

# MESSAGE TO STUDENTS

Welcome to Genesee Community College Nursing Program. It is hoped that your nursing education experience will be stimulating and fulfilling. Your experience in the Nursing Program will prove challenging and rewarding. The energy that you devote to conscientious study will have a direct relationship on your success in the program. The coming years will be filled with great learning experiences and much personal and professional growth. Study hard, but also meet new friends and have fun. It is hoped that you will become an integral part of our academic community here at Genesee Community College. We are looking forward to working with you!

Welcome!

Genesee Community College Nursing Program Faculty and Staff

“Nursing’s values-commitment, responsibility, service-are about to become the hallmarks of the successful person and business of the next century... Forty years ago, Albert Einstein said, “Let us strive not to be people of success, but people of value.” Today we seem finally to be learning that people of value are people of success. Nurses have the history, the tradition, and the values. Do we have the courage to change? Do we have the courage to continue to care? The “sweet smell of success” is not money. It’s hope.”

Leah L. Curtin, 1989

**YOU, THE STUDENT, ARE THE MOST IMPORTANT PART OF THE PROGRAM OF STUDY. WELCOME TO GENESEE COMMUNITY COLLEGE NURSING PROGRAM.**

As a student enrolled in the Nursing Program, you are an integral part of Genesee Community College with rights and responsibilities published in:

- a. The Genesee Community College Nursing Program Student Handbook  
<http://www.genesee.edu/home/linkservid/8DB7C49C-E02A-1B95-34A11D8582BF5E72/showMeta/0/>
- b. The Genesee Community College Student Rights & Responsibilities Handbook  
([http://www.genesee.edu/content/academics/Students\\_Rights\\_Handbook.pdf](http://www.genesee.edu/content/academics/Students_Rights_Handbook.pdf) ).

This student handbook has been compiled by the faculty to provide you with information pertinent to the Genesee Community College Associate Degree Nursing Program. **Information in this handbook is subject to revision at any time. Students will be informed verbally, via email, or by written notification if changes occur.**

The Genesee Community College Associate Degree Nursing Program has full status approval by the New York State Education Department Office of the Professions and is accredited by the Accreditation Commission for Education in Nursing (formerly the National League for Nursing Accrediting Commission).

For information on this nursing program, contact:

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Suite 850  
Atlanta, Georgia 30326  
[www.acenursing.org](http://www.acenursing.org)  
404-975-5000

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## **GENESEE COMMUNITY COLLEGE VISION**

Genesee Community College will be the center of educational excellence and innovation; empowering individuals, organizations and communities to meet the demands of a changing world.

## **GENESEE COMMUNITY COLLEGE MISSION STATEMENT**

Dedicated to meeting the changing needs of individuals and the community, Genesee Community College, a public, open-admission, student-centered college, commits to providing educational experiences which promote intellectual and social growth, workforce and economic development, and global citizenship.

## **GENESEE COMMUNITY COLLEGE SIX STRATEGIC PRIORITIES**

- Student Readiness and Access
- Student Success and Completion
- Faculty and Staff Success
- Economic Development and Impact
- College Culture
- Sustainability

## **GENESEE COMMUNITY COLLEGE INSTITUTION-LEVEL STUDENT LEARNING OUTCOMES**

Upon graduation from a degree program at Genesee Community College, students will have acquired the following skills and knowledge:

1. **Communication Skills.** Graduates demonstrate essential skills necessary to communicate ideas clearly and precisely.
2. **Scientific and Mathematical Reasoning.** Graduates demonstrate scientific and/or mathematical reasoning in problem solving.
3. **Information Literacy and Technology.** Graduates use various inquiry tools and different formats to search for information that enhances the acquisition of knowledge.
4. **Creative and Critical Thinking.** Graduates engage in critical analysis and creative problem solving.
5. **Global Citizenship and Wellness in a Diverse World.** Graduates explore the relevance of current and historical human interconnectedness.

## GCC NURSING PROGRAM PHILOSOPHY

The Nursing Program philosophy at Genesee Community College reflects the mission of the College as a whole in its educational endeavor to meet the needs of the students and the community it serves. The Nursing Faculty of Genesee Community College believes the following:

Nursing is a profession which utilizes nursing knowledge and principles from the humanities and biological, social, and behavioral sciences to assist individuals, groups, and families in promoting, maintaining and restoring maximum health potential. We further believe that nursing practice is the application of this knowledge in collaboration with the client, his/her significant others, and members of the interdisciplinary health care team.

The faculty recognize that the globalization of society has direct implications on health care and the practice of nursing. We believe that nursing education must include an international focus in order to realize the potential improvements in health due to knowledge transfer between cultures and health care systems.

The individual is a bio–psycho–social unified being with basic human needs at any developmental level. The individual is generally able to meet basic needs through his/her own efforts, but may require assistance when these needs are threatened or unmet by potential or actual health problems. The individual is viewed within the context of his/her community influenced by such factors as family, culture, and environment.

Health is an ever–changing state in which each individual has his/her own optimal level of functioning that represents the best state of wellness for him/her. Health is best described along a continuum of wellness to illness. Toward the positive end of the continuum, an optimum level of wellness occurs denoting a personal state of health in which satisfactory adaptive responses predominate and human needs are met. Toward the negative end of the continuum, illness occurs when needs are unmet and unsatisfactory adaptive responses predominate.

The role of the AD (Associate Degree) graduate in nursing practice is viewed as applying nursing knowledge and principles through the use of the nursing process in meeting the bio–psycho–social needs of culturally diverse patients of any age with emphasis on the adult with acute and chronic health problems. The GCC nursing faculty has elected to use the NLN (National League for Nursing) AD educational competencies as their organizing framework for the curriculum. The educational competencies are as follows:

**Professional Behaviors.** Professional behaviors within nursing practice are characterized by a commitment to the profession of nursing. The graduate of an associate degree nursing program adheres to standards of professional practice, is accountable for her/his own actions and behaviors, and practices nursing within legal, ethical, and regulatory frameworks. Professional behaviors also include a concern for others, as demonstrated by caring, valuing the profession of nursing, and participating in ongoing professional development.

**Communication.** Communication in nursing is an interactive process through which there is an exchange of information that may occur verbally, non-verbally, in writing, or through information technology. Those who may be included in this process are the nurse, patient, significant support person(s), other members of the healthcare team, and community agencies. Effective communication demonstrates caring, compassion, and cultural awareness, and is directed toward promoting positive outcomes and establishing a trusting relationship.

Therapeutic communication is an interactive verbal and non–verbal process between the nurse and patient that assists the patient to cope with change, develop more satisfying interpersonal relationships, and integrate new knowledge and skills.

**Assessment.** Assessment is the collection, analysis, and synthesis of relevant data for the purpose of appraising the patient's health status. Comprehensive assessment provides a holistic view of the patient which includes dimensions of physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status. Assessment involves the orderly collection of information from multiple sources of available resources to meet patient needs. Initial assessment provides a baseline for future comparisons that can be made in order to individualize patient care. Ongoing assessment and reassessment are required to meet the patient's changing needs.

**Clinical Decision Making.** Clinical decision making encompasses the performance of accurate assessments, the use of multiple methods to access information, and the analysis and integration of knowledge and information to formulate clinical judgments. Effective clinical decision making results in finding solutions, individualizing care, and assuring the delivery of accurate, safe care that moves the patient and support person(s) toward positive outcomes. Evidence based practice and the use of critical thinking provide the foundation for appropriate clinical decision making.

**Caring Interventions.** Caring interventions are those nursing behaviors and actions that assist patients in meeting their needs. These interventions are based on a knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, nursing research, and past nursing experiences. Caring is the "being with" and "doing for" that assist patients to achieve the desired results. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust, where patient choices related to cultural values, beliefs, and lifestyle are respected.

**Teaching and Learning.** Teaching and learning processes are used to promote and maintain health and reduce risks, and are implemented in collaboration with the patient, significant support person(s), and other members of the healthcare team. Teaching encompasses the provision of health education to promote and facilitate informed decision making, achieve positive outcomes, and support self-care activities. Integral components of the teaching process include the transmission of information, evaluation of the response to teaching, and modification of teaching based on identified responses. Learning involves the assimilation of information to expand knowledge and change behavior.

**Collaboration.** Collaboration is the shared planning, decision making, problem solving, goal setting, and assumption of responsibilities by those who work together cooperatively, with open professional communication. Collaboration occurs with the patient, significant support person(s), peers, other members of the healthcare team, and community agencies. The nurse participates in the team approach to holistic, patient-centered care across healthcare settings. The nurse functions as advocate, liaison, coordinator, and colleague as participants work together to meet patient needs and move the patient toward positive outcomes. Collaboration requires consideration of patient needs, priorities and preferences, available resources and services, shared accountability, and mutual respect.

**Managing Care.** Managing care is the efficient, effective use of human, physical, financial, and technological resources to meet patient needs and support organizational outcomes. Effective management is accomplished through the processes of planning, organizing, directing, and controlling. The nurse, in collaboration with the healthcare team, uses these processes to assist the patient to move toward positive outcomes in a cost effective manner, to transition within and across healthcare settings, and to access resources.

Nursing education is a dynamic process whereby students are guided by faculty into acquiring the cognitive, psychomotor and affective behaviors needed to apply the nursing process with increasing independence. Faculty use a variety of teaching/learning strategies to facilitate student learning in order to meet needs of culturally diverse individuals within the community.

Faculty strive to continually improve the quality of the program and services through assessment, innovation and planning. Students actively participate in the acquisition of knowledge, attitudes and skills necessary to become a competent professional nurse.

## **NURSING AAS PROGRAM OUTCOMES**

1. 90% of first time writers will pass the NCLEX–RN.
2. 100% of graduates will be employed in nursing within 6 months of graduation.
3. 100% of employers responding to the employer survey will rate the graduate’s performance as satisfactory or above.
4. 90% of students responding to the graduate survey will rate their program satisfaction as satisfactory or above.
5. 80% of students entering the first clinical nursing course will graduate within a five year time–frame.

## **NURSING PROGRAM STUDENT LEARNING OUTCOMES**

Upon completion of the Associate Degree Nursing Program, the graduate will:

1. Adhere to the standards of professional practice, be accountable for own actions and behaviors, and practice nursing within legal, ethical, and regulatory frameworks. (Competency: Professional Behaviors)
2. Assess and evaluate effective communication, which includes caring, compassion, and cultural awareness. (Competency: Communication)
3. Provide comprehensive holistic assessment which includes developmental, emotional, psychosocial, cultural, spiritual, and functional status. (Competency: Assessment)
4. Utilize effective clinical decision making skills which result in finding solutions, individualizing care, and assuring the delivery of accurate, safe care that moves the patient and services toward positive outcomes. (Competency: Clinical decision making)
5. Utilize caring interventions that are based on knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, nursing research, and past nursing experiences. (Competency: Caring interventions)
6. Utilize teaching that encompasses the provision of health education to promote and facilitate informed decision making, achieve positive outcomes, and support self–care activities. Utilize learning that involves assimilation of information to expand knowledge and to change behavior. (Competency: Teaching/Learning)
7. Arrange collaboration which involves shared planning, decision making, problem solving, collaboration with the patient, significant support person(s), peers, other members of the healthcare team, and community agencies. (Competency: Collaboration)



8. Manage care through effective use of human, physical, financial, and technological resources to meet patient needs and support organizational outcomes.  
(Competency: Managing care)

## **AMERICAN NURSES' ASSOCIATION CODE OF ETHICS FOR NURSES**

All students are expected to adhere to the principles of the American Nurses' Association Code of Ethics for Nurses with Interpretive Statements (2015). This code describes a standard of professional behavior expected throughout the nursing program. The faculty and administration of the Nursing Program reserve the right to dismiss a student not only for academic failure, but also for unethical, dishonest, illegal or other conduct that is inconsistent with the Code for Nurses.

From the ANA Code of Ethics for Nurses with interpretive statements 2015:

The Code of ethics for Nurses with Interpretive Statements (the Code) establishes the ethical standard for the profession and provides a guide for nurses to use in ethical analysis and decision-making. The code is nonnegotiable in any setting. It may be revised or amended only by formal processes established by the American Nurses Association (ANA). The Code arises from the long, distinguished, and enduring moral tradition of modern nursing in the United States. It is foundational to nursing theory, practice, and praxis in its expression of the values, virtues, and obligations that shape, guide, and inform nursing as a profession.

Nursing encompasses the protection, promotion, and restoration of health and well-being; the prevention of illness and injury; and the alleviation of suffering, in the care of individuals, families, groups, communities, and populations. All of this is reflected, in part, in nursing's persisting commitment both to the welfare of the sick, injured, and vulnerable in society and to social justice. Nurses act to change those aspects of social structures that detract from health and well-being.

