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## Welcome to the Practical Nurse Certificate Program!

It is a pleasure to welcome you to Berkeley College. We are glad that you have chosen us to assist you in attaining your educational goals. Everyone at the College wishes you an enjoyable and productive academic year.

This *Practical Nurse Student Handbook Supplement* is intended to clarify policies and procedures specific to the Practical Nurse program. The policies in this *Handbook Supplement* supersede any conflicting statements made by faculty, administrators, the general Berkeley College Student Handbook, and the College Catalog. The *Practical Nurse Student Handbook Supplement* is updated regularly. You are urged to provide us with recommendations and suggestions for future revisions by communicating your ideas to Student Development and Campus Life.

Once again, let me extend my sincerest welcome from the entire Berkeley College community. We look forward to assisting you in reaching your goals!



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Department Chair, Practical Nurse Program

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## Overview

The policies and procedures outlined in this Student Handbook Supplement are specific to the Practical Nurse program. By participating in the Practical Nurse program you are agreeing to abide by the policies and procedures outlined in the *Practical Nurse Student Handbook Supplement*. These program-specific policies and procedures supersede any statements made by faculty, administrators, the general Berkeley College Student Handbook, and the College Catalog. Students should refer to the College Catalog and the general Berkeley College Student Handbook for all other College policies.



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## Practical Nurse Program Goals and Objectives

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## Goals

The goals of the Practical Nurse program are:

- To educate qualified women and men to assist the professional nurse in the care of patients within the scope and limitations indicated by the accepted definition of the Licensed Practical Nurse.
- To provide the basis for higher education in nursing for all who desire it.
- To respond to community needs by preparing skilled practitioners.



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# Objectives

Upon completion of the program the graduate is prepared to:

- Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical nurse.
- Effectively communicate with patients, significant support person(s), and members of the interdisciplinary healthcare team incorporating interpersonal and therapeutic communication skills.
- Collect holistic assessment data from multiple sources, communicate the data to appropriate healthcare providers, and evaluate client responses to interventions.
- Collaborate with the registered nurse or other members of the healthcare team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data.
- Demonstrate a caring and empathic approach to the safe, therapeutic, and individualized care of each client.
- Implement patient care, at the direction of a registered nurse, licensed physician, or dentist through performance of nursing interventions or directing aspects of care, as appropriate, to unlicensed assistive personnel (UAP).
- Take the National Licensing examination for License Practical Nurse.

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## Organizing Framework

Nursing is an avenue that provides an opportunity for individuals, families, and communities to achieve wellness through the application of the nursing process. The nursing process is the methodology upon which the practice of nursing is based. It consists of five interrelated steps: assessment, nursing diagnosis, planning, implementation, and evaluation. Effective implementation of the nursing process requires cognitive, psychomotor, and affective behaviors derived from learning activities in clinical therapeutics, nursing theory, and the sciences.

The theoretical concepts that are integrated throughout the curriculum will provide direction to the teaching/learning process. Concepts are introduced from the simple to complex. These include Life Sciences, Nursing Skills, Nursing Process, and professional development.

The Life Sciences provide knowledge and understanding of the human body. The structure and functions of the various organs and the interrelationships to meet the needs of the whole are explored.

Nursing skills, under the fundamentals of nursing, incorporate cognitive, psychomotor, and effective competences needed to implement the nursing process in the delivery of nursing care. The Nursing Process courses focus on specific systems and management to meet the needs of patients with common disorders and integrating basic needs of individual patient populations across the life span. In the clinical setting, the knowledge and skills learned will be applied via the nursing process beginning with meeting a patient's basic need for specific diseases/disorders and patient population, and building to meet more complex needs of patients with multiple problems.

Professional development promotes behaviors that foster trust and respect, provides for effective interpersonal relationships, and portrays confidence and competence in nursing skills. These behaviors are an integral part of learning in the classroom, laboratory, and clinical settings.



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## Outcomes

The outcome of the Practical Nurse program is to graduate qualified women and men who will be able to assist the professional nurse in the care of patients within the scope and limitations indicated by the accepted definition of the licensed practical nurse. A graduate of Berkeley College's Practical Nurse program will be eligible and prepared to sit for the NCLEX-PN licensure examination for licensed practical nurses.



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## Philosophy

The faculty of the Practical Nurse program at Berkeley College believe that every person is a special being of great worth with inherent rights and possessing commonalities of basic physical, social, emotional, and spiritual needs which create cultural diversity and impact the community, defined as a network of interacting individuals, social system and group, and extends throughout the life span.

Health is a state which reflects holistic balance allowing individuals to self-actualize and express their optimum functions. This is seen as a wellness/illness continuum. Wellness is achieved by a balance of body, mind, and spirit. Illness is an alteration of this balance.

Nursing is an art and a science which includes maintenance and promotion of health and restorative and therapeutic care through assessment, planning, implementation, and evaluation of ever-changing patient needs within the wellness/illness continuum. This process is achieved through communication and interactive skills with patients, families, health team members, and communities. There are different levels of nursing practitioners. Licensed practical nursing is an entry level to the nursing field and an integral part of all nursing. The licensed practical nurse performs selected tasks and collaborates in the sharing of responsibility for total client care under the direction of a registered nurse or advance practice registered nurse, and within the framework of supportive and restorative care, health counseling and teaching, case finding and referral, collaboration in the implementation of total healthcare regimen, and executing the medical regimen under the direction of a licensed physician or dentist.

