



2026 - 2027 Practical Nurse Student Handbook Supplement

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Table of Contents

Welcome to the Practical Nurse Student Handbook Supplement!	3
Overview	4
Program Goals and Objectives	5
Goals	6
College and Program Learning Objectives	7
Organizing Framework	8
Outcomes	9
Philosophy	10
Purpose	11
Approvals	12
Standards of Practice and Educational Competencies of Graduates of Practical/ Vocational Nursing Programs	13
Professional Behaviors	13
Communication	14
Assessment	14
Planning	15
Caring Interventions	16
Managing	16
Core Performance Standards	18
American Nurses Association (ANA) Code of Ethics for Nurses	26
Academic Policies	28
Academic Integrity	29
Academic Progression and Grading Criteria	30
Add/Drop Policy	32
Attendance and Participation	33
Class Absence	33
Advance Notification for Non-Emergency Planned Absence(s)	33
Excused Absence Criteria for Non-Planned Absences	34
Attendance and Participation During Laboratory Sessions	35
Tardiness (Applies to Both Laboratory and Clinical Training)	35
Unexcused Absence	36
Class Hours	37

Course Withdrawals.....	38
Credit for Prior Learning.....	39
Graduation Requirements.....	40
Specialty Examinations.....	41
Transfer Credit.....	42
Clinical Requirements and Responsibilities.....	43
Cardiopulmonary Resuscitation (CPR) Certification.....	44
Clinical Clearance Requirements.....	45
Criminal Background Check.....	46
Health Requirements.....	47
Health Advisory.....	48
Malpractice Insurance.....	50
Clinical and Didactic Remediation.....	51
Clinical Site and Clinical Placement Policy.....	52
Latex Sensitivity.....	53
Student Rights and Responsibilities.....	54
Complaints and Grievances.....	55
Confidentiality.....	56
Dress Code.....	58
Professionalism.....	59
Practical Nurse Industry Information.....	61
Industry Licensure.....	61

Welcome to the Practical Nurse Student Handbook Supplement!

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 and to serve as a reference guide about the program. The policies in this Student Handbook Supplement supersede any conflicting statements made by faculty, administrators, the general Berkeley College Student Handbook, and the Undergraduate Catalog.

The Practical Nurse Student Handbook Supplement is updated regularly, and your input is invaluable to us. We welcome your recommendations and suggestions for future revisions and invite you to communicate any of your ideas and suggestions to Student Development and Campus Life representatives.

The faculty in the School of Health Studies is committed to guiding and assisting you in your academic career. You, in turn, have a responsibility to familiarize yourself with the policies and procedures of the College.

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

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 Undergraduate Catalog. Students should refer to the Undergraduate Catalog and the general Berkeley College Student Handbook for all other Berkeley College policies.

Program Goals and Objectives

- [Goals](#)
- [College and Program Learning Objectives](#)
- [Organizing Framework](#)
- [Outcomes](#)
- [Philosophy](#)
- [Purpose](#)

Goals

The goals of the Practical Nurse program are:

- 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.
- Prepare students to meet the expectations and demands of the current healthcare workforce by working collaboratively with clinical healthcare providers and other communities of interest to ensure a smooth transition from the classroom to the real-world healthcare environment.
- Provide the basis for higher education in nursing for all who desire it.
- Respond to community needs by preparing skilled practitioners.
- Provide a course of study at the college level to qualify students who wish to take the National Council Licensure Examination for Practical Nurse (NCLEX-PN).
- Provide the Practical Nurse program curriculum as an academic entry point on the nursing career ladder.

College and Program Learning Objectives

Objectives 1 through 6 are the College Learning Objectives. The remaining objectives are the Program Learning Objectives.

1. **Reading and Written Communication:** Students will demonstrate competency in reading and writing.
2. **Oral Communication:** Students will demonstrate effective oral communication skills that incorporate emotional intelligence, empathy, and civility.
3. **Critical Analysis and Reasoning:** Students will apply critical thinking and the knowledge gained in their degree programs for better decision-making informed by:
 - a. Ethical Reasoning
 - b. Quantitative Reasoning
 - c. Scientific Reasoning
4. **Knowledge and Skills for Participation in a Diverse Society:** Students will respect multiple perspectives and cultural contexts when making decisions independently or as part of a team.
5. **Information and AI Literacy:** Students will be able to locate, evaluate, and ethically utilize reliable information and artificial intelligence tools. They will develop an understanding of how AI systems function, recognize their limitations and biases, and apply them responsibly to support informed decision-making, problem-solving, and knowledge creation.
6. **Integration of Learning:** Students will develop the ability to make connections between different academic studies, emerging technologies such as AI, and specialized professional skills leading to more informed, creative, and productive decisions in life and career.
7. 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.
8. Prepare students to meet the expectations and demands of the current healthcare workforce by working collaboratively with clinical healthcare providers and other communities of interest to ensure a smooth transition from the classroom to the real-world healthcare environment.
9. Provide the basis for higher education in nursing for all who desire it.
10. Respond to community needs by preparing skilled practitioners.
11. Provide a course of study at the college level to qualify students who wish to take the National Council Licensure Examination for Practical Nurse (NCLEX-PN).
12. Provide the Practical Nurse program curriculum as an academic entry point on the nursing career ladder.

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 anatomy and physiology, nursing skills, nursing process, and professional development.

The anatomy and physiology courses 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.

Outcomes

The outcomes of the Practical Nurse program are to prepare graduates to:

- Perform basic nursing skills utilizing the nursing process, operationalizing the skills and knowledge acquired in working with culturally and ethnically diverse clients.
- Conduct themselves in an appropriate manner as defined within the framework of the Nurse Practice Act.
- Apply the principles of leadership in a variety of healthcare settings within the framework of the Nurse Practice Act.
- Accept responsibility for their own professional action and growth and facilitate the professional growth of others.
- Impart knowledge in areas of prevention of disease, maintenance of well-being, and adaptation of illness.
- Use technology in a competent, caring, and safe manner in the delivery of nursing service.
- Utilize effective communication skills in interviewing, observing, reporting, and recording while interacting and developing therapeutic relationships with individuals, families, and communities.
- Pass the NCLEX-PN licensure examination.

