LABOURÉ COLLEGE OF HEALTHCARE

ASN STUDENT HANDBOOK
ACADEMIC YEAR 2024 – 2025
Summer 2025 Update

DIVISION OF NURSING

Labouré
COLLEGE OF HEALTHCARE

DIVISION OF NURSING
ASSOCIATE DEGREE REGISTERED NURSE PROGRAM
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MESSAGE FROM THE DEAN

Welcome!!

As Dean of the Division of Nursing at Labouré College of Healthcare, I congratulate you on beginning your professional nursing career at Labouré College of Healthcare. You are on your way to an exciting and rewarding career!

In addition to offering the best possible professional education, faculty strives to provide evidence-based teaching and clinical practices and continued exposure to current nursing issues. Our nursing program is designed to prepare knowledgeable, caring, and clinically proficient registered nurses to function as leaders and full partners on interdisciplinary teams in complex healthcare environments within a global community.

Each faculty member is committed to assisting you in achieving success in school and in your nursing career. They are experienced in both nursing practice and teaching and will guide you every step of the way. We want to be your partner during your journey through nursing school so that your experience at Labouré College of Healthcare exceeds your expectations.

This is an exciting time to be a part of the nursing program. We have a comprehensive Simulation and Nursing Learning Lab Center, where you will find a safe and supportive learning environment, based on research and best practice. Our program is very progressive and uses advanced technology to enhance your learning.

Within the pages of this Student Handbook is information and policies that will guide you during your time at Labouré. The student policies are publicly accessible, nondiscriminatory, and consistently applied. The policies are congruent with those of the College, and those that are different are justified by the goals and outcomes of the Division of Nursing.

On behalf of the faculty and staff of the Labouré College of Healthcare, I want to welcome you into the nursing program, and I invite you to immerse yourself in learning.

Eileen Costello, DNP, RN
Dean of Nursing

Disclaimer

The Division of Nursing Student Handbook is reviewed and updated annually according to the systematic evaluation plan and as needed. The Division of Nursing reserves the right to alter the contents of the Student Handbook with notice to students as necessary. Students will be notified of the change in a timely manner, given an electronic copy of the change, and must sign they have received and understand the change.

Equal Opportunity

Labouré College of Healthcare does not discriminate based on race, color, religion, gender, sexual orientation, gender identity, national origin, age, disability, genetic information, marital status, amnesty, or status as a covered veteran. The College complies with local, state, and federal regulations prohibiting such discrimination in the administration of its academic, admissions, financial aid, and employment policies.

ASSOCIATE DEGREE NURSING PROGRAM ACCREDITATION AND APPROVAL STATUS

The Associate Degree Nursing Program at Labouré College of Healthcare at the Milton campus located in Milton, MA is accredited by the:
Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
p. 404-975-5000
f. 404-975-5020
www.acenursing.org

The most recent accreditation decision made by the ACEN Board of Commissioners for the ASN nursing program is Continued Accreditation.

ACEN supports the interests of nursing education, nursing practice, and the public by the functions of accreditation. Accreditation is a voluntary, peer-review, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality. Accreditation also assists in the further improvement of the institutions or programs as related to resources invested, processes followed, and results achieved. The monitoring of certificate, diploma, and degree offerings is tied closely to state examination and licensing rules and to the oversight of preparation for work in the profession.

The Associate Degree Nursing Program is approved by the Massachusetts Board of Registration in Nursing.

Current approval status: Full Approval

Contact Information: Massachusetts Board of Registration in Nursing
250 Washington St
Boston, MA 02108
Phone: 1-800-414-0168 or 617-973-0900
Fax: 617-973-0984
Website: https://www.mass.gov/orgs/board-of-registration-in-nursing

The mission of the Massachusetts Board of Registration in Nursing is to protect the health, safety, and welfare of the citizens of the Commonwealth through the fair and consistent application of the statutes and regulations governing nursing practice and nursing education.

ACADEMIC CALENDAR

The 2024-2025 Academic Calendar can be found online in the 2024-2025 College Catalog and the Student Resources Hub on the College website.

DIVISION OF NURSING

Dean **–**	Eileen Costello, DNP, RN
Associate Clinical Chair **–**	Denise Edinger, MSN, RN
Associate Chair **–**	Ann Sinewick, MSN, RN
Director of Clinical Placement **–**	Anitra Williams-Nance
Lab Coordinator **–**	Helen Shedden, MSN, RN
Simulation Educator **–**	Meghan Drottar, MSN, RN
NCLEX Coordinator **–**	Catherine Harris, MSN, RN
ATI Coordinator **–**	Kathleen Flaherty, MSN, RN, CNE
Curriculum Committee Chair **–**	Christine Costa, MSN, RN, CNE
SEP Manager **–**	Ann Sinewick, MSN, RN
Administrative Assistant **–**	Jonathan Millhauser

NUR 1015 Faculty
Nancy McDonald, MSN, RN **–** *Course Coordinator*
Karen Murray, MSN, RN
Dianne Mahoney, MSN, RN
Penelope Hennessy, MSN, RN

NUR 1025 Faculty
Paul Bianchi, MSN, RN **–** *Course Coordinator*
Kasey Flaherty, MSN, RN
Susan Murphy, MSN, RN (Guest Lecturer)
Catherine Harris, MSN, RN (Guest Lecturer)

NUR 1035 Faculty
Kasey Flaherty, MSN, RN **–** *Course Coordinator*

NUR 2005 Faculty
Laureen Wagner, MSN, RN **–** *Course Coordinator*
Coreen Salmon, MSN, RN
Susan Murphy, MSN, RN
Kathleen McNally, MSN, RN

NUR 2025 Faculty
Christine Costa, MSN, RN **–** *Course Co-Coordinator*
Nichole Heering, MSN, RN **–** *Course Co-Coordinator*
Kathleen Flaherty, MSN, RN
Pamela Guilbault, MSN, RN

PROGRAM OVERVIEW

The Division of Nursing faculty members plan, implement, and evaluate both clinical and didactic learning experiences that are sequenced appropriately and reflect current evidence-based healthcare practice. The length of time and the credit hours required for program completion are congruent with the attainment of identified student learning outcomes and program outcomes and are consistent with the policies of the Labouré College of Healthcare, national standards, regulatory requirements (BORN (Board of Registration in Nursing) 244 CMR 6.04), and accreditation standards (ACEN Standard 4). The curriculum has been developed by the faculty and is regularly reviewed to ensure rigor and preparation for practice as an associate degree graduate.

The nursing curriculum is based on educational principles that align with the College's philosophy, mission, and vision. The student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities. The program of study prepares students to practice according to the Massachusetts Board of Nursing Rules and Regulations. The learning experiences are progressive; the didactic and clinical portions are concurrent.

The Concept-based Curriculum, built upon a foundation of the arts and sciences, is derived from the Division's philosophy, and guided by professional nursing standards and Massachusetts NOFNCC. Course outcomes are linked to the end of program student learning outcomes. Faculty use a variety of evaluation methods based on student learning and program outcomes. The curriculum includes concepts regarding cultural and diversity, development, and end of life care. Curriculum instruction, and student learning activities provide the opportunity for students to learn the concepts, professional values, and skills that are necessary for contemporary practice.

Simulation (high and low fidelity and virtual) is used in the program to achieve outcomes and prepare the student for practice in a realistic environment. Clinical agencies reflect best practices and nationally established patient health and safety goals. Written agreements are maintained for all clinical facilities.

Concept-based learning involves examining concepts that link to patient care delivery. A concept can be limited or complex in scope and can be useful as a basis for education from preschool through doctoral education. In advanced applications, concepts are considered building blocks or the foundation of theory. Teaching conceptually turns traditional learning upside down, focusing on generalities (concepts) and then applying this understanding to specifics (exemplars) instead of the traditional approach that focuses on content and facts (Giddens, 2021).

According to the IOM (2011), "All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics." To address this, the Division of Nursing faculty integrated the Nurse of the Future Nursing Core Competencies (NOFNCC) throughout the program and aligned the NOFNCC to the end-of-program student learning outcomes. Evaluation methods measure student progression of competencies in cognitive, affective, and psychomotor achievements. Evaluation methods are varied and measure student outcomes as well as program outcomes. "The Future of Nursing explores how nurses' roles, responsibilities, and education should change significantly to meet the increased demand for care that will be created by health care reform and to advance improvements in America's increasingly complex health system.

At more than 3 million in number, nurses make up the single largest segment of the health care work force. They also spend the greatest amount of time in delivering patient care as a profession. Nurses therefore have valuable insights and unique abilities to contribute as partners with other health care professionals in improving the quality and safety of care as envisioned in the Affordable Care Act (ACA) enacted this year" (Giddens, 2021).

Reference

Giddens, J. F. (2021). *Concepts for nursing practice*. St. Louis: Mosby Elsevier.
Giddens, J. F., Caputi, L., & Rodgers, B. (2015). *Mastering concept-based teaching: A guide for nurse educators*. St. Louis: Elsevier.
Institute of Medicine (2011). *The Future of Nursing: Focus on Education.* Washington, DC: Author. Massachusetts Department of Higher Education Nurse of the Future Competencies Committee. (2016). *The Nurse of the Future Nursing Core Competencies-Registered Nurse*. Department of Higher Education: Boston, Massachusetts. Retrieved from http://www.mass.edu/nahi/documents/NOFRNCompetencies_updated_March2016.pdf.
Tanner, C. A. (2006). Thinking like a nurse: A research-based model of clinical judgment in nursing. *Journal of Nursing Education*, 45(6), 204–211. 10.3928/01484834-20060601-04

Mission of Labouré College of Healthcare (revised 2/27/2025)

The mission of Labouré College of Healthcare is to educate underserved populations to become exceptional healthcare professionals who represent the rich diversity of our communities. Inspired by the values of our founders, the Daughters of Charity, we prepare our graduates to deliver high-quality, equitable, and dignified care to all.

Vision

We aspire to be a model of excellence, recognized for innovative and collaborative approaches to education for practice in the health sector. We are committed to preparing practitioners who reflect on and care for a diverse patient population, and to fostering interdisciplinary approaches to address complex issues within healthcare and society.

Mission of the Division of Nursing

Consistent with the Labouré mission and vision, the nursing program's mission is to provide quality nursing education at the associate and baccalaureate level to develop competent, caring nursing professionals. Graduates are prepared to meet the diverse and changing healthcare needs of a challenging healthcare environment. This education occurs in an environment that is centered in the Catholic academic tradition and incorporates liberal arts and science into nursing practice. Graduates are prepared to assume roles within the various levels of the healthcare system and are encouraged to continue the process of lifelong learning.

Philosophy of the Division of Nursing

The faculty values the roles of both the associate degree and the bachelor's degree nurse within the nursing profession. Faculty believes that the associate degree graduate is prepared to function as a competent entry-level practitioner in a variety of healthcare settings. The faculty educates baccalaureate generalist nurses to assume increasing professional responsibilities in healthcare. Inherent within our Mission for lifelong learning, all graduates are encouraged to advance their professional education to meet the demands of an ever-changing diverse healthcare environment.

The faculty believes that:

- Learning is a lifelong process. The relationship between teacher and learner is one that remains dynamic and fosters the development of self-regulated learning and critical thinking.
- Nursing education is an interactive process between student and faculty. This process promotes the integration and application of knowledge that leads to professional nursing practice.
- Students should be empowered to implement and maintain standards of nursing practice and patient care consistent with evidence-based practice.
- Students need to acquire an awareness of social justice to advocate for patients, themselves, and their communities.
- Cultural, ethnic, racial, and religious diversity is evident and supported throughout the nursing program. The faculty acknowledges diversity and is committed to meeting the unique learning needs of every student.
- A climate of mutual respect, honesty and professionalism should exist between faculty and students. The faculty feels that these are important qualities inherent to professional nursing practice.

The Labouré College of Healthcare Division of Nursing faculty develops, implements, and evaluates program outcomes for both the associate and baccalaureate graduates, and both programs subscribe to the same mission and philosophy.

ORGANIZING FRAMEWORK

In its 2010 report about the future of nursing, the IOM specifically mentioned concept-based learning as a solution to the issues with traditional content-based curricula: "fundamental concepts that can be applied across all settings and in different situations need to be taught, rather than requiring rote memorization" (IOM, 2010).

The three domains of health and illness, nursing, and healthcare provide the conceptual framework guiding the Division of Nursing associate degree nursing curriculum. Concepts are organized within each of these domains and learning occurs from wellness to advanced complex care. The concepts are taught using exemplars, which are sample cases of the concept selected by the faculty based on the incidence and prevalence of clinical issues or problems, and/or the significance to the practice of nursing. A single concept such as metabolism may be taught as a primary or as an interrelated concept several times throughout the curriculum using a variety of exemplars such as osteoporosis in the elder years, obesity in children, diabetes, and thyroid disease across the lifespan.

The Massachusetts Nurse of the Future Nursing Core Competencies (NOFNCC) emanate from the foundation of nursing knowledge and are identified as ten essential competencies integrated throughout the curriculum and include patient-centered care, professionalism, leadership, systems-based practice, informatics and technology, communication, teamwork and collaboration, safety and quality improvement, and evidence-based practice. Nursing knowledge is the core of all the NOFNCC competencies representing how nursing knowledge in its totality reflects the overarching art and science of the nursing profession and discipline. Essential knowledge, attitudes, and skills (KAS), reflecting the cognitive, affective, and psycho-motor domains of learning, are specified for each competency. The KAS identifies expectations for initial nursing practice following completion of a pre-licensure professional nursing educational program.