Education is an ongoing democratic process for assisting people to realize their potentials through self-actualization. It is the process of personal enrichment through which the student learns to communicate and interact with others. The teaching/learning process will occur in an environment that is both instructor- and student-driven. Instructor-driven learning will include lecture, audio and visual aids, and demonstration. Student-driven learning will include laboratory practice, clinical patient care, group discussions, role-playing presentations, and other learning activities to create a stimulating learning environment.

Environment encompasses community and learning environments where the art and science of nursing is taught, and learning is facilitated.

Berkeley College is committed to responding to community needs by producing skilled practitioners with the ability to communicate effectively within the world of work and attain gainful employment with job satisfaction. The Practical Nurse program is offered sequentially from simple to complex and provides the graduate with the skills necessary to successfully function as licensed practical nurses. They will practice in environments such as, but not limited to, extended care, sub-acute, and rehabilitation facilities; clinics; doctors' offices; and home care.



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## Purpose

The purpose of the Practical Nurse program at Berkeley College is to prepare beginning practitioners who will function in the common domain of practical nurse practice after licensure. Practical Nurse program graduates are prepared to care for a group of patients within a variety of healthcare settings including, but not limited to, extended care centers, sub-acute centers, rehabilitation facilities, clinics, doctors' offices, and home care locations. Graduates are also prepared to continue learning through experience and education.

The faculty supports education and practice in nursing at multiple levels. The faculty recognizes that the scope of practice for all levels of nursing is influenced by a variety of factors, both internal and external to the nursing profession. Clinical experiences are selected to expose students to diverse socioeconomic populations, diverse multicultural populations, and high-risk populations. In addition, the clinical experiences expose students to the management of patients from birth to death.



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## Approvals

The Practical Nurse program is approved by the New Jersey Board of Nursing.

**New Jersey Board of Nursing**

124 Halsey Street

Newark, NJ 07120

973-504-6430

**[www.njconsumeraffairs.gov/medical/nursing.htm](http://www.njconsumeraffairs.gov/medical/nursing.htm)**

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## Standards of Practice and Educational Competencies of Graduates of Practical/Vocational Nursing Programs

The following *Standards of Practice and Educational Competencies of Graduates of Practical/Vocational Nursing Programs* were approved and adopted by the National Association for Practical Nurse Education and Service, Inc. (NAPNES) Board of Directors on May 6, 2007, and are being reproduced with the express written consent of NAPNES.

These standards and competencies are intended to better define the range of capabilities, responsibilities, rights and relationships to other healthcare providers for scope and content of practical/vocational nursing education programs. The guidelines will assist:

- Educators in development, implementation, and evaluation of practical, vocational nursing curricula.
- Students in understanding expectations of their competencies upon completion of the educational program.
- Prospective employers in appropriate utilization of the practical/vocational nurse.
- Consumers in understanding the scope of practice and level of responsibility of the practical/vocational nurse.

### Professional Behaviors

Professional behaviors, within the scope of nursing practice for a practical/vocational nurse, are characterized by adherence to standards of care, accountability for one's own actions and behaviors, and use of legal and ethical principles in nursing practice. Professionalism includes a commitment to nursing and a concern for others demonstrated by an attitude of caring. Professionalism also involves participation in lifelong self-development activities to enhance and maintain current knowledge and skills for continuing competency in the practice of nursing for the LP/VN, as well as individual, group, community, and societal endeavors to improve healthcare.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical/vocational nurse.

Competencies which demonstrate this outcome has been attained:

1. Comply with the ethical, legal, and regulatory frameworks of nursing and the scope of practice as outlined in the LP/VN Nurse Practice Act of the specific state in which licensed.
2. Utilize educational opportunities for lifelong learning and maintenance of competence.
3. Identify personal capabilities and consider career mobility options.
4. Identify own LP/VN strengths and limitations for the purpose of improving nursing performance.
5. Demonstrate accountability for nursing care provided by self and/or directed to others.
6. Function as an advocate for the healthcare consumer, maintaining confidentiality as required.

7. Identify the impact of economic, political, social, cultural, spiritual, and demographic forces on the role of the licensed practical/vocational nurse in the delivery of healthcare.
8. Serve as a positive role model within healthcare settings and the community.
9. Participate as a member of a practical/vocational nursing organization.

## Communication

Communication is defined as the process by which information is exchanged between individuals verbally, non-verbally, and/or in writing or through information technology. Communication abilities are integral and essential to the nursing process. Those who are included in the nursing process are the licensed practical/vocational nurse and other members of the nursing and healthcare team, client, and significant support person(s). Effective communication demonstrates caring, compassion, and cultural awareness, and is directed toward promoting positive outcomes and establishing a trusting relationship.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Effectively communicate with patients, significant support person(s), and members of the interdisciplinary healthcare team incorporating interpersonal and therapeutic communication skills.

Competencies which demonstrate this outcome has been attained:

1. Utilize effective communication skills when interacting with clients, significant others, and members of the interdisciplinary healthcare team.
2. Communicate relevant, accurate, and complete information.
3. Report to appropriate healthcare personnel and document assessments, interventions, and progress or impediments toward achieving client outcomes.
4. Maintain organizational and client confidentiality.
5. Utilize information technology to support and communicate the planning and provision of client care.
6. Utilize appropriate channels of communication.

