personality, and character.

Dean's Honor List

Each semester the dean will honor those students whose grade point average places them in the top 5% of the class.

STUDENT SAFETY

Students are required to be physically and mentally able to provide safe patient care in clinical practice settings. Students are expected to participate fully in all activities required by the nursing program. This includes, but is not limited to, the following abilities

- Possessing sufficient hearing, visual acuity, and depth perception to perform nursing functions
- Lifting, moving, and operating equipment used in the care of patients
- Walking and standing for prolonged periods of eight to ten hours or more
- Hearing abilities sufficient to physically monitor and assess patient needs
- Visual abilities sufficient for accurate observation and performance of nursing care
- Psychological stability sufficient to perform nursing functions effectively in stressful situations and to exercise critical thinking, reasoning, and judgment in patient care situations

Liability and Health Insurance

While students are participating in assigned clinical experiences, students are covered under Brookline College's General Liability Policy. The policy does not cover students who are injured at the facility. Students are covered only in assigned clinical activities.

If a student is injured during a clinical experience, the student must immediately inform the clinical instructor and complete the appropriate agency incident report. Neither the clinical facility nor Brookline College is financially responsible for care provided to a student who becomes ill or injured during clinical experiences.

Students are expected to carry healthcare insurance. Students who do not have health insurance may obtain information about free or low cost health care from the Campus Student Services Representative.

Required Health Information

Due to the nature of required clinical experiences in a variety of the healthcare settings, the Nursing Department has specific health and immunization requirements for students. Students must complete a comprehensive health assessment and immunization form which must be completed by a physician or other qualified health care provider, i.e., Nurse Practitioner or Physician Assistant. The forms must be submitted to the Nursing Department at least two weeks prior to clinical experiences. Nursing students are required to have:

- Documentation of immunity to Measles, Mumps and Rubella
- Documentation of immunity to Varicella
- Annual documentation of 2-step Tuberculin testing (PPD) with results <3 months prior to the start of the program **-OR-**
- Submission of a chest x-ray and TB Questionnaire for students known to be PPD positive
- Documentation of Hepatitis B vaccination or proof of immunity; if the student wishes to decline Hepatitis B vaccination, the student must sign the Hepatitis B Declination Form
- Td or Tdap is recommended within the past 10 years
- Documentation of seasonal and H1N1 flu vaccination as required by clinical facilities

Latex Allergy/Sensitivity

Latex is used in a variety of medical products including, but not limited to, gloves, blood pressure, equipment, tourniquets, urinary catheters, and certain skin barriers such as Tegaderm. Allergic reactions range from mild to severe. Those individuals who have reactions to balloons, rubber bands, and foods such as nectarines, avocados, bananas, potatoes, tomatoes, kiwi fruit, papaya, or chestnuts are at risk.

Symptoms of a suspected localized reaction to latex include development of urticaria, erythema, scaling of skin, vesicles and/or pustules following contact with latex products. If this occurs the student must

- cease contact with the product and notify the faculty member.
- notify the physician or primary health care provider as antihistamines may be required.

Symptoms of a suspected systemic reaction include systemic urticaria, angioedema, rhinitis, wheezing, conjunctivitis, shock, bronchospasm, and anaphylaxis. In this case, the student should seek immediate emergency medical care at a hospital and/or call 911.

Students will need to identify themselves as allergic in any and all school/clinical activities. If latex gloves are chosen, use reduced protein, powder-free gloves to reduce exposure and reactions to latex chemical additives.

Exposure Guidelines

Brookline College's Accidental Needle Stick Procedures establishes the policy and protocol for accidental needle sticks that occur at a Brookline College campus or at a clinical site. It is Brookline College's policy that students, faculty, or staff who are involved in an accidental needle stick receive immediate medical attention and are offered counseling, evaluation, and treatment, as necessary. The protocol calls for immediate action in providing medical evaluation, treatment and follow-up to students, faculty and staff involved in an exposure incident. In accordance with OSHA regulations, these procedures must be strictly followed.

Injury/Accidents

If a student is injured during the clinical experience, it is his or her responsibility to inform the instructor immediately. Agreements with clinical facilities demand specific procedural steps that faculty and students are expected to follow. A copy of the Injury/Accident Report or written summary of the incident must be forwarded to the Dean of Nursing within three days of the incident.

Students involved in an accident or who are injured while on campus are responsible for reporting the circumstances immediately to a faculty member and/or Dean of Nursing. Failure to report an incident and to complete appropriate documentation may result in dismissal from the program.



STUDENT NURSE ACTION PLAN

Student Name: _____

Nature of Occurrence:

- Dress Code
- Absence
- Tardiness
- Policy violation
- Harassment
- Other:

Action Taken:

- Notice
- Verbal Warning
- Written Warning
- Other:

Summary of violation / occurrence (attach any additional documentation):

Summary of corrective plan of action (attach any additional documentation):

Improvement is expected immediately. Adherence to school policies is a vital aspect of your education since adherence to policy in the work place is essential. Continued violations of student conduct policies will result in continued implementation of the disciplinary action process up to including course failure or dismissal from the nursing program. Please remember that we will help you in any way possible to correct this situation. If you have any further questions, please feel free to contact the Dean of Nursing.

Student Signature (*Student notice does not require student signature.)

Date

Your signature is intended to acknowledge receipt of the notice; it does not imply agreement or disagreement with the notice itself. If you refuse to sign, someone in a supervisory position within the agency will be asked to initial the form indicating that you received a copy of the form.

Staff/Faculty/Administration Name

Date



STUDENT CONCERN/ ISSUE FORM

STUDENT INFORMATION

Student Name	Date
Program	Campus
Contact Information	
Cell: Home: Email:	

Describe your concern/issue in detail including the names of persons, locations, and date/s of occurrence (attach any additional documentation, if necessary).

Students are encouraged to discuss their concern/issue through informal conferences with the appropriate instructor, staff, or student. Have you made an attempt to resolve this issue? If yes, describe the outcome.

What is your desired outcome?

Student Signature

Date

Administration Signature

Date

RESOLVED

Date

COMMENTS:

(Attach additional documentation, if necessary)