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Welcome to the Practical Nurse Program 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 Healthcare Supplement is intended to clarify policies and procedures specific to the Practical Nurse program. The policies in this Healthcare Supplement supersede any conflicting statements made by faculty, administrators, the general Berkeley College Student Handbook, and the Undergraduate Catalog. The Practical Nurse Healthcare 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.

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

Mary Jane Genuino, DNP, RN-BC
 Chair, Nursing and Patient Care Technician Programs

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Overview

The policies and procedures outlined in this Healthcare 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 Healthcare 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 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.
- 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 nursing program curriculum as an academic entry point on the nursing career ladder.

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Practical Nurse Program Objectives

The objectives of the Practical Nurse program are to:

- Ensure students are able to demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent Licensed Practical Nurse.
- Prepare students to effectively interact with patients, families, and members of the healthcare team in a therapeutic and professional manner.
- Prepare students to collect holistic assessment data from multiple sources, communicate the data to appropriate healthcare providers, and document client responses to interventions.
- Prepare students to 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.
- Provide students with the knowledge and skills necessary to deliver a caring and empathic approach to the safe, therapeutic, and individualized care to clients.
- Prepare students to perform basic nursing skills and utilize critical thinking skills to formulate positive conclusions as they relate to nursing practice.
- Educate students regarding the ethical, legal, and professional principles of the healthcare profession and the scope of their practice as a patient care advocate.
- Instruct students to employ HIPAA, OSHA, Standard Precautions, and other infection control measures in the healthcare setting.
- Ensure students enter the workforce as qualified and technically skilled healthcare professionals in the ever-changing healthcare environment.

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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 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 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.

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Philosophy

The faculty of the Practical Nurse program at Berkeley College believes 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 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

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 Newark, NJ 07120
 973-504-6430

<http://www.njconsumeraffairs.gov/>

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.

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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 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 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 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 Department 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 Chair. 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; 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.

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"> • Visual acuity sufficient to correctly measure and prepare medications • Detect changes in skin color 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

Functional Ability	Standard	Examples of Required Activities
Hearing	Auditory ability sufficient for physical monitoring and assessment of patient healthcare needs	<ul style="list-style-type: none"> • 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 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	<ul style="list-style-type: none"> • Detect odors of bodily fluids, such as foul smelling drainage, spoiled foods, or smoke from burning materials • Detect smoke
Tactile	Tactile ability sufficient for physical monitoring and assessment of healthcare needs	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Functional Ability	Standard	Examples of Required Activities
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"> • Gather data by palpation, auscultation, 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • Turn and position patients as a preventive need against development of skin breakdown • Perform cardiopulmonary resuscitation
Physical Strength	Physical strength sufficient to perform the full range of required patient care activities	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Functional Ability	Standard	Examples of Required Activities
Emotional/ Behavioral	Emotional stability and appropriate behavior sufficient to assume responsibility and accountability for actions	<ul style="list-style-type: none"> • 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 under control in classroom and clinical environments • Establish a therapeutic relationship and communicate in a supportive manner
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"> • 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

Functional Ability	Standard	Examples of Required Activities
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"> • Give clear, oral patient reports • Read graphs • Read and understand printed instructional 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 word or medications • Give and understand verbal directions
Conceptual/Spatial Abilities	Conceptual spatial ability sufficient to comprehend three-dimensional and spatial relationships	<ul style="list-style-type: none"> • Comprehend spatial relationship needed to properly administer parenteral medication such as intramuscular, subcutaneous, intradermal, or assess wounds of varying depths
Clinical Reasoning	Ability to logically reason across time regarding a patient's changing condition	<ul style="list-style-type: none"> • 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 • 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

Functional Ability	Standard	Examples of Required Activities
Flexibility	Adapt to College's course schedule policy	<ul style="list-style-type: none">• 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

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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.

Provision 1

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

Provision 2

The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3

The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4

The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5

The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6

The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality healthcare.

Provision 7

The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8

The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9

The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

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Academic Policies

- **Academic Progression**
- **Add/Drop Policy**
- **Attendance and Participation**
- **Class Hours**
- **Course Withdrawals**
- **Credit for Prior Learning**
- **Grade Calculations**
- **Graduation Requirements**
- **Specialty Examinations**
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Academic Progression

Passing Grade

The minimum passing grade required for a nursing (NUR) course is a C+ (75 percent). Any grade below a C+ (75 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 C+ (75 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 C+ (75 percent) will satisfy the course requirements for the Practical Nurse program. In addition, the minimum passing grade required for Life Sciences and Introduction to Psychology 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 C+ 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 Course

Students in the Practical Nurse program who receive a grade of C or below in Life Sciences and/or Introduction to Psychology 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.

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.