Individuals who become nurses, as well as the professional organizations that represent them, are expected not only to adhere to the values, moral norms, and ideals of the profession but also to embrace them as part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics for the nursing profession makes explicit the primary obligations, values, and ideals of the profession. In fact, it informs every aspect of the nurse's life.

The Code of Ethics for Nurses with Interpretive Statements serves the following purposes:

- It is a succinct statement of the ethical values, obligations, duties, and professional ideals of nurses individually and collectively.
- It is the profession's non-negotiable ethical standards.
- It is an expression of nursing's own understanding of its commitment to society.

Statements that describe activities and attributes of nurses in this code of ethics and its interpretive statements are to be understood as normative or prescriptive statements expressing expectations of ethical behavior. The Code also expresses the ethical ideals of the nursing profession and is, thus, both normative and aspirational. Although this Code articulates the ethical obligations of all nurses, it does not predetermine how those obligations must be met. In some instances nurses meet those obligations individually; in other instances a nurse will support other nurses in their executions of those obligations; at

other times those obligations can only and will only be met collectively. ANA's Code of Ethics for Nurses with Interpretive Statements addresses individual as well as collective nursing intentions and actions; it requires each nurse to demonstrate ethical competence in professional life.

Society recognizes that nurses serve those seeking health as well as those responding to illness. Nurses educate students, staff, and others in healthcare facilities. They also educate within communities, organization, and broader populations. The term practice refers to the actions of the nurse in any roll or setting, whether paid or as a volunteer, including direct care provider, advanced practice registered nurse, care coordinator, educator, administrator, researcher, policy developer, or other forms of nursing practice. Thus, the values and obligations expressed in this edition of the Code apply to nurses in all roles, in all forms of practice, and in all settings.

ANA's Code of Ethics for Nurses with Interpretive Statements is a dynamic document. As nursing and its social context change, the Code must also change. The Code consists of two components: the provisions and the accompanying interpretive statements. The provisions themselves are broad and noncontextual statements of the obligations of nurses. The interpretive statements provide additional, more specific, guidance in the application of this obligation to current nursing practice. Consequently, the interpretive statements are subject to more frequent revision than are the provisions-approximately every decade-while the provisions may endure for much longer without substantive revision.

Additional ethical guidance and details can be found in the position and policy statements of the ANA or its constituent member associations and affiliate organizations that address clinical, research, administrative, educational, public policy, or global and environmental health issues.

The origins of the Code of Ethics for Nurses with Interpretive Statements reach back to the late 1800s in the foundation of ANA, the early ethics literature of modern nursing, and the first nursing code of ethics, which was formally adopted by ANA in 1950. In the 65 years since the adoption of that first professional ethics code, nursing has developed as its art, science, and practice have evolved, as society itself has changed, and as awareness of the nature and determinants of global health has grown. The Code of Ethics for Nurses with Interpretive Statements is a reflection of the proud ethical heritage of nursing and a guide for all nurses now and into the future.

**Provision 1.** The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

- 1.1 Respect for Human Dignity
- 1.2 Relationships with Patients
- 1.3 The Nature of Health
- 1.4 The Right to Self-Determination
- 1.5 Relationships with Colleagues and Others

**Provision 2.** The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

- 2.1 Primacy of the patient's interest
- 2.2 Conflict of interest for nurses
- 2.3 Collaboration
- 2.4 Professional boundaries

**Provision 3.** The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

- 3.1 Protection of the Rights of Privacy and Confidentiality
- 3.2 Protection of Human Participants in Research
- 3.3 Performance Standards and Review Mechanisms
- 3.4 Professional Responsibility in Promoting a Culture of Safety
- 3.5 Protection of Patient Health and Safety by Acting on Questionable Practice
- 3.6 Patient Protection and Impaired Practice

**Provision 4.** The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal care.

- 4.1 Authority, Accountability, and Responsibility
- 4.2 Accountability for Nursing Judgments, Decisions, and Actions
- 4.3 Responsibility for Nursing Judgments, Decisions, and Actions
- 4.4 Assignment and Delegation of Nursing Activities or Tasks

**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.

- 5.1 Duties to Self and Others
- 5.2 Promotion of Personal Health, Safety, and Well-Being
- 5.3 Preservation of Wholeness of Character
- 5.4 Preservation of Integrity
- 5.5 Maintenance of Competence and Continuation of Professional Growth
- 5.6 Continuation of Personal 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 health care.

- 6.1 The Environment and Moral Virtue
- 6.2 The Environment and Ethical Obligation
- 6.3 Responsibility for the Healthcare Environment

**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.

- 7.1 Contributions through Research and Scholarly Inquiry
- 7.2 Contributions through Developing, Maintaining, and Implementing Professional Practice Standards
- 7.3 Contributions through Nursing and Health Policy Development

**Provision 8.** The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

- 8.1 Health is a Universal Right
- 8.2 Collaboration for Health, Human Rights, and Health Diplomacy
- 8.3 Obligations to Advance Health and Human Rights and Reduce Disparities
- 8.4 Collaboration for Human Rights in Complex, Extreme, or Extraordinary Practice Settings

**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.

- 9.1 Articulation and Assertion of Values
- 9.2 Integrity of the Profession
- 9.3 Integrating Social Justice
- 9.4 Social Justice in Nursing and Health Policy

## **BILL OF RIGHTS AND RESPONSIBILITIES FOR STUDENTS OF NURSING**

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

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1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.
18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.
19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

<http://www.nсна.org/Publications/BillofRights.aspx>

# **NSNA CODE of ACADEMIC and CLINICAL CONDUCT**

## **PREAMBLE**

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

## **A CODE FOR NURSING STUDENTS**

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which students have not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorization is obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001.

[http://www.nсна.org/Portals/0/Skins/NSNA/pdf/pubs\\_code\\_of\\_ac.pdf](http://www.nсна.org/Portals/0/Skins/NSNA/pdf/pubs_code_of_ac.pdf)

## **ASSOCIATE DEGREE NURSING BACKGROUND INFORMATION**

Associate degree nursing programs became a part of the American system of nursing education in 1952. Developed as a result of research and study, based on sound principles of adult education, and conducted in institutions of higher education, associate degree nursing education programs are proliferating more than any other type of nursing program.

Although there are variations, a number of features are unique to associate degree nursing programs.

- The majority are conducted and controlled by colleges or universities.
- The programs vary in length from two academic years to two calendar years.
- The program of study combines a balance of nursing courses and general education courses.
- Students must meet requirements of the college and the nursing program for admission and graduation.
- Costs for nursing students are comparable to those of students in other curricula in the college.
- The purpose of the associate degree programs is to educate students who will be eligible to sit for the National Council of Licensing Examination (NCLEX) and apply for licensure as registered nurses and who will be prepared to give direct nursing care to patients.

The Associate of Applied Science degree nursing program was established at Genesee Community College in the fall of 1969. Genesee Community College Nursing Program has been registered with the New York State Education Department since its inception. The Nursing Program has had full accreditation by the National League for Nursing Accrediting Commission (ACEN) since 1972. Information concerning the program may be obtained from the ACEN, 3343 Peachtree Road, NE, Suite 850, Atlanta, Georgia 30326. (404-975-5000)

The Associate Degree in Applied Science Nursing Program provides students with a curriculum composed of both nursing and general education courses. The current health care system requires both a liberal arts education that fosters the social, cultural, and intellectual development of the individual as well as knowledge specific to nursing. Professional practice requires critical thinking, clinical decision making, interpersonal skills, and competency in technical skills. Students may complete support courses prior to entering the clinical nursing courses. Nursing courses present theories of the art and science of nursing through classroom, web-enhanced courses and clinical experiences. Nursing courses are sequenced from simple to complex. Clinical experiences include all major specialty areas and take place in a variety of health care agencies. Professional responsibility and personal growth are developed as students gain experience in a variety of independent and collaborative nursing roles. The graduate of the Genesee Community College Nursing Program is eligible to take the National Council of Licensing Examination (NCLEX) for licensure as a registered professional nurse (RN) after completion of all graduation requirements and upon recommendation of the Nursing Program faculty.



**DEGREE REQUIREMENTS FOR GENERAL NURSING STUDENTS ADMITTED  
JANUARY 2015 THROUGH JANUARY 2016**

<b>1</b>	<b>COMMUNICATIONS</b>	<b>6</b>
	ENG101 English Communications 1	3
	ENG102 English Communications 2	3
<b>2</b>	<b>SOCIAL SCIENCES</b>	<b>9</b>
	PSY101 General Psychology	3
	<b>PSY203 Developmental Psychology Across the Lifespan</b>	3
	SOC101 Introductory Sociology	3
<b>3</b>	<b>MATH/SCIENCE</b>	<b>15</b>
	BIO152 Anatomy & Physiology 1	4
	BIO153 Anatomy & Physiology 2	4
	<b>PHM122 Pharmacology</b>	<b>3</b>
	BIO201 Microbiology	4
	<i>(Spec Grades: A, B, C, CR, TR)</i>	
<b>4</b>	<b>NURSING</b>	<b>41</b>
	<b>NUR110 Nursing 1</b>	<b>7</b>
	<b>NUR120 Nursing 2</b>	<b>9</b>
	<b>NUR210 Nursing 3</b>	<b>8</b>
	<b>NUR215 Leadership 1</b>	<b>2</b>
	<b>NUR220 Nursing 4</b>	<b>8</b>
	<b>NUR225 Leadership 2</b>	<b>2</b>
	<b>NUR250 Nursing 5</b>	<b>5</b>
	<i>(Spec Grades: A, B, C, CR, TR)</i>	
<b>5</b>	<b>HEALTH/PE/REC</b>	<b>0</b>
	NUR110 includes the Basic Life Support CPR requirement (adult, infant, child).	
	NUR210 includes a child abuse reporting class requirement of State Ed.	
	<b>TOTAL</b>	<b>71</b>
	<b>Reading and Math Proficiency Required</b>	

**DEGREE REQUIREMENTS FOR PN TO RN NURSING STUDENTS ADMITTED  
JANUARY 2015 THROUGH JANUARY 2016**

<b>1</b>	<b>COMMUNICATIONS</b>	<b>6</b>
	ENG101 English Communications 1	3
	ENG102 English Communications 2	3
<b>2</b>	<b>SOCIAL SCIENCES</b>	<b>9</b>
	PSY101 General Psychology	3
	<b>PSY203 Developmental Psychology Across the Lifespan</b>	3
	SOC101 Introductory Sociology	3
<b>3</b>	<b>MATH/SCIENCE</b>	<b>12(15)</b>
	BIO152 Anatomy & Physiology 1	4
	BIO153 Anatomy & Physiology 2	4
	(PHM122 Pharmacology)	(3)
	BIO201 Microbiology	4
	<i>(Spec Grades: A, B, C, CR, TR)</i>	
<b>4</b>	<b>NURSING</b>	<b>30(41)*</b>
	<b>(NUR110 Nursing 1)*</b>	<b>(7)*</b>
	<b>(NUR 120 Nursing 2)*</b>	<b>(9)*</b>
	<b>NUR210 Nursing 3</b>	<b>8</b>
	<b>NUR215 Leadership 1</b>	<b>2</b>
	<b>NUR220 Nursing 4</b>	<b>8</b>
	<b>NUR225 Leadership 2</b>	<b>2</b>
	<b>NUR250 Nursing 5</b>	<b>5</b>
	<i>(Spec Grades: A, B, C, CR, TR)</i>	
	<b>TOTAL</b>	<b>52(71)*</b>
	<b>Reading and Math Proficiency Required</b>	

**\*UPON GRADUATION, CREDIT IS GRANTED FOR NUR 110, NUR 120, AND PHM 122**

**DEGREE REQUIREMENTS FOR GENERAL NURSING STUDENTS ADMITTED  
BEGINNING AUGUST 2016**

<b>1</b>	<b>COMMUNICATIONS</b>	<b>6</b>
	ENG101 English Communications 1	3
	ENG102 English Communications 2	3
<b>2</b>	<b>SOCIAL SCIENCES</b>	<b>3</b>
	PSY101 General Psychology	3
<b>3</b>	<b>MATH/SCIENCE</b>	<b>15</b>
	BIO152 Anatomy & Physiology 1	4
	BIO153 Anatomy & Physiology 2	4
	<b>PHM122 Pharmacology</b>	<b>3</b>
	BIO201 Microbiology	4
<b>4</b>	<b>NURSING</b>	<b>40</b>
	<b>NUR110 Nursing 1</b>	<b>8</b>
	<b>NUR120 Nursing 2</b>	<b>8</b>
	<b>NUR210 Nursing 3</b>	<b>8</b>
	<b>NUR220 Nursing 4</b>	<b>8</b>
	<b>NUR230 Professional Issues in Nursing</b>	<b>3</b>
	<b>NUR250 Nursing 5</b>	<b>5</b>
<b>5</b>	<b>HEALTH/PE/REC</b>	<b>0</b>
	NUR110 includes the Basic Life Support CPR requirement (adult, infant, child).	
	NUR210 includes a child abuse reporting class requirement of State Ed.	
	<b>TOTAL</b>	<b>64</b>
	<b>Reading and Math Proficiency Required</b>	