## Assessment

Assessment is the collection and processing of relevant data for the purposes of appraising the client's health status. Assessment provides a holistic view of the client which includes physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status. Assessment involves the collection of information from multiple sources to provide the foundation for nursing care. Initial assessment provides the baseline for future comparisons in order to individualize client care. Ongoing assessment is required to meet the client's changing needs.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Collect holistic assessment data from multiple sources, communicate the data to appropriate healthcare providers, and evaluate client responses to interventions.

Competencies which demonstrate this outcome has been attained:

1. Assess data related to basic physical, developmental, spiritual, cultural, functional, and psychosocial needs of the client.
2. Collect data within established protocols and guidelines from various sources including client interviews, observations/measurements, healthcare team members, family, significant other(s), and review of health records.
3. Assess data related to the client's health status, identify impediments to client progress, and evaluate response to interventions.
4. Document data collection, assessment, and communicate findings to appropriate

member/s of the healthcare team.

## Planning

Planning encompasses the collection of health status information, the use of multiple methods to access information, and the analysis and integration of knowledge and information to formulate nursing care plans and care actions. The nursing care plan provides direction for individualized care, and assures the delivery of accurate, safe care through a definitive pathway that promotes the clients and supports progress toward positive outcomes.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Collaborate with the registered nurse or other members of the healthcare team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data.

Competencies which demonstrate this outcome has been attained:

1. Utilize knowledge of normal values to identify deviation in health status to plan care.
2. Contribute to formulation of a nursing care plan for clients with non-complex conditions and in a stable state, in consultation with the registered nurse, and as appropriate in collaboration with the client or support person(s) as well as members of the interdisciplinary healthcare team using established nursing diagnoses and nursing protocols.
3. Prioritize nursing care needs of clients.
4. Assist in the review and revision of nursing care plans with the registered nurse to meet the changing needs of clients.
5. Modify client care as indicated by the evaluation of stated outcomes.
6. Provide information to client about aspects of the care plan within the LP/VN scope of practice.
7. Refer client as appropriate to other members of the healthcare team about care outside the scope of practice of the LP/VN.

## Caring Interventions

Caring interventions are those nursing behaviors and actions that assist clients and significant others in meeting their needs and the identified outcomes of the plan of care. These interventions are based on knowledge of the natural sciences, behavioral sciences, and past nursing experiences. Caring is the "being with" and "doing for" that assists clients to achieve the desired outcomes. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust where client choices related to cultural, religious, and spiritual values, beliefs, and lifestyles are respected.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Demonstrate a caring and empathic approach to the safe, therapeutic, and individualized care of each client.

Competencies which demonstrate this outcome has been attained:

1. Provide and promote the client's dignity.
2. Identify and honor the emotional, cultural, religious, and spiritual influences on the client's health.
3. Demonstrate caring behaviors toward the client and significant support person(s).
4. Provide competent, safe, therapeutic, and individualized nursing care in a variety of

- settings.
5. Provide a safe physical and psychosocial environment for the client and significant other(s).
  6. Implement the prescribed care regimen within the legal, ethical, and regulatory framework of practical/vocational nursing practice.
  7. Assist the client and significant support person(s) to cope with and adapt to stressful events and changes in health status.
  8. Assist the client and significant other(s) to achieve optimum comfort and functioning.
  9. Instruct client regarding individualized health needs in keeping with the licensed practical/vocational nurse's knowledge, competence, and scope of practice.
  10. Recognize client's right to access information and refer requests to appropriate person(s).
  11. Act in an advocacy role to protect client rights.

## Managing

Managing care is the effective use of human, physical, financial, and technological resources to achieve the client-identified outcomes while supporting organizational outcomes. The LP/VN manages care through the processes of planning, organizing, and directing.

Upon completion of the practical/vocational nursing program, the graduate will display the following program outcome:

Implement patient care, at the direction of a registered nurse, licensed physician, or dentist through performance of nursing interventions or directing aspects of care, as appropriate, to unlicensed assistive personnel (UAP).

Competencies which demonstrate this outcome has been attained:

1. Assist in the coordination and implementation of an individualized plan of care for clients and significant support person(s).
2. Direct aspects of client care to qualified UAPs commensurate with abilities and level of preparation and consistent with the state's legal and regulatory framework for the scope of practice for the LP/VN.
3. Supervise and evaluate the activities of UAPs and other personnel as appropriate within the state's legal and regulatory framework for the scope of practice for the LP/VN as well as facility policy.
4. Maintain accountability for outcomes of care directed to qualified UAPs.
5. Organize nursing activities in a meaningful and cost effective manner when providing nursing care for individuals or groups.
6. Assist the client and significant support person(s) to access available resources and services.
7. Demonstrate competence with current technologies.
8. Function within the defined scope of practice for the LP/VN in the healthcare delivery system at the direction of a registered nurse, licensed physician, or dentist.

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# Technical Standards

The goal of the nursing department is to prepare students for practical nurse (PN) practice in any entry-level clinical setting in accordance with the scope of nursing practice. Safe and competent nursing practice requires that graduates demonstrate competencies in knowledge, skills, and attitude guided by adherence to ethical and legal principles.