The competencies, which inform future nursing practice and curricula, consist of the following:
- **Patient-Centered Care:** will provide holistic care that recognizes an individual's preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe, and effective care.
- **Leadership:** will influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals.
- **Communication:** will interact effectively with patients, families, and colleagues, fostering mutual respect and shared decision-making, to enhance patient satisfaction and health outcomes.
- **Professionalism:** will demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.
- **Systems-Based Practice:** will demonstrate an awareness of and responsiveness to the larger context of the healthcare system and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and value (Adapted from ACGME, n.d.).
- **Teamwork and Collaboration:** will function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision-making, team learning, and development (Adapted from QSEN, 2007).
- **Informatics and Technology:** will be able to use advanced technology and to analyze as well as synthesize information and collaborate in order to make critical decisions that optimize patient outcomes (National Academies of Sciences, Engineering, and Medicine, 2015).
- **Safety:** will minimize risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2007).
- **Quality Improvement:** will use data to monitor the outcomes of care processes and will use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems (QSEN, 2007).
- **Evidenced-Based Practice (EBP**): will identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients' preferences, experience, and values to make practice decisions (Adapted from QSEN, 2007). Nurse of the Future Nursing Core Competencies© (revised 3.2016).

Several of the NOFNCC have been integrated as merged concepts that are threaded across the curriculum, with a goal to prepare students with the knowledge, skills, and attitudes needed to achieve competencies and the End-of-Program Student Learning Outcomes.

NOFNCC	Merged Concepts	Aligned Interrelated Concepts
1. Patient-Centered care	Patient-Centered Care and Clinical Decision-Making	Critical Decision-Making, Nursing Process Nursing Care Plan, Managing Care, Caring, Advocacy, Culture Diversity, Ethics
2. Professionalism	Professionalism	Clinical Decision-Making, Communication, Culture and Diversity Professional Standards – AACN, ANA, IOM, NCSBN, QSEN/NOFNCC, MBORN Regulations, Safety
3. Teamwork and Collaboration 4. Communication	Teamwork and Collaboration, Communication	Advocacy, Culture and Diversity, Ethics, Healthcare Systems, Managing Care, Quality Improvement, Teaching and Learning
5. Evidence-Based Practice 6. Informatics and Technology	Evidence-Based Practice and Informatics and Technology	Information Literacy Skills, Evidence-Based Practice, Culturally Sensitive Nursing Care, Quality and Safety
7. Safety 8. Quality Improvement	Safety and Quality Improvement	Accountability, Clinical Decision-Making, Evidence-Based Practice, Patient-Centered Care, National Safety Standards
9. Leadership 10. Systems-Based Practice	Leadership and Systems-Based Practice	Advocacy, Clinical Judgement, Communication Ethics, Healthcare Systems, Legal Issues, Managing Care, Teaching and Learning

The NOFFCC are evaluated within each ASN nursing course through classroom interactive learning and discussion, classroom assignments, unit quizzes, exams, and final exams; clinical evaluation tools, clinical patient care, clinical medication administration, simulation activities, and pre- and post-clinical conference discussion. This organizing framework consists of concepts and competencies that encompass the qualities of a successful graduate ASN nurse.

Conceptual Model

The conceptual model serves as a guide to nursing instruction in the attainment of student learning outcomes. The Division of Nursing conceptual model, as seen in the diagram on the next page, visually illustrates that the curriculum is organized under three domains: health and illness, nursing, and healthcare. The NOFNCC is evaluated across the curriculum within the domains and is intended to serve as a measure of student's achievement of competencies and student learning outcomes. The Associate Degree Registered Nurse Program graduates students with the Knowledge, Attitudes, and Skills appropriate for ASN education and will advance the KAS as representative of the arrow below as graduates advance their educations to a BSN.
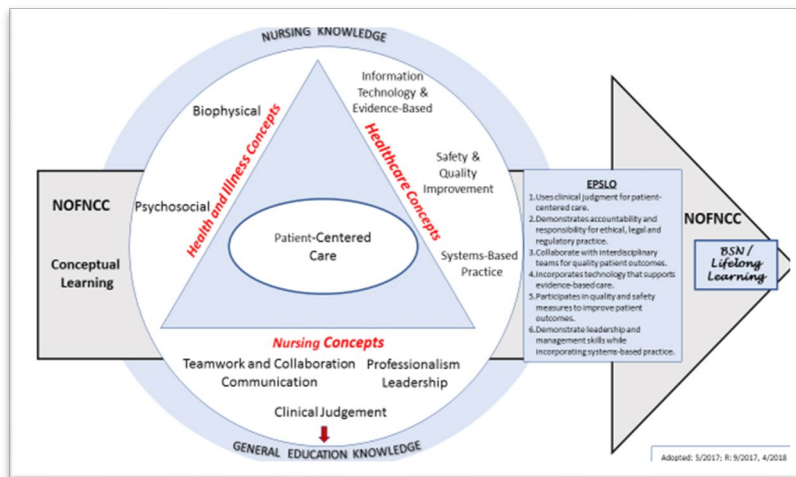
Clinical outcomes are measured using Tanner's (2006) clinical judgment model, which consists of four stages: a noticing statement in the future when a given clinical situation is perceived; an interpreting stage to develop an adequate understanding of the situation; a responding stage to determine the appropriate actions and responses to the situation and to provide appropriate intervention; and a reflecting stage to focus on the patient's condition and response, to analyze the response and to consider the appropriate measures for improved clinical judgment.
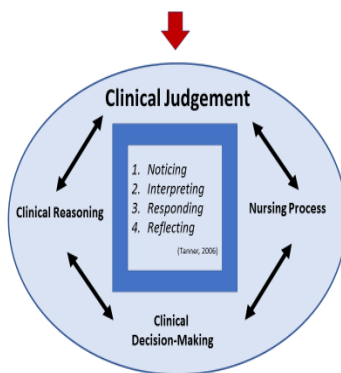
End-of-Program Student Learning Outcomes

The purpose of the Labouré College of Healthcare Associate Degree Nursing Program is to develop competent entry-level registered nurses to function as caring, competent, and compassionate practitioners across a variety of care settings and to establish a foundation for lifelong learning. The graduate of this program will be able to work with and provide care for patients of diverse groups in a multicultural community.

The end-of-program student learning outcomes are derived from the mission, philosophy, curriculum framework, and organizing concepts and structure of the nursing program, inclusive of the Massachusetts Nurse of the Future Nursing Core Competencies. They are:

1. Utilize clinical judgement, with consideration of patients' culture, preferences, values and needs, to provide patient-centered care across the lifespan **(Patient-Centered Care).**
2. Demonstrate accountability and responsibility for the delivery of standards-based nursing care that is consistent with ethical, legal, and regulatory practice **(Professionalism).**
3. Collaborate with patient and interdisciplinary teams, employing effective communication skills, to achieve quality patient outcome **(Teamwork and Collaboration and Communication)**
4. Determine information and technology that supports current best practices for the provision of evidence-based patient-centered care **(Informatics and Technology and Evidence-based Practice).**
5. Appraise quality and safety measures to improve patient outcomes **(Safety and Quality Improvement).**
6. Demonstrate leadership and management skills while incorporating systems-based practice in healthcare settings **(Leadership, Systems-Based Practice).**

Course Descriptions

NUR 1015 Fundamental Health Concepts

This course is designed to provide the foundation of contemporary nursing practice for the entering student. The Nurse of the Future Nursing Core Competencies (NOFNCC) serves as a framework and guiding principle for the design of competencies-based education and practice. Concepts basic to nursing practice and exemplars within the professional nursing role are introduced. The concepts are organized according to the domains of Health and Illness, Nursing, and Healthcare. Selected exemplars are used to support an understanding of the concepts. The following concepts are introduced: patient-centered care, professionalism, teamwork and collaboration, communication, informatics and technology, evidence-based practice, safety, quality improvement, leadership, system-based practice, and clinical judgment. Some concepts will define nursing care across the lifespan. Nutrition and principles of basic pharmacology are integrated. Opportunities are provided for students to learn, practice, and achieve basic-level competencies using concept-based skills in lab, simulation, and clinical settings.
(9 credits) 6 hours of theory per week, 12 hours of Clinical/Skills laboratory per week (168 total clinical/lab hours). Prerequisites: ANA 1010.

NUR 1025 Health and Illness Concepts of the Adult and Child

NUR 1025 builds upon the Nurse of the Future Nursing Core Competencies (NOFNCC) and concepts related to the domains of Health and Illness, Nursing, and Healthcare previously introduced. Selected concepts with exemplars focus on the care of the adult and child. Health and Illness concepts are expanded to further develop clinical judgment when caring for the adult and child across the lifespan. Nutrition and principles of pharmacology are integrated. Opportunities are provided for students to learn, practice, and achieve competencies using concept-based skills in lab, simulation, and the clinical setting. The equivalent of 0.5 credit (7.5 hours) Pharmacological connections are included as an online component of this course.
(9.5 credits) 6 hours of theory and 0.5 hours of online theory per week, 168 total hours of clinical/simulation (including medical/surgical, pediatric, and simulation rotations).

Prerequisites: ANA 1120 and NUR 1015. For LPN to RN, successful completion of HESI Fundamentals and hold a current LPN license in good standing.

NUR 1035 Health and Illness Concepts of the Adult for LPN to RN

NUR 1035 builds upon the Nurse of the Future Nursing Core Competencies (NOFNCC) and concepts related to the domains of Health and Illness, Nursing, and Healthcare previously introduced throughout your Practical Nursing program. Selected concepts with exemplars focus on the care of the adult. Health and Illness concepts are expanded to further develop clinical judgment when caring for an adult. Nutrition and principles of pharmacology are integrated. Concepts related to role transition and scope of practice from LPN to RN will be addressed. Opportunities are provided for students to learn, practice, and achieve competencies using concept-based skills in lab, simulation, and the clinical setting. The equivalent of 1.0 credit (15 hours) Pharmacological connections are included as an online component of this course.
(11 credits) 6 hours of theory and 1 hour of online theory per week, 12 hours of Clinical/Simulation laboratory per week.
Prerequisites: ANA 1120, successful completion of HESI Fundamental and HESI Maternity/Pediatrics, and hold a current LPN license in good standing.

Exemption by Exam for LPN to RN (Referenced as NUR 2000)

(8 credits) Credits for this course are only offered through an exemption examination.

- **NUR 2000 Exemption Exam:** The HESI Pediatric/Maternity exemption exam is offered to LPN students only to determine if accumulated knowledge is sufficient to be exempted from specific courses in the ASN Program. A passing score of 850 is needed for NUR 2000 course exemption.

NUR 2005 Health and Illness Concepts of the Adult and Childbearing Families

NUR 2005 continues to build upon the Nurse of the Future Nursing Core Competencies (NOFNCC) and concepts with more complex exemplars related to the domains of Health and Illness, Nursing, and Healthcare previously introduced. Selected concepts with exemplars focus on the care of the adult and childbearing family. Health and Illness concepts are expanded to further apply clinical judgment when caring for the adult and childbearing family. Concepts will illustrate nursing care across the lifespan. Nutrition and principles of pharmacology are integrated. Opportunities are provided for students to learn, practice, and achieve competencies using concept-based skills in lab, simulation, and the clinical setting. The equivalent of 0.5 credit (7.5 hours) Pharmacological connections are included as an online component of this course.

(9.5 credits) 6 hours of theory and 0.5 hours of online theory per week, 168 total hours of clinical/simulation (including medical/surgical, maternity, and simulation rotations).

Prerequisites: NUR 1025, and MIC 2010 or MIC 2201.

NUR 2025 Advanced Health and Illness Concepts

NUR 2025 focuses on the analysis and synthesis of complex concepts and exemplars associated with the domains of Health and Illness, Nursing, and Healthcare acquired in previous nursing courses. A more in-depth understanding of nursing and healthcare concepts and exemplars focus on professionalism, teamwork and collaboration, communication, informatics and technology, evidence-based practice, safety, quality improvement, leadership, systems-based practice, and clinical judgment. Nutrition and more advanced principles of pharmacology are integrated. Opportunities are provided in simulation and the clinical setting for students to achieve competency of more complex concept-based skills.

(9 credits) 6 hours of theory per week, 168 total hours of clinical/simulation (including medical/surgical, mental health, and simulation rotations).

Prerequisites: NUR 2005 or NUR 1035. All general education courses must be completed prior to or concurrent with NUR 2025.

Elements of Individualization / Teaching-Learning Strategies

The individualized learning approach at Labouré is an individualized learning process accommodating different learning styles and abilities within a prescribed framework. Individualized instruction improves students' independence, mode of thinking, personal responsibility, and self-reliance. This type of instruction incorporates the following elements:

1. carefully defined learning objectives
2. clearly articulated learning strategies
3. structured learning guidelines that make student activity efficient and economical
4. feedback to students from faculty on how the course objectives are being met.

The nursing curriculum Concept Learning Modules involve a multiple learning systems approach including Classroom Discussion, Case Studies, Lecture, Student Presentations, Media, Readings, Role-Playing, Nursing Lab Resource Center Activities, Simulation and Clinical Experiences with faculty.

At the beginning of each nursing course, students will have access to Concept Learning Modules through the course Brightspace site. The nursing faculty will provide the student with an implementation guide, which identifies a prescribed time framework for completion of the Concept Learning Modules.

The nursing faculty will design class sessions to explore the concepts, objectives, and exemplars in order to facilitate students' learning. Various teaching methodologies will be utilized, e.g., small group discussions, role-playing, case studies, lecture, discussion, select demonstrations, audiovisuals and PowerPoint presentations on select concepts and exemplars.

Learning is a self-directed activity requiring motivation, desire, and effort by the learner. It is an active process and requires deliberate choosing by the participant. This choice involves educator and learner interaction directed toward establishment of the educational goals of the student. It is through this combined effort that students learn self-direction and self-evaluation.