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 that 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, 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 potential 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 a licensed practical nurse. They will practice in environments such as, but not limited to, extended care, sub-acute, and rehabilitation facilities; clinics; doctors' offices; and home care.

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.

Approvals

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

New Jersey Board of Nursing

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<https://www.njconsumeraffairs.gov/nur/Pages/default.aspx>

Berkeley College's Practical Nurse program meets the educational requirements for licensure in the state of New Jersey. Licensure, however, is not automatic. In addition to successfully passing the National Council Licensure Examination for Practical Nurses (NCLEX-PN), the New Jersey Board of Nursing requires that applicants be of a good moral character. Applicants wishing to become licensed in another state are encouraged to explore licensure requirements, which vary from state to state.

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 licensed practical/vocational nurse (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 LP/VN.

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 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 LP/VN 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 LP/VN 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 purpose 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.

Core Performance Standards

The Practical Nurse program prepares students for practical nurse 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 School of Health Studies is committed to providing reasonable accommodation(s) in its academic programs to qualified individuals with disabilities, including but not limited to learning disabilities. A reasonable accommodation is one that does not require a fundamental alteration to the nature of the program or lower academic and/or clinical standards.

Throughout the program, students must be able to perform in a reasonably independent and timely manner that does not affect the quality of care, the safety of patients or other individuals, and in a way that does not adversely affect the School of Health Studies, clinical affiliates, or any member of the healthcare team.

Students must be able to meet all of the performance standards outlined below, with or without reasonable accommodation(s), in order to be admitted to and progress in the program. Individuals requiring accommodations while enrolled in the program are encouraged to speak with a representative of the College's Office of Accessibility Services before enrolling in clinical and/or laboratory courses. These core performance standards are required skills in order to render safe nursing care to patients in various clinical settings.

Some chronic or recurrent illnesses and/or problems could interfere with patient care and safety, and may be incompatible with nursing education and practice, because they may lead to a higher chance of absences. Nursing students are not required to disclose any chronic or recurrent illness and/or disability/disabilities; however, students with concerns about meeting these technical standards are strongly encouraged to discuss the issues with the Department Chair and/or the Office of Accessibility Services. Deficiencies in knowledge, skills, judgments, integrity, and/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 aptitude and abilities in six areas: sensory ability and skills; fine and gross motor skills; strength, mobility, and physical endurance; the ability to communicate, comprehend, read, and write in English; behavioral stability; and cognitive ability and critical thinking skills.

It is the student's responsibility to understand the duties, responsibilities, skills, and abilities required to be a practical nurse. In addition to the technical standards described below, students are encouraged to review the information regarding practical nursing at the [O*NET website](#).

The following list is not meant to be all-inclusive, but instead offers examples of required activities. Students are encouraged to review the standards carefully; if there are any questions and/or concerns, they should be discussed with the Chair of the Undergraduate Nursing Department and/or the Office of Accessibility Services.

Core Performance Standard	Definition of Core Performance Standard	Examples of Required Activities (not all inclusive)
Visual	Optical ability to sufficiently observe a patient and gather data accurately from a distance as well as close up	• Visual acuity sufficient to correctly measure and prepare medications • Detect changes in skin color and/or condition • Collect data from patient care equipment, monitoring devices, and measuring equipment used in the care of clients • Read measuring devices that may be hung or placed below bed level • Read fine print in varying levels of light
Hearing	Auditory ability sufficient for physical monitoring and assessment of patient healthcare needs	• Hear normal speaking level sounds • Detect sounds related to bodily functions with the use of a stethoscope, or detect audible alarms generated by mechanical equipment used to monitor a patient's physiologic status • Detect signs of fire and initiate emergency actions • Hear call bells and/or cries for help
Smell	Olfactory ability sufficient to detect significant patient and environmental odors	• Detect odors of bodily fluids, such as foul smelling drainage, spoiled foods, and/or smoke from burning materials

Core Performance Standard	Definition of Core Performance Standard	Examples of Required Activities (not all inclusive)
Tactile	Tactile ability sufficient for physical monitoring and assessment of healthcare needs	• Detect smoke • Tactile ability to detect unsafe temperature levels of solutions or heat-producing devices used in patient care • Tactile ability to detect anatomical abnormalities like edema, swelling, or nodules and masses • 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
Communication	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	• Communicate clearly with patients and their families, and members of the healthcare team • Give verbal directions to, or follow verbal directions from, other members of the healthcare team and participate in healthcare team discussions of patient care • Recognize and report critical patient information to other caregivers
Gross Motor Skills	Gross motor skills sufficient to provide the full range of safe and	• Gather data by palpation, auscultation,

Core Performance Standard	Definition of Core Performance Standard	Examples of Required Activities (not all inclusive)
	efficient patient care activities	percussion, and other diagnostic means • Position patients, and assist in turning or lifting patients • Reach below the waist or overhead while providing patient care or performing nursing procedures • Maneuver in small patient areas such as patient rooms, treatment rooms, or nursing work stations
Fine Motor Skills	Fine motor skills sufficient to perform manual psychomotor skills	• Pick up and handle small objects, such as insulin syringes, pills, etc., with fingers • Carry out patient care procedures such as tracheostomy care, wound care, airway suctioning
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	• Complete a six-, eight-, or 12-hour clinical shift which could be in varying times of the day or days of the week such as day shift, evening shift, night shift, or weekend shifts • Turn and position patients as a preventive need against development of skin breakdown • Perform cardiopulmonary resuscitation