**DEGREE REQUIREMENTS FOR PN TO RN NURSING STUDENTS ADMITTED  
BEGINNING AUGUST 2016**

<b>1</b>	<b>COMMUNICATIONS</b>	<b>6</b>
	ENG101 English Communications 1	3
	ENG102 English Communications 2	3
<b>2</b>	<b>SOCIAL SCIENCES</b>	<b>3</b>
	PSY101 General Psychology	3
<b>3</b>	<b>MATH/SCIENCE</b>	<b>12(15)</b>
	BIO152 Anatomy & Physiology 1	4
	BIO153 Anatomy & Physiology 2 (PHM122 Pharmacology)	4 (3)
	BIO201 Microbiology	4
<b>4</b>	<b>NURSING</b>	<b>24(40)*</b>
	(NUR110 Nursing 1)*	<b>(8)*</b>
	(NUR 120 Nursing 2)*	<b>(8)*</b>
	NUR210 Nursing 3	<b>8</b>
	NUR220 Nursing 4	<b>8</b>
	NUR230 Professional Issues in Nursing	<b>3</b>
	NUR250 Nursing 5	<b>5</b>
	<b>TOTAL</b>	<b>45(64)*</b>
	<b>Reading and Math Proficiency Required</b>	

**\*UPON GRADUATION, CREDIT IS GRANTED FOR NUR 110, NUR 120, AND PHM 122**

**PROGRAM OF STUDY FOR NURSING STUDENTS  
 ADMITTED JANUARY 2015 THROUGH JANUARY 2016  
 (Sample Plan of Study)**

Suggested First Semester	Credits	Suggested Second Semester	Credits
ENG 101 (By Placement)	3	ENG 102	3
<b>PHM 122</b>	<b>3</b>	PSY 101	3
BIO 152	4	BIO 153	4
<b>NUR 110</b>	<b>7</b>	<b>NUR 120</b>	<b>9</b>
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>19</b>
Suggested Third Semester	Credits	Suggested Fourth Semester	Credits
BIO 201	4	<b>NUR 220</b>	<b>8</b>
<b>NUR 210</b>	<b>8</b>	<b>NUR 225</b>	<b>2</b>
<b>NUR 215</b>	<b>2</b>	<b>NUR 250</b>	<b>5</b>
<b>PSY 203</b>	<b>3</b>	SOC 101	3
<b>Total</b>	<b>17</b>	<b>Total</b>	<b>18</b>

*NOTE: Students planning to transfer should carefully review their program with an academic advisor to ensure that course sequences meet the requirements of the institution to which they expect to transfer.*

**General Curriculum Information**

**English (by placement):** Satisfactory completion of the writing skills exam is a prerequisite for ENG101. Students who do not satisfactorily complete the writing exam must register for ENG091 and/or ENG100 prior to completing their six (6) hour English sequence.

**Mathematics (by placement):** Mathematics placement is based on the ACT, SAT, ASSET, or COMPASS placement test.

**Reading Proficiency Requirement:** All students will be required to demonstrate proficiency in reading through testing prior to earning a degree or certificate. Students who do not meet the required standard will be expected to begin remediation immediately.

**PROGRAM OF STUDY FOR NURSING STUDENTS  
ADMITTED BEGINNING AUGUST 2016  
(Sample Plan of Study)**

Suggested First Semester	Credits	Suggested Second Semester	Credits
ENG 101 (By Placement)	3	ENG 102	3
PSY 101	3	PHM 122	3
BIO 152	4	BIO 153	4
<b>NUR 110</b>	<b>8</b>	<b>NUR 120</b>	<b>8</b>
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>18</b>
Suggested Third Semester	Credits	Suggested Fourth Semester	Credits
BIO 201	4	<b>NUR 220</b>	<b>8</b>
<b>NUR 210</b>	<b>8</b>	<b>NUR 250</b>	<b>5</b>
<b>NUR 230</b>	<b>3</b>		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>13</b>

*NOTE: Students planning to transfer should carefully review their program with an academic advisor to ensure that course sequences meet the requirements of the institution to which they expect to transfer.*

**General Curriculum Information**

**English (by placement):** Satisfactory completion of the writing skills exam is a prerequisite for ENG101. Students who do not satisfactorily complete the writing exam must register for ENG091 and/or ENG100 prior to completing their six (6) hour English sequence.

**Mathematics (by placement):** Mathematics placement is based on the ACT, SAT, ASSET, or COMPASS placement test.

**Reading Proficiency Requirement:** All students will be required to demonstrate proficiency in reading through testing prior to earning a degree or certificate. Students who do not meet the required standard will be expected to begin remediation immediately.

## COURSE DESCRIPTIONS

### NUR 110 – Nursing 1

(8 credits)

Introduces the students to concepts related to health and illness, hierarchy of human needs, adaptive response, and the nursing process. Provides students with the fundamental knowledge and basic skills necessary to provide caring interventions to hospitalized individuals representative of diverse cultural groups. Basic competencies/principles of professionalism, communication, assessment, teaching/learning and clinical decision making are introduced. Includes dosage calculation skills. Provides supervised learning experiences and simulations in college nursing laboratories and regional clinical agencies.

5 lecture hours, 9 clinical hours/week.

Prerequisite: Admission to the Nursing Program.

Prerequisite or concurrent: BIO 152 with a grade of “C” or higher.

Corequisites: NUR CL1.

### NUR 120 – Nursing 2

(\*8 or 9 credits)

Focuses on the care of medical-surgical patients in hospital settings. Provides students with specialized knowledge and advanced skills. Competencies of assessment, collaboration, communication, management of care, professional behaviors, caring interventions, teaching/learning and clinical decision making skills are emphasized. Includes advanced dosage calculation skills. Provides supervised learning experiences in college nursing laboratories and regional clinical agencies.

\*8 credits for students admitted Fall 2016; 9 Credits for students admitted Spring 2016

5 lecture hours, 12 clinical hours/week. (Students admitted Spring 2016)

Prerequisites: NUR 110, NUR CL1, BIO 152, and PHM 122 with a grade of “C” or higher.

Corequisite: NUR CL2

Prerequisite or concurrent: BIO 153 with a grade of “C” or higher.

5 lecture hours, 9 clinical hours/week. (Students admitted beginning Fall 2016)

Prerequisites: NUR 110, NUR CL1, BIO 152, with a grade of “C” or higher.

Corequisite: NUR CL2, PHM 122

Prerequisite or concurrent: BIO 153 with a grade of “C” or higher.

### NUR 130 – NY PN to RN Transition Course

(3 credits)

The NY PN to RN Transition course is designed to validate prior learning, and update/enhance the student’s knowledge. This course facilitates transition from the role of Practical Nurse to that of a student preparing for the role of Registered Nurse. Nursing process is used as the framework for critical thinking and problem solving.

Prerequisites: Eligibility for licensure as a licensed practical nurse in a United States jurisdiction. For progression into the nursing program, applicants must hold current LPN registration in a United States jurisdiction and meet the specific admission requirements of the institution/program to which she/he is applying.

NUR 131 – Introduction to Associate Degree Nursing

(2 credits)

Familiarizes the LPN transition student with the GCC Nursing Program philosophy, objectives, outcomes, policies, and organizing framework. Updates and enhances student learning related to critical thinking skills, math and dosage calculations. Prepares students for entry into the clinical sequence of second level nursing courses. One and a half class hours and one and a half laboratory hours.

1.5 lecture hours, 0.5 clinical hours/week.

Prerequisites: Successful completion of NUR 130 and current LPN registration in a US jurisdiction.

NUR 210 – Nursing 3

(8 credits)

Examines the role of the nurse in caring for patients from conception to death. Focuses on human development, health promotion and disease prevention in individuals throughout the lifespan. Competencies of professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managing care are emphasized in the context of individuals and lifespan. Includes dosage calculation skills. Experiences are provided in mental health, maternal child health, and geriatrics.

5 lecture hours, 9 clinical hours/week.

Prerequisites: NUR 120, NUR CL2, PHM 122 and BIO 153 with a grade of “C” or higher.

Prerequisite or concurrent: BIO 201 with a grade of “C” or higher

Corequisites: NUR 215\*, NUR 230\*\* and NUR CL3.

\*For general students admitted Fall 2015 and Spring 2016; for PN to RN students admitted Fall 2016 and Spring 2017

\*\*For general students admitted beginning Fall 2016; for PN to RN students admitted Fall 2017

NUR 215 – Perspectives in Nursing\*

(2 credits)

Offers the advanced student opportunities to explore current issues facing nursing in today’s complex health care delivery system. Topics include: the healthcare system, politics in nursing, fiscal management, nursing informatics, legal/ethical issues, considerations for obtaining, maintaining, and changing employment in the current health environment, role transition, and select management concepts. Supervised experiences in the college learning laboratory are provided.

\*For general students admitted Fall 2015 and Spring 2016; for PN to RN students admitted Fall 2016 and Spring 2017

2 lecture hours

Prerequisite: NUR 120, NUR CL2 or NUR 131 with a grade of “C” or higher.

Corequisite: NUR 210



NUR 220 – Nursing 4

(8 credits)

Emphasizes the nursing care of patients with complex health care needs. Focuses on all components of the nursing process with increasing degrees of skill. Competencies of professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching/learning, collaboration, and managing care are emphasized at an advanced level. Includes advanced skill in dosage calculations. Provides supervised learning experiences in college nursing laboratories and regional clinical agencies.

5 lecture hours, 9 clinical hours/week.

Prerequisites: BIO 201, NUR 210, NUR CL3, NUR 215 or NUR 230 with a grade of “C” or higher.

Corequisites: NUR 225\*, NUR CL4, NUR 250, and NUR CL5.

\*For general students admitted Spring 2015, Fall 2015 and Spring 2016; for PN to RN students admitted Spring 2016, Fall 2016 and Spring 2017

NUR 225 – Nursing Management\*

(2 credits)

Examines the nurse’s role as manager of patient care. Explores fundamental concepts of leadership and management as they apply to health care settings. Emphasizes skills such as communication, accountability, decision-making, establishing priorities, assigning and delegating, and collaborating with other members of the health care team. Supervised experiences in the college learning laboratory are provided.

\*For general students admitted Spring 2015, Fall 2015 and Spring 2016; for PN to RN students admitted Spring 2016, Fall 2016 and Spring 2017

2 lecture hours

Prerequisites: NUR 210, NUR CL3 and NUR 215 with a grade of “C” or higher.

Corequisites: NUR 220 and NUR 250.

NUR230 – Professional Issues in Nursing\*

Introduces the student to professional issues relevant to current trends in nursing, leadership and management. The emphasis is placed on role transition and promoting an environment of quality patient care and safety.

Prerequisites: NUR 112, NUR LC2, PHM 122, and BIO 153 with a grade of “C” or higher.

Prerequisites for PN to RN students: NUR 131 and BIO 153 with a grade of “C” or higher.

Co-requisites: NUR 211 and NUR LC3.

Prerequisite or Concurrent: BIO 201

\*For general nursing students admitted beginning Fall 2016; for PN to RN students beginning Fall 2017

NUR 250 – Nursing 5

(5 credits)

Provides the advanced student with the knowledge and skills required to demonstrate the competencies of the Associate degree nurse in various settings. The student utilizes the nursing process in the delivery of care, demonstrates competence in communication and technical skills, and develops competence in managing care for groups of patients. The student demonstrates the ability to be accountable for his/her actions.

2 lecture hours, 9 clinical hours/week for general students admitted Spring 2015, Fall 2015 and Spring 2016; for PN to RN students admitted Spring 2016, Fall 2016 and Spring 2017.

3 lecture hours, 6 clinical hours/week for general students admitted beginning Fall 2016; for PN to RN students admitted beginning Fall 2017.

Prerequisites: BIO 201, NUR 210, NUR CL3 and NUR 215 or NUR 230 with a grade of “C” or higher.  
Corequisites: NUR 220, NUR CL4, NUR 225 (for students admitted Spring 2015, Fall 2015 and Spring 2016) and NUR CL5.