Learning involves more than the memorization of facts. In order to be a competent nurse, a student must demonstrate the following intellectual behaviors in the care of clients: utilizing Bloom's Taxonomy (2001), questions are formatted to help the student to develop a higher order of thinking: to remember, to understand, to apply, to analyze, to evaluate (information) and to create.

- **Remembering** involves recalling or recognizing relevant knowledge from memory.
- **Understanding** involves the demonstration of comprehension by restating in new terms such as explaining and giving examples.
- **Application** is the ability to use previously learned facts in a new situation.
- **Analysis** involves breaking down material into component parts to determine how they relate to one another.
- **Evaluation** involves making judgements based on definite criteria and standards.
- **Creation** involves putting elements together to form a new coherent and functional whole.

The use of the Concept Learning Module(s) Classroom Activities (with the guidance of the nursing faculty), Nursing Laboratory/Simulation and Clinical Experiences will provide students with opportunities to develop these behaviors. In preparation for the Registered Nurse Licensure examination (NCLEX-RN) CAT (Computer Adaptive Test), it is critical that students develop these behaviors during their educational process.

CONCEPT LEARNING MODULE (CLM)

The Nursing Curriculum is presented through Concept Learning Modules in all the Nursing Courses (NUR 1015, 1025, 1035, 2005, and 2025).

A concept learning module is essentially a guide to help a student prepare for class. Each learning module identifies essential concepts related to the patient and is organized according to the domains of health and illness, healthcare, and nursing. The concepts intrinsic to health and illness are both biophysical and psychosocial. The concepts intrinsic to nursing are related to the core components of professional practice, NOFNCC, and incorporate the art of caring as well as the science of nursing. Nursing process and evidence-based practice are the foundation for clinical decision-making in providing patient-centered care. The concepts intrinsic to the healthcare system reflect expected competencies (NOFNCC) and encompass community and society. The healthcare system is the environment in which the individual receives care and in which the nurse practices patient-centered, collaborative care. Selected exemplars are used to support an understanding of the concepts. Key core concepts integrated across the curriculum include nursing process, clinical decision-making, clinical judgement, professionalism, teamwork and collaboration, communication, evidence-based practice, safety and quality improvement, informatics and technology, leadership, and systems-based practice. Also included are the student learning outcomes, assigned readings, and assigned learning strategies – the preparatory work required for each module, which may include preparing for class, Nursing Lab Resources Center, Simulation Center, and clinical.

Using Learning Resources for Student Success
The student should use the following guideline for student success:

1. Read the Course Syllabus and Implementation Guide
   - The syllabus is an informational outline with specific facts about the course and its requirements.
   - The Implementation Guide will tell you what date and time each Concept Learning Module (CLM) will be discussed and the unit exam schedule.

2. Follow the Concept Learning Module, read the student learning outcomes, and complete the Assigned Readings prior to attending class.
   - This will acquaint students with the concept definition contained in this CLM.
   - Visit the Brightspace page for each concept and review the instructor-provided resources, e.g., links to videos, PowerPoint presentations, and other learning tools.

***** In preparation for class, it is expected that students will complete all reading assignments and learning activities.

3. Participate in the Nursing Lab Resource Center (NLRC) and Simulation
   a. The NLRC is the designated area in the program where clinically related competencies are practiced. For those Concept Learning Modules that require the NLRC, students are expected to be:
      - Prepared for laboratory activities.
      - Able to demonstrate a satisfactory level of performance for each nursing skill. Students are encouraged to participate in open lab to refresh their skills as they progress through the nursing courses. Students may be asked to remediate a skill in the lab to improve competence.
   b. Simulation: The Simulation center is the designated area in the program where students are given the opportunity to practice and refine competencies relating to real-life patient care scenarios. Feedback is provided, student engagement is expected, and opportunities for students to evaluate the simulation and student performance may be evaluated.
      - Prepare for the simulation by reading and completing all assigned pre-Simulation materials.
      - Relate the Simulation to the Concept Learning Modules.

4. Participate in Clinical Experience Opportunities
> Students will be provided clinical learning opportunities and patient care assignments that relate to the concept and exemplars in the Concept Learning Module.

5. Adequately prepare for course assessments (Unit exams, Final exam, ATI assessments)
- Review Concept Learning Modules and notes prior to Unit Exams.
- Participate in active study strategies to ensure ability to apply knowledge.
- Review the Concept Learning Modules and essential concepts and exemplars related to the patient and organized according to the domains of health and illness, healthcare, and nursing.
- If there are questions regarding the module, contact the nursing faculty.

Course concepts, exemplars, and assignments are developed and selected to engage students and support achievement of student learning objectives utilizing a variety of teaching/learning strategies. The nursing courses and course outcomes are logically structured to meet expected end-of-program student learning outcomes.

Student Success Center (SSC)

The Student Success Center (SSC) is designed to enrich learning opportunities through resources available to all students at Labouré College of Healthcare. Modeled on best practices for excellence in teaching and learning, the SSC provides students with opportunities to extend and to deepen their classroom learning experiences by participating in academic advising, academic coaching (focused on learning strategies), academic tutoring (focused on course content), basic skill strengthening (e.g., focused on Mathematics, Writing, or Critical Reading), career counseling, and/or short-term personal counseling. The SSC also offers specialized assistance to students with learning differences, including advocacy, learning strategies, and, when appropriate, reasonable accommodations such as extended time on exams, note-taking assistance, enlarged print, preferential seating, and support in accessing digital audio texts, readers, scribes, and/or assistive technologies. Located across the hall from C101, the SSC strives to be a warm and welcoming community of learners dedicated to fostering student growth and success.

Access and Support Services

Labouré College of Healthcare is committed to extending reasonable and appropriate accommodations to students whose learning differences are consistent with standards described in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. To be eligible, students seeking accommodations will provide documentation from a licensed medical or behavioral health professional that describes a legally recognized learning difference and that indicates the accommodations necessary to assure equal access to the College's programs and services. This documentation should be submitted at the time of enrollment to ensure proper accommodations can be made. Access and Accommodations Service are offered by the Student Success Center.

You may download a copy of the Access and Support Services Handbook by following this link.

NURSING LAB RESOURCE CENTER AND SIMULATION CENTER

The Nursing Lab Resource Center (NLRC) is the multimedia environment where student nurses have access to computer-assisted technology, manikins, nursing equipment, and human simulation models to practice and demonstrate problem solving and clinical decision-making skills. The NLRC is an environment where students can practice and demonstrate increasing competency in student learning outcomes, from the beginning course NUR 1015 to the more complex competencies in NUR 1025, NUR 2005, and NUR 2025.

Basic Assumptions related to the Nursing Lab Resource Center and Simulation Center

The goals of the NLRC are to provide opportunities for students to apply new knowledge of concepts to clinical practice, believing:
1. The patient has the right to quality care provided by members of the healthcare team who are accountable for the care they provide.
2. The student has the right to develop and practice knowledge and skills necessary to function as a safe, competent student nurse.
3. The student has the right to practice skills in a psychologically safe, non judgmental environment, where they will receive constructive feedback.
4. The faculty assist students to develop confidence in critical thinking skills while learning to evaluate their own performance.
5. The faculty assist students to identify and remediate areas of clinical practice that require additional practice to demonstrate competency.

The NCLR is located on the second floor (Building C) at Labouré College of Healthcare and is open at various times during the semester. Late afternoon hours may also be available. Faculty will post open lab sessions in Brightspace.

Student Expected Behaviors in the NLRC and Simulation Center

Professionalism: Students are required to demonstrate professionalism by adhering to the following statements:
1. Be on time and prepared with all required assignments.
2. Be in the Labouré Clinical Uniform with an additional pair of gloves, stethoscope, penlight, and watch (with a second hand).
3. Students will not switch their scheduled time with another student. If there is an issue, the student must contact the simulation educator.
4. Be prepared: review the planned activity, and complete required assignments.
5. Unprepared students will be dismissed and marked as clinical absences. Students absent from the skills lab will be required to attend the make-up session at the end of the semester. Submit all pre- or post-lab work assigned by faculty on the date required.
6. Missed time will be considered a clinical absence from school.

Safety: is always a priority. The student is required to demonstrate safety by adhering to the following statements:
1. Patients/Manikins are to be used with respect and treated as if they were assigned clients.
2. Consider the planned experience the same as you would your patient assignment in the clinical setting, making safe practice a priority.
3. Any equipment abuse must be reported to the faculty.
4. Do not use the equipment for any purpose other than the specified.
5. All damage/malfunction of equipment must be reported immediately to the faculty.
6. No equipment, computer, or supplies can be removed without the consent of the NLRC SIM Coordinator.
7. Ensure that all equipment is returned to the proper location, clean, and in good working order.

Communication: Students are required to demonstrate professional communication by adhering to the following statements:

1. Be respectful when feedback or criticism is offered. Offer constructive feedback respectfully.
2. Use goal-directed communication with faculty so that the best information is provided to improve competency (for example: "I am not sure I am always hearing and recognizing breath sounds, I would like to improve my health assessment competency in this area. When can I schedule Lab time?")
3. Limit conversation and keep to low tones as it can be difficult to practice and receive feedback in loud settings.
4. If you have any concerns about the simulation or feel unsafe in the learning environment, please let your instructor or the simulation educator know.

Teamwork and Collaboration: Students are required to demonstrate teamwork and collaboration by adhering to the following statements:

1. Working in groups allows all other students the opportunity to practice and improve competence.
2. Leave the area clean, organized, and ready for the next student's use.
3. Leave the unit with beds made, placed back in the lowest position, lower side rails left down, curtains pulled back, bed linen straightened, and overhead light/lamp turned off.
4. Ask faculty what else can be completed to leave the area in the best/safest manner.
5. Place dirty linen and trash in the proper location (not outside hallway). Do not put containers with liquids (e.g., cups with lids or IVs) in the trash.

Leadership: Students are required to demonstrate leadership by adhering to the following statements:

1. Discuss with faculty possible clinical experiences that could be recreated in the NLRC as a review to improve competence; share ideas.
2. Hold themselves accountable for the cleanliness, organization, and safe environment of the NLRC.

Student Standards for Simulation

Simulation is an educational strategy in which a particular set of conditions are created or replicated to resemble authentic situations that are possible in real life. Simulation can incorporate one or more modalities to promote, improve, or validate a student's performance (adopted INACSL Standards of Best Practice: Simulation, 2016).

Debriefing is a reflective process immediately following Simulation Learning that is led by trained faculty using an evidence-based debriefing model. Students' reflective thinking is encouraged, and feedback is provided regarding the students' performance while various aspects of the completed simulation are discussed. Students are encouraged to explore emotions and questions, reflect, and provide feedback to one another. Debriefing allows the student to self-assess in a non-threatening, safe environment. The purpose of debriefing is to move toward integration and adaptation to transfer learning to future clinical situations (adopted/modified INACSL Standards of Best Practice: Simulation, 2016).

Rationale for Debriefing

1. Learning is dependent upon the integration of experience and reflection.
2. Reflection is the conscious consideration of the meaning and implication of an action.
3. Reflective thinking does not happen automatically.
4. Learners report that the debriefing session is the most vital component of a simulated learning experience.

Student Outcomes of Debriefing

The integration of the process of debriefing into simulation:
- Enhances learning and increases understanding.
- Heightens self-confidence for the learner.
- Promotes knowledge transfer.
- Identifies best practices.
- Promotes safe, quality patient care.
- Promotes lifelong learning.

POLICIES

Policy Review Procedure
All student policies and procedures are reviewed and revised as necessary by the Division of Nursing. Students are invited to present concerns, questions, and recommendations regarding the policies and procedures through participation in Division Faculty meetings, student government organizations, and Division Coffee Hours. Revised and new policies and procedures in the ASN Student Handbook are communicated to all nursing students and are available on each of the nursing course Brightspace sites. Students will be required to sign a Student Handbook acknowledgment form at the beginning of each semester. If there are revisions of old policies/procedures or new policies and procedures during the academic year, those will be communicated to students and another acknowledgment form with the revised/edited/new policy will be required to be signed by students. All students are expected to read each policy and procedure, clarify any questions or concerns, and adhere to the policies and procedures for the current academic year.

General
Please refer to the College Catalog for information on all academic policies.

Board of Registration of Nursing (BORN) REQUIRED POLICIES

Admission
The Admission policy is detailed and can be accessed in the College Catalog.

Division of Nursing Progression Criteria
An ASN nursing student who withdraws while failing (WF), or who fails (final course grade below C+), a nursing professional course will have the opportunity to repeat the course once after the course failure/WF.

Students repeating a course will be required to schedule a meeting with a member(s) of nursing administration (Dean and/or the Associate Chair of the Division) within 30 days of the final grade posting where the student will be asked to provide the following:

• A letter of self-reflection and a written plan for success (no more than 500 words).

Any student repeating a nursing professional course will be held to the current standards, policies, and procedures of the nursing program. All enrollment in nursing professional courses is dependent upon space availability.

Students who do not schedule a meeting with a member(s) of nursing administration (Dean and/or the Associate Chair of the Division) within 30 days of the final grade posting will be administratively withdrawn from the ASN program.

NOTE: Science Courses
Students are allowed to repeat a science course only once per the College Catalog.

Attendance
The nursing program administration and faculty of Labouré College of Healthcare believe that education is an interactive process that requires attendance at all scheduled classes, nursing skills or simulation labs, and clinical sessions. Attendance is critical to prepare students for success with the NCLEX-RN and the professional practice of nursing.