The department of nursing will consider any applicant who demonstrates the ability to learn to perform all the competencies listed and does not present any safety hazard towards self or recipient of care. These competencies are required skills in order to render safe nursing care to patients in various clinical settings.

Some chronic or recurrent illnesses and problems could interfere with patient care and safety, and may be incompatible with nursing education and practice, since they may lead to a higher chance of absences. Nursing students are not required to disclose any chronic or recurrent illness and/or disability; however, students with concerns about meeting these technical standards are strongly encouraged to discuss the issues with the department chairperson. Deficiencies in knowledge, skills, judgments, integrity, or professional attitude may jeopardize patient care and, as a result, may be grounds for course failure and possible dismissal from the nursing program.

Students must have the aptitude and abilities in six areas: sensory ability and skills; fine and gross motor skills; strength, mobility, and physical endurance; communicate, comprehend, read, and write in English; behavioral stability; and cognitive ability and critical thinking skills.

Functional Ability	Standard	Examples of Required Activities
Visual	Optical ability to sufficiently observe a patient and gather data accurately from a distance as well as close up	<ul style="list-style-type: none"> <li>• Visual acuity sufficient to correctly measure and prepare medications</li> <li>• Detect changes in skin color or condition</li> <li>• Collect data from patient care equipment, monitoring devices, and measuring equipment used in the care of clients</li> <li>• Read measuring devices that may be hung or placed below bed level</li> <li>• Read fine print in varying levels of light</li> </ul>
Hearing	Auditory ability sufficient for physical monitoring and assessment of patient healthcare needs	<ul style="list-style-type: none"> <li>• Hear normal speaking level sounds</li> <li>• Detect sounds related to bodily functions with the use of a stethoscope. or</li> </ul>

		<p>detect audible alarms generated by mechanical equipment used to monitor patient's physiologic status</p> <ul style="list-style-type: none"> <li>• Detect signs of fire and initiate emergency actions</li> <li>• Hear call bells and/or cries for help</li> </ul>
Smell	Olfactory ability sufficient to detect significant patient and environmental odors	<ul style="list-style-type: none"> <li>• Detect odors of bodily fluids, such as foul smelling drainage, spoiled foods, or smoke from burning materials</li> <li>• Detect smoke</li> </ul>
Tactile	Tactile ability sufficient for physical monitoring and assessment of healthcare needs	<ul style="list-style-type: none"> <li>• Tactile ability to detect unsafe temperature levels of solutions or heat-producing devices used in patient care</li> <li>• Tactile ability to detect anatomical abnormalities like edema, swelling, or nodules and masses</li> <li>• Feel vibrations such as palpable pulse, feel differences in size and shape needed to identify bodily landmarks or skin surface signs such as rash or skin turgor</li> </ul>
Communication	<p>Oral communication skills sufficient to communicate in English with accuracy, clarity, and efficiency with patients, their families, and other members of the healthcare team, including non-verbal communication such as interpretation of facial expressions, affect, and body language</p>	<ul style="list-style-type: none"> <li>• Communicate clearly with patients and their families, and members of the healthcare team</li> <li>• Give verbal directions to, or follow verbal directions from, other members of the healthcare team and participate in healthcare team discussions of patient care</li> <li>• Recognize and report critical patient information to other caregivers</li> </ul>
Gross Motor Skills	Gross motor skills sufficient to provide the full range of safe and efficient patient care activities	<ul style="list-style-type: none"> <li>• Gather data by palpation, auscultation, percussion, and other diagnostic means</li> <li>• Position patients, and assist in turning or lifting patients</li> <li>• Reach below the waist or</li> </ul>



		<ul style="list-style-type: none"> <li>• Reach below the waist or overhead while providing patient care or performing nursing procedures</li> <li>• Maneuver in small patient areas such as patient rooms, treatment rooms, or nursing work stations</li> </ul>
Fine Motor Skills	Fine motor skills sufficient to perform manual psychomotor skills	<ul style="list-style-type: none"> <li>• Pick up and handle small objects, such as insulin syringes, pills, etc., with fingers</li> <li>• Carry out patient care procedures such as tracheostomy care, wound care, airway suctioning</li> </ul>
Physical Endurance	Physical stamina sufficient to remain on task continuously for a six-, eight-, or 12-hour clinical shift while standing, sitting, moving, lifting, and bending in order to perform various patient care activities	<ul style="list-style-type: none"> <li>• Complete a six-, eight-, or 12-hour clinical shift which could be in varying times of the day or day of the week such as day shift, evening shift, night shift, or weekend shifts</li> <li>• Turn and position patients as a preventive need against development of skin breakdown</li> <li>• Perform cardiopulmonary resuscitation</li> </ul>
Physical Strength	Physical strength sufficient to perform the full range of required patient care activities	<ul style="list-style-type: none"> <li>• Push and/or pull 250 pounds</li> <li>• Lift and/or move heavy objects weighing between 25 and 50 pounds</li> </ul>
Mobility	Physical ability sufficient to move from room to room and maneuver in small spaces; full range of motion to twist, bend, stoop, squat, reach above shoulders and below waist and move quickly; manual and finger dexterity; and hand-eye coordination to perform nursing activities	<ul style="list-style-type: none"> <li>• Walk without a cane, walker, or crutches in order to ambulate patient and provide bedside care</li> <li>• Move around work and/or treatment areas. Position oneself in the environment in order to render care without obstructing the position of other team members and/or equipment</li> </ul>
Emotional/ Behavioral	Emotional stability and appropriate behavior sufficient to assume responsibility and	<ul style="list-style-type: none"> <li>• Deal with the unexpected, such as frequently changing client status</li> </ul>

