

# NURSING STUDENT HANDBOOK

SOUTHERN VERMONT COLLEGE  
NURSING DIVISION HANDBOOK  
2009-2010

The policies as stated in the Southern Vermont College *Nursing Student Handbook* are subject to change. The Nursing Division will, however, make every effort to notify schools, students, and prospective students of significant changes.

This *Handbook* is intended to provide general information about the Nursing Division. The information in the *Handbook* is current as of the time of publication, but may change over time. Questions about the details of specific policies should be directed to the faculty of the Nursing Division, who will be happy to respond to your inquiries.

**Statement of Non-Discrimination:** The Nursing Division of Southern Vermont College, in accordance with Federal and State laws and regulations, does not discriminate on the basis of race, color, creed, religion, national origin, sexual orientation, sex, age, veteran's status or handicap, in regards to treatment, access to, or employment in its program or activities. In compliance with the Americans with Disabilities Act (ADA), individuals with disabilities requesting accommodations should contact the Office for Students with Disabilities. The telephone number is 802-447-6360.

*SOUTHERN VERMONT COLLEGE*

Nursing Student Handbook

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**Mission Statement of the Southern Vermont College  
Nursing Division**

The mission of the Nursing Division of Southern Vermont College is to provide entry into the

profession of nursing by offering career mobility through associate and baccalaureate education. The associate degree program prepares individuals to enter the field of nursing as novice technical nurses, while baccalaureate education provides an opportunity for registered nurses to practice as professionals. The Division strives to educate students in the art and human science of nursing in an environment which emphasizes caring, praxis, and holism. The programs promote knowledge development, skill acquisition, legal and ethical values, and experience through practice.

## **Philosophy of the Southern Vermont College Nursing Division**

The Nursing Division believes that nursing is an art and a human science that is based on the moral ideal and value of caring (Watson, 1979). Nursing is involved in human interactions which assist in the fostering of health and wholeness (ANA, 2004; Chinn & Kramer, 2004). Caring provides a foundation for nursing practice as it sets priorities and fosters a connection between nurse and patient and provides for giving and receiving assistance (Benner & Wrubel, 1989). The definition that the Nursing faculty has developed for caring includes thoughts and actions characteristic of concern for the well-being of patients including sensitivity, comforting, and attentive listening (Mosby, 1998). Caring also includes being present for patients and clinical competencies which develop over time through observation, reflection, using interpretive skills, and practice (Sadler, 2003; Benner and Wrubel, 1989)

Nurses provide care for patients in the context of their environment. The individual and the family are the focus of associate degree nursing care, while the baccalaureate student expands his/her perspective to include the group and community. The individual is seen as greater than a sum of their parts, which include biological, sociological, psychological, and spiritual components. Each patient is unique deserving of respect and nursing care. The Nursing Division recognizes that the environment does not just relate to the physical space but includes the type of setting in which care occurs.

The Nursing Division recognizes that the restoration and preservation of health is the primary focus for nursing. Health exists independently from disease and is a dynamic process which is defined by each individual.

The Nursing Division believes that nursing education is also based on caring. In addition, nurses must possess the knowledge, skills, values, and experience to successfully practice nursing (Webber, 2002). Praxis is used by the Nursing Division to provide an overarching theme which elevates the knowledge, skills, values, and experience that the student obtains during the course of the program. Praxis is defined as a “value-grounded, thoughtful reflection and action that occur in synchrony (Chinn & Kramer, 2004).” The Nursing faculty consider praxis to be the integration of critical thinking and therapeutic nursing interventions based on a foundation of caring.

To achieve the aim of educating technical nurses who possess the knowledge, skills, values, and experience necessary, the Nursing faculty provide personalized learning environments and small classes. A strong liberal arts and science background provides the foundation for knowledge development. Knowledge of nursing and appropriate application of therapeutic nursing interventions provide the foundation for their practice. The educational preparation of these students includes a focus on the development of psychomotor skills and sound critical-thinking skills with classroom and clinical activities designed to promote acquisition of those skills. Students are afforded opportunities for personal expression with the expectation that graduates will be able to communicate effectively orally and in writing. Through service-learning

experiences, students are given opportunities to develop a sense of community and a commitment of service to others. Values inherent in nursing and society provide a foundation for practice.