Class Attendance Policies

Attendance records are kept by the Registrar for attendance documentation according to College policy. For more details, see the College Catalog.

Students are expected to attend all classes.

- **Students who miss three classes are required to meet with the course faculty for referral or advisement.**
- If a student is late for class for any reason, they are requested to enter quietly to attend the rest of class unless prior arrangements have been discussed with the faculty member. Faculty is not responsible for providing individual student instruction for missed content.
- Students who are absent, late, or leave before the end of class will hold the responsibility of obtaining missed class work.
- Students will be marked unexcused if they are tardy or absent unless documentation is provided.

Nursing Simulation, NLRC & Clinical Sessions Attendance Policies

Students must complete **100%** of total on-campus experiential activities (lab and simulation) and off-site clinical course hours during a semester, and must meet clinical course objectives to successfully pass a clinical course. Attendance at all scheduled skills labs, simulations, and clinical rotations is mandatory and enables the student to achieve competency in clinical practice in Nursing across a standard number of hours of instruction. Therefore, each student is expected to actively participate in all clinical experiences (clinical, skills lab, and/or simulation lab). A student will not be granted permission for any time off during clinical experiences or be allowed to leave early. A clinical absence or tardiness without prior notification will result in a written warning on the Communication Record/Performance Improvement Plan. Students should notify their clinical and class faculty of any absence by email before the start time of the missed clinical/lab.

All missed clinical, skills lab, and/or simulation lab experiences will be made up, whether the absence was student-initiated, clinical faculty-initiated, lab-faculty-initiated, healthcare organization-initiated, or due to inclement weather. The following requirements will be strictly adhered to:

1. Clinical/Skills Lab/Simulation Lab Faculty will submit an electronic make-up request by email to ClinicalPlacement@laboure.edu indicating the number of make-up hours and the type of clinical experience needed.
2. The Associate Chair of Clinical Placement will notify the Welcome Center regarding the billing of all student-initiated make-up sessions requiring payment.
3. The ASN Dean and the Associate Chair of Clinical Placement will schedule the make-up days and staffing as needed.
4. For all student-initiated absences, **the student will be charged $140 for each make-up**.
5. Please see the following grid for student consequences around absence.

The following requirements will be strictly adhered to for student-initiated absences:

Number of Clinical/Skills Lab/Sim Lab Absences	Consequence Courses with 6-hour clinicals NUR 1015 NUR 1025 NUR 1035 NUR 2005	Consequence Course with 12-hour clinicals NUR 2025
First absence	A student with a first clinical absence will be required to make up all missed time in the Skills lab, Simulation Lab, or Clinical Setting **before final examinations.** Documentation of the absence and make-up will be recorded by the clinical instructor on the *Communication Record/Performance Improvement Plan* as a **first** Written Warning. The Clinical instructor will provide the documentation to the student, the course coordinator, and the Associate Chair of Clinical.	(see below)
Second absence	A student with a second clinical absence will be required to make up all the missed time in the Skills lab, Simulation Lab, or Clinical Setting **before final examinations.** The student will be placed on an improvement plan inclusive of additional virtual patient care assignments relating to course content corresponding to the timing of the clinical absence. The improvement plan with additional clinical course assignments will be determined in collaboration with course coordinator, Associate Chair of Clinical and Associate Chair of Nursing Documentation of the second absence and make-up will be recorded on a *Communication Record/Performance Improvement Plan*, as evidence of a second a written warning and provided to the student, the course coordinator, the Associate Chair of Clinical, Associate Chair of Nursing and Dean of Nursing. The *Communication Record/Performance Improvement Plan* will be placed in the student record.	A student with a single 12-hour scheduled clinical absence will be treated as two absences and the student will be required to make up all the missed time in the Skills lab, Simulation Lab, or Clinical Setting **before final examinations.** The student will be placed on an improvement plan inclusive of additional virtual patient care assignments relating to course content corresponding to the timing of the clinical absence. The improvement plan with additional clinical course assignments will be determined in collaboration with course coordinator, Associate Chair of Clinical and Associate Chair of Nursing Documentation of the absences and make-up will be recorded on a *Communication Record/Performance Improvement Plan*, as evidence of a written warning and provided to the student, the course coordinator, the Associate Chair of Clinical, Associate Chair of Nursing and Dean of Nursing. The *Communication Record/Performance Improvement Plan* will be placed in the student record.
Third absence	A student with a third clinical absence will result in dismissal from the program. The student has the right to appeal, following college policy. Documentation of the absences will be recorded on a *Communication Record/Performance Improvement Plan* and placed in the student record.	A student with two 12-hour scheduled clinical absences will be treated as more than **three absences** and will result in dismissal from the program. The student has the right to appeal, following college policy. Documentation of the absences will be recorded on a *Communication Record/Performance Improvement Plan* and placed in the student record.

*For student-initiated clinical absences, **students will be charged a $140 fee per absence**. This is non-negotiable regardless of the reason for absence.

A student will receive a failing grade if absenteeism interferes with the student's ability to demonstrate clinical competencies at any time. There are no "excused absences".

Failing clinical will constitute a failure of the course and will prevent progression to the next nursing course. If failure occurs before the course withdrawal deadline, the student will earn WF; otherwise, the final grade for the course will be F regardless of the grade in the theory component of the course. A student determined to have failed clinical, including skills competencies and simulations, will not be eligible to complete the theory component of the course or take the course final examination.

No Call No Show Policy

<u>IN ALL COURSES, A NO CALL, NO SHOW FOR CLINICAL, LAB, OR SIMULATION</u>
<u>IS UNACCEPTABLE PROFESSIONAL BEHAVIOR</u>
- First offense will result in a written warning initiated by the clinical faculty and sent to the course coordinator and the clinical chair.
- Second offense will result in dismissal. The student has the right to appeal, following college policy.

Academic Integrity

The highest level of academic honesty is expected at Labouré College of Healthcare. Forms of academic dishonesty include but are not limited to:
- Cheating on quizzes and exams
- Plagiarism (misrepresenting someone else's work as your own)
- Submitting other students' work as your own

The Nursing program follows College policies for academic misconduct. More information can be found in the Student Rights and Responsibilities Handbook 2024-2025 .

Social Media

The Division of Nursing of Labouré College of Healthcare supports the use of social media to reach audiences important to the College such as students, prospective students, faculty and staff.

NCSBN has developed guidelines for nurses and nursing students for using social media responsibly. Key points of these guidelines are summarized, along with dramatization of potential scenarios of inappropriate social media use (NCSBN.org).

This Student Social Media Policy applies to nursing students who engage in internet conversations for school-related purposes or school-related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA), whether discussed through traditional communication channels or through social media.

Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based applications that are built on the ideological and technological foundations of the web that allow the creation and exchange of user-generated content. Examples include but are not limited to LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Instagram, Snapchat, Allnurses.com, Twitter/X, Facebook, YouTube, and Myspace.

As students you will want to represent the College and the nursing profession in a fair, accurate, and legal manner while protecting the reputation of the institution.

When publishing information on social media sites, be aware that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communication with your audience, you have less control about how materials you post will be used by others.

Social Media Guidelines

- Protect confidential, sensitive, and proprietary information: Do not post confidential or proprietary (identifying) information about the College, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a Labouré College of Healthcare nursing student.
- Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and of the College.
- Do not use Labouré College of Healthcare or Nursing Division marks, such as logos and graphics, on personal social media sites. Do not use Labouré College of Healthcare's name to promote a product, cause, or political party or candidate.
- It is expected that during clinical, any electronic devices (cell phones, iPads, tablets, etc.) will be used only for academic purposes. If a smartphone is being used, it is expected that the cell phone aspect of the device is silenced.
- No personal phone conversations or texting are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during clinical, the student must inform the clinical faculty, leave the area, and respond as deemed necessary.
- Use of computers (iPads, Notebooks, etc.) during class shall be restricted to note-taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity but also those in the immediate area/vicinity.
- No student shall videotape professors or fellow students for personal or social media use without the permission of the faculty or fellow student.
- At NO time shall patients/clients be videotaped or photographed.
- Be aware of your association with Labouré College of Healthcare in online social networks. If you identify yourself as a student, ensure your profile and related content are consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on Labouré College of Healthcare's behalf, unless you are authorized to do so in writing.
- HIPAA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.
- Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself, your own and others' privacy, and confidential information.

Student Social Media Policy

Each student is responsible for individual postings on any social media platform. Any violation of the social media guidelines will result in disciplinary action, following college policy on violations of the Code of Conduct. The college policy can be found in the [Student Rights and Responsibilities Handbook 2024-2025](#).

Postings that violate the Social Media policy include sharing of confidential information, defamation, harassment, and violation of any other applicable law. Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and the student will be dismissed from the program.

Course Exemption
Exemption from NUR 1015 Fundamentals of Nursing
Students can apply for exemption from NUR 1015 Fundamentals of Nursing if:
1. The student completed prior professional nursing course work that meets the content and learning outcomes for NUR 1015, and provides documentation verifying that the course work meets all requirements for transfer of credit (see *Transfer of Credit (Fundamentals)*); or
2. The student has an LPN license and is attempting to enter via the LPN-RN program track (see also *Advanced Placement*)

To earn exemption from NUR 1015, the student must pass the HESI Fundamentals exam with a score of at least 850 within one attempt (unless they entered the college under a Memorandum of Understanding that does not require examination of knowledge). If successful, the student would earn credit by examination for NUR 1015 Fundamentals of Nursing.

Exemption from NUR 1025 Health and Illness Concepts of the Adult and Child
Students can apply for exemption from NUR 1025 Health and Illness Concepts of the Adult and Child if:
1. The student has an LPN license and is attempting to enter via the LPN-RN program track (see also *Advanced Placement*) and has successfully passed the HESI Fundamentals exam with a score of at least 850

To earn exemption from NUR 1025, The student must pass the HESI Maternity/Pediatric exam with a score of at least 850 within two attempts. If successful, the student would earn credit by examination for NUR 2000 Family Centered Nursing.

Advanced Placement Policy for LPN to RN (see College Catalog)
This policy is designed for LPNs wishing to attain an Associate of Science in Nursing degree and qualify for RN licensure. To be eligible for advanced placement, the candidate must complete the application procedure through the Office of Admissions. The applicant must have graduated from a regionally accredited, post-secondary institution, pre-licensure program recognized by the Department of Higher Education, and fully approved by a Board of Nursing. Proof of a current, valid license in good standing as a Licensed Practical Nurse is required.

Every student will have already completed the fee-based HESI Fundamentals of Nursing examination. A student will need to earn a minimum score of 850 on the HESI exam to receive nine credits for NUR 1015. There will be no opportunity for a retest. Those students who do not achieve a minimum score of 850 on the HESI examination are ineligible for advanced placement status and may not take the Maternity/Pediatrics HESI exam. These students will enroll in NUR 1015 on a space available basis to continue the Associate of Science in Nursing program.

Upon successful completion of the Fundamentals of Nursing HESI exam, the student is eligible to complete the fee-based Maternity/Pediatric HESI exam. A student must earn a minimum score of 850 to receive eight credits for NUR 2000 equivalency. There is one retest opportunity only. If the student does not achieve a minimum score of 850, on the HESI examination is ineligible for advanced placement status and will be enrolled in NUR 1025 on a space-available basis to continue the Associate of Science in Nursing program.

Upon successful completion of the Maternity/Pediatric HESI exam, the student is eligible to enroll in NUR 1035 on a space available basis. To enroll in NUR 1035, the student must have completed all three natural science courses (ANA 1010, ANA 1120, and MIC 2201). Students are strongly encouraged to complete any additional non-professional courses in the arts and sciences core before starting NUR 1035.

All students beginning their first professional Nursing course must attend the PASS program, their Nursing Orientation including students accepted to the LPN to RN track.

Credit Transfer Policy

Transfer credit or course exemption for professional nursing courses required by the ASN program is limited. Students who have completed prior professional nursing course work that meets the content and learning outcomes for specific courses are eligible for course exemption for NUR 1015 with the following criteria:

1. Credit must be from another regionally accredited, post-secondary institution, pre-licensure program approved by the board of nursing program at the time of enrollment.
2. A minimum grade of 77% (C+) must have been achieved
3. The course must be within one year of completion
4. The course is at least 9 credits including didactic, clinical experience, and lab.
5. Students will be required to validate prior learning through fee-based testing (HESI Fundamentals Exam).

The student must submit the course description and syllabus for the catalog year at the time the student took the course.

Transfer of credit for non-nursing courses follows college policy.

Advanced placement or transfer of military education, training or service for a military health care occupation

The nursing program does not offer credit for experiential learning, CLEP, and military service cannot be awarded for nursing professional courses.

Educational Mobility

Educational mobility enables an individual to move from one educational level to another with acknowledgement of acquired competencies and minimal repetition of previous learning. Labouré College of Healthcare policies and procedures for Advanced Placement in the Nursing Program are designed to recognize previous nursing education without regard to basis of race, color, national origin, citizenship, alienage, religion, creed, sex, sexual orientation, gender identity, age, disability, or veteran status. Applicants who are licensed practical/vocational nurses will be granted advanced placement within the curriculum upon passing theory validation testing.

Labouré College of Healthcare also builds a solid foundation for future endeavors in professional development and educational mobility. Labouré College of Healthcare has an automatic acceptance into the online RN-BSN program for Labouré ASN graduates.

Withdrawal Policy

Withdrawal in good standing

An Associate of Science in Nursing student who withdraws from a nursing professional course in good standing (meeting 77% satisfactory clinical performance). Withdrawal while in good standing will be reflected on the student record with a "W". Withdrawal of an ASN professional course while in good standing, is only permitted once within the professional course sequence. Students who withdrew from an ASN professional course must repeat that course the following semester.