	accountability for actions	<ul style="list-style-type: none"> <li>• Handle strong emotions</li> <li>• Be flexible with changing environments and schedules in both classes and clinical settings</li> <li>• Be able to work in close quarters with clients, classmates, nursing faculty, and members of the healthcare teams</li> <li>• Focus attention on task</li> <li>• Monitor own emotions and be able to keep emotions under control in classroom and clinical environments</li> <li>• Establish a therapeutic relationship and communicate in a supportive manner</li> </ul>
Professional Attitudes and Interpersonal Skills	Present professional appearance and demeanor; demonstrate ability to communicate with patients, supervisors, and other members of the healthcare team to achieve a positive and safe work environment. Follow instructions and safety protocols	<ul style="list-style-type: none"> <li>• Maintain empathetic, flexible, culturally sensitive, therapeutic relationships with others</li> <li>• Accept accountability and responsibility for one's actions</li> <li>• Comply with both the ethical and legal standards of the nursing profession</li> <li>• Express compassion, empathy, and a caring concern for others</li> <li>• Demonstrate initiative, motivation, and diligence</li> <li>• Display integrity, honesty, and responsibility</li> <li>• Display respect, sensitivity, and tolerance for diverse populations</li> <li>• Demonstrate comfort with close physical contact in the care of clients</li> </ul>
Cognitive/Quantitative Abilities	Reading comprehension skills and mathematical ability sufficient to understand documents written in English and solve problems involving measurement, calculation, reasoning, analysis, and synthesis	<ul style="list-style-type: none"> <li>• Give clear, oral patient reports</li> <li>• Read graphs</li> <li>• Read and understand printed instructional materials for both classroom and/or clinical setting use</li> <li>• Legibly write or type in client physical or electronic records</li> <li>• Effectively converse with patient and members of</li> </ul>

		<p>the healthcare team</p> <ul style="list-style-type: none"> <li>• Discriminate fine/subtle differences in medical word or medications</li> <li>• Give and understand verbal directions</li> </ul>
Conceptual/Spatial Abilities	Conceptual spatial ability sufficient to comprehend three-dimensional and spatial relationships	<ul style="list-style-type: none"> <li>• Comprehend spatial relationship needed to properly administer parenteral medication such as intramuscular, subcutaneous, intradermal, or assess wounds of varying depths</li> </ul>
Clinical Reasoning	Ability to logically reason across time regarding a patient's changing condition	<ul style="list-style-type: none"> <li>• Carry out the nursing process in the care of patients</li> <li>• Process information thoroughly and quickly to prioritize tasks</li> <li>• Analyze and synthesize data to effectively contribute to the patient plan of care</li> <li>• Sequence or cluster patient findings</li> <li>• Accurately calculate medication dosage given specific patient parameters</li> <li>• Identify cause and effect relationships</li> <li>• Effective and accurately collect data, prioritize, and anticipate reactions</li> <li>• Demonstrate skill of recall using both long- and short-term memory, inferential reasoning, anticipation of possible outcomes, application of knowledge, and evaluation of predicted outcomes according to the level in the program</li> </ul>
Flexibility	Adapt to College's course schedule policy	<ul style="list-style-type: none"> <li>• Available to work the hours of an assigned schedule, which may include any shift during any day of the week; or attend on-campus classes during the day, evening, and/or weekend</li> </ul>

**NOTE:**

Pregnancy may pose special problems for female students. While the nursing department encourages students to continue in the program or course during pregnancy, it is vitally important for the faculty to be informed of the pregnancy as soon as possible. As soon as the student knows that she is pregnant, she must notify the primary faculty member. The student is required to obtain and submit a signed medical statement from the student's obstetrician verifying that the student may safely participate in the program or course, including meeting relevant technical standards.

Any change(s) during or after the pregnancy must be reported and further documentation may be required. A student who is less than six weeks post partum must have written medical documentation from her obstetrician that states the student can meet the technical standards of the nursing program in order to return to clinical rotation.

A student who suffers from an injury, or has a surgical procedure during the program or course, is required to provide written medical documentation from his or her own healthcare provider that states the student is able to meet the technical standards of the nursing program in order to return to clinical rotation.

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## American Nurses Association Code of Ethics for Nurses

The following Code of Ethics for Nurses was developed by the American Nurses Association (ANA) as a guide for carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession. This Code is being reproduced with the express written consent of the ANA.

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 patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
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 health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
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.