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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. Clinical courses cannot be added to a student's schedule after the start of the term.

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Attendance and Participation

Students enrolled in the Practical Nurse program are expected to demonstrate a commitment and dedication to the nursing profession through professional conduct that is consistent with the requirements needed to be successful in the healthcare industry. Nursing is a profession that demands attention to detail and a commitment to caring for others who are in need of assistance and who are vulnerable without it. For this reason, students are expected to exemplify this level of professionalism in their school attendance and participation.

Clinical and Laboratory Class Attendance Requirements

Students are expected to attend all scheduled clinical and laboratory classes. In the event of a serious illness, death of a family member, or a major accident, students may be granted a one-time excused absence per term. Makeup time for missed clinical nursing experiences will be determined at the discretion of the faculty and availability of clinical facilities. Students who have ANY unexcused absences or students who miss more than 1 (one) excused absence of clinical will be withdrawn from the course for failure to successfully meet clinical objectives.

A student failing either the didactic, clinical, or laboratory component of a nursing course will fail the entire course. Failure of a nursing (NUR) course is defined as any grade below the minimum progression requirement of C+.

*Students are reminded of the mandatory C+ (75 percent) grade requirement for all courses in the Practical Nurse program.

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Class Hours

Generally, classes are in session from 7:00 AM to 11:00 PM, Monday through Saturday. Clinical rotations may be scheduled from 7:00 AM until 12 midnight, Monday through Saturday.

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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.

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Credit for Prior Learning

Students enrolled in the Practical Nurse program may test out of Pharmacology, Life Sciences, and/or Introduction to Psychology by taking a formal challenge examination for credit. A challenge examination may 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 term. Students may not attempt to test out of courses in which they are currently enrolled.

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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, students in the Practical Nurse program 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 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

Students must meet all of the graduation requirements listed above in order to participate in the formal graduation ceremony.

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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.

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Transfer Credit

In addition to the transfer credit guidelines outlined in the **Berkeley College 2018-2019 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 NUR, SCI, and SOC transfer credits, and the credits must have been earned within the last 10 years.
- 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.

Note that transfer credit will be evaluated on a course-by-course basis based on the recommendation of the Department Chair.

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Student Rights and Responsibilities

- **Cardiopulmonary Resuscitation (CPR) Certification**
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Cardiopulmonary Resuscitation (CPR) Certification

Students in the Practical Nurse program must successfully pass the health provider Basic Life Support (BLS) course, which is offered during the first term of the nursing program for day students and during the second term of the nursing program for evening students.

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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 clinical clearance forms to the Clinical Coordinator by the determined due date for the applicable term. Therefore, students must maintain a copy of their own documentation of health requirements, mandatory certifications, and malpractice insurance. The Nursing Department reserves the right to make administrative changes to clinical placements as necessary.

- **Criminal Background Check**
- **Health Requirements**
- **Malpractice Insurance**

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Criminal Background Check

A criminal history background check is required for all students in the Practical Nurse program. A positive background check may prohibit the student from being admitted to, and progressing in, the program and from becoming licensed to work in the field. Criminal background checks may be conducted annually or at the discretion of clinical affiliates.

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.

Upon readmission, reinstatement, or returning from a Leave of Absence, students must undergo a criminal background check. A positive background check may prohibit the student from returning to the Practical Nurse program and from becoming licensed to work in the field. Any fees involved with the repeat background check will be the responsibility of the student.

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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 TB 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 participate in the mandatory influenza vaccine immunization program. Failure to participate in this immunization program will prohibit students from attending clinical courses. Clinical affiliates also may require students 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-panel, pre-clinical urine toxicology screening is also required. This includes screening for:

- Amphetamines
- Barbituates
- 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 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.

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.

Due to the increased risk of exposure to a variety of situations and substances that could potentially affect a developing fetus, any student who believes she may be pregnant, has recently given birth, or has recently terminated a pregnancy is strongly encouraged to speak with her healthcare provider immediately to determine whether she is physically capable of remaining in the program and meeting all relevant technical standards outlined in this Handbook. Neither Berkeley College nor its affiliating clinical agencies shall be held responsible for any harm that might occur to a fetus or pregnant student.

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.

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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.

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Complaints and Grievances

For policies and procedures regarding student complaints and grievances, including grade appeals and other academic grievances, please see the **Student Complaint Policy** in the Berkeley College Student Handbook 2018-2019.

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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 (<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. 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.

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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 fad 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.
- 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, whether posts or hoop earrings. 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.
- Consumption of food, candy, and gum is prohibited while working in any laboratory or clinical setting.
- 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, 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.

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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 reputation of 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 remove the student immediately from the clinical setting. For more general conduct requirements applicable to all Berkeley College students, **click here**.

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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.