Students who plan on repeating after withdrawal while in good standing more than one semester after the withdrawal must follow the Leave of Absence policy outlined in the College Catalog. Upon return of the LOA, the student is subject to examination of previously learned and selected competencies.

Withdrawal while failing

An Associate of Science in Nursing student who withdraws from a nursing professional course who is not meeting 77% and or satisfactory clinical performance will receive a "WF" on their student record for that course. Students who withdraw while failing are subject to the ASN progression policy outlined in this catalog.

Dismissal Policy

An ASN nursing student who withdraws while failing, or who fails (final course grade below C+), a nursing professional course after repeating any ASN professional course once will be dismissed from the ASN program.

Readmission to the Nursing Program

Students who are dismissed from the ASN program will not have the option to appeal dismissal. Additionally, they will no longer be eligible to apply for readmission through the Admissions Office.

Graduation Requirements

Graduation requirements are found in the College Catalog.

Student Concerns or Complaints

During a nursing course classroom session, clinical, simulation, or skills lab experience, a student may have a concern, matter, or question related to that course that may cause distress. The faculty believes that a student must have the opportunity to meet with them and resolve the concern through an informal professional dialogue. It is the belief of faculty that nearly all student concerns can be addressed and resolved informally between a faculty member and a student.

There may be circumstances where faculty and students are challenged to resolve a situation. To ensure that there is complete documentation of an unresolved student concern, and to follow accepted communication pathways to resolution, the concern or complaint form is used for this purpose. See the Chain of Communication Policy below.

ACADEMIC POLICIES

Chain of Communication Policy

Graduates of the nursing program are prepared for professional practice by gaining competence in nursing knowledge, skills, and abilities following the NOFNCC. This includes management and leadership skills that prepare graduates for effective conflict resolution. Following a communication pathway is a step to resolve a student concern or complaint.

First link in the chain: Contact and make an appointment to meet with the faculty member and/or Course Coordinator. If the concern or complaint cannot be resolved or if no response is received within two (2) business days from the faculty member, proceed to the second link.

Second link: The "Concern/Complaint form" is initiated. The student will contact the Associate Chair of Nursing, who will then schedule an appointment to meet with the student and the faculty to work through a process of communication to resolve the student concern or complaint. If the matter cannot be resolved or if no response is received within two (2) business days from the Associate Chair, then the third link in the communication pathway will be initiated.

Third link: If there is no resolution after this meeting, then the student and/or Associate Chair will make an appointment to meet with the Division of Nursing Dean.

It is important to remember that a student's concern should always begin first with the faculty member involved. This is a professional courtesy. Any student who seeks out administration before meeting with faculty will be reminded to first schedule an appointment with the course faculty.

For the student, faculty, course coordinator, and/or Division administration to be prepared for the meeting, meetings will only be held as scheduled appointments. All concerns will be handled in confidence and on an individual basis. Faculty and students will be informed of all communication and discussions. This policy and procedure provide an appropriate and professional chain of communication in which information is shared with only the involved parties.

Students with a concern or complaint regarding an assigned final course grade, or unfair treatment, as in an allegation of discrimination, which cannot be resolved at the Division of Nursing level or through the College's formal Student Conduct Policies and Procedures (per the [Student Rights and Responsibilities Handbook](#)), are encouraged to follow the College's [Grade Appeal Policy and Procedure](#) or Academic Complaint Procedure ([Student Rights and Responsibilities Handbook](#)).

LABOURÉ COLLEGE
Nursing Division

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Communication Record/Performance Improvement Plan

The purpose of a performance improvement plan is to ensure that a student is made aware of a competency/situation/incident that needs improvement

</div>

STUDENT NAME: _____   NURSING COURSE: _____

FACULTY: _____   DATE: _____

DIRECTIONS:
1. Complete the following:
   - Date & time of the discussion
   - Brief summary of the discussion regarding the unsatisfactory competency as outlined in clinical evaluation/unsafe practice/situation/incident that needs improvement.
   - Complete Plan for follow up.
   - Both faculty & student signatures with date
2. Notify Associate Chair of Clinical via email or telephone that a Communication Record or Warning was issued.

Date & Time of Discussion: _____

Brief Summary of Communication/Competency/unsafe practice/situation/incident that needs improvement:

NOFNCC Competencies with Merged Competencies	
• Patient-Centered Care	• Informatics & Technology and Evidence-Based Practice
• Professionalism	• Safety and Quality Improvement
• Teamwork & Collaboration and Communication	• Leadership and Systems-Based Practice

Communication Record
Warning

Student Comments

Performance Improvement Plan with Timeframe(s)

Follow up Date: _____

FACULTY SIGNATURE: _____   DATE: _____

STUDENT SIGNATURE: _____   DATE: _____

Grade Dispute – During a Course

Every student has a right to receive an assigned grade that is fair and unprejudiced based on a method that is neither random nor unpredictable. Students who wish to dispute a grade are responsible for demonstrating that the grade they received was contrary to procedures as specified in the course syllabus or was based on computational or clerical error. Faculty have the right to assign a grade based on any professionally acceptable method, outlined in the syllabus to all students, and applied equally. Faculty have the responsibility to provide careful evaluation and timely reporting of all grades. Course grading methods should be clearly outlined in the syllabus and explained to students at the beginning of the term. Labouré College of Healthcare assumes that the judgment of the instructor is authoritative, and the final grades assigned are correct. Faculty members and students have a responsibility to attempt to resolve grade disputes informally and move to a formal process only when an agreement cannot be met.

Policy for grade dispute during a course

- A grade dispute during a course shall be restricted to charges of unfair action toward an individual student and may not involve a challenge of an instructor's grading standard.
- Dissatisfaction with a grade is not a rationale for dispute.
- A student has a right to expect thoughtful and clearly defined approaches to course grading, but it must be recognized that standards can vary and individual approaches to grading are valid. If a grade has been assigned in a manner other than that stated on the course syllabus or other published course documents or are inconsistent with how they were assigned to other students, then a grade dispute will be considered.
- A grade dispute during a course considers whether a grade was determined in a fair and appropriate manner; it does not attempt to grade or re-grade individual assignments or project.
- A student must begin the grade dispute procedure before the next exam is given.

Faculty members and students should communicate regularly and openly about all grading issues. A student who is dissatisfied with an instructor's grading decision during a course on an exam or an assignment should discuss the issue with the faculty and attempt to resolve the matter informally.

Grade Dispute Procedure

First Level Dispute: The student must first reach out to the faculty member who assigned the grade. The student will contact course faculty by email to dispute a question or questions on an exam within **48 hours** after a scheduled review. The individual exam/assessment grade dispute procedure begins at the time the grade is submitted or within 48 hours of a scheduled review, but not after a subsequent exam has been administered.
Course faculty will respond to student disputes within 72 hours with an explanation/rationale for the correct answer, or a correction.

Possible Resolution of Grade Dispute procedure – The student receives an adequate explanation of why the grade was assigned correctly and fairly and that there are no grounds for the grade to be changed, and the student accepts the faculty's explanation and decides to not pursue the grade dispute procedure further.

Second Level Dispute: If the student does not receive a satisfactory response from faculty within 72 hours, then the second level is initiated with the Associate Chair of Nursing. The student must provide documentation of the question or questions to be reviewed. The Associate Chair will respond within 72 hours with an explanation, a rationale for the correct answer, or a correction.

Third Level Dispute: If the student does not receive a satisfactory response within 72 hours, the student may bring the grade dispute to the Division of Nursing Dean.

Grade Appeal Policy – Final Course Grade
Please refer to the College's [Grade Appeal Policy and Procedure](#).

Student Records Policy
The Nursing Program adheres to the following Records Retention and Retirement Policy.
Student Records: Family Educational Rights and Privacy Act (FERPA): The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of student records by requiring prior written consent before disclosing personally identifiable information to a third party. It applies to colleges and universities that receive funding from the federal government.

Document	Responsibility	Retention	Retirement	Comment/Rationale
Admission Records	Admissions Office	College Policy	College Policy	See College-Wide Records Retention Policy
Student Health-related records during enrollment	Office of Compliance	7 years private secured file while enrolled in the nursing program	Destroyed at the end of the retention period.	College-Wide policy
Castle Branch Health Record/Correspondences	Health compliance coordinator	Castle Branch is available to students post-separation.	Nursing Program with separation	Castle Branch indefinitely by Castle Branch
Nursing Student Evaluation File · Clinical Evaluations (OIE) · Competency Completions (OITD) · Simulation Evaluations (OIE) · Academic Sanctions (DON) · Warnings (OITD) · Handbook signature page (OITD)	Division of Nursing / Office of Institutional Effectiveness / Office of Instructional Technology and Design	1 year post-graduation in private secured file	Destroyed at the end of the retention period.	Nursing
Accommodations	Student Services Office	7 years from graduation or student separation. Files are secured as private files electronically.	Destroyed at the end of the retention period.	College Policy
Formal Complaints/Grievance Records	Student Services Office	10 years private secured file	Destroyed at the end of the retention period.	As required by program-specific accreditation Bodies.
Grade Appeal	Nursing Division Academic Department	10 years private secured file	Destroyed at the end of the retention period.	College Policy
Withdrawal Records	College Registrar	5 years private secured file	Destroyed at the end of the retention period.	College Policy
Student Data Record NCLEX Pass Fail status	Nursing Program Administrator	10 years private electronically	Destroyed at the end of the retention period.	Nursing
Student Financial Aid Records	Financial Aid Coordinator	3 years private and secured file in the Financial Aid Office	Destroyed at the end of the retention period.	College Policy
Graduate Record	Registrar	Permanent	Permanent	College Policy

BEHAVIOR POLICIES

Student Conduct

The College expects each student to respect the rights and privileges of others, to adhere to acceptable standards of personal conduct, and to follow the moral and ethical standards of the healthcare professions as reflected in the College Mission, in both academic and non-academic matters.

In addition to providing a quality education, Labouré College of Healthcare is committed to developing socially and ethically aware citizens. As such, in order to remain in good standing at the College, students must abide by a set of policies and regulations governing student conduct both in and out of the classroom. These regulations may be amended, as deemed necessary, in writing. Any violations of these regulations are subject to the College's conduct process. The right to determine appropriate conduct not otherwise covered by this code and to impose sanctions for misconduct shall be reserved for the administrators and faculty members of the College.

All Labouré College of Healthcare students are expected to fully comply with all the policies and procedures listed in the College Catalog.

At Labouré College of Healthcare, we are serious about making sure that students meet the responsibilities listed in this Code of Conduct. Students who are unable or unwilling to act with appropriate decorum, who do not act with good citizenship, or who engage in antisocial behavior toward others will find that they are not welcome to remain at the College.

Students are expected to conduct themselves in a manner that is consistent with the Mission, Philosophy, and Goals of Labouré College of Healthcare as outlined in the American Nurses Association's Standards of Practice and Ethical Code for Nurses. Part of the student's education focuses on preparing them for the work force. In order to meet this goal, a discipline policy, which is modeled after typical employment policies, is followed in order to facilitate the graduates' transition into the workforce. It is critical that the program educate students as total professionals in order to achieve future success. Failure to meet certain standards may cause students to enter into progressive discipline. For more information, see the Student Rights and Responsibilities Handbook.

Examples of behaviors that can lead to progressive discipline include but are not limited to:

- Disruptive behaviors in the classroom
- Disrespectful behaviors toward the instructor (clinical or classroom)
- Perceived threatening behaviors to faculty or peers
- Failure to adhere to the dress code
- Failure to complete assignments
- Performance issues
- Attendance and tardiness issues
- Social media violation

Alcohol and Drugs

Per Labouré College of Healthcare policy (see the Student Rights and Responsibilities Handbook), the College expects students to abide by federal, state, and local laws and regulations pertaining to the use of alcohol and drugs. The College will support enforcement of these laws and regulations. Students are responsible for guests' behavior and their adherence to these regulations as well.

Smoking
Per Labouré College of Healthcare policy (see the [Student Rights and Responsibilities Handbook](#)), there is a NO SMOKING policy in effect on campus.

Cell Phones
Cell phones may be allowed during class time. Faculty reserve the right to ask that cell phones be placed in a nearby bag if distracting during class time. Cell phones should be on vibrate so as not to disturb class. Cell phones should be placed away and on vibrate during NLRC activities, Simulation, and in the clinical setting per clinical agency requirements. Cell phones must be placed in a designated area at the discretion of faculty during quizzes, tests, and/or exams or at clinical on the patient care unit. (See [Exam-Taking Policy](#)).

Professional and Ethical Behaviors Policy and Warning Procedures
Following the Student Conduct Policy, the faculty believe that an important aspect of conduct is professionalism. Defined as an expected graduate competency, professionalism is a critical behavior that must be adopted by all healthcare professionals to achieve positive patient outcomes. Faculty and students will engage in professional behaviors in all interactions. Students are expected to use professional behaviors in the classroom, clinical, lab, and simulation setting. The faculty have developed a procedure of warnings for students who fail to show professionalism in any learning setting. The levels of warning and outcomes are as follows:

1. **First Warning –** a student will receive a warning, counseling, and suggestions for improvement. The warning will be added to the student record.

2. **Second Warning –** a student has been counseled regarding the need to improve in a specific area, has failed to consistently demonstrate improvement, or displays a lack of awareness to professional behaviors in the learning settings. The student may not have benefited from initial counseling. A performance improvement plan will be implemented to specifically describe how professional student behaviors will be met.

3. **Final Warning –**The Final Warning describes unresolved ongoing unprofessional behaviors.