Core Performance Standard	Definition of Core Performance Standard	Examples of Required Activities (not all inclusive)
Physical Strength	Physical strength sufficient to perform the full range of required patient care activities	• Push and/or pull 250 pounds • Lift and/or move heavy objects weighing between 25 and 50 pounds
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	• Walk without a cane, walker, or crutches in order to ambulate patient and provide bedside care • 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
Emotional/ Behavioral	Emotional stability and appropriate behavior sufficient to assume responsibility and accountability for actions	• Deal with the unexpected, such as frequently changing client status • Handle strong emotions • Be flexible with changing environments and schedules in both classes and clinical settings • Be able to work in close quarters with clients, classmates, nursing faculty, and members of the healthcare teams • Focus attention on task • Monitor own emotions and be able to keep emotions

Core Performance Standard	Definition of Core Performance Standard	Examples of Required Activities (not all inclusive)
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	• under control in classroom and clinical environments • Establish a therapeutic relationship and communicate in a supportive manner with others • Maintain empathetic, flexible, culturally sensitive, therapeutic relationships with others • Accept accountability and responsibility for one's actions • Comply with both the ethical and legal standards of the nursing profession • Express compassion, empathy, and a caring concern for others • Demonstrate initiative, motivation, and diligence • Display integrity, honesty, and responsibility • Display respect, sensitivity, and tolerance for diverse populations • Demonstrate comfort with close physical contact in the care of clients
Cognitive/Quantitative Abilities	Reading comprehension skills and mathematical ability sufficient to understand documents written in English and	• Give clear, oral patient reports • Read graphs • Read and understand printed instructional

Core Performance Standard	Definition of Core Performance Standard	Examples of Required Activities (not all inclusive)
	solve problems involving measurement, calculation, reasoning, analysis, and synthesis	materials for both classroom and/or clinical setting use • Legibly write or type in client physical or electronic records • Effectively converse with patient and members of the healthcare team • Discriminate fine/ subtle differences in medical words or medications • Give and understand verbal directions
Conceptual/Spatial Abilities	Conceptual spatial ability sufficient to comprehend three-dimensional and spatial relationships	• Comprehend spatial relationship needed to properly administer parenteral medication such as intramuscular, subcutaneous, intradermal, and/or assess wounds of varying depths
Clinical Reasoning	Ability to logically reason across time regarding a patient's changing condition	• Carry out the nursing process in the care of patients • Process information thoroughly and quickly to prioritize tasks • Analyze and synthesize data to effectively contribute to the patient plan of care • Sequence or cluster patient findings • Accurately calculate medication dosage given specific patient parameters

Core Performance Standard	Definition of Core Performance Standard	Examples of Required Activities (not all inclusive) • Identify cause and effect relationships • Effective and accurately collect data, prioritize, and anticipate reactions • 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
Flexibility	Adapt to the College's course schedule policy	• 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
Timeliness	Ability to be responsive within appropriate time period(s)	• Perform all laboratory and clinical skills within a pre-established timeframe that ensures safe patient care

American Nurses Association (ANA) 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.

Provision 1

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2

A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.

Provision 3

The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.

Provision 4

Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.

Provision 5

The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.

Provision 6

Nurses, through individual and collective efforts, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.

Provision 7

Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.

Provision 8

Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.

Provision 9

Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.

Provision 10

Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

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Academic Policies

- [Academic Integrity](#)
- [Academic Progression and Grading Criteria](#)
- [Add/Drop Policy](#)
- [Attendance and Participation](#)
- [Class Hours](#)
- [Course Withdrawals](#)
- [Credit for Prior Learning](#)
- [Graduation Requirements](#)
- [Specialty Examinations](#)
- [Transfer Credit](#)

Academic Integrity

Berkeley College is committed to providing an educational experience that develops professional competencies, including habits of personal and professional integrity. Violations of academic integrity (including all forms of plagiarism, cheating, and deception) will not be tolerated.

The use of artificial intelligence (AI) software, such as ChatGPT, without proper citation is considered to be a form of plagiarism and is prohibited. While AI may be used as a guide when first conducting research or used for study purposes, once students post or submit an assignment, it must be reflective of their own work. Utilizing AI to generate ideas and pass them off as one's own will be considered plagiarism and will constitute an academic integrity violation. Also, anyone found to be using Internet web browser extensions such as QuizWiz or Quizzard during exams and/or quizzes will receive a 0 for the test/quiz and the student's action will constitute a violation of the College's academic integrity policy.

Any Nursing student who violates Berkeley College's academic integrity policy, including the use of AI software without properly citing the source(s), and/or commits copyright infringement (including with Kaplan) in any NUR and/or SCI course, will receive a 0 for the assignment.

Students are encouraged to refer to the College's Academic Integrity Policy (<https://berkeleycollege.edu/pdf/academic-integrity-policy.pdf>) for specific details and consequences regarding academic integrity violations.

Academic Progression and Grading Criteria

Passing Grade

The minimum passing grade required for a nursing (NUR) course is a B (80 percent). Any grade below a B (80 percent) 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 B (80 percent) 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 B (80 percent) will satisfy the course requirements for the Practical Nurse program. In addition, the minimum passing grade required for all SCI and SOC courses is a C+ (75 percent).

Note that failed courses may lead to repeat fees and may also delay graduation.

Repeating a Nursing Course

Nursing students who receive a grade of C+ or below in any nursing (NUR) course must repeat that course. A minimum grade of B in the repeated course is required to remain in the program. A maximum of one NUR course may be repeated once throughout the Practical Nurse program.

Repeating a Science / Social Science Course

Students in the Practical Nurse program who receive a grade of C or below in any SCI and/or SOC course must repeat that course(s) in order to progress in the program. A minimum grade of C+ on the repeated course is required to pass the course.

Students are reminded that they may only attempt to pass a single course two times, including one repeat. A student wishing to take a course for a third time, regardless of whether the repeated grade is passing or failing, must obtain written permission from the Dean of the School/Division in which the course is offered.

Note that failed courses may lead to repeat charge fees and may also delay graduation.