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## Academic Policies

- **Academic Progression and Grading Criteria**  
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- **Attendance** (/student\_handbook/student\_handbook\_2014\_pn\_8197.htm)
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## Academic Progression and Grading Criteria

- **Course Withdrawal** (/student\_handbook/student\_handbook\_2014\_pn\_8189.htm)
- **Grade Calculations** (/student\_handbook/student\_handbook\_2014\_pn\_8190.htm)
- **Graduation Requirements**  
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- **Passing Grade** (/student\_handbook/student\_handbook\_2014\_pn\_8192.htm)
- **Repeating a Nursing Course and Automatic Dismissal**  
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## Course Withdrawal

Students who wish to drop a course must do so in writing and must have the approval of the Advisement Department. Courses dropped during the first two weeks of classes do not appear on the student's transcript. Withdrawal from a course between weeks three and nine results in a grade of WP or WF, which indicates whether the student was passing or failing the course at the time it was dropped. Students enrolled in the Practical Nurse program are permitted to withdraw from one NUR course during the length of their Practical Nurse program. A grade of W will be assigned to students who enrolled in but did not participate in a course. Students who do not officially drop a course will receive a letter grade that reflects their achievement. Students enrolled in an accelerated course(s) who wish to withdraw, must do so by the fourth week of the course.



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## Grade Calculations

Grade calculations for all nursing (NUR) courses will be rounded to the nearest whole number. A decimal of 0.5 or above will be rounded up, and a decimal of 0.4 or below will be rounded down.



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# Graduation Requirements

To qualify for graduation, Practical Nurse students must fulfill the following requirements:

- Pass each NUR, SCI, and SOC course in the nursing program with a minimum grade of C+
- Successfully complete the prescribed number of clinical days
- Successfully complete the prescribed course of study with a minimum cumulative grade point average of 2.50
- Meet the credit-hour requirements for the major
- Discharge all financial obligations to the College

Students are required to meet all graduation requirements prior to participating in the formal graduation ceremony.



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## Passing Grade

The minimum passing grade required for a nursing (NUR) course is a C+ (75%). Any grade below a C+ (75%) is a failing grade. In order to pass a nursing course that consists of both didactic and clinical/laboratory portions, students must receive at least a C+ (75%) for the didactic portion of the course and a "P" for the clinical/laboratory portion. A failure in either the didactic or clinical/laboratory portion of a nursing course will result in a failing grade for the entire course. Therefore, only a nursing (NUR) course in which students receive at least a C+ (75%) will satisfy the course requirements for the Practical Nurse major. In addition, the minimum passing grade required for Life Sciences (SCI215) and Psychology (SOC225) is a C+.



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## Repeating a Nursing Course and Automatic Dismissal

Practical Nurse students are only eligible to repeat one NUR course throughout the Practical Nurse program. Practical Nurse students who receive a grade of C or below in one NUR course may repeat that course. Students who receive a grade of C or below in a repeated NUR course will be automatically dismissed from the Practical Nurse program. Practical Nurse students who have already repeated one NUR course must receive a C+ or above in all future NUR courses to remain in the Practical Nurse program.

Practical Nurse students who receive a grade of C or below in two NUR courses, whether in the same quarter or different quarters, will be automatically dismissed from the Practical Nurse program.



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## Specialty Examinations

Standardized course specialty examinations will be administered outside of the regularly scheduled class time periods as indicated on student schedules. Standardized course specialty examinations will be administered for the following courses:

<u>Specialty Exam</u>	<u>Course</u>
Fundamentals of Nursing	NUR100: Fundamentals of Nursing
Anatomy & Physiology	SCI215: Life Sciences
Pharmacology	NUR125: Pharmacology
Mental Health Concepts	NUR232: Endocrine System / Psychiatric Nursing
Maternity and Infant	NUR221: Maternity / Newborn Nursing (Mid-term)
Child Health	NUR221: Maternity / Newborn Nursing and Child Health Nursing (Mid-term)
Adult Health	NUR126: Cardiovascular / Respiratory System
Comprehensive Program Exam	NUR235: Capstone (Mid-term)



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## Attendance

Punctuality and attendance are required for all classes, laboratory sessions, and clinicals. The number of minutes and/or hours tardy is cumulative and is added to the number of hours absent in order to obtain a combined total for the quarter. Excessive tardiness or absence will result in course failure as outlined below:

Course Credits	Course Title	Number of Unexcused Absences = Failure
1	NUR101 Introduction to Clinical NUR123 Integumentary System NUR128 Sensory System	3 hours
2	NUR125 Pharmacology	12 hours
3	NUR223 Reproductive System	9 hours
4	NUR234 Hematological / Immunological System / Oncology Nursing	15 hours
5	NUR100 Fundamentals of Nursing NUR131 Geriatric Nursing / Urinary System NUR132 Acute Care Nursing / Gastrointestinal System NUR232 Endocrine System / Psychiatry	15 hours
6	NUR127 Musculoskeletal System / Nervous System NUR221 Maternity / Newborn Nursing / Child Health Nursing NUR126 Cardiovascular System / Respiratory	15 hours
8	NUR235 Practical Nursing Capstone	15 hours

Students must notify the instructor of an absence no later than two hours prior to any class, laboratory, or scheduled clinical. Students who will be absent from a scheduled clinical must notify the instructor by phone.

Unexcused Absences

Any unexcused absence carries a one (1) point per hour deduction from the course's final grade. However, a "no call-no show" carries a five (5) point per hour deduction from the final course grade.

Unexcused clinical absences are not eligible for make-up.

Unexcused non-clinical absences may be eligible for make-up based on the guidelines determined by the instructor and outlined in the course syllabus.