4. **Recommendation for Dismissal –**If the student has received a Final Warning and continues to fail to meet the professional standards of conduct outlined in the Student Handbook and within the Course Clinical Evaluation Tool, a recommendation for dismissal will be made to the Division of Nursing.

Student Rights and Responsibilities
The Students Rights and Responsibilities policy can be found in the [College Catalog](#).

Code of Conduct Policies and Procedures
The Code of Conduct Policies and Procedures can be found in the [Student Rights and Responsibilities Handbook](#).

Background Checks

- All students registered for ANY class at the College, on-site or off-site, must submit to a Criminal Offender Record Information (CORI) Background Check.
- Students registered for a Clinical course involving the care of minors will undergo a Sex Offender Record Information (SORI) background check prior to the start of the course.
- Students may be required to undergo additional background checks, in accordance with Affiliation Agreements between the College and sites to which they are assigned, such as fingerprinting for pediatric clinical assignments.

Student Health Requirements

Students admitted to the College must meet College Health and Safety Requirements. All students enrolled in ANY class at the College, on-site or off-site, must submit the required information to Castle Branch.

Immunization

Students admitted to the Associate in Science in Nursing program (ASN) and registered in a nursing course with a clinical component are required to submit to Castle Branch evidence of compliance with all immunization requirements and Covid vaccine requirements specified by the Massachusetts Department of Public Health by April 1st for summer courses, August 1st for fall courses, and December 1st for Spring courses. **Should any of these dates fall on a Saturday or Sunday, the due date for all compliance documentation will be the Friday before the 1st.**

In accordance with Massachusetts Board of Registration in Nursing regulations (referencing 244 CMR 6.04 (3)(a) Student Health Requirement), all candidates for admission are required to provide satisfactory evidence of secondary school graduation, or its equivalent, and compliance with the immunization requirements specified by the Massachusetts Department of Public Health. Clinical agencies may require specific immunizations and/or titers and/or tuberculosis screening in addition to the immunization requirements of the MA DPH.

Required Immunizations

Tdap	**1 dose;** and history of a DTaP primary series or age-appropriate catch-up vaccination. Tdap given at ≥7 years may be counted, but a dose at age 11-12 is recommended if Tdap was given earlier as part of a catch-up schedule. Td or Tdap should be given if it has been ≥10 years since Tdap.
Hepatitis B	**3 doses;** laboratory evidence of immunity acceptable; 2 doses of Heplisav-B given on or after 18 years of age are acceptable
MMR	**2 doses;** first dose must be given on or after the 1st birthday and second dose must be given ≥28 days after first dose; laboratory evidence of immunity acceptable. Birth in the U.S. before 1957 acceptable only for non-health science students
Varicella	**2 doses;** first dose must be given on or after the 1st birthday and second dose must be given ≥28 days after first dose; a reliable history of chickenpox* or laboratory evidence of immunity acceptable. Birth in the U.S. before 1980 acceptable only for non-health science students
Meningococcal	1 dose; 1 dose MenACWY (formerly MCV4) required for all full-time students 21 years of age or younger. The dose of MenACWY vaccine must have been received on or after the student's 16th birthday. Doses received at younger ages do not count towards this requirement. Students may decline MenACWY vaccine after they have read and signed the MDPH Meningococcal Information and Waiver Form provided by their institution. Meningococcal B vaccine is not required and does not meet this requirement

Influenza	**1 dose;** seasonal influenza vaccine for the current flu season (July-June) must be received annually by December 31st. The New students entering between January 1st and March 31st must have received a dose of vaccine for the current flu season for entry.
COVID-19	COVID-19 primary series and most recent booster.

†Medical exemptions (statement from a physician stating that a vaccine is medically contraindicated for a student) and religious exemptions (statement from a student, or parent/guardian if the student is <18 years of age, stating that a vaccine is against sincerely held religious beliefs) should be renewed annually at the start of the school year.

* A reliable history of chickenpox includes a diagnosis of chickenpox, or interpretation of parent/guardian description of chickenpox, by a physician, nurse practitioner, physician assistant, or designee.

Any other requirement as mandated by the local and state Department of Public Health.

Additional Clinical Requirements

- For the Laboure College Division of Nursing student, the influenza vaccine must be received prior to the first day of clinical for the Fall semester.
- Students registered for a Clinical Course must also submit the following information to their Castle Branch account by the following dates: August 1st (Fall); December 1st (Spring); April 1st (Summer I/II):
  - ✓ **PPD (Tuberculosis Skin Test)**: within past year; every year or if PPD is positive: Chest X-Ray every 5-years AND Annual TB Symptom Review Form.
  - ✓ **CPR Certification**: Submit a copy of the card (front and back); maintain current certification, submitting copies to the Compliance Office. The following is the ONLY approved course: **"American Heart Association, BLS Provider"**
- Additional Health Clearance steps may be required of students, in accordance with Affiliation Agreements (e.g., physical exam, 2-step PPD, drug testing, fingerprinting).
  - o **Drug testing**
    - ▪ Several clinical agencies require a negative drug screen prior to beginning clinical experiences in their facility, and students participating in those clinical agencies will be required to do drug testing. Therefore, passing a drug screen is a Technical Standard for all students participating in the nursing program. (Students who are required to do drug testing for clinical placement must submit written proof of a prescription of medication).

    - ▪ If a student fails a drug screen and does not have written proof of prescription, retesting occurs within 24 hours of notification of results. Failure to pass a drug screen or refusal to submit to screening will make the student ineligible for clinical placement, resulting in a clinical failure. All screening will be at the student's own expense.

Student Health Insurance

- Students taking 9 or more credits and attending classes on campus are required to have health insurance and will be automatically enrolled in the Student Health Insurance Plan.
- If you have comparable insurance and do not wish to enroll in the Student Health Insurance Plan you must *waive ONLINE by the announced deadline*.
- *Visit [Gallagher Student](#) for more information.*

General Student Health Policy

Students must engage in proper health maintenance activities to function safely and effectively in the classroom, lab, and clinical settings.

Information and directives on health and wellness can be found on the [CDC website](#).

- Students who get sick at school or clinical should go home as soon as possible and will be required to make up any missed clinical, sim, or lab time.
- In the event that a student develops a health condition/illness that results in time away from class, lab, and/or clinical/professional practice experience, or if their condition warrants dismissal from such, the following shall occur at the discretion of Division Dean and/or Dean of Students:
  - • The student may be required to submit a health clearance letter from their healthcare provider (MD, DO, NP, PA-C) that states the student "may return with 'No Restrictions' to class, lab, and clinical/professional practice experience" to the Division Chair and/or Dean of Students.
- The College reserves the right to release health records to clinical sites.

MEDICATION CALCULATION

Competency Requirement

The administration of medication to patients is an ethical and legal responsibility of the professional nurse. To safely administer medication to patients, the professional nurse must be able to accurately calculate medication dosages. Safe and accurate drug calculations are an essential component of the American Nurses Association Code of Ethics and the individual state's Nurse Practice Act.

(1015, 1025, 1035, 2005, 2025)

As a prerequisite to the administration of medications in any clinical setting, medication calculation competency must be demonstrated. Successful completion of a *Medication Calculation Competency Exam* is required in each nursing course. The understanding of medication math calculations is an essential skill for safe and effective nursing practice. Each course uses multiple steps to learn new content and to retain previously learned math skills for competency.

1015 students:

- Students will receive hands-on medication math during their NUR 1015 Theory and Skills Lab. Students will be required to complete the assigned ATI Dosage Calculation 3.0 modules and an Engage Fundamentals lesson prior to the scheduled Medication Math Class. Students who do not attend the Medication Math Lab or do not complete the required assignment will be required to **remediate within 1 week** after the scheduled lab. **Students who fail to remediate will be given a "Fail" Math grade, resulting in a "Fail" clinical grade and a "Fail" course grade and will be dropped from the course.**

- Required Medication Math assignments are in **ATI:**
  - o **Engage Fundamentals 2.0: Medication Administration Module: Lesson - Dosage Calculation**
  - o **Dosage Calculations 3.0:** Safe Dosage, Oral Medications, Injectable Medications, Powdered Medications, Dosages by Weight, & Intravenous (IV) Medications

1025, 1035, 2005, and 2025 students:

- For the new content in **1025 and 2025**, students are required to complete Medication Math assignments prior to specific course content. The assignments are listed in the course syllabus and are required. **Failure to turn in the assignment will result in a course warning.**

- Required Medication Math assignments are in **ATI: Dosage Calculations 3.0**
  - o Course-specific medication calculation questions:
    - ▪ **1025**: Intravenous (IV) Medications & Pediatric Medications
    - ▪ **2025**: Critical Care Medications

- For **1035 and 2005,** students are expected to have completed all the ATI modules through those required in 1015 and 1025. Students who have not are expected to complete those as part of their professional responsibility as a nursing student. Students may be required to re-complete those with remediation as listed below following a failed competency attempt.

Medication Math Competency

All students must achieve medication math competency in each nursing course. The process for each professional nursing course includes *a Medication Calculation Competency Exam* which includes the NUR 1015 Blueprint in NUR 1015 and the Common Blueprint for all other courses. All assessments contain the 10 questions listed in the blueprint and all students will have 30 minutes to complete it, including students with accommodations. Students are expected to receive a minimum score of 90% (9/10 correct) to pass the competency examination. This exam is a **pass/fail** grade and will result in the following:

- Students who receive 90% or above pass the *Medication Calculation Competency Exam* and have completed testing for that semester for Medication Calculation, and may administer medications in the clinical setting in NUR 1025, 1035, 2005, and 2025 with their clinical instructor.
- Students who do not receive a 90% on the *Medication Calculation Competency Exam* will be required to remediate and retest within 1 week.
    - Students who do not pass the exam will not be allowed to administer medications at clinical until remediation is completed and the student passes the re-test.
    - Remediation includes completing the required assignments and attending a scheduled hands-on Medication Math Competency Lab which will conclude with the administration of a 2nd *Medication Calculation Competency Exam* at the end of the lab. Students who do not complete the remediation assignment will not be allowed to attend the Medication Math Lab and will receive a "Fail" Math grade, resulting in a "Fail" clinical grade and a "Fail" course grade, which holds the same weight as failing the course.
- This repeat exam is a **pass/fail** grade and will result in the following:
    - Students who receive 90% or above pass the *Medication Calculation Competency Exam*. The student may then administer medications in the clinical setting in NUR 1025, 1035, 2005, and 2025 with their clinical instructor.
    - If a student fails the 2nd *Medication Calculation Competency Exam*, the student will have one **final** opportunity to retest and will be required to complete further remediation, at the direction of the Math Lab faculty, and retest within 1 week.
    - Remediation includes completing additional required assignments and attending a second scheduled hands-on Medication Math Competency Lab with the administration of a 3rd Medication Math Competency exam at the end of the lab.
    - Students who do not complete the remediation assignment will not be allowed to attend the Medication Math Lab and will be given a "Fail" Math grade, resulting in a "Fail" clinical grade and a "Fail" course grade.
- This final repeat exam is a **pass/fail** grade and will result in the following:
    - Students who receive 90% or better pass *Medication Calculation Competency Exam*. The student may now administer medications in the clinical setting in NUR 1025, 1035, 2005, and 2025 with their clinical instructor.
    - If a student fails the 3rd *Medication Calculation Competency Exam*, the student will receive a "Fail" Math grade, resulting in a "Fail" clinical grade and a "Fail" course grade and will be dismissed from the ASN program per the *Division of Nursing Progression Criteria*.

Use of calculators
The use of a simple calculator* provided by the College will be permitted for all Medication Dosage Calculation Competency on site. The dropdown calculator from the computer program will be permitted for remote testing. (*The use of PDAs, scientific calculators, calculator telephones, or calculator watches will not be permitted.)

NURSING EXAM POLICIES

Exam Administration Policy

All Nursing Exams are secured and any information from a test, quiz, or examination is not to be written down or copied at any time. This allows nursing faculty to maintain the integrity of the Nursing Exams. The consequence of failure to abide by the policy will result in a grade of zero for the exam and will result in dismissal from the nursing program.

The following applies for all exams:

1. Students should arrive 15 minutes before the exam time with college ID visible to faculty and proctor. Students will have their ATI access password ready to go prior to sitting for exam (Not having to search for it on a cell phone). If a student arrives after the exam has begun, faculty will reschedule the exam and deduct 5 points from the exam grade*. Randomized seating may be assigned by the faculty and the proctor at their discretion, and every other seat should be taken when possible.
2. Students are required to remove all electronic devices, cell phones, ear buds, smart watches etc. and place them in the cubicle in the testing room or leave them at home. All electronic devices MUST be **TURNED OFF, NOT ON SILENCE** before placing in the cubicle. **There will be a 5-point deduction* for the student who has brought a phone into the testing room that rings or vibrates during an exam.** Any student found using a cell phone or electronic device in the testing room or attempting to enter the testing room with a concealed device will be considered in violation of this Examination Policy. These actions will warrant disciplinary action including but not limited to points deducted and/or assigning a failing grade to the exam. The faculty will document the incident and submit a report to Nursing Leadership. The student may continue to take the exam. The faculty will gather data and present information to the Nursing and College Administration.
3. Remove hooded sweatshirts, jackets, hats, and scarves **PRIOR** to entering the testing area.
4. Only room quieting ear plugs supplied by the college may be used.
5. Administration, faculty, and college proctors reserve the right to inspect eyeglasses, earpieces, any watch, or potential unauthorized electronic devices prior to and during any examination or standardized exam.
6. If a student is absent from an exam, **the student will be given an alternative exam and a 5-point deduction* from the exam.**
7. Students must notify course faculty if they are going to be absent prior to the exam and provide documentation regarding absence: (e.g., doctor's note, death notice, police report for accidents, etc.). Planned vacations and family events are not considered valid reasons for exam absence. A student who does not notify the course faculty prior to the exam and produce acceptable documentation of absence will be considered unexcused and will be subject to a **penalty of 5-point deduction*** on the exam. This exam will be made up at the first available time for the instructor.
8. Faculty may determine that a student's behavior during an examination demonstrates a testing irregularity and academic dishonesty [ref: sharing screen, sharing testing paper, providing answers using signals and using a nonauthorized device]. Faculty will continue to observe, take notes, and gather evidence. Faculty will immediately collect the notes, device, papers, or suspected items. The faculty may determine that collecting evidence and allowing the student to complete the exam is less disruptive to other students, rather than removing the possible offender and send information to Nursing Leadership.
9. If academic dishonesty is suspected faculty will not post the examination grade of the possible offender until the matter is resolved by the Dean of Students and Nursing Administration.
10. Faculty will provide a white board with magic marker for white board. (No paper is to be used in the test area). White boards for the students must be kept flat during testing and turned over when complete. The calculator within the computer will be utilized.
11. Students who have questions during exams regarding non-medical terminology may request faculty to provide the dictionary within the testing room. Faculty will assist the student with looking up nonmedical terminology in the dictionary. Faculty will stay with the student as they use the dictionary.