Automatic Dismissal

Students who earn a second failing grade in a NUR course, whether in the course they are repeating or in a different course, will be dismissed automatically from the Practical Nurse program.

Program Dismissal Appeal

Students who are dismissed from the Nursing program for violating policies outlined in this Student Handbook Supplement will receive official notification from the College's Nursing Department Chair. Any student dismissed from the program for reasons other than academic integrity violations may ask for a review of the circumstances leading to the dismissal and request the possibility of being readmitted into the program. This appeal should be sent to the Nursing Department Chair within six (6) months of the date of dismissal using the following mechanism:

- Student outlines a written appeal to the Chair of the program of study detailing reasons why the dismissal should be reversed. Such appeal should include relevant documentation, a detailed summary of the circumstances that have changed that will lead to success, and any other appropriate supporting facts.
- The Chair will review the appeal and conduct an appropriate investigation with a Committee comprised of representatives of the School of Health Studies.
- After reviewing all relevant documentation, the Committee will deliberate, vote, and present their final decision to the Department Chair who will then share it with the School Dean. All decisions made by the Committee will be final and cannot be appealed. The Department Chair will notify the student and Academic Advisement of the Committee's decision in a letter sent via email and via the U.S. Postal Service.

Add/Drop Policy

Students interested in adding a course or courses to their schedule must meet with the Academic Advisement Department to obtain approval prior to the start of the second week of the term. Requests will be considered only if appropriate arrangements can be made to make up missed class time from the first week of the term. Clinical courses cannot be added to a student's schedule after the start of the term.

Attendance and Participation

Attendance, punctuality, and professionalism are key elements of any healthcare professional role. Unexcused absences or habitual tardiness, at lecture, laboratory, clinical/internship/practicum experiences, and other similar experiences, will not be tolerated and could result in dismissal from training and failure of the course.

Students are expected to participate in each of their courses through regular attendance at lecture, laboratory, clinical/internship/practicum training, and other similar experiences. Students are expected to meet the requirements of coursework as assigned, including completing assignments as scheduled. For courses in which some of the meetings are asynchronous, e.g., remote or blended learning, students are expected to participate in a similar manner.

While attendance itself is not used as a criterion for academic evaluations, grading is frequently based on participation in class discussion, laboratory work, performance, field experience, or other activities which may take place during class sessions. In addition, attendance is required for in-class assessments. If these areas for evaluation make class attendance essential, the student may be penalized for failure to perform satisfactorily in the required activities. Grading based on participation in class activities must be explained in the course syllabus.

In all circumstances, it remains the student's responsibility to promptly initiate discussion about absence and arrangements for making up any missed work with each instructor. Students are encouraged to work directly with their instructor for any needed flexibility, and with the Program Chair for supplemental support as needed. Absences from class are handled between students and instructors.

Class Absence

Absences from class are handled between students and instructors (in the case of the clinical training between students and the clinical instructor or clinical preceptor). The instructor may request documentation to substantiate the reason for the absence and consider said documentation at their discretion, while maintaining a student's right to privacy. Students are expected to provide requested documentation in a timely manner.

Advance Notification for Non-Emergency Planned Absence(s)

A student may need to schedule a planned absence from class. The student should discuss the planned absence(s) with the appropriate program representative and receive approval two weeks prior to the day(s) of absence. Table 1, Notification Policy for Non-emergency Planned Absences, offers instructions on the appropriate program representative School of Health Studies students must inform regarding the planned non-emergency absences. Upon advanced notification excused absences may be granted for situations specifically addressed below.

- For absence due to religious observance
- Participation or attendance at events sanctioned by College and/or the School of Health Studies
- Academic pursuits
- Non-emergency medical reasons (e.g., elective surgeries or treatments)
- Planned absence due to Career Services activities
- For planned absence due to active military duty

Outside conflicts need to be avoided; for example, students must not schedule work hours or other obligations during synchronous class sessions, which could be in person or online, during clinical/internship/practicum training, or during the final assessment period. Students should not schedule leisure activities/vacations during the scheduled academic session course dates and the final assessment period. It is expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin.

Table 1. Notification Policy for Non-emergency Planned Intermittent Short Absences

Program	Course Type & Who to Notify		
	Lecture	Laboratory	Clinical Training (includes clinical rotations, internship, practicum)
Practical Nurse	Instructor	Instructor	Clinical Faculty, and Submit <i>Excused Absence Request Form</i> and Receive approval prior to planned absence

Failure to provide advance notification will result in the absence(s) being considered unexcused. Advance notice is not expected in cases of sudden illness or other unforeseen conflicts. Refer to the section below for non-planned absences.

Excused Absence Criteria for Non-Planned Absences

In case of an emergency, sudden illness or other unforeseen conflicts, students may request for an absence to be marked as excused by filling the *Excused Absence Request Form*. Excused absences are granted for situations specifically addressed below. All absence requests must be accompanied by contemporaneous supporting documentation. The following criteria are recognized for granting excused absences:

1. The student has a death in the immediate family. An announcement of the family member's funeral arrangements may be presented as supporting documentation.
2. The student is admitted to a healthcare facility to receive necessary medical care. In the case of an injury or illness, a physician's note (and/or evidence

documenting such an absence) is required. The Program Chair or the Clinical Coordinator reserves the right to ask for additional supporting documentation in support of the physician's note. Seeing a doctor does not satisfy the requirement for a medical excuse. Late presentation of a note or retroactive application may affect the determination of whether the absence is excused.

3. Situations beyond the control of the student and related to exceptional circumstances.
4. Special Circumstances
 - a. Should requests for academic flexibility be made by the Student Development and Campus Life (SDCL) and the Title IX Coordinator - from the perspective of a Reporter victim or a Respondent, on behalf of a student, instructors will work with the student and the SDCL as necessary/appropriate to determine the type of flexibility/accommodation the student may benefit from.