Excused Absences

In the case of accident, illness, or other critical events, absences may be excused if the student provides proper documentation to the instructor when the student returns. The instructor will evaluate such occurrences on a case-by-base basis.

One day of excused clinical absence may be made up in the virtual hospital. Clinical make up will be scheduled at the end of the rotation. Clinical make up hours are scheduled on weekdays, evenings, and/or weekends, and are subject to the availability of the clinical unit and the faculty.

Excused non-clinical absences may be eligible for make-up based on the guidelines determined by the instructor and outlined in the course syllabus.

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## Class Hours

Generally, Practical Nurse classes are in session from 7:00 am to 11:00 pm. Clinical rotations are scheduled from 7:00 am until 12 midnight, Monday through Sunday.



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# Credit for Prior Learning

Students enrolled in the Practical Nurse program may test out of Fundamentals of Nursing (NUR100), Introduction to Clinical Nursing (NUR101), and/or Pharmacology (NUR125) by taking a formal challenge examination for credit. A challenge examination can only be attempted once for each course and may not be taken for any courses in which the student received a failing grade in a previous quarter. Students may not attempt to test out of courses in which they are currently enrolled.

Practical Nurse students seeking to take a challenge examination must obtain prior approval from the Department Chair of the Practical Nurse program. Challenge examinations consist of both written and practical components; both components must be successfully completed before credit can be awarded.



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## Student Rights and Responsibilities

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- **Confidentiality** (/student\_handbook/student\_handbook\_2014\_pn\_9694.htm)
- **Criminal Background Check**  
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- **Health Requirements**  
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## Cardiopulmonary Resuscitation (CPR) Certification

Practical nurse students must successfully pass the health provider Basic Life Support (BLS) course, which is offered during the first quarter of the nursing program.



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# Confidentiality

Berkeley College students are required by law to maintain the confidentiality of all patient information encountered at any clinical internship and/or practicum site. While the requirements of patient confidentiality are emphasized throughout the student's coursework, all students are encouraged to visit the U.S. Department of Health and Human Services website (<http://www.hhs.gov/ocr/privacy/>) (<http://www.hhs.gov/ocr/privacy/>) to review the entire HIPAA policy before beginning the clinical component of the program. In addition to complying with all federal regulations, Berkeley College students must comply with any specific confidentiality requirements, policies, and/or procedures established by the assigned internship and/or clinical site.

A patient's right to confidentiality regarding his or her medical information, which includes confidentiality of personal and social information, is a fundamental healthcare tenet. Accordingly, students must remain mindful of the following basic requirements:

- Patients must not be described in any identifiable way for purposes other than the provision of direct patient care. When discussing experiences involving patients with third parties for legitimate educational purposes, using patient initials, exact descriptions, or locations of patients - either on paper or online - is strictly prohibited. Students are to use generalities only, so that no patient can be clearly recognized.
- While participating in clinical rotation(s) students shall not videotape, photograph or make audio recordings of themselves, their fellow students, their instructors, or their patients for any reason.
- The public discussion of any patient and his/her condition without consent violates patient confidentiality and ethical principles. This includes any discussion held in public areas such as elevators, hallways, and cafeterias. It also includes any discussion held in any media forum (such as print media) or any virtual forum (such as websites or social networking sites). Classrooms, pre- and post-conferences, and/or laboratory settings may be used for such discussions, but only for legitimate educational purposes.
- Students should only obtain information about those patients who are assigned to their care for that clinical day. At no time should students use their position in the clinical setting to seek information about a patient other than the patient(s) to whom they have been assigned.
- Copying, scanning, and/or removing any portion of a patient's medical record or printed patient information from the healthcare facility is strictly prohibited.

Social networking has become one of the main sources of communicating in today's world. However, its use can have major legal and ethical implications for healthcare workers with regard to patient privacy and confidentiality. Students must comply at all times with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and must be especially mindful of patients when using social media. For instance:

- References to patients, patient data, or clinical experiences involving patients or their family members are not to be included in any part of the social networking environment. Social media breaches include, but are not limited to, tweeting confidential or proprietary information about clinical facilities and/or rotations and taking 'selfies' while participating in clinical rotations and posting them on social media sites.

- Students are strictly prohibited from posting any information pertaining to or descriptive of a clinical site, instructor/preceptor, patient, employee, fellow student, or procedure. This includes revealing the location of a clinical site either by posting or by providing content with GPS locator evidence (such as digital photographs).

Students who disclose restricted patient information may face serious consequences. For example, federal law provides for fines up to \$250,000 and imprisonment up to 10 years for misusing protected patient information for commercial advantage or malicious harm. Students found in violation of the Berkeley College Confidentiality Policy will be subject to disciplinary action, up to and including immediate suspension or dismissal from the College. For additional requirements concerning the use of social media in connection with Berkeley College matters, go to

**[BerkeleyCollege.edu/files\\_bc/Social\\_Media\\_Policy.pdf](http://berkeleycollege.edu/files_bc/Social_Media_Policy.pdf)**  
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## Criminal Background Check

A criminal history background check is required for all nursing students. If the results are positive, the student will not be permitted to progress in the program.