## HEALTH POLICY

The following requirements are necessary to maintain and promote good health practices and to comply with our clinical agency agreements. The Immunization form, Health Report and CPR **MUST** be complete and current before the first day of clinical in the laboratory, community or hospital setting. Students will not be allowed participate in ANY clinical activities until requirements are current and will be issued an unsatisfactory report if deadlines are not met.

If a student begins the semester in compliance but has a requirement or requirements, which expire during the semester, **it is the student's responsibility** to update these requirements and provide documentation to the nursing department secretary before the expiration date. Failure to update health information at any time during the semester will result in an unsatisfactory report (see Unsatisfactory Policy) and the inability to participate in clinical activities until information is complete.

Three missed GCC clinical experiences within any one course, including those due to incomplete health information, will result in a clinical failure, and thus failure of the course (see Attendance Policy).

### **IMMUNIZATIONS & TESTING**

All students must provide proof of the following immunizations and testing. Some immunizations may be available at the Genesee County Health Department <http://www.co.genesee.ny.us/departments/health/>

- **MMR** (measles, mumps, rubella). Two doses are required or individual vaccines. If you were born before January 1, 1957, you are exempt from this requirement.
- **Varicella/Chicken Pox immunity**. If no history, proof of two vaccinations must be provided or a titer indicating immunity (copy of titer report must accompany immunization form).
- **Tetanus-Diphtheria**. Tdap or tetanus booster required within 10 years.
- **Hepatitis B Requirements**. Nursing students must meet the OSHA Bloodborne Pathogen regulations in order to be allowed to practice in affiliating agencies. The 1992 standard requires that the person be immunized to Hepatitis B or sign a form declining the vaccine; this declination form is available in the nursing suite. This is a requirement of the affiliating agencies, not of the State University of New York.
- **Hepatitis B immunization**. If the student chooses to be immunized, the first dose of the three dose series is required prior to the first day of clinical in the community.
- **Hepatitis B titer**. If you have completed the hepatitis B series you are required to provide proof of immunity by providing a copy of your hepatitis B titer (antibody to hepatitis B surface antigen – HbsAB) report. Recommended time is 4-8 weeks following third dose of the immunization series but may be obtained anytime following the series.
- **Flu Vaccine**. It is recommended by the New York State Health Department that healthcare personnel, including nursing students, receive an annual flu shot. When you receive the vaccine, you must submit proof (see appendix). If you choose not to be immunized, you must sign a declination form that is available in the nursing suite and you will be required to wear a mask in clinical in the community. Masks will not be required in the GCC clinical on campus.

## PPD TESTING PROCEDURE

PPD testing is required annually. Known positive reactors/positive converters must follow the PPD Testing Procedure.

### PPD SKIN TEST = NEGATIVE TEST RESULTS:

Results of less than 10 millimeters of induration indicate a negative result and **require annual PPD skin testing.**

PPD SKIN TEST = KNOWN POSITIVE REACTORS (from prior testing, the student knows they test 10 millimeters or more):

Prior to admission to the nursing program, students are required to have a chest x-ray and evaluation for signs and symptoms of active disease. Annually thereafter, known positive reactors will be required to be evaluated by a physician, or physician extender, for the signs and symptoms of active disease. Evidence of this evaluation and a statement reflecting that no active disease is present will be required. Symptoms to be assessed are:

1. Productive cough of 3 or more weeks duration,
2. Unexplained night sweats,
3. Unexplained fever, and
4. Unexplained weight loss.

PPD SKIN TEST = POSITIVE CONVERTOR (results were always negative before and they are now positive for the first time):

Results of 10 or more millimeters of induration indicate a positive result that will require **prompt** follow-up. The student will be evaluated by a physician, or physician extender, and will be removed from any clinical assignments until a health clearance has been given.

1. The student should be evaluated for the following symptoms:
  - a. Productive cough of 3 or more weeks duration,
  - b. Unexplained night sweats,
  - c. Unexplained fever, and
  - d. Unexplained weight loss.
2. The student will be required to have written evidence of a chest x-ray and other diagnostic tests as determined by the physician or physician assistant.

## **PHYSICAL EXAMINATION**

A health physical is required annually. Clinical agencies require annual physicals and students will not be permitted to attend clinical unless this is current.

## **ADDITIONAL REQUIREMENTS**

Additional documentation is required should a change in health status arise such as injury, hospitalization or pregnancy while the student is enrolled in the program. The student must provide documentation of release from the health care provider. Additional documentation may be mandated by individual clinical sites.

**CPR certification** at the Basic Life Support (BLS) level for the Healthcare Provider from the American Heart Association or CPR for the Professional Rescuer from the American Red Cross is required for all enrolled nursing students. No other CPR programs will be allowed. **No online CPR classes will be accepted!** The certification must be current throughout the entire program. Once you have completed the training, you will be issued a card. A copy of your card (both front and back) must be presented in the nursing office. Students will not be allowed to attend clinical without current CPR certification and will be given an unsatisfactory report. CPR classes are offered at the beginning of each semester at the GCC School of Nursing through [www.mylifesupporttraining.com](http://www.mylifesupporttraining.com).

It is the student's responsibility to keep these requirements current throughout the duration of the program. Failure to do so will result in your being prohibited from attending clinical and result in an unsatisfactory report.

## PHYSICAL AND MENTAL REQUIREMENTS

The Genesee Community College Nursing Program requires that an applicant for admission to the program must possess certain abilities and skills in the areas of intellect, sensory function, communication, fine and gross motor function, and behavior. This document outlines the minimum abilities each applicant must possess prior to entry into the program. The department will not discriminate on the basis of race, color, creed, national origin, ancestry, citizenship, gender, sexual orientation, religion, age, or disability.

In order to assume the responsibilities and perform the duties of a nursing student, individuals must satisfy the following:

1. Intellectual abilities requiring reason, analysis, problem solving, critical thinking, self-evaluation, and lifelong learning skills are required. Students must be able to learn, integrate, analyze, and synthesize data. Comprehension of three dimensional and spatial relationships is necessary. Consistent, accurate, and prompt integration of information is required, and is critical in emergency situations.
2. Somatic sensation and functional use of all of the senses is required. The applicant must be able to read medical records, monitor equipment readings, and perform visual assessments. The applicant must be able to hear patient communications, equipment and alarm sounds, call light systems, auditory patient assessments (lung sounds, bowel sounds), take manual B/Ps, and hear telephone conversations. Toleration of the sight and odor of blood and other bodily excretions and secretions is required.
3. The applicant must be able to communicate effectively with patients across the lifespan, and with families, peers, faculty, and health care professionals. Interpersonal communication is vital to the relationship between the nursing student and the patient. Forms of communication include verbal speech (e.g., give verbal report and talk on the telephone), nonverbal actions, and written format.
4. The applicant must be able to execute those motor movements required to provide safe, comprehensive nursing care. The applicant must be able to tolerate a physically taxing workload. To meet the GCC Nursing Program outcomes, the applicant must be able to perform the following standard nursing skills including, but not limited to:
  - a. carry up to 50 pounds
  - b. lift up to 50 pounds
  - c. push/pull up to 100 pounds
  - d. Move efficiently enough to meet the needs of several clients in a timely fashion
  - e. Lift, position, or move an unconscious patient to perform lifesaving procedures
  - f. Transfer clients to and from WCs, stretchers, beds and x-ray tables
  - g. Move/operate client conveyance devices and equipment such as stretchers, W/Cs and monitors
5. The applicant must possess the emotional health to assure full utilization of his/her intellectual abilities, exercise of good judgment, and prompt completion of all responsibilities associated with the care of patients. The applicant must be able to function effectively under stress. Personal and professional self-control and tactfulness must be maintained. Compassion, integrity, empathy, and respect are all personal qualities that are necessary for the professional nurse.
6. Upon acceptance to the GCC Nursing Program, the student must meet the requirements of immunization and testing (including Hepatitis B, Measles, Mumps, Rubella, Varicella, PPD, Tetanus), and CPR certification.

## **HIPAA POLICY**

Health Insurance Portability and Accountability Act of 1996 (HIPAA) is federal legislation for the protection and confidentiality of health information.

1. All nursing students and faculty are required to complete HIPAA training and abide by the policy.
2. Nursing students are provided content related to HIPAA and must achieve a passing score (as determined by faculty) on a post test before he/she will be allowed to attend clinical.
3. In addition, clinical facilities may require site specific HIPAA training in addition to the GCC Nursing Program training. Students/faculty must comply with this training as well.
4. Any violation of HIPAA will result in dismissal from the GCC Nursing Program.

## **MANAGEMENT OF EXPOSURE TO BLOOD AND OTHER INFECTIOUS BODY FLUIDS POLICY**

If any GCC nursing student has a parenteral (e.g., needle–stick or cut) or mucous membrane (e.g., splash to eye or mouth) exposure to blood or other body fluids, or has a cutaneous exposure involving large amounts of blood or prolonged contact with blood, the incident should be immediately reported to the faculty. Follow–up according to facility and CDC recommendations should be followed. A blood specimen should be drawn from the individual exposed and tested. If possible, blood testing of the source of contact should be done as well. Pretest counseling of the student and contact should be provided, as well as any necessary post–test counseling or referral. In situations where the source refuses testing or consent cannot be obtained, the exposure should be handled as if the source tested positive for HB<sub>s</sub>Ag, HCV, and HIV antibody.

All students will report any accident/injury/illness to the nursing instructor immediately. The instructor will direct the student to the appropriate department (i.e.: employee health, ER) if necessary and per agency policy. The student will be responsible for any charges incurred by treatment.

If the instructor determines that the student is unable to perform safe patient care, or is potentially contagious to others, the instructor will send the student home.

Refer to CDC protocol for post exposure follow-up: <http://www.cdc.gov/niosh/topics/bbp/emergnedl.html>

The purchase of any post–exposure treatments or vaccines will be the financial responsibility of the individual student.

## APPEALS PROCEDURE/POLICY

Students having a complaint concerning an academic matter (for example, a course grade, graduation requirements, transfer credit) may grieve the complaint as follows. (Academic probation status appeals use a separate appeals process).

1. The student must initiate contact with the Academic Standards Committee by submitting a request to appeal form either electronically via the Genesee Community College website or by US mail addressed to the Office of the Vice President of Student and Enrollment Services, ATTN: Academic Standards Committee. The form can be found here: <http://faculty.genesee.edu/senate/appeal.htm> or a copy may be obtained from the Office of the Vice President of Student Enrollment Services. A copy of the appeal form will be forwarded to the Academic Standards Committee Appeals Chair, the Executive Vice President for Academic Affairs, and the course instructor. There is a **fifteen day** statute of limitations to initiate contact with the Academic Standards Committee on all student academic appeal issues. This statute of limitations begins on the first day of the next full semester (fall or spring) following the post date of the disputed grade. Exemptions to this statute of limitations may be made on a case by case basis. This decision will be made by the appeals chair.
2. Before the appeals process begins, the student must discuss the complaint with the faculty or staff member whose action prompted the complaint. If the complaint is not resolved at this point, the student must then discuss the complaint with the appropriate supervising dean. The appeals chair will verify that these discussions have taken place or facilitate them.
3. When a complaint is not resolved to the student's satisfaction, (s)he may appeal to the Academic Standards Committee of the Academic Senate for a decision on the complaint. Copies of this appeals procedure are available in the Office of the Vice President of Student and Enrollment Services.
4. Decisions of the Academic Standards Committee may be appealed by the student to the Executive Vice President for Academic Affairs. The decision by the Vice President of Academic Affairs will be final.

This information can be found at [www.genesee.edu/academics/appeals.cfm](http://www.genesee.edu/academics/appeals.cfm).



## **ATTENDANCE POLICY**

1. **CLASS:** Classroom attendance is expected and will be monitored. If an absence occurs, the student is responsible for contacting the appropriate instructor concerning missed class content and/or assignments and experiences. Classes denoted as mandatory on class syllabi contain content for licensure and attendance is required. Arrive on time for class. If you arrive more than 5 minutes late you will notice a STOP sign on the door which directs you to wait to enter until the break.
  
2. **GCC CLINICAL:** GCC Clinical is defined as experience in the nursing laboratory and/or health care facilities. Compliance is expected with the following:
  - a. GCC Clinical attendance is **MANDATORY**.
  - b. It is the student's responsibility to contact the appropriate instructor/preceptor before a GCC Clinical delay and/or absence. Absence from GCC Clinical without prior, timely notification (as per course and instructor) will result in an unsatisfactory report (see page 32).
  - c. Instructions as to a makeup experience will be communicated by the instructor after notification of absence by the student.
  - d. Three missed GCC Clinical experiences within any one course will result in a clinical failure and thus, failure of the course. Failure of any nursing course will result in dismissal from the program.
  - e. When GCC Clinical is held off campus (such as at a healthcare facility), students may not leave the facility during clinical hours. Any student who leaves without explicit permission from an instructor or preceptor may be dismissed from the program.
  - f. Students may not attend GCC Clinical after working any time after 11:00 pm on the previous day in any employment setting.
  - g. A make-up clinical experience or assignment does not negate the previous clinical absence.
  