Table 2. Notification Policy for Emergency Intermittent Short Absences

	Course Type & Who to Notify		
Program	Lecture	Laboratory	Clinical Training (includes clinical rotation, internship, practicum)
Practical Nurse	Instructor	Instructor	Clinical Faculty, and Submit <i>Excused Absence Request Form</i>

Attendance and Participation During Laboratory Sessions

- Any student who fails to make up a clinical laboratory experience due to an excused absence or exceeds one (1) excused absence will receive an F for the pass/fail portion of the laboratory course. Subsequently, an automatic failing grade for the entire nursing course will ensue.
- Uniforms are mandatory while participating in any laboratory activity. All students are advised to follow the dress code outlined in the Healthcare Supplement while on clinical sites, as well as for faculty-approved activities in the community.

Tardiness (Applies to Both Laboratory and Clinical Training)

Repeated tardiness is considered improper professional behavior and may result in disciplinary action, including dismissal from the clinical sites, failure of this course, and/or dismissal from the program. Clinical or laboratory tardiness is defined as arriving after the designated start time of the clinical or laboratory experience. A student

who anticipates being late to clinical or laboratory, must directly contact the College Representative* as instructed (e.g., the clinical or laboratory instructor, the clinical site monitor, and/or the clinical coordinator), or a representative of the clinical site (students to follow instructions provided by the clinical coordinator). Student must inform (report to) the College Representative (e.g., faculty, or the site monitor) or the Clinical facility representative as soon as they arrive at the clinical site.

- The first tardy occurrence will result in a verbal warning and a note will be placed on the student's record.
- A second tardy occurrence will result in a written warning, student will be sent home, and an absence will be recorded for the component of the course (laboratory or clinical experience).
- A third tardy occurrence will result in the student dismissal from the clinical site** and course failure***.

*Note: Students must inform the instructor or College Representative. Communicating being late to another student is not permitted.

** If a student is dismissed from the clinical site for cause, Berkeley College is not obligated to place the student at another clinical site. Therefore, the student will be subject to dismissal from clinical training and will fail the course. Students will be rescheduled for the particular clinical rotation pending clinical site availability. In such cases, a student's graduation will be delayed.

***A course failure may result in program dismissal based on the maximum number of course failures allowed for the program.

Unexcused Absence

As stated in prior sections of the policy, students are required to inform representatives of the School of Health Studies (faculty, the Clinical Coordinator, and/or the Program Chair) that they will not be at the clinical site. For specific programs students must notify the clinical facility as well. Instances when the student does not attend a clinical training day and fails to inform the College Representative and/or the Clinical site representative (a.k.a. No Call, No Show) will result in dismissal from clinical training and course failure.

Extenuating circumstances that impede the student' to provide the required notification will be evaluated by the Program Chair. It is the student's responsibility to provide documentation that clearly demonstrates that the student could not provide the mandatory notification on-time.

Class Hours

Generally, classes are in session from 7:00 AM to 11:00 PM, Monday through Friday. Saturday classes may be scheduled from 7:00 AM to 2:00 PM. Clinical rotations may be scheduled from 7:00 AM until 12 midnight, Monday through Saturday with an occasional Sunday rotation.

Course Withdrawals

Students who wish to drop a course must do so in writing and must have the approval of the Academic Advisement Department. Courses dropped during the first two weeks of classes do not appear on the student's transcript. Withdrawal from a 15-week course between weeks three and 12 will result 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. Students who withdraw from a second NUR course without receiving prior approval from the Department Chair will be dismissed from the 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.

Credit for Prior Learning

Students enrolled in the Practical Nurse program may be eligible to receive credit for prior learning if they possess active, and in good standing, healthcare licenses or certifications. Details regarding the College's Credit for Prior Learning Policy can be found in the [2025-2026 Undergraduate Catalog](#).

Graduation Requirements

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

- Pass each NUR course with a minimum grade of B
- Pass each SCI and SOC course in the nursing program with a minimum grade of C +
- Successfully complete the prescribed number of clinical hours
- 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

Additional information regarding graduation can be found in the [2025-2026 Undergraduate Catalog](#).

Specialty Examinations

Standardized course specialty examinations will be administered throughout the Practical Nurse program. Designed to measure accumulated knowledge regarding nursing care, these evidence-based examinations will be used to guide review and prepare students for the NCLEX-PN licensure examination. Standardized course specialty examinations will account for no more than 10 percent of the total grade in the specific courses in which the examinations are administered.

Transfer Credit

In addition to the transfer credit guidelines outlined in the [Berkeley College 2025-2026 Undergraduate Catalog](#), students enrolled in the Practical Nurse program who wish to have credits considered for transfer must note the following:

- A grade of C+ or higher is required for all SCI transfer credits, and the credits must have been earned within the last five years.
- A grade of C+ or higher is required for all SOC transfer credits.
- Courses that contain clinical or laboratory credits are not eligible for transfer credit due to the affective and psychomotor learning domains covered in clinical and laboratory experiences.

No transfer credit will be awarded for nursing courses taken at other institutions.

Transfer credit will be evaluated on a course-by-course basis based on the recommendation of the Department Chair/Director and/or School Dean.

Clinical Requirements and Responsibilities

- [Cardiopulmonary Resuscitation \(CPR\) Certification](#)
- [Clinical Clearance Requirements](#)
- [Clinical and Didactic Remediation](#)
- [Clinical Site and Clinical Placement Policy](#)
- [Latex Sensitivity](#)

Cardiopulmonary Resuscitation (CPR) Certification

Students enrolled in the Practical Nurse program must successfully pass the health provider Basic Life Support (BLS) course prior to participating in clinical rotations. This course teaches high-quality cardiopulmonary resuscitation (CPR) for adults, children, and infants. Once obtained, the certification must remain current while enrolled in the Practical Nurse program.

Students will be scheduled for the CPR course as part of their program of courses. Any student who fails to attend or pass this course will not be permitted to enroll in courses containing a clinical component.