Knowledge development in the baccalaureate program is enhanced through an exploration of the theoretical basis of nursing practice and research. Inquiry in this area enables students to further develop their critical-thinking skills. Communications skills, both orally and in writing, are refined throughout the program. The concept of service learning is enhanced at this level with students having opportunities to assume leadership roles, responsibility, and accountability while making contributions to the community. Value exploration and clarification provides a basis for professional practice. Experience is gained in a variety of settings which serve to broaden students' scope of practice. The baccalaureate degree provides opportunities for students to enter professional practice and prepares them to assume leadership roles in the healthcare field as clinicians and managers or as graduate students.

The Nursing Division believes that teaching and learning are collaborative, communicative processes which foster inquiry, dialogue, self-knowledge, and evolution of thought. It endeavors to create a caring environment in which to provide the knowledge, skills, values, and experience needed for successful nursing practice. The expectation is that graduates are capable of fulfilling their inherent potential both personally and professionally, through the educative process and become lifelong learners.

## **Conceptual Framework of the Nursing Division at Southern Vermont College**

The Nursing Division of Southern Vermont College believes that nursing is both an art and a science. It endeavors to create a caring environment in which to provide the knowledge, skills, values, and experience needed for successful nursing practice. It strives to educate individuals with a variety of academic backgrounds and support the mission of the College by providing opportunities for career advancement through education.

The Nursing Division has identified a curriculum framework that establishes boundaries and provides structure and direction for content. Praxis is integral for the Nursing programs at Southern Vermont College. It is a combination of thoughtful reflection and action. Through this combination of activity and reflection, students will develop the knowledge, skills, and values necessary for the profession. Caring is central to nursing and drives nursing practice. Caring requires individuals to have a committed, involved stance. Through caring, relationships are formed between nurses and patients, teachers and students, and among peers. The Nursing Division has identified four cornerstones of the profession which anchors the foundation of praxis and capstone of caring. The cornerstones for the framework are: nursing knowledge, nursing skills, nursing values, and nursing experience. They are further defined as follows:

### *Nursing Knowledge*

Nursing knowledge is defined as the cumulative, organized, and dynamic body of scientific information used to identify, relate, understand, explain, predict, influence, and/or control

nursing phenomena. Although it is discipline specific and includes patterns of knowing which are unique to nursing, it also includes knowledge from the humanities, social, and natural sciences. Nursing knowledge is influenced by the educational and research processes and through the ongoing development of nursing skills, values, and experience.

### *Nursing Skills*

Nursing skills are deliberate acts or activities in the cognitive and psychomotor domain that operationalize nursing knowledge, values, and experience. These include technical psychomotor skills and cognitive abilities such as critical thinking and communication.

### *Nursing Values*

Values are the enduring beliefs, attributes, or ideals that establish moral judgment regarding what is right or wrong. This moral judgment provides a foundation for decision making. Values identified as essential within the nursing profession include caring, holism, honesty, integrity, and ethical behaviors. Values shared collectively by nurses are operationalized in the form of professional standards and practices.

### *Nursing Experience*

Nursing experience refers to the active process of defining, refining, and change as a result of engaging in nursing situations over time. The aim is to have students become intellectually engaged and involved and evolve in their thinking through experimental learning. Praxis links experience with knowledge, skills, and values.

## **Program Objectives / Outcomes**

<b>Caring</b>	
Demonstrate an awareness of and respect for the uniqueness of each person and family through the provision of compassionate holistic nursing care.	Incorporate caring principles while providing compassionate holistic nursing care to individuals, families, groups, and communities.
<b>Knowledge</b>	
Integrate nursing knowledge through the nursing process to provide care and health promotion to individuals and families throughout the lifespan in structured healthcare settings.	Analyze and apply nursing knowledge through the nursing process in a variety of care settings in providing care and promoting health to individuals, families, groups, and communities.
Demonstrate cultural competency through modification of therapeutic nursing interventions for individuals and families.	Evaluate therapeutic nursing interventions for individuals, families, groups, and communities from culturally diverse populations to achieve optimal functioning on the wellness-illness continuum.
Apply principles of teaching and learning to promote health of individuals and their families.	Evaluate the effectiveness of patient education to promote health of individuals, families, groups, and communities.
Discuss implications of nursing research for practice.	Evaluate and apply research findings for use in nursing practice.
Integrate knowledge of nursing