3. **EXAMS:**
  - a. If a student is unable to take a scheduled exam, for any reason, he/she is required to contact the Course Coordinator prior to the exam and report his/her absence.
  - b. Any missed unit exam, with prior notification to the Course Coordinator must be taken within one week of the scheduled exam. Failure to do so will result in a grade of zero.
  - c. Absence from a medication administration exam in any course will not be rescheduled and no makeup will be allowed.
  - d. Absence from any unit exam, without prior notification to the Course Coordinator, will result in a grade of **ZERO** for that exam without opportunity for makeup.
  - e. Students will not be allowed into a unit exam after it has begun. If you arrive late, you must stop in the nursing suite and inform nursing faculty or staff to verify your presence. Students arriving after the start of a scheduled exam, with faculty verification, must take the exam within one week of the scheduled exam (as per letter B) on a day and time determined by course faculty.
  - f. No one will be allowed to take an exam before the scheduled date.
  - g. If a student is late for the final exam, see Course Coordinator for further instructions.

## PLAGIARISM/CHEATING POLICY

**Plagiarism and Cheating:** The term “cheating” includes, but is not limited to; (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material, belonging to a member of the College faculty or staff.

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Plagiarism may be intentional – as in a false claim of authorship – or unintentional – as in a failure to document information sources using MLA (Modern Language Association), APA (American Psychological Association) or other style sheets or manuals adopted by instructors at the College. Presenting ideas in the exact or near exact wording as found in source material constitutes plagiarism, as does patching together paraphrased statements without in-text citation. Disciplinary action may include a failing grade on an assignment or test, a failing grade for the course, suspension or expulsion from the college, as described in the Code of Conduct.

For further information, see [www.genesee.edu/content/academics/student\\_code\\_of\\_conduct.pdf](http://www.genesee.edu/content/academics/student_code_of_conduct.pdf).

### NURSING PROGRAM PLAGIARISM/CHEATING DISCIPLINARY ACTION

The nursing faculty considers plagiarism and cheating to be serious offenses.

A first time incidence of plagiarism or cheating will result in mandatory attendance and completion of the plagiarism workshop in the library. Additional consequences will be the decision of the course faculty.

A second incidence of plagiarism or cheating will result in dismissal from the nursing program and ineligibility for readmission.

## CLINICAL DRESS CODE POLICY

The GCC student nurse uniform is representative of the College and of the nursing profession.

1. The nursing uniform shall consist of blue DOVE scrub top and pants cleaned and pressed; only white tee shirts or turtlenecks are allowed underneath the uniform.
2. A white lab coat or nursing scrub jacket is the only outerwear to be worn over the uniform in the GCC clinical on campus.
3. A GCC nursing student photo ID must be visible and worn on the left chest of their nursing uniform. The second year students wear the GCC patch on the left sleeve of their nursing uniform near the top.
4. Nursing shoes should be clean and polished. White professional shoes/sneakers (not canvas tennis shoes or open back shoes, such as crocs) and white hosiery/socks must be worn with the uniform.
5. Uniforms of any type may not be worn in the classroom or in public (restaurants, stores, etc.).
6. For mental health/community clinicals, professional dress clothes/attire is required. GCC photo ID must be visible.
7. Gum chewing is not allowed in the clinical setting.
8. Avoid the use of fragrances. Hair should be worn above the collar (no pony tail or hanging braids) and away from the face when in uniform in a manner that maintains infection control standards. Wedding bands, clear nail polish, and appropriate make-up are allowed when in uniform. Fingernails should be short and well-manicured. Artificial or gel nails are not allowed.
9. All body piercing jewelry should be removed prior to entering the clinical setting. Ear piercing is the exception to the rule. Small stud earrings may be worn with a limit of two per ear. Other than a watch, no other visible bodily adornments will be allowed.
10. Faculty may request tattoos to be covered in the clinical setting.
11. Hair should be of natural color (for example: blue, pink, etc. are not allowed). Facial hair must be close-cropped and neatly trimmed.
12. Head covers worn for religious/cultural practices should be white or blue in color.
13. Students must meet the requirements of the facility where they attend clinical, in addition to the GCC Nursing clinical dress code.
14. Professional behavior is required while in role of a GCC student (for example: smoking is not allowed).

## **UNSATISFACTORY POLICY**

It is expected that each student will exhibit a standard of behavior that reflects accountability and responsibility for his/her actions in nursing. These behaviors include, but are not limited to, those in the following documents:

1. The NSNA Code of Academic and Clinical Conduct (see page 11)
2. The ANA Code of Ethics (see page 5) and the GCC Student Code of Conduct
3. Genesee Community College's Statement of Student Rights and Responsibilities
4. The Professional Performance Standards and Confidentiality Agreement (see page 63)
5. GCC Nursing Program Policies and individual course policies.
6. GCC Nursing Program Student Handbook

Non-compliance or violation of any of these policies will result in the issuance of a written Unsatisfactory Report. Examples include, but are not limited to:

1. Late assignments.
2. Use of a cell phone or personal digital device (PDA) in class or GCC Clinical experiences.
3. Disrespectful or abusive behavior toward instructors, classmates, clients, or healthcare personnel.
4. Disruptive behavior in class or GCC Clinical experiences.
5. Tardiness to class or GCC Clinical experiences.
6. Failure to submit GCC health policy requirements (physical, PPD, immunizations, CPR) on time. (See page 23)
7. Acts of negligence while caring for a client during GCC Clinical.

The instructor who issues the Unsatisfactory Report will meet with the student to discuss the behavior. The student will have the opportunity to document his/her response to the report. The report will become part of the student's record in the nursing program. Three written reports within any one semester will result in failure of the course and dismissal from the nursing program. Five reports issued throughout the program will result in dismissal from the program (see appendix for example of Unsatisfactory Report).

# SOCIAL NETWORKING POLICY

## Introduction

“Social and electronic media possess tremendous potential for strengthening personal relationships and providing valuable information to health care consumers. Nursing students need to be aware of the potential ramifications of disclosing patient-related information via social media. Nursing students should be mindful of hospital policies, relevant state and federal laws, and professional standards regarding patient privacy and confidentiality and its application to social and electronic media.” From “White Paper: A Nurse’s Guide to the Use of Social Media”, NCSBN, August 2011.

[https://www.ncsbn.org/11\\_NCSBN\\_Nurses\\_Guide\\_Social\\_Media.pdf](https://www.ncsbn.org/11_NCSBN_Nurses_Guide_Social_Media.pdf)

## Guidelines

The following guidelines are intended to minimize the risk of using social media. In reference to the statements below, the word “patient” also refers to all mannequins and/or patient actors in the lab. Noncompliance or violation of any of these statements may be grounds for dismissal from the GCC Nursing Program.

“It is important to recognize that instances of inappropriate use of social media can and do occur, but with awareness and caution, students can avoid inadvertently disclosing confidential or private information about patients.

The following guidelines are intended to minimize the risks of using social media:

- First and foremost, nursing students must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- Nursing students are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, students are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.
- DO NOT share, post or otherwise disseminate ANY information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so.
- DO NOT identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- DO NOT refer to patients in a disparaging manner, even if the patient is not identified.
- DO NOT take photos or videos of patients on personal devices, including cell phones or iPods.
- Maintain professional boundaries in the use of electronic media. The fact that a patient may initiate contact with a student does not permit the student to engage in a personal relationship with the patient.
- Promptly report any identified breach of confidentiality or privacy.
- Be aware of and comply with employer policies regarding use of employer-owned computers, cameras and other electronic devices and use of personal devices in the work place.
- Do not make disparaging remarks about employers, clinical placement sites or co-workers. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.”

From “White Paper: A Nurse’s Guide to the Use of Social Media”, NCSBN, August 2011.

[https://www.ncsbn.org/11\\_NCSBN\\_Nurses\\_Guide\\_Social\\_Media.pdf](https://www.ncsbn.org/11_NCSBN_Nurses_Guide_Social_Media.pdf)

Any statement made within any social networking site (such as Facebook or Twitter) which can cause actual or potential harm or injury to another person, to the GCC Nursing program or to Genesee Community College itself, may be grounds for dismissal from the program. A social networking infraction will be reviewed by full faculty.

Using social networking to contact preceptors or faculty is not an appropriate means of professional communication. As a reminder, it is a violation of HIPAA policies to discuss ANY aspect of GCC Clinical on social networking sites. In addition to dismissal from the program, violation of HIPAA policy is subject to federal prosecution.

## **CIVILITY POLICY**

Civility is generally defined as being polite, courteous and respectful to others. Conversely, incivility can be described as any “speech or action that is disrespectful or rude or ranges from insulting remarks and verbal abuse to explosive, violent behavior.”\* The GCC Nursing Program is dedicated to creating a safe teaching-learning environment founded on respect and human dignity for all. Therefore, uncivil behavior will not be tolerated from students, faculty or staff in any venue (class, clinical, or lab).

A student experiencing uncivil behavior from another student should first attempt to address his/her concerns with that student, unless s/he feels threatened or unsafe. In that case, or if the conversation is ineffective and the behavior continues, the student should speak with the Course Coordinator. If the issue is not resolved, the student should make an appointment with the Director. The Director will address the problem as per the Student Code of Conduct.

[www.genesee.edu/content/academics/student\\_code\\_of\\_conduct.pdf](http://www.genesee.edu/content/academics/student_code_of_conduct.pdf)

If a student believes s/he has experienced uncivil behavior from faculty or staff, s/he should request an appointment with that person after the situation has passed and the student has had time to think about what has transpired. It is often helpful to rehearse what will be said in a calm, professional manner. Page 9 of the Student Code of Conduct states “Students charging a faculty member with prejudicial, capricious, or unfair academic appraisal shall be permitted to discuss the charge with the instructor without fear of reprisal.” If the uncivil behavior continues, then the student should speak with the Course Coordinator. If the issue is not resolved, the student should make an appointment with the Director. The outcome of this meeting will depend on the individual situation.

\*Clark, Cynthia M., and Springer, Pamela J., “Thoughts on Incivility: Student and Faculty Perceptions of Uncivil Behavior in Nursing Education,” *Nursing Education Perspectives*, Vol. 28, No. 2, March/April 2007.

## **STUDENT BEHAVIOR ON CAMPUS POLICY**

Genesee Community College recognizes the need to maintain policies and procedures related to student rights and responsibilities, in order to guide student actions and define the penalties which are to be imposed when the College's Code of Conduct is violated. Genesee Community College, through these policies and procedures, seeks to establish in its students a sense of responsibility to themselves and to others who are citizens of the total College community. It is the College's expectation that, while here, all students will take into consideration other individuals and their rights to an environment that is conducive to academic achievement and personal growth.

Attendance at Genesee Community College is a privilege and not a right. Genesee Community College operates on the assumption that the best environment for learning is an environment in which students, faculty, and staff treat one another with respect and courtesy. Students are expected to acquaint themselves with the syllabus of each class they take, to attendance, grading, due dates, and classroom courtesy. The College has the right and responsibility to take appropriate action when student conduct directly and significantly interferes with the College's educational mission and the rights of others to pursue their educational objectives in an environment conducive to learning.

None of the above, however, is meant to diminish the value which the College places upon the rights of students to peaceful assembly, free inquiry, free speech, and due process. The purpose of the College's policies and procedures regarding student conduct is not to prevent or restrain controversy and dissent, but to prevent abuse of the rights of others and to maintain public order appropriate to a college campus and an environment in which all are free to learn.

It shall be the responsibility of all students to familiarize themselves with Genesee Community College's Student Rights and Responsibilities handbook. This responsibility constitutes an important part of the aforementioned due process guaranteed to all students. To access code of conduct and student rights and responsibilities information, visit

[http://www.genesee.edu/content/academics/Student\\_Code\\_of\\_Conduct.pdf](http://www.genesee.edu/content/academics/Student_Code_of_Conduct.pdf)

In addition, the GCC nursing students are held accountable for adhering to the standards as stated in the NSNA Student Bill of Rights and Responsibilities (See page 9).