Clinical Clearance Requirements

In preparation for their clinical experience, students are strongly encouraged to review the Clinical Clearance Requirements forms, which are available from the Nursing Department. Clinical affiliates are becoming more stringent regarding health clearance documentation, and the absence of required documentation could delay or prohibit clinical placement.

Students are responsible for providing all clinical clearance forms to the Clinical Coordinator by Friday of week 4 of the semester preceding the first clinical course. Students who fail to submit health forms in their totality by this due date will be withdrawn from the clinical course, as well as the lecture component of the course that is associated with the clinical. A course designation of WF will be assigned. This policy also pertains to additional clinical requirements as specified by the clinical affiliate such as FIT testing and/or mandatory clinical site orientation. All students are encouraged to retain copies of all documentation presented to the Clinical Coordinator.

Students are not permitted to call the clinical site at any time for any reason. If a student has a question or concern, they should first try to resolve it with their clinical instructor. If the clinical instructor is unable to help, the student should contact the Department's Clinical Scheduling Coordinator. Any deviation from this procedure will result in disciplinary action by the Nursing Program Chair, up to and including removal from the clinical site and/or clinical course. The Nursing Department reserves the right to make administrative changes to clinical placements as necessary.

- [Criminal Background Check](#)
- [Health Requirements](#)
- [Malpractice Insurance](#)

Criminal Background Check

A criminal history background check is required for all students in the Practical Nurse program prior to participating in clinical rotations and may be conducted annually or at the discretion of clinical affiliates. Not passing a background check may prohibit the student from progressing in the program and from becoming licensed to work in the field. In instances where a student's criminal background check contains information related to past criminal activity, Berkeley College cannot guarantee that it will find suitable clinical placement(s) since the decision to allow students to complete clinical rotations is at the sole discretion of the clinical affiliate. If the student is denied clinical placement by the clinical affiliate due to criminal history information, that student will not be permitted to continue in the program. If the offense is expungable, the student is encouraged to seek legal counsel. If the student's record is cleared, and the record shows as "clear," the student is eligible for progression, provided all other clinical eligibility requirements are met.

If a charge, arrest, and/or conviction 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 within two business days after the event occurs. The required notification must include a description of the circumstances surrounding the charge, arrest, and/or conviction. Subsequent to this notification, the student should make an appointment with the Department Chair to discuss options. Failure to notify the Department Chair of a charge, arrest, and/or conviction may result in the student being removed from the Practical Nurse program.

Health Requirements

Students in the Practical Nurse program must submit a complete physical assessment by a licensed physician, advanced practice registered nurse, or physician assistant prior to enrolling in clinical courses. In addition to meeting any general immunization requirements applicable to admission, students also must provide appropriate proof of immunity as follows:

- Blood titers for measles, mumps, rubella, and varicella
- Immunization records or blood titers for hepatitis B
- A two-step PPD skin test administered within the last year or a negative chest x-ray within three months
- A tetanus shot administered within the past 10 years

Clinical affiliates require all clinical students to have a yearly influenza vaccine. A COVID vaccine and available boosters are strongly recommended. Please note that some sites may also require weekly PCR testing in addition to the COVID vaccination series. Failure to comply with these immunization requirements may prohibit students from attending clinical courses. Clinical affiliates also may require students to provide proof of individual health insurance or be an eligible dependent or beneficiary of another person's accident and health insurance policy. Students not able to meet this requirement may find it difficult to complete the required clinical rotation(s) and/or progress in the program.

A negative 12-item, pre-clinical urine toxicology screening is also required. This includes screening for:

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

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 readmission, reinstatement, or 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. The cost associated with these repeat drug screenings will be borne by the student.

A negative drug screen is required to progress in the Practical Nurse program. Students with a positive drug screen result will be required to meet with the Department Chair and/or School Dean to discuss continuation in the program. A student's drug screen is not considered positive until a determination is made that the results are not due to legally prescribed and appropriately taken prescription medications and the student has been offered the opportunity to have their original sample retested at the student's expense. If the positive drug results are not due to legally prescribed prescription medications, the students will be removed from the program and will not be eligible for reentry. If during the course of study students are suspected of drug use, they may be asked to provide an updated urine toxicology screening. The cost associated with this repeat drug screening will be at the student's expense.

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.

Health Advisory

Berkeley College's Practical Nurse program is physically and mentally challenging. During the laboratory and clinical portions of the program, students will be exposed to healthcare situations where there is an increased risk of exposure to strenuous activity, communicable diseases, radiation, and toxic substances.

Nursing students may be exposed to a variety of other situations and substances which could potentially affect those with medical conditions that include, but are not limited to, asthma, allergies, immunocompromised disorders, and/or treatments, and pregnancy. If a student has a health condition or becomes pregnant while enrolled in the program, these exposures can harm the student and/or the unborn baby. If you have a health condition, or as soon as you learn you are pregnant, you should consult with your healthcare provider to ensure you are able to safely complete all program requirements and meet all relevant technical standards outlined in this Handbook. Neither Berkeley College nor its affiliating clinical agencies shall be responsible for any harm that might occur to an immunocompromised student, a pregnant student, or an unborn baby, as a result of continuing in the program.

Berkeley College supports pregnant and parenting students. Parenting students, as well as those who become pregnant while enrolled in the program, are strongly encouraged to contact the College Title IX Coordinator or Deputy Title IX Coordinator for more information regarding pregnancy and parenting-related issues. Contact information for the Title IX Coordinator or Deputy Title IX Coordinator can be found on the Berkeley College website (<https://berkeleycollege.edu/about/title-ix/index.html>).

Berkeley College also supports students experiencing a medical condition and/or who are undergoing medical treatments. Students experiencing non-pregnancy related medical conditions, as well as those who are undergoing medical treatments, are encouraged to reach out to the College's Accessibility Services representative to discuss potential services and resources that may be available (<https://berkeleycollege.edu/admissions/accessibility-services/index.html>).