12. To improve student success on examinations, any student who receive a grade below 78% on exams 1, 2, and/or 3 will be required to complete the following:
    - Meet with the Office of Academic Support staff to develop a success plan for the next exam and the remainder of the semester
    - Attend at least three hours of nursing tutoring sessions (med math tutoring does not count).
    - Any student who does not follow this policy will receive a **5-point deduction*** from their grade on the following exam.
13. It is strongly recommended that students who score less than 78% on any exam make an appointment to meet with their instructors and bring the exam wrapper with them to the meeting.
14. Faculty will review the top 5 lowest performing exam questions during the next class following the exam. Collaborative test review is currently being piloted and will be adjusted based on feedback from faculty. During this review, all phones are shut off and kept at the front of the classroom, and all students will remain professional throughout the review. Disruptions and unprofessional behavior will not be tolerated.
15. To meet the requirements of the program, test days and times may be modified as necessary. Students will be notified ahead of time when this is necessary.

*Exam grade deductions are based on the exam percentage grade. For example, if a student scores a 23/25 on an exam (92%), a 5-point deduction would reduce their exam grade to an 87% (21.75/25).

Post-Examination Review Procedure

The purpose of a post-exam review is to increase the student's understanding of knowledge deficits within the topics. Post-exam review is a learning opportunity and will be offered by each course. Check the syllabus of each course for its review procedure.

1. Students requesting to review their exam concepts with faculty **must** make an appointment within 2 weeks after completing the exam.
2. There will be no review for final exams.
3. Students may request further clarification about an exam question after the post-exam review by emailing the course faculty within 48 hours of the exam review. The email should include:
    a. The content of the question,
    b. why you are questioning this item, and
    c. your rationale for a correct answer, supported by evidence from the course's resources, CLM, and class materials. Evidence from sources other than Labouré College course listed material will not be accepted.
4. Faculty will respond to the question by email within one week after receiving a student's request for clarification.
5. To address an unresolved concern with an exam question, the student should follow the Chain of Communication as outlined in the Nursing Student Handbook.

Grade Posting

All exam and final exam grades will be posted on the Brightspace site within 48 hours after the exam to allow faculty sufficient time to conduct a careful item review and analysis of all exam questions.

To improve student success on examinations, students who are unsuccessful and receive a grade below 78% on exams 1, 2 or 3 will be required to attend three nursing tutoring sessions on the course material, individualized to the student's needs. Any student who does not follow this policy will receive a **5-point deduction** from their grade on the following exam.

Mid-semester, a letter will be sent to all students whose grade at the midpoint of the semester is below 80%.

ATI Proctored Assessment Exam Policy

Assessment Technologies Institute (ATI) assessments (exams) are administered to students in every course. Check your course Implementation Guide for scheduled dates and times. These scheduled exams are mandatory. If a student does not take the required ATI Assessment, the student will receive an incomplete grade for the course.

ATI Proctored Assessment Plan

All courses administering an ATI Proctored exam for a course grade will use a percentage point rule. Points for the ATI Practice and Proctored are outlined in the course syllabus.

All ATI Proctored assessments will be delivered on campus and proctored live by faculty and proctoring staff.

Students who do not achieve the required benchmark outlined in the syllabi must remediate. See individual course syllabi for remediation policy.

ATI in NUR 2025

All students in NUR 2025 are required to participate in NCLEX preparation. See course syllabus for more information.

- Students will participate in the ATI Capstone Content Review which is a course required review of nursing content with a weekly specific focus of material.   Assignments have set due dates, and points are not awarded for late assignments.
- Throughout the semester, students will be required to attend mandatory reviews hosted by Laboure faculty and ATI representatives that will focus on NCLEX content review and questions to support critical thinking skills. All students must maintain professional behavior during these reviews. Participation is mandatory.
- During the final 4 weeks of NUR 2025, all students will be required to participate in the Virtual ATI NCLEX preparation and successfully complete prescribed assignments and any remediation assigned by their ATI coach prior to the end of the semester. Students should expect to spend 8-10 hrs. weekly on these VATI assignments and must show active ATI engagement every week. If only partial completion is met or the ATI Coach reports student anomalies this will result in not meeting course requirements necessary for graduation.

CLINICAL/LAB/SIM POLICIES

Expected Student Clinical Practice

The Massachusetts Nurse Practice Act regulates standards of practice for registered nurses in the state of Massachusetts. When providing clinical care, nursing students are expected to adhere to professional standards of practice and code of ethics that have been developed to guide the profession of nursing. A client and their family have a right to expect safe, competent nursing care consistent with knowledge of scientific principles and guided by the nursing process.

Labouré College of Healthcare nursing students, while not licensed as registered nurses, are held to the standards of practice, professional performance, and ethical behavior described in the Massachusetts Nurse Practice Act and the National Student Nurses Association. Additionally, Labouré nursing students are expected to demonstrate safe and ethical professional behavior in preparation for provision and documentation of nursing care according to course and clinical outcomes. The expected student clinical practice includes professional behavior regarding other students, clinical staff, clients/patients, and faculty while in clinical (i.e., client/Inpatient care) sites.

A student who demonstrates unsafe clinical nursing practice will receive a written warning and will be referred to the Division of Nursing leadership team for a remediation plan or immediate dismissal from the program, depending on the severity of the unsafe behavior. The student may be asked to leave the clinical area. Unsafe clinical practice is defined as any behavior that is actually or potentially detrimental to the client, family, or healthcare agency. Behaviors may include but are not limited to being impaired, contributing to physical injury or mental distress, performing acts beyond the level of nursing practice for which the student has demonstrated competency, and lack of preparation for safe, quality patient outcomes.

As stated in the Nursing Code of Ethics, examples of unsafe, unethical, or unprofessional conduct include, but are not limited to:
1. Failure to notify the instructor of clinical absence prior to the start of the shift.
2. Failure to follow Nursing Program or clinical agency policy and procedures.
3. Reporting to clinical sessions under the influence of drugs and/or alcohol.
4. Refusing assignments based on the client/patient's race, culture, religious preference, sex, national origin, age, handicapping condition, medical diagnosis, or any protected status category.
5. Denying, covering up, or not reporting one's own errors in clinical practice.
6. Ignoring or failing to report unethical behavior of other healthcare persons in the clinical setting, i.e., behavior that jeopardizes client/patient welfare.
7. Behavior(s) that may adversely affect the well-being of self or others.
8. Failure to follow through on suggested referrals or interventions to correct deficit areas may result in harm to others.
9. Unsafe preparation for and/or actual care of clients/patients (i.e., including physical abuse, emotional abuse, placing them in hazardous positions, conditions or circumstances, medication errors).
10. Interacting inappropriately with agency staff, co-workers, peers, clients/patients, families, or faculty resulting in miscommunication.
11. Demonstrating inability to carry out basic functions required of a nursing student as listed in the college catalog within Nursing (ASN) Technical Standards.
12. Performing activities that are beyond the preparation or capabilities of the student.
13. Performing an activity or activities beyond the scope of the student's competencies.
14. Consistently unsatisfactory performance per the performance evaluation tool for the cohort.
15. Performing any activity that does not follow the current scope of nursing practice or code of ethics per nursing.

Immediate dismissal from the learning setting may be necessary if the practice is unsafe. The faculty member will immediately contact the Associate Chair of Clinical. The student's actions will be reviewed in consultation with the Division Dean and a determination will be made, resulting in the issuing of a clinical warning with a remediation plan or dismissal from the program. **The student will be provided with due process with the right to appeal.**

Clinical Evaluation

Clinical evaluation is key to ensuring nursing students' clinical competence, application of knowledge, and critical thinking, as demonstrated within clinical learning environments. The focus of the clinical evaluation is to determine the student's ability to provide safe and competent nursing care based on the Nurse of the Future Competencies and the student learning outcomes for each nursing course. The Clinical Evaluation record documents faculty and student reflection on student progress toward attainment of course outcomes.

Clinical evaluations are done twice during each semester and consist of a formative and summative (midpoint and final) evaluation completed by the clinical faculty member in collaboration with the student.

The formative assessment provides ongoing feedback to students to improve their learning within the clinical setting. Formative assessments can help students identify areas of strength and/or weakness and aid the faculty in identifying areas that need to be improved to meet the course and clinical objectives. In addition, they provide students with an opportunity to express to the instructor any clinical concerns that they may be struggling with.

The summative assessment is critical to determine whether the student learning outcomes of the clinical experience have been achieved. The clinical evaluation tool for each course highlights the specific end-of-course Student Learning Outcomes; each of these must be met for the student to achieve a passing grade for clinical.

Students and Faculty are responsible for completing the formative and summative clinical evaluation tool online in Brightspace. After each course, the student must meet a "Satisfactory Level 2" in all clinical competencies to meet the student learning outcomes.

Procedure

The Clinical Faculty will meet with each student at the midpoint of the semester using the online format found in Brightspace. When completed, the evaluation will be automatically uploaded to Brightspace (no need for students or faculty to upload manually). The faculty have the option to request a copy sent to them.

At the end of the semester, the clinical faculty will complete the final clinical evaluation and share it with the student.

A brief narrative will be written by the clinical faculty on the last page of the Clinical Evaluation to provide a summary of the student's strengths and areas for growth.

The signature of faculty and students is required for the evaluation.

PLEASE NOTE: The final clinical evaluation will be done after all required make-up hours have been completed.

Operational Definitions of Unsatisfactory Clinical Performance

The Operational Definitions of Unsatisfactory Clinical Performance form will be given to each student at clinical orientation. Clinical Faculty will meet with students who have demonstrated unsatisfactory behaviors to discuss clinical performance and assist in remediation. The clinical faculty will determine the expected date of resolution of unsatisfactory clinical competencies. The clinical faculty reserves the right to dismiss the student from clinical at any time for unsafe clinical practice and/or unprofessional behavior.

The following behaviors have been identified as examples of unsatisfactory clinical performance based on the curriculum concepts:

- Prepares inadequately for clinical assignments as set forth by clinical faculty to meet course objectives.
- Fails to report significant changes in patient condition immediately to clinical faculty and/or primary nurse.
- Violates basic safety principles, placing the patient in jeopardy.
- Requires constant supervision and continuous verbal cues from faculty when delivering care.
- Exhibits dishonest or unprofessional behavior with patients, families, staff, peers, or faculty.
- Fails to utilize professional communication with patients, staff, peers, and faculty.
- Engages in clinical practice when not mentally or physically fit.
- Unable to establish priorities when delivering nursing care for assigned patients.
- Does not utilize appropriate channels of communication to accomplish goals related to the delivery of patient care.
- Fails to maintain patient confidentiality according to HIPAA.
- Does not adhere to college or clinical agency policies.
- Fails to take responsibility for their actions.
- Demonstrates a lack of insight and understanding of their own behaviors.

After orientation has taken place, students' clinical performance will be evaluated.

1. If any of the listed unsatisfactory behaviors occur, the clinical faculty will meet with the student to discuss the identified behavior(s) and to develop an improvement plan to remediate the deficiency(ies). The faculty is responsible for documenting a description of the unsatisfactory behavior(s) and expected date of resolution on the Operational Definition of Unsatisfactory Clinical Performance form. The student must read and sign this form. The student's signature indicates that the student has read the faculty's summary and is aware of specific areas needing improvement to receive a satisfactory clinical grade.
2. Students and faculty will meet weekly to evaluate and remediate unsatisfactory clinical behaviors.
3. If the student has not met the clinical objectives by the end of the course's clinical component, they will receive a failing grade. Documentation of the student's unsatisfactory clinical behavior will be placed in the student's file.

Impaired Student Policy

As defined in [MA BORN 244 CMR 10.01](#), "impaired" means "the inability to practice nursing with reasonable judgment, skill, and safety by reason of alcohol or drug abuse, or a physical or mental illness or condition, or by any combination of the foregoing." Examples might include fatigue, acute physical illness, over-the-counter preparations to treat common illnesses, and other prescribed medications. Adhering to the Program's concept of patient safety and quality care is paramount to professionalism in student practice. Labouré College of Healthcare nursing students will be held to the same standards and definitions of "impaired" as defined in 244 CMR 10.01.

If faculty suspects a student is practicing impaired in clinical, lab, or simulation, the student will:

- Be informed of the observed behavior and of faculty concerns of impaired performance.
- Be removed from patient care responsibilities and asked to leave the setting. Transportation will be arranged, or the student may be accompanied to the emergency services department of the facility if emergency treatment is indicated.
- Be requested in writing to attend a meeting with the College and Division Chair, ideally within 24 hours.