## **DISMISSAL POLICY**

A student may be subject to the maximum sanction of dismissal from the program for any of the following substandard academic or professional performances as follows:

1. A final grade of "D" or "F" in a required nursing course.
2. Three unsatisfactories in any nursing course.
3. Five cumulative unsatisfactories during the program.
4. A felony conviction or plea of guilty to a felony while enrolled in the nursing program.
5. Any event that could result in either academic or professional probation for a student as described in The Genesee Community College Student Code of Conduct  
[www.genesee.edu/content/academics/student\\_code\\_of\\_conduct.pdf](http://www.genesee.edu/content/academics/student_code_of_conduct.pdf)
6. Any event that is in violation of the ANA Code of Ethics for Nurses' or the National Student Nurses' Association Code of Academic and Clinical Conduct.
7. Failure in the Dosage Calculation or Medication Administration Exam according to course policy (see pages 41 and 42).
8. Acts of negligence, abuse, malpractice or violation of HIPAA policy as determined by course faculty.

## **CHAIN OF COMMAND POLICY**

Students must follow the chain of command in the nursing program. If a student has an issue or concern with an instructor, the student must contact the instructor first. If the issue is not resolved, the student must meet with the instructor and course coordinator. If the issue is still not resolved, the student must meet with the course coordinator and director of the nursing program.



## GRADING AND PROGRESSION POLICY

The GCC Nursing Faculty will make recommendations for progression within the program. Continuation in the program is based upon successful scholastic achievement, satisfactory clinical/laboratory competence, and personal qualifications for the practice of nursing as cited in the Professional Performance Standards and Confidentiality Agreement. The following academic requirements **must** be met for progression in the GCC Nursing Program:

1. Genesee Community College requires a cumulative GPA every semester of 2.0 to progress.
2. The GCC Nursing Program Grading Scale is as follows:

90 – 100	= A
82 – 89	= B
75 – 81	= C
68 – 74	= D
67 and below	= F

3. A minimum grade of “C” (75%) is required in all nursing courses to continue. A cumulative average below 75 percent will result in failure of that course and dismissal from the nursing program (see course syllabi for further guidelines). A cumulative average of less than 70 percent will result in ineligibility for readmission.
4. All components of a nursing course must be completed in a satisfactory manner to pass the course.
5. The student must earn a “C” as a minimum grade in **all** courses required for the nursing curriculum.
6. Any student receiving an “IP” (in progress) in any required nursing course must fulfill the requirements of that course before advancing to any required nursing courses or graduating. Refer to [www.genesee.edu/academics/grading.cfm](http://www.genesee.edu/academics/grading.cfm).
7. If an enrolled student has been convicted of a crime or if legal charges are pending, an investigation will be conducted. Sanctions as described in the Code of Conduct or Nursing Program Student Handbook may be imposed.
8. A failure/withdrawal in a nursing course requires a written request for readmission to the GCC Nursing Program. A Caring Contract will be written for any student reentering the GCC Nursing Program.
9. Students are permitted to repeat only one nursing course in the program.

## COMMUNICABLE DISEASES POLICY

GCC Nursing Students, as health-care workers, are exposed to communicable diseases as part of their clinical/laboratory experience in their course work above and beyond exposure experienced by students enrolled in non-health related courses. The following policies are intended to prevent the spread of communicable diseases to and from students and clients through education and practice.

### DEFINITION OF TERMS

- CDC:** Center for Disease Control based in Atlanta, Georgia is a federal agency under the Department of Health, Education and Welfare. It is considered to be the ultimate authority on communicable diseases. Guidelines for prevention of communicable diseases by the CDC are used in health care institutions throughout the USA.
- COMMUNICABLE DISEASES:** An illness due to a specific infectious agent or its toxic products which arises through transmission of that agent or its products from an infected person, animal, or inanimate reservoir to a susceptible host, either directly or indirectly through an intermediate plant or animal host, vector, or the inanimate environment. Example: HIV, Hepatitis B, Herpes, TB.
- EXPOSURE:** As defined by CDC for specific diseases. Exposure to AIDS and Hepatitis B consists of contact of infected blood or body fluids to mucous membranes or non-intact skin.

In order to prevent students, faculty, and clients from acquiring diseases from infected students:

1. Students who are aware that they are carriers of or who have a communicable disease will inform the Director of the Nursing Program upon application to the Program.
2. Enrolled students who are aware that they are carriers of or who have a communicable disease will inform their advisor or another faculty member.
3. Infected students will be educated as to modes of transmission of the disease and practices to prevent its transmission.
4. Determination of whether an infected student should be excluded from direct client contact or counseled to seek a non-health related profession will be made on a case-by-case basis by a committee consisting of: the student's personal physician and The Genesee Community College Nursing Program Director. Determination will be based on:
  - a. The mode of transmission of the disease and potential danger to others, using Center for Disease Control (CDC) guidelines.
  - b. The physical condition of the student and risk of acquiring other infections from clients with whom the student may come in contact.
  - c. The feasibility of the student's future potential employment in a health-care facility.

In order to prevent non–infected students from acquiring communicable diseases from infected clients cared for during GCC clinical experience:

1. Students will abide by affiliating hospital policies regarding precautions for caring for infected clients.
2. All students will learn principles of the epidemiology, modes of transmission and prevention of communicable diseases. They will be taught Standard Precautions for all clients using the most recent guidelines set forth by the CDC. Learning of these precautions will be verified by attaining a passing grade through testing. Students will practice these precautions in all affiliating hospitals and in the campus learning laboratory, and will be monitored by clinical instructors to insure adherence to the recommended practices.
3. All students will be taught the importance of strict confidentiality in all matters pertaining to clients and/or students with communicable diseases. Evidence of breach of confidentiality constitutes unethical behavior and is grounds for dismissal from the nursing program.
4. Students who have been exposed to an infection will be tested, if appropriate, as soon as possible for antibodies to the disease. The student will inform the faculty in writing as to whether treatment has been advised by a physician and is being instituted. Upon completion of the treatment, the physician will inform the faculty in writing.

## **DISABILITY SERVICES POLICY**

Genesee Community College seeks to serve the needs of individuals with disabilities by providing services, equipment, and most importantly, a caring environment. Every effort is made to review the documentation of each individual to determine the appropriate accommodations, be they academic or physical, to provide the optimum learning environment. The College is in compliance with the Americans with Disabilities Act of 1990 and with Section 504 of the Rehabilitation Act of 1973 which states:

No otherwise qualified handicapped individual in the United States shall, solely by reason for his/her handicap, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Services to students with disabilities are coordinated through the Center for Academic Progress (CAP). The College provides assistance to students with disabilities, assists faculty and staff members who deal with students who have disabilities, and works cooperatively with community rehabilitation agencies. It is the students' responsibility to identify his or her need for special services and provide required documentation. Documentation a student provides will be confidential. Only information regarding specific recommendations will be released to faculty, and only with the student's permission.

In order to help the college students with disabilities, please call the Center for Academic Progress at (585) 343-0055, Ext. 6351 for a documentation packet upon acceptance to GCC.

More information available at [http://www.genesee.edu/depts/cap/disability\\_services.cfm](http://www.genesee.edu/depts/cap/disability_services.cfm)

## DOSAGE CALCULATION POLICY

Each course has specific expectations and requirements that must be met in order to progress to the next nursing course. The following requirements are in place:

**N110:** N110 students must pass a dosage calculation exam with a grade of 80% or better in order to meet the clinical requirements of the course.

A student will have three (3) opportunities to pass the dosage calculation exam during the course of the semester.

Absence from a dosage calculation exam will not be rescheduled and no makeup will be allowed.

These exams will be scheduled at intervals at the discretion of the faculty.

Once a student passes the exam, with a grade of 80% or better, the requirement is met.

If a student cannot achieve a grade of 80% after three (3) exams, the student will be dismissed from the nursing program.

## **MEDICATION ADMINISTRATION EXAM POLICY**

Absence from a medication administration exam in any course will not be rescheduled and no makeup will be allowed.

**N120:** N120 students must pass a Medication Administration Exam with a grade of 90% or better in order to meet the clinical requirements of the course.

A student will have three (3) opportunities to pass the Medication Administration Exam during the course of the semester. These exams will be scheduled at intervals at the discretion of the faculty.

Once a student passes the exam with a grade of 90% or better, the requirement is met.

If a student cannot achieve a grade of 90% after three (3) exams, the student will be dismissed from the nursing program.

**N131:** N131 students must pass a Medication Administration Exam with a grade of 90% or better in order to meet the clinical requirements of the course.

A student will have three (3) opportunities to pass the Medication Administration Exam during the course of the semester. These exams will be scheduled at intervals at the discretion of the faculty.

Once a student passes the exam with a grade of 90% or better, the requirement is met.

If a student cannot achieve a grade of 90% after three (3) exams, the student will be dismissed from the nursing program.

**N210:** N210 students must pass a Medication Administration Exam with a grade of 90% or better in order to meet the clinical requirements of the course.

A student will have three (3) opportunities to pass the Medication Administration Exam during the course of the semester. These exams will be scheduled at intervals at the discretion of the faculty.

Once a student passes the exam with a grade of 90% or better, the requirement is met.

If a student cannot achieve a grade of 90% after three (3) exams, the student will be dismissed from the nursing program.

**N220:** N220 students must pass a standardized Medication Administration Exam.

Students will be provided with a study guide to prepare for this exam.

Students will have three (3) opportunities to pass the exam. These exams will be scheduled at the discretion of the faculty.

Once a student passes the exam, the requirement is met.

If a student cannot achieve the established passing criteria after three (3) exams, the student will be dismissed from the nursing program.

Please see individual course syllabi for more information regarding these exams.

## **EXAM REVIEW POLICY**

Exam review will be scheduled as noted on individual course syllabi and/or calendar. Exam review is optional. Students will be able to view exam questions with correct answers and distractors including rationales during review. No note taking, photography or recording is allowed. Brief questioning for clarification of rationales is acceptable. If further clarification is desired, the student must make an appointment with course faculty scheduled within one week of exam review. Challenging unit exam questions must be within one week of the scheduled exam review. While faculty will listen and respond to students' concerns about exam questions, faculty decisions are FINAL. If, at any time, students become disruptive or argumentative, the review will be concluded and review of future exams may be cancelled pending faculty and student discussions.

- Individual exam review may be scheduled for students with Caring Contracts only.
- Review of exams will be available on specific dates as set by the course calendar.
- Exam review will not occur until all students have taken an exam.
- No unit exams or makeup exams will be available for review prior to a final exam.
- No final exams or ATI proctored exams will be available for review.
- No student may attend an exam review unless they have taken the exam being reviewed. Doing so will result in a grade of a "0" on the exam and an unsatisfactory report.

## **PROGRAM AND FACULTY EVALUATION POLICY**

Students have the opportunity to participate in the evaluation of nursing courses, faculty and clinical facilities. They also have the opportunity to evaluate the entire learning program within one year after graduation. All evaluations are anonymous and the faculty does not receive results until students have completed the course and grades are distributed.

### **CLINICAL EVALUATION OF ADJUNCT FACULTY**

The GCC Nursing Program requires students to complete an evaluation of clinical adjunct faculty each semester.

### **CLINICAL SITE EVALUATION**

At the end of each course, students evaluate attended clinical agency (or agencies) on the course evaluation tool. Data collected from the student evaluations is considered when the faculty re-evaluates the clinical site for future use.

### **COURSE EVALUATION**

At the completion of each semester, the GCC Nursing Program requires students to complete a course evaluation form.

### **EXIT INTERVIEWS**

Each graduating student is required to complete an online or written exit evaluation. He/she may also request a meeting with the Director for an exit interview.

### **FACULTY EVALUATION**

Students complete a faculty evaluation form according to GCC policy. This form asks the students to evaluate the instructor's classroom presentation and course classroom content and/or the clinical content instruction.

### **GRADUATE SURVEYS**

This information is solicited via focus groups or questionnaire on the GCC Nursing website. Students are e-mailed nine months after graduation to complete the survey or attend a focus group. Information gained will assist in compiling statistics for accrediting bodies and the Nursing program development, maintenance, and revision.



## **READMISSION POLICY**

### **READMIT APPLICANTS**

A number of situations may result in dismissal from the Nursing Program (see Dismissal Policy). If one is dismissed or withdraws from the program and wishes to be readmitted, the student must

1. Have received a minimum grade of 70 in a course to be repeated.
2. Have a cumulative core GPA of 3.0 or better, excluding the failed nursing course.
3. Schedule and meet with the Nursing Director for an exit interview.
4. Submit a Readmission Request Form to the Nursing Director.
5. Have failed no more than one nursing course. Failure of two nursing courses during the program results in permanent ineligibility for readmission.
6. Have begun the nursing program less than 5 years ago.

A rubric will be used to score applicants for readmission to the Nursing Program. Readmission is granted on a space available basis. Students are readmitted from the highest score until all spaces are filled.