The Nursing Department understands that life events may occur during a student's academic journey. Nursing students will be asked to medically clear prior to returning to nursing courses should any life-changing event occur, which includes, but is not limited to:

- Births
- Motor vehicle accidents
- Surgeries
- Acute medical conditions
- Mental health crises
- Chronic illness diagnoses

The Nursing Department works closely with the Department of Accessibility Services, Student Development and Campus Life, and the Personal Counselors. Therefore, students are encouraged to keep open and honest communication with the Nursing Department to ensure the applicable accommodations are granted, thereby promoting academic success.

Any student who is unable to continue in clinical courses based on the recommendation of her/his healthcare provider will be afforded the opportunity, once medically cleared, to return to the program, pending course availability.

Students enrolled in the Practical Nurse program are strongly encouraged to review the clinical clearance requirements found elsewhere in this Student Handbook Supplement.

Malpractice Insurance

Students in the Practical Nurse program are required to purchase their own individual malpractice insurance and must provide the Clinical Scheduling Coordinator with evidence of coverage prior to enrolling in clinical courses. Instructions for obtaining malpractice insurance are available in the [Malpractice Insurance Guide](#).

Clinical and Didactic Remediation

Reporting of Errors and Near Misses

While in the clinical setting, student and faculty responsibilities after an incident vary slightly depending upon whether the incident was a near-miss or an error. The primary responsibility of the student and instructor following a near-miss or error in the clinical setting is to take care of the patient's immediate needs and notify the patient's primary RN and health care provider.

After the patient's needs have been met, the student and Berkeley College faculty will report the incident to the necessary individuals and complete the facility's required internal incident documentation as well as notify the College's Nursing Department Chair.

The clinical faculty member, in collaboration with the Department Chair, will create a remediation checklist to include activity(ies) that must be successfully completed in the on-campus laboratory prior to returning to the clinical site. Failure to complete the required remediation may result in course failure and/or program dismissal.

All documentation related to the clinical error(s) and/or near miss(es) will be kept in Perceptive Content, an electronic document management system used by the College to store images of student documents.

Didactic Remediation

Students who are identified as being at risk academically will receive a letter from the Nursing Department detailing the reason for the "Academic At Risk" status. Those students will be expected to:

- Attend weekly mandatory tutoring sessions
- Develop an individualized study plan
- Work with course faculty to achieve success in the deficient academic area

All reports related to "Academic At Risk" status will be maintained in the student's file.

Clinical Site and Clinical Placement Policy

Clinical Sites

The Adherence of Clinical Sites is a very detailed process led by each specific Program Chair in the School of Health Studies. New Clinical sites are vetted for quality, an appropriate learning environment, and whether the site can aid the student in meeting programmatic learning outcomes. Program Department Chairs make clinical decisions and follow a specific workflow in order to identify clinical sites that have the best fit for their specific program. Evaluations of clinical programs happen yearly by a designated person within that specific department.

Clinical Placement

Students enrolled in the Practical Nurse program are required to complete clinical experiences. All clinical placements are arranged and approved by the Nursing Department in collaboration with clinical affiliates.

Latex Sensitivity

Hospitals and other clinical settings have numerous items that have a natural latex rubber component. Unforeseen exposure and sensitivity may result from repeated exposure to the protein associated with natural latex rubber (commonly found in powdered gloves). True allergies are rare, but latex sensitivities can be seen in approximately eight to twelve percent of healthcare workers.

Students with known latex sensitivity and/or allergies must provide the College's ADA Coordinator with documentation of the specific sensitivity/allergy along with suggested safety guidelines from the healthcare provider in order to request a reasonable accommodation. Information regarding the student's latex sensitivity/allergy will be shared with clinical affiliates as applicable.

Students with documented latex sensitivity/allergies are responsible for carrying their own medication to counteract the allergy. Any costs related to the allergy screening and/or treatment will be borne by the student.

If a student has a suspected reaction, he or she must report it to the clinical site as well as to the College's Clinical Coordinator and ADA Coordinator.

Berkeley College cannot guarantee a latex-free environment, including in its classrooms, laboratories, and/or during clinical rotations.

Student Rights and Responsibilities

- [Complaints and Grievances](#)
- [Confidentiality](#)
- [Dress Code](#)
- [Professionalism](#)

Complaints and Grievances

For policies and procedures regarding student complaints and grievances, including grade appeals and other academic grievances, please see the [Student Complaint Procedures](#).

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 (<https://www.hhs.gov/hipaa/index.html>) to review the entire Health Insurance Portability and Accountability Act (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 who is identified by name or whose identity can be derived from other circumstances (or the condition of such patient) 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 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. Click to see additional requirements concerning the use of [social media](#).

Dress Code

Student uniforms should be worn while in the clinical setting or skills laboratory, and for faculty approved activities in the community. Each student is expected to keep the uniform clean, pressed, and in good condition. When uniforms are worn, they must be worn in their totality. Students who are dressed inappropriately or who lack proper professional appearance will be dismissed from that day's clinical assignment and given an unsatisfactory grade for the day.

The following are the guidelines of the professional appearance code:

- Hair must be clean. Long hair must be pulled back and cannot fall forward in front of shoulders while providing patient care. Hair accessories must maintain a professional appearance, safety, and hygiene. Hair of an unnatural color or faded designs is not permitted. Avoid highly colored sprays and maintain only natural-looking hair color. Male students must be neatly shaven and well groomed. Facial hair should be kept trimmed and neat.
- No hats or head coverings are permitted; however, exceptions for religious requirements will be made.
- Fingernails must be kept short, clean, and filed. Artificial nails, nail polish, and added stick-on jewels are not permitted as they harbor microorganisms.
- Artificial eyelashes are prohibited.
- Dangle earrings or other visible body jewelry (nose rings, lip rings, tongue piercing, bracelets, necklaces which can become entangled in equipment) are not permitted.
- Cosmetics should be worn in moderation. Students are not permitted to wear fragrant products (cologne, perfume, aftershave, lotion, etc.) in clinical settings due to potential patient allergic response. Strong odors, including the odor of a smoker, can be apparent and offensive to patients who are ill.
- Wedding rings may be worn. Avoid large stone rings. Rings can cause injury to patients and can also harbor microorganisms. Earrings (one pair) must be small, hoop earrings are prohibited. No other body piercing jewelry is permitted. If a large medal or chain is worn it should be tucked inside the uniform. Students are required to wear a watch with a sweep second hand.
- Unless other facility-specific guidelines are provided, students are required to wear a clean and pressed practical nurse uniform with the Berkeley College insignia. Appropriate undergarments are to be worn and be undetectable through the uniform.
- Shoes must be professional in nature; clean, white polished shoes or sneakers are acceptable provided they contain no mesh and/or open areas. No sandals, flip flops, clogs, open-toed, or sling back shoes are permitted.
- Students are required to wear their Berkeley College IDs at all times while on campus and at the clinical sites. If a student is employed at the same facility, the employment name badge may not be worn during clinical assignments.

A stethoscope, pen, and penlight are also required.

Professionalism

Students are preparing for membership in a profession that serves the public – a public that expects a high standard of professionalism. While participating in the classroom/laboratory/clinical portion of the program, students are expected to present themselves in a professional manner at all times by demonstrating integrity, respect, and compassion and are expected to be thoughtful and professional when interacting with faculty, staff, patients and their families, healthcare providers, preceptors, affiliated institutional staff, and other students.

It is expected that during the lecture and laboratory portion (as applicable) of their courses, students will:

- Arrive at class on time. Students who anticipate being late must notify their instructor at least 30 minutes prior to the start of class.
- Not disrupt the lecture or laboratory instruction by engaging in private conversations.
- Refrain from eating or drinking while in the laboratory.
- Refrain from inappropriate behavior, such as verbal abuse, anger outbursts, etc.
- Not engage in personal phone conversations or text messaging while participating in the didactic, laboratory, and/or clinical portions of their program. To the extent possible, electronic devices should be turned off or placed in silent mode.

It is expected that during the clinical portion of their courses, students will:

- Uphold school policies and regulations related to academic and clinical performance.
- Refrain from performing any technique or procedure for which they have not been adequately trained.
- Refrain from any deliberate action or omission of care in the academic or clinical setting that creates an unnecessary risk of injury to the client, self, or others.
- Provide care for the client in a timely, compassionate, and professional manner.
- Communicate client care in a truthful, timely, and accurate manner.
- Protect patient privacy, which is governed by HIPAA. Information about patients and/or their circumstances should not appear on social media sites.

If, while enrolled in a clinical course, a student's level of professionalism and/or performance presents 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 immediate potential harm to either the student or his/her clients, the program faculty and/or preceptors have the responsibility to remove the student immediately from the clinical setting. A student who recognizes that she/he has made a clinical error is obligated to report the situation to their instructor immediately and to take necessary measures to ensure subsequent patient safety.

In addition, students enrolled in the Practical Nurse program may be suspended or expelled from clinical studies for reasons associated with academic misconduct. These reasons include, but are not limited to, the following:

- Failure to follow the Health Insurance Portability and Accountability Act (HIPAA) Guidelines by maintaining the confidentiality of patient information and records.
- An act of dishonesty involving clinical work.
- Falsification of credentials.
- Inappropriate use of electronic devices such as, but not limited to, photographing, recording, or transmission of patient information or photographs.
- Any behavior by a student that jeopardizes the affiliation between Berkeley College and the clinical site, or any behavior that causes Berkeley College to lose a clinical site, will result in program dismissal.

Professional demeanor is also required while students are on virtual sites, such as online social networking sites. All students are expected to abide by the College's [Social Media](#) policy.

As members of the nursing profession, it is imperative that nursing students recognize their responsibility to society and their patients and exhibit behavior representing high standards, polite etiquette, compassion, and respect for human dignity in both the classroom and clinical settings.

The Berkeley College Practical Nurse program strives to provide quality education in a positive learning environment. Any individual student behavior that negatively represents the Berkeley College Practical Nurse program or does not align with the Nursing Department's values, will be subjected to a Professional Development Achievement Tool (PDAT) form. The process is as follows

- First offense: PDAT form and meeting with the Nursing Department Chair
- Second offense: Course failure
- Third offense: Program dismissal

It is the expectation of the Nursing Department that Nursing students will behave in a professional manner inside and outside of the classroom during their academic journey at Berkeley College.

- Any physical or verbal threat and/or altercation while being a Nursing student at Berkeley College will result in immediate program dismissal.
- Any verbal assault towards a faculty or another student will result in immediate program dismissal as the Nursing Department Chair sees fit.
- Any lying, coercion, or manipulative behavior, whether verbal or written, towards a faculty or student will result in a violation of the professionalism policy and will be treated as such.

Click for more general [conduct and safety](#) requirements applicable to all Berkeley College students.

Practical Nurse Industry Information

Industry Licensure

New Jersey Board of Nursing Licensure Requirements

There are three elements that are required for licensure as a nurse in the State of New Jersey:

1. Graduation from an approved school for professional nursing or practical nursing;
2. Criminal history background check clearance; and
3. Passing the appropriate National Council Licensure Examination.

Additional Information

The National Council of State Boards of Nursing (NCSBN) makes the following information available through their website <https://www.ncsbn.org/newnurses.htm>, and states that “Completing an approved nursing program and passing the NCLEX are the first steps to beginning a successful nursing career. It is important that nurses understand how their profession is regulated and are aware of issues relating to professional responsibility, including knowing what constitutes a violation of the nurse practice act.”

NCSBN also makes the following video, “New Nurse: A License to Practice,” available on their website <https://www.ncsbn.org/video/new-nurses-your-license-to-practice>.

Students enrolled in the Practical Nurse program are encouraged to visit the NCSBN website and to peruse the many resources that are available.