Clinical Tardiness

Punctuality is one of the expectations of a professional person. Being on time conveys positive messages to your peers and supervisors and respects your clinical agency. Clinical times are assigned for each location and all students are expected to arrive at clinical at the time specified by your instructor during your clinical orientation. Remember: being on time means being ready to work, not the time to arrive at the unit. Plan ahead; know where to park, where to place your belongings, and where to meet your clinical group.

*A student who **arrives 5 minutes past** the assigned start time will be considered **"late".** A student who has been late on more than one occasion will be issued a written warning.

A student who arrives one hour late for clinical will be sent home, receive an unexcused absence, and must make up the clinical day.

If you need to miss a clinical, you must notify the clinical instructor at least 1 hour before the start. Please utilize the phone numbers your instructor provides to you. Students must continue to call until they get a direct confirmation back from their Clinical Instructor. Text messages are not acceptable. **Do not call the nursing unit.**

Professional Image/Uniform Requirements

Nursing's image begins with a professional appearance. It is the student's professional responsibility to meet these requirements in clinical, lab, and simulation.

- Clinical/lab/sim attire consists of a royal blue scrub top and pants with the Labouré College of Healthcare emblem embroidered on the left chest. A **solid white** long-sleeved T-shirt may be worn under the scrub. The shirt should be neat and clean. A white scrub jacket with the school emblem embroidered on the left chest may be worn over the uniform. Labouré College of Healthcare ID badges are to be worn in addition to the facility-specific identification requirements. Students are expected to carry and use their own stethoscope and bandage scissors. All uniform attire will be neat and clean. Uniform pants must not touch the floor.
- White or dark-colored leather/vinyl shoes must be worn in clinical. **Canvas sneakers and running shoes with decals or neon markings are not allowed.** Shoes must be clean for infection prevention purposes, and socks must be worn so that no skin or leg is showing.
- Hats are not to be worn with the uniform or in clinical.
- Head covering: Hijabs (head component only) – must be white, non-jeweled, and short enough to be tucked into the scrub top and not over the shoulders.
- The Labouré College of Healthcare uniform is worn only while engaged in clinical field experiences as designated by your nursing faculty. It must be wrinkle free with pant legs hemmed, if necessary, so that they do not touch the ground. Students must carry their own protective eye goggles and always have a pair of clean gloves in their uniform pocket (OSHA requirement).
- Students are not allowed to wear the College uniform while gainfully employed.
- Meticulous care in personal hygiene is essential.
- Jewelry is limited to the wearing of a plain wedding band. Only one small stud earring is permitted to be worn in each earlobe. No other pierced jewelry is to be worn in the clinical site. This is done to maintain infection control and patient safety guidelines. Labouré College of Healthcare is not responsible for any lost or damaged items.
- Hair must be clean and neatly arranged while in uniform. Long hair is to be secured off the face and collar. Male students must keep beards and mustaches neatly trimmed. Conservative style: hair color must be a "natural color" defined as one that is grown naturally (i.e., no bright colors such as pink, purple, green, etc.).
- Tattoos do not need to be concealed on campus, but students should follow all policies within the organization/facility while attending their clinical rotations.
- To maintain infection control and patient safety requirements, nails must be short and clean. Artificial nails and gel/dep are not allowed, and nail polish, if worn, must be light-colored and not chipped or cracked. ref: https://www.cdc.gov/HandHygiene/download/hand_hygiene_core.pdf

Failure to meet all uniform requirements will result in a written warning and the **student will be dismissed from the clinical site. The missed session will be entered as a clinical absence,** to be made up as specified in the clinical attendance policy.

Equipment Required
As part of the clinical uniform, students must obtain the following equipment and supplies: stethoscope, wristwatch with a second hand, pen light, and black pen.

Legal Name Statement
Students in the Division of Nursing at Labouré College of Healthcare are required to use their legal name for all documentation throughout the program. The name **should** appear as printed on their driver's license or government-approved ID. Students must always use their full legal names on forms, including hospital/clinical orientation documents, ID badges for the College and all clinical sites when requesting a background check when charting in patient records (written or electronic), and for any form of legal documentation related to the nursing program. It is the student's responsibility to make sure that all Labouré College of Healthcare records reflect their current legal name. All students documenting in a medical record will add "SN, LC" (Student Nurse, Labouré College of Healthcare) after each signature of their legal name. SN and LC always follow the student's signature. See College policy on Legal Names.

Annual Centralized Clinical Placement Orientation Requirements
All students must complete the online clinical orientation through the Massachusetts Centralized Clinical Orientation. Students who have not completed the online orientation will not be allowed to go to clinical sites.   https://www.mass.edu/mcncps/orientation/welcome.asp

Clinical Sites
The website, address, and telephone number of the student's assigned clinical agency will be provided to students before the first day of clinicals. Directions to clinical agencies can be accessed on their websites. Students are responsible for ensuring an on-time arrival to the assigned clinical agency, including the orientation day.

Transportation to Clinical Sites
Nursing students will provide their own transportation to and from the clinical site. Car-pooling is urged since parking is limited and may be expensive.

Scent Policy
Scented products such as hair spray, perfume, and deodorant can trigger reactions such as respiratory distress and headaches. Labouré College of Healthcare Division of Nursing is a scent-free environment. Please do not use scented products such as lotions, perfume, or cologne while in class, skills lab, SIM lab, or at clinical agencies. Tobacco odors on the body, clothing, and/or other items may be offensive. Students who smell strongly of scented products and/or tobacco smoke will not be allowed in theory, lab/SIM, or clinical. If dismissed from the classroom, lab, sim, or clinical setting for strong scent odors, including tobacco, this dismissal will be counted as an absence according to the attendance policy.

Latex Allergy Management
Applicants to healthcare programs must be aware that many products used in healthcare contain latex. Labouré will make every effort to provide a latex-free environment on campus; however, latex is not always easily identified in an academic environment. It is necessary for the student to be aware of their environment and risk of exposure. Students with a confirmed latex allergy must provide medical documentation and must sign an acknowledgement of their risk and responsibility for avoiding latex when possible. Students with a latex sensitivity are responsible for the costs of any testing to confirm the sensitivity. Students with a latex allergy will be at some risk while completing the program. Labouré is not able to guarantee that the clinical environment will be latex free. Students will agree to allow communication of their latex allergy status to appropriate clinical agencies by the Associate Chair of Clinical to facilitate placement and planning.

COURSE POLICIES

Guidelines for Writing Papers

Formal papers in nursing courses will be graded according to guidelines developed by course faculty.

The Division of Nursing has adopted the "Publication Manual of the American Psychological Association" (APA Manual) as the standard for writing style and format. Information regarding APA format can be found on the APA website and other reputable websites in addition to the APA manual.

Grading Policy

Professors determine grading methodology for each course. This will be identified in writing in the course syllabus.

The minimum passing grade for a science course is a C+, 77%.
The minimum passing grade for a nursing course is a C+, 77%.
Failure in any one component (theory, labs, or simulation) results in failure of the nursing course.

All nursing courses are based on a 100-point percentage scale. Overall, a minimum grade of C+ (77%) must be earned to pass the course. The breakdown for obtaining a minimum of 77% is listed in the course syllabus.

Students must obtain a grade greater than or equal to 77% with unit exams, final, and ATI proctored exam (combined) before other assignments will be added. See specific course syllabi for grading exams.

Grades on course assignments, in-class quizzes, and unit examinations **will not be rounded**. The final examination for any professional course **will not be rounded**. The course final grade, which is determined by percentages involving decimals, **will not be rounded up to the next percentage grade.**

Quality Points	Letter Grade	Grade Equivalencies
4.0	A	100-93
3.7	A-	92-90
3.3	B+	89-87
3.0	B	86-83
2.7	B-	82-80
2.3	C+	79-77
2.0	C	76-73
1.7	C-	72-70
1.3	D+	69-67
1.0	D	66-63
0.7	D-	62-60
0.0	F	59 or below

Brightspace

All Labouré College of Healthcare courses, regardless of format, utilize Brightspace courseware. Brightspace serves as the official "bulletin board" for nursing. Brightspace is used for course communication, including but not limited to the following:

- Posting the syllabus, implementation guide, course materials and assignments
- Posting the Nursing Division Student Handbook
- Posting class announcements
- Posting phone and email contact information
- Posting grades

Each student is responsible for being aware of and complying with current policies and procedures. For the latest nursing information, check Brightspace frequently and before you come to campus for announcements and other information.

Recording of Lectures

The Division of Nursing at Labouré College of Healthcare does not permit recording of lectures, unless indicated through the Labouré Access and Support Services for ADA accommodation. If such accommodation is permitted, a "Recording of Lectures Agreement" must be signed by the student and given to theory instructors. Unauthorized recording of classes will result in disciplinary action, including dismissal from the program.

Authorized recordings, to accommodate ADA considerations, may only be used for the purposes of an individual's study in the course, and may not be shared with any wider audience on or off campus, including social media platforms, unless the instructor has explicitly given such permission. Violations of this policy are considered violations of the Labouré Code of Conduct and will result in disciplinary action or dismissal from the program.

Registration Policy

Students who have an overall grade of 77% or higher after their second course Exam will be allowed to register on the first three days of registration week for the next professional nursing course. On the fourth day of each registration week, all students will be able to register.

Student Leadership Organization

The Student Leadership Organization (SLO), was established to advance the quality of education, promote student interests, and serve as an informed advocate for students. SLO has two major goals (1) understanding and supporting Labouré College of Healthcare student needs which are presented to the Senior Leadership and Board of Trustees of the College; and (2) encouraging participation in student-sponsored events. This leadership position enables students to learn transferable skills that are useful as healthcare professionals.

The Student Leadership Organization combines the previously named Student Government Association, and the National Student Nurses' Association (NSNA). The National Student Nurses' Association (NSNA) is the pre-professional organization for nursing students enrolled in associate degree and bachelor's degree programs. The NSNA mission is to organize, represent, and mentor students preparing for initial licensure as registered nurses, promote development of the skills necessary to be responsible and accountable members of the Nursing profession, and develop Nursing leaders who are prepared to move forward the profession in the future. The College's chapter of the NSNA welcomes new members during each semester. Officers are elected annually. The college encourages online student involvement in student leadership, college clubs, and professional and co-curricular organizations.

To contact SLO, please email SLO@students.laboure.edu

Student leaders are invited to all Division of Nursing meetings, and to any Nursing committee meetings where student involvement is appropriate.

ELIGIBILITY FOR LICENSURE

Students need to consider the following in anticipation of applying for nursing licensure in Massachusetts at the completion of the nursing program:

- Applicants for initial licensure by examination, by the Massachusetts Board of Registration in Nursing (Board) must comply with the "good moral character" (GMC) requirement specified at Massachusetts General Laws Chapter 112, sections 74, 74A, and 76. The Board requires all applicants to answer specific questions related to criminal convictions or disciplinary actions when applying for nurse licensure to ensure that the conduct of each applicant to whom it grants a license, authorization, or both does not pose an unacceptable risk to the public health, safety, and welfare.
- The application for licensure is completed under penalty of perjury.
- Any applicant answering "**YES**" to any of the specific GMC questions will need to complete the GMC process.
- Applicants should allow a **minimum of eight (8) weeks** to complete GMC evaluation after all required documents have been received. Failure to submit a complete application, fees, and/or required documents will delay review of the applicant's materials. Applicants will receive written notification of the Board's decision once a determination has been made.
- For more information regarding the GMC (including documentation requirements) and/or CORI requirements, please refer to https://www.mass.gov/info-details/good-moral-character-requirements-for-nursing-licensure.
- Required Cognition and Dementia Training

Upon successful completion of the Nursing Program, including satisfactory passing all nursing course, students are eligible to apply for initial licensure and register to take the NCLEX-RN. These examinations are offered throughout the year and are administered through the National Council of States Boards of Nursing (NCSBN) in conjunction with Pearson VUE. The applicant will need the nursing program code to register, and an email address must be provided with your registration. Correspondence from Pearson VUE will only be available via email.

Graduates of Board-approved nursing programs **must pass** the NCLEX-RN to become a registered nurse. There is a licensure application and application fee required by the MA Board of Nursing. The process for application for licensure and registration for the exam will be distributed during the final professional nursing course. MA Board of Nursing examination results are mailed directly to the candidate. A graduate of a board approved nursing program may not practice as a registered nurse (RN) until their license appears of the Massachusetts Health Professions License Verification Site.

Nursing Policy and Procedure/Course Syllabus Signature Sheet

Students are given access to the Nursing Division ASN Student Handbook and Course Syllabi through Brightspace for the opportunity to read and review the ASN nursing policies. There are several policies specific to nursing that are especially critical to the student's understanding before beginning and continuing in the program. Students will be given the opportunity to ask questions or clarify any information contained within the handbook and syllabus during the first week of class.

Directions: *Initial after each policy/procedure. Sign at the bottom*. Upload to the course in Brightspace.

 For ALL ASN Nursing Students:

[_____] **Labouré College of Healthcare Nursing Division Student Handbook**:   I have read, understand, and will comply with the contents of the Nursing Division ASN Student Handbook.

[_____] **Course Syllabus**:   I have read, understand, and will comply with the contents of the Course Syllabus.

[_____] **Labouré College of Healthcare Student Rights and Responsibilities Handbook**:   I have read, understand, and will comply with the contents of the Student Rights and Responsibilities Handbook.

Students who do not comply will be referred to program administration for follow-up with a written warning.

Print Name: _____   Student ID #: _____

Student Signature: _____   Date: _____