- A student readmitted to the program retains any unsatisfactory reports from successfully passed courses.
- If a student withdraws failing, s/he may only be readmitted once.
- If a student withdraws for any reason, and is in good standing, s/he will be limited to two readmissions.
- A student must request readmission for the next semester within 2 weeks of online posting of their final grade in a course. If this deadline is not met, application may be deferred to a future semester.

## **STANDARDIZED TESTING POLICY**

A goal of the Nursing Program is to prepare graduates for success on the NCLEX–RN examination. In order to assess readiness for the NCLEX–RN examination, students will be given nationally standardized assessment examinations at intervals throughout the program. These may be computerized or paper/pencil exams.

This testing program has been planned to:

1. Apprise students on their achievement of course objectives at various stages of the program.
2. Allow the students and faculty to compare scores of GCC students with those of students in AD programs throughout the country.
3. Assist the student in preparing for the National Council Licensure Examination for Registered Nurses.
4. Assist the faculty in monitoring the effectiveness of the curriculum and identifying areas that may require modification.

The results of each exam are meant to provide guidelines for the students' strengths and areas for improvement in knowledge and skills required by the nursing profession for safe and effective entry level practice.

See exam policy (page 29)

## INFORMATION

### A. **CHILD ABUSE CLASS AND INFECTION CONTROL CLASSES – MANDATORY ATTENDANCE**

N.Y.S. law requires that anyone graduating from a registered nursing program must have completed two hours of education regarding Child Abuse recognition and reporting and classes on Infection Control Techniques and Barrier Precautions. To meet this requirement, attendance at specific class sessions/online course participation as noted on course syllabi is mandatory. If circumstances interfere with attendance, the requirement must be completed at the student's expense. The student is required to see the instructor about the makeup and provide documentation that the requirement has been met.

### B. **GCC CLINICAL EXPERIENCES**

To accommodate individual learning needs, students may be assigned to day, evening, night, or weekend clinical experiences within Western New York. Students are expected to provide their own transportation to clinical sites.

The presence of **anyone** other than a current nursing student in the GCC Class, Clinical, or student study areas is prohibited. Family members, friends, and children are not allowed in the GCC these areas at any time. If any of these individuals are discovered, they will be asked to leave immediately. Refusal to do so will result in a call to security.

### C. **COSTS**

- Textbooks for nursing courses ONLY - prices vary; see bookstore for exact amounts
- Technology - iPod Touch - approximately \$400 with software
- Lab kits - approximately \$200
- Standardized testing - approximately \$250/semester
- Uniforms and equipment - approximately \$125, including footwear
- N210 Certification Module - approximately \$100
- N110 Infection Control and Barrier Precautions Certification – approximately \$25

### D. **DRUG/ALCOHOL ABUSE POLICY**

In response to requirements of certain external agencies providing clinical experiences for nursing students, any student who enrolls in the GCC nursing program and desires to participate in courses which have a clinical component may be required to have an initial pre-clinical drug/alcohol screening at their own expense. The student must abide by the College's Alcohol and Drug Abuse Policies and Information, and the Clinical Agency Policy for which the student is assigned clinical practice.

A positive response to illicit drug or alcohol testing may result in further testing and/or dismissal from the program. Appropriate referrals for assistance will be offered to the student as listed in the GCC Code of Conduct [http://www.genesee.edu/content/academics/Student\\_Code\\_of\\_Conduct.pdf](http://www.genesee.edu/content/academics/Student_Code_of_Conduct.pdf).

E. **LEGAL LIMITATIONS TO LICENSURE**

If an applicant or enrolled student has been convicted of a crime or if legal charges are pending, an investigation will be conducted. Felony convictions may result in denial of acceptance to the program and/or eligibility for Registered Nurse (RN) licensure.

Graduation from the program does not guarantee licensure. Refer to the New York State Education Department Office of the Professions, State Education Building 2<sup>nd</sup> floor, Albany, NY 12234. ([www.op.nysed.gov](http://www.op.nysed.gov).)

Completion of the Nursing Program does not assure admittance to attempt the licensure examination. Graduates of this Nursing Program meet the education requirement for admittance to the RN licensure exam, however, there is a requirement that the applicant be of "good moral character" and a fee must be paid for the test. On the application for the test the applicant is required to truthfully answer the following questions:

- Have you ever been found guilty after trial, or pleaded guilty, no contest, or nolo contendere to a crime (felony or misdemeanor) in any court?
- Are criminal charges pending against you in any court?
- Has any licensing or disciplinary authority refused to issue you a license or ever revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew a professional license or certificate held by you now or previously, or ever fined, censored, reprimanded or otherwise disciplined you?
- Are charges pending against you in any jurisdiction for any sort of professional misconduct?
- Has any hospital or licensed facility restricted or terminated your professional training, employment, or privileges or have you ever voluntarily or involuntarily resigned or withdrawn from such association to avoid impositions of such measures?

In accordance with Federal regulations, the New York State Human Rights Law, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, Genesee Community College does not discriminate on the basis of age, race, religion, color, creed, marital status, veteran's status, sexual orientation, national origin, gender, or disability in admissions, educational programs, activities, or employment. Title IX and Section 504 Coordinator: William Emm, Executive Vice-President for Planning and Institutional Research (585) 343-0055.

F. **MALPRACTICE INSURANCE**

All students enrolled in nursing courses are required to carry malpractice insurance through the college. Information on these policies will be given prior to enrollment and as needed during the program. Malpractice insurance fees may vary from year to year.

G. **CANCELLATION OF CLASS**

In the event of the college closing, check the GCC website at [www.genesee.edu](http://www.genesee.edu). For cancellation of individual nursing classes/GCC clinical on campus, check announcements or messages in the course under BlackBoard. For cancellation of clinical experiences, please refer to instructions given by clinical instructor.

## H. TECHNOLOGY

Technology is integrated throughout the program to provide students with multiple methods of access to current nursing information. Students are required to have consistent, reliable access to a computer, printer, and Internet service. An iPod Touch or other mobile device is required for all students. Students are expected to have basic computer skills **before** entering the Nursing program. GCC has classes available to provide these skills if lacking.

## I. TIME LIMITS FOR COMPLETION OF THE NURSING COURSES

The sequence of nursing courses must be completed within a five–year period from the beginning of the first clinical nursing course.

## J. NURSING BUILDING GUIDELINES

Please adhere to the following:

- DO take advantage of our gathering space; do not congregate in the hallways, especially before or after exams.
- When waiting for a classroom or lab to open, talk quietly in the hallways because there are places of business on the first floor.
- There is to be no food or drink in the 214 Lecture Hall or any of the labs. A capped water bottle in your bag is acceptable.
- DO stop at the secretary’s desk prior to heading down the nursing suite hallway.
- This building and parking lot are a smoke free zone, no smoking is allowed.
- Please ensure that you **DO NOT PARK** in handicapped or reserved spaces. If you do so, your car may be towed.
- If you must walk across the road (driving is best), DO cross at the driveway entrance; you should not be crossing by any other method, including those which result in walking on the grass across the road.
- DO replace any moved equipment, use garbage and recycling receptacles and clean up after yourself.

## **PROCEDURAL STATEMENTS**

### **ADDING AND/OR DROPPING CLASSES/WITHDRAWAL OF CLASSES**

Prior to any change of enrollment (add, drop, or withdrawal), the student will provide written notice to the GCC Nursing Program and his/her advisor.

Add, drop, and withdrawal dates are published on the Academic Calendar available at [www.genesee.edu](http://www.genesee.edu). Click on “Academics”. Under “Academic Information”, click on “Dates & Deadlines”.

### **AGREEMENT FORMS**

Before entering the Genesee Community College Nursing Program, the student must sign several agreement forms. These agreement forms can be found in the Appendices of this Nursing Student Handbook.

### **CELL PHONES**

Students’ cell phones or any mobile devices are **not** allowed during exams, in class, or in the clinical area. Students must keep their cell phones or mobile devices off and in purses or book bags. Use of a cell phone or mobile device **FOR ANY REASON**, unless allowed by the instructor, will result in an unsatisfactory report (see page 32).

### **NAME/ADDRESS CHANGE**

When a student changes his/her name, address or phone number after being admitted to the Nursing Program, he/she must notify the Nursing Program office and the Records Office for record accuracy. The form for these changes may be obtained in the Records Office.

### **RECORDING CLASSES**

Students may audio record any class with permission of the instructor. Video recording via any device is not allowed in class. Use of such will result in an unsatisfactory report. Video recording may be required and allowed in the clinical on campus experience.

## **STUDENT REPRESENTATIVES ON NURSING FACULTY COMMITTEES**

PURPOSE: Class representative(s) serve to enhance communication among all students of the class and nursing faculty and administration.

CRITERIA FOR STUDENT REPRESENTATION: Faculty will request volunteers from each nursing class to communicate information among students, faculty, and administration.

The representative(s) will:

1. Demonstrate an interest and willingness to participate in faculty/curricula committee activities.
2. Accept personal responsibility for attending faculty/curriculum meetings and will contact the alternate if they are unable to attend.
3. Ensure confidentiality when necessary.
4. Provide faculty with constructive input from students.
5. Serve as a liaison to faculty and/or the AD Program Director concerning student issues.
6. Demonstrate a positive professional manner and attitude inside and outside the college.
7. Present accurate information to the students and faculty.
8. Designated periods of time during level and faculty meetings will be allowed for student participation.

## **NURSES' CLUB**

The Nurses' Club at GCC is unique in that membership is limited to students enrolled in the Nursing Program at GCC. It is expected that through membership in the Nurses' Club, students will expand their experiences beyond the classroom and clinical areas. Although membership in the club is optional, it is strongly encouraged and demonstrates the student's commitment to professional growth and development.

General Purposes:

1. Encourage communication between students at various levels in the nursing program.
2. Encourage students to become politically active by participating in events such as Lobby Day in the spring in Albany.
3. Provide opportunity for students to investigate and attend workshops and conferences at the local, state, and national levels.
4. Plan and carry out fundraising events as needed for charitable contributions and other expenses.
5. Contribute to the college by assisting with blood drives, information fairs, tours for local schools, etc.

## **NEW YORK STATE STUDENT NURSE ASSOCIATION**

All students in the Nursing Program are encouraged to be members of the New York State Student Nurses' Association. Activities include participation at local, state, and national levels. These activities reflect commitment to the profession of nursing and to the responsibility for health care for all people in the State of New York.

## **NATIONAL STUDENT NURSES' ASSOCIATION**

All students are strongly encouraged to become a member of the National Student Nurses' Association (NSNA) which is the professional organization for the nursing students. The faculty believes that participation in this organization assists the process of assimilation into the profession of nursing.

NSNA's mission is to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession.

<http://www.nsna.org/Membership/StudentMembership.aspx>

## **NURSING SCHOLARSHIPS**

There are many scholarships available for newly admitted students and students who are progressing in the Nursing Program. Applications for these scholarships must be made according to the foundation guidelines.

NOTE: Other scholarships may be available on a one time or limited basis. These can be found at the following link: <http://www.genesee.edu/offices/finaid/scholarships/>



## **FACULTY GRADUATION AWARDS**

Three awards are given annually to graduating students by the Nursing Faculty. To be eligible for consideration for these awards, the student must meet the following criteria:

### **GENERAL EXCELLENCE AWARD**

1. GPA of 3.5 or above after the three semesters of nursing courses.
2. Demonstrated excellence in clinical performance

### **NURSING CLINICAL PROFICIENCY AWARD**

1. GPA which places the student in the upper 1/3 of his/her class.
2. Demonstrated excellence in clinical performance.

### **NURSING LEADERSHIP AWARD**

1. Membership in a nursing student or professional nursing organization.
2. Assume a leadership role in clinical, classroom groups, or the nursing student organization.
3. Participate in activities that foster a positive public image of nursing as a profession.
4. Actively support efforts to recruit others into the profession of nursing.
5. Participate in volunteer activities of community service of other health care organizations.