If a conviction or arrest occurs while a student is enrolled in the Practical Nurse program, it is the student's responsibility to inform the Department Chair. This notification must be in writing and must occur promptly after the event occurs. The required notification must include a description of the circumstances surrounding the conviction. Subsequent to this notification, the student should make an appointment with the Department Chair to discuss options.

Upon returning from a Leave of Absence, students must undergo a criminal background check. If the results are positive, the student will not be permitted to return to the Practical Nurse program. Any fees involved with the repeat background check will be the responsibility of the student.



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## Dress Code

As part of its mission to prepare students for careers in the healthcare industry, Berkeley College requires practical nurse students to adhere to the following professional dress code while on campus or at a clinical site.

Uniform:

Clean and pressed white student nurse uniform with Berkeley College insignia. Appropriate plain white or flesh color undergarments. White Berkeley College jacket with Berkeley College insignia. No sweaters.

Hair:

Clean, well groomed, and off the collar. No large barrettes and hair pins. Long ponytails should be held up in a bun.

Shoes:

Clean, white, polished shoes of a professional nature. White-colored sneakers are acceptable provided they contain no mesh and/or open areas. No clogs, open-toed shoes, or sandals. Shoelaces must be clean.

Fingernails:

Clean, no polish, and just visible over the pads of the fingers when viewed from the palmer surface. Artificial nails of any kind (i.e., wraps or gels) are not permitted.

Jewelry:

No decorative jewelry, including bracelets. A watch with a sweep second hand, wedding ring, and small post earrings may be worn.

Perfume:

No perfume or heavy scents.

Make-up:

Subdued and in good taste.

Smoking:

No smoking.

Gum:

No gum chewing.

Equipment needed:

Watch with a sweep second hand, stethoscope, pen, penlight, small pad, and bandage scissors.

Student ID badges:

IDs must be worn at all times.

**Please note:**

Your student nurse uniform should not be worn when you are in a health agency in any other capacity than as a Berkeley College nursing student. Student uniforms should be worn while on campus or at a clinical site. During the lecture portion of a course held in the classroom, students may wear decorative jewelry including earrings, sweaters, or sweatshirts over their uniforms, and long hair does not need to be in a ponytail and/or held up in a bun.



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## Health Requirements

Practical nurse students must submit a complete physical assessment by a licensed physician, advanced practice registered nurse, or physician assistant prior to enrolling in clinical courses. Appropriate proof of immunity (blood titers or immunization records) to measles, mumps, rubella, varicella, and Hepatitis B vaccine series; a two-step TB skin test within the last year or a negative chest x-ray within three months; and a tetanus shot administered within the past 10 years are required. An influenza vaccine may be required for some facilities. A negative twelve-panel, pre-employment urine toxicology screening is also required. This includes screening for:

- Amphetamines
- Barbituates
- Cannabinoids
- Cocaine
- Opiates
- Oxycodone
- Phencyclidine
- Methadone
- Propoxyphene
- Meperidine
- Tramadol
- Benzodiazepine

If emergency medical treatment is required while on campus or while participating in the clinical experience, the cost of treatment will be the responsibility of the student receiving the medical attention/treatment.

Upon returning from a Leave of Absence, students must repeat the drug screening outlined above prior to participating in any clinical rotations. If during the course of study students are suspected of drug use, they may be asked to provide an updated urine toxicology screening.

A negative drug screen is required to progress in the Practical Nurse program. Students with a positive drug screen will be removed from the Practical Nurse program immediately and will not be eligible for reentry.

By submitting the results of a urine toxicology screening to the College, the student thereby authorizes the College to share those results with any individual clinical facilities that request such information.



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## Malpractice Insurance

Nursing students are required to purchase their own individual malpractice insurance and must provide the lab coordinator with evidence of coverage prior to enrolling in clinical courses.



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## Professionalism

Students are expected to present themselves in a professional manner at all times by demonstrating integrity, respect, and compassion. While participating in the clinical portion of the program, students should realize that their behavior may positively and/or negatively affect the judgments of others about Berkeley College. Students are expected to be thoughtful and professional when interacting with faculty, patients and their families, nurses, attending physicians, preceptors, affiliated institutional staff, other students, other members of the healthcare team, and the general public.

Professional demeanor is also required while students are in virtual sites, such as online social networking sites. Students are required to comply with the Berkeley College Social Media Policy, which governs the use of College and personal social media sites with respect to matters related to the College.

Under no circumstances are students permitted to engage in personal phone conversations or text messaging while participating in the clinical portion of their program. Students are preparing for membership in a profession that serves the public – a public that expects a high standard of professionalism.

If, while enrolled in a clinical course, a student's level of professionalism and/or performance presents a potential harm to the welfare of clients, the faculty will determine, based on written and/or oral documentation, whether or not the student will be permitted to continue in the course. If a student's performance presents an immediate potential harm to either the student or his/her clients, the program faculty and/or preceptors have the responsibility to immediately remove the student from the clinical setting. For more general conduct requirements applicable to all Berkeley College students, go to

[BerkeleyCollege.edu/student\\_handbook/student\\_handbook\\_2014\\_8146.htm](http://BerkeleyCollege.edu/student_handbook/student_handbook_2014_8146.htm)  
([http://BerkeleyCollege.edu/student\\_handbook/student\\_handbook\\_2014\\_8146.htm](http://BerkeleyCollege.edu/student_handbook/student_handbook_2014_8146.htm)).