## **ACHIEVEMENT/RECOGNITION**

### **PRESIDENT'S LIST**

The following criteria must be met to be awarded the President's list recognition:

1. A GPA of at least a 3.75.
2. Completion of 12 or more credit hours
3. No grades of D, IP, F, or U.

### **DEAN'S LIST**

The following criteria must be met to be awarded Dean's List recognition:

Eligibility for Full-time students includes:

1. A GPA of at least 3.5.
2. Completion of 12 or more credit hours.
3. No grades of D, IP, F, or U.

Eligibility for Part-time students includes:

1. A GPA of at least 3.5.
2. Completion of 6 or more credit hours.
3. No grades of D, IP, F, or U.

# **APPENDICES**

**GCC NURSING UNSATISFACTORY REPORT**

STUDENT NAME:  
INSTRUCTOR:  
COURSE:  
DATE OF INCIDENT:

INSTRUCTOR REPORT OF INCIDENT (ADD ADDITIONAL PAGES IF NECESSARY) \_\_\_\_\_

SIGNATURE AND DATE:

STUDENT RESPONSE (ADD ADDITIONAL PAGES IF NECESSARY):

SIGNATURE AND DATE:

**ATTACH TO CLINICAL EVALUATION TOOL AND PLACE IN STUDENT'S FILE**

**GCC Nursing Program**  
**INFLUENZA VACCINE**

**Patient/Student's Name:** \_\_\_\_\_

**DATE RECEIVED:** \_\_\_\_\_

**HEALTHCARE PROVIDER:** \_\_\_\_\_

**PROVIDER'S ADDRESS:** \_\_\_\_\_

**MANUFACTURER:** \_\_\_\_\_

**LOT #:** \_\_\_\_\_ **EXPIRATION DATE:** \_\_\_\_\_

**SITE OF INJECTION:** \_\_\_\_\_

**NAME OF PERSON WHO ADMINISTERED THE SHOT:** \_\_\_\_\_

If you choose not to receive the influenza vaccine, you will be required to sign a declination form. You may obtain this from the nursing secretary.



**Health Related Work Experience: List most current job first.**

EMPLOYER	LOCATION	DUTIES	DATES
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Other Work Experience:**

_____	_____	_____	_____
_____	_____	_____	_____

**Please answer the following questions and provide an explanation for each “YES” response on a separate piece of paper, with a complete description of dates and events. You must also include ALL supporting applicable documents.**

1. Have you ever been found guilty after trial, or pleaded guilty, no contest, or nolo contendere to a crime (felony or misdemeanor) in any court? \_\_\_ Yes \_\_\_ No
  2. Are criminal charges pending against you in any court? \_\_\_ Yes \_\_\_ No
  3. Has any licensing or disciplinary authority refused to issue you a license or ever revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew a professional license or certificate held by you now or previously, or ever fined, censored, reprimanded or otherwise disciplined you? \_\_\_ Yes \_\_\_ No
  4. Are charges pending against you in any jurisdiction for any sort of professional misconduct? \_\_\_ Yes \_\_\_ No
  5. Has any hospital or licensed facility restricted or terminated your professional training, employment, or privileges or have you ever voluntarily or involuntarily resigned or withdrawn from such association to avoid impositions of such measures? \_\_\_ Yes \_\_\_ No
- I have read and understand the following:** \_\_\_ Yes \_\_\_ No

Genesee Community College may require a criminal background check as part of conditional admission to all health profession programs. Background checks will be performed only after the applicant has received notice of conditional admission. Felony convictions may result in denial of acceptance to the program and/or eligibility of licensure. Drug screening checks may be required for licensure and/or clinical placement.

**The GCC Nursing Program reserves the right to deny admission based on the best interest of the profession.**

My answers to the above questions are true, accurate, and complete to the best of my knowledge. I understand that any falsification will be considered grounds for dismissal from the GCC Nursing Program should I be accepted. I also understand that admission or graduation from a health profession program does not guarantee obtaining a license or certificate to practice. Licensure and certification requirements and the subsequent procedures are the exclusive right and responsibility of the state boards regulating professional practice.

\_\_\_\_\_  
Applicant’s Signature

\_\_\_\_\_  
Date

**Genesee Community College  
Nursing Program**

**STUDENT PHYSICAL FORM  
TO BE COMPLETED BY HEALTHCARE PROVIDER**

The following information must be completed by the healthcare provider annually. After completion, the patient/student is required to submit this form to the nursing program secretary.

**Patient/Student Name (Please Print)** \_\_\_\_\_

1. Allergies and/or Communicable Diseases \_\_\_\_\_

2. Neurological Impairment \_\_\_\_\_

3. Respiratory Impairment \_\_\_\_\_

4. Cardiopulmonary Impairment \_\_\_\_\_

5. Endocrine Impairment \_\_\_\_\_

6. Musculoskeletal Impairment \_\_\_\_\_

7. Mental Illness \_\_\_\_\_

Pertinent Family History \_\_\_\_\_

Please describe any medical diagnoses or conditions that may limit the ability of the patient/student to work in a clinical setting:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Healthcare Provider (Please Print)

\_\_\_\_\_  
Healthcare Provider Signature

\_\_\_\_\_  
Healthcare Provider Address

\_\_\_\_\_  
Date

Additional documentation may be required should a health problem arise while the student is enrolled.

**Genesee Community College  
Nursing Program**

**IMMUNIZATION FORM  
TO BE COMPLETED BY HEALTHCARE PROVIDER**

The following immunization documentation must be completed by the healthcare provider. After completion, the patient/student is required to submit this form to the nursing program secretary.

**Patient/Student Name (Please Print):** \_\_\_\_\_

**1. Measles, Mumps, Rubella (MMR)**

Immunizations #1 Date \_\_\_\_\_ and #2 Date \_\_\_\_\_  
**OR**  
Titers: Measles: Date \_\_\_\_\_ Result \_\_\_\_\_  
Mumps: Date \_\_\_\_\_ Result \_\_\_\_\_  
Rubella: Date \_\_\_\_\_ Result \_\_\_\_\_

**2. Varicella (Chickenpox)**

Immunizations #1 Date \_\_\_\_\_ and #2 Date \_\_\_\_\_  
**OR** History of Disease Year \_\_\_\_\_  
**OR** Titer Date \_\_\_\_\_ Results \_\_\_\_\_

**3. Tdap (Tetanus–Diphtheria–Pertussis) booster within 10 years** Date \_\_\_\_\_

**4. Tuberculin Testing - Only PPD is acceptable** Date \_\_\_\_\_ Result \_\_\_\_\_

**If there is no evidence of a previous PPD test within the past 12 months, a 2-step PPD test must be done.**

Date \_\_\_\_\_ Result \_\_\_\_\_

Chest X–ray only if Tuberculin Test is positive: Date \_\_\_\_\_ Result \_\_\_\_\_  
Currently asymptomatic? \_\_\_\_\_

**5. Influenza Vaccine** Date \_\_\_\_\_ Injection Site \_\_\_\_\_ Manufacturer \_\_\_\_\_ Lot # \_\_\_\_\_

Expiration Date \_\_\_\_\_ Person who Administered \_\_\_\_\_

**A declination form is available in the nursing suite for those who choose not to be immunized. Students not immunized will be required to wear a mask while attending clinical.**

**6. Recommended Hepatitis B Vaccination** Date #1 \_\_\_\_\_ Date #2 \_\_\_\_\_ Date #3 \_\_\_\_\_

**If the student chooses to be immunized, the first dose of the Hep B series must be started prior to the first day of class. A declination form is available in the nursing suite for those who choose not to be immunized.**

\_\_\_\_\_  
**Healthcare Provider (Please Print)**

\_\_\_\_\_  
**Healthcare Provider Signature**

\_\_\_\_\_  
**Healthcare Provider Address**

\_\_\_\_\_  
**Date**



## MEDICAL RECORDS RELEASE AUTHORIZATION

I hereby authorize the Genesee Community College Nursing Program to furnish to the health care agencies utilized for clinical experiences medical records and information pertaining to medical history, mental or physical condition, services rendered, or treatment of the patient named below for the purposes of review, investigation, evaluation of an application, the processing of any claim, utilization review, financial audit or for any other purpose reasonably related to these activities.

This authorization shall become effective immediately and shall remain in effect until graduation from the GCC Nursing Program.

I understand that the health care agencies may not further use or disclose the medical information unless another authorization is obtained from me or unless such use or disclosure is specifically required or permitted by law.

Signed \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_  
(STUDENT NAME: Last, First, Middle)  
(Please Print)

\_\_\_\_\_  
(Birthdate: MM/DD/YY)

## PHYSICAL AND MENTAL REQUIREMENTS

The Genesee Community College Nursing Program requires that an applicant for admission to the program must possess certain abilities and skills in the areas of intellect, sensory function, communication, fine and gross motor function, and behavior. This document outlines the minimum abilities each applicant should possess prior to entry into the program. The department will not discriminate on the basis of race, color, creed, national origin, ancestry, citizenship, gender, sexual orientation, religion, age, or disability.

In order to assume the responsibilities and perform the duties of a nursing student, individuals must satisfy the following:

1. Intellectual abilities requiring reason, analysis, problem solving, critical thinking, self-evaluation, and lifelong learning skills are required. Students must be able to learn, integrate, analyze, and synthesize data. Comprehension of three dimensional and spatial relationships is necessary. Consistent, accurate, and prompt integration of information is required, and is critical in emergency situations.
2. Somatic sensation and functional use of all of the senses is required. The applicant must be able to read medical records, monitor equipment readings, and perform visual assessments. The applicant must be able to hear patient communications, equipment and alarm sounds, call light systems, auditory patient assessments (lung sounds, bowel sounds), take manual B/Ps, and hear telephone conversations. Toleration of the sight and odor of blood and other bodily excretions and secretions is required.
3. The applicant must be able to communicate effectively with patients across the lifespan, and with families, peers, faculty, and health care professionals. Interpersonal communication is vital to the relationship between the nursing student and the patient. Forms of communication include verbal speech (e.g., give verbal report and talk on the telephone), nonverbal actions, and written format.
4. The applicant must be able to execute those motor movements required to provide safe, comprehensive nursing care. The applicant must be able to tolerate a physically taxing workload. To meet the GCC Nursing Program outcomes, the applicant must be able to perform the following standard nursing skills including, but not limited to:
  - a. carry up to 50 pounds
  - b. lift up to 50 pounds
  - c. push/pull up to 100 pounds
  - d. Move efficiently enough to meet the needs of several clients in a timely fashion
  - e. Lift, position, or move an unconscious patient to perform lifesaving procedures
  - f. Transfer clients to and from WCs, stretchers, beds and x-ray tables
  - g. Move/operate client conveyance devices and equipment such as stretchers, W/Cs and monitors
5. The applicant must possess the emotional health to assure full utilization of his/her intellectual abilities, exercise of good judgment, and prompt completion of all responsibilities associated with the care of patients. The applicant must be able to function effectively under stress. Personal and professional self-control and tactfulness must be maintained. Compassion, integrity, empathy, and respect are all personal qualities that are necessary for the professional nurse.
6. Upon acceptance to the GCC Nursing Program, the student must meet the requirements of immunization and testing (including Hepatitis B, Measles, Mumps, Rubella, Varicella, PPD, Tetanus), and CPR certification.

This is to acknowledge that I have read and understand the Physical and Mental Requirements for the GCC Nursing Program.

---

Name (Please print)

---

Date

---

Signature

## **PROFESSIONAL PERFORMANCE STANDARDS and CONFIDENTIALITY AGREEMENT**

As a human service professional, the nurse must be sensitive to the value of human dignity. This value is manifested in behaviors which demonstrate sensitivity to the well-being of others and honesty in all endeavors. Specific behaviors which support these values include maintenance of confidentiality and honesty concerning personal, academic and client care information, and the demonstration of respect for the psychological welfare of others.

Students enrolled in the GCC Nursing Program are ambassadors for GCC and for the profession of nursing and as such must demonstrate behaviors consistent with this tenet in all areas of the professional program.

Professional conduct expected of students is evidenced in behaviors which represent:

- 1. Ethical conduct.**
- 2. Integrity and honesty.**
- 3. Respect for oneself, others and the rights of privacy.**
- 4. Appearance and communication consistent with a clinical professional.**
- 5. Non-judgmental behavior in interpersonal relationships with peers, superiors, clients, and their families.**
- 6. Punctual attendance at all program scheduled activities and adherence to deadlines set by the faculty in regards to tests/assignments.**

I agree to keep all information, including names, conditions, and other references to clinical facility client's identities strictly confidential. In addition, I agree to treat all client information that may be witnessed by myself, as a result of my clinical experiences, lectures, conferences, etc., with the same confidentiality. I agree to not disclose such information to anyone other than those involved in that person's care. (Note: You may be required to sign additional individual confidentiality agreements with certain specific agencies and attend their specific HIPAA training.)

A breach of confidentiality and/or violation of professional performance standards may result in dismissal from The Genesee Community College Nursing Program.

I have been provided with the Genesee Community College Nursing Program Student Handbook, have read the policies and understand that I, as a GCC Nursing student, must comply with these policies.

Nursing Student \_\_\_\_\_

Date \_\_\_\_\_

## **STUDENT HANDBOOK ACKNOWLEDGEMENT FORM**

My signature below indicates that I have received a copy of the Nursing Program Student Handbook, and that I have read, understand, and will abide by the policies, contained therein, while I am enrolled in the Genesee Community College Nursing Program.

Signature \_\_\_\_\_

Date \_\_\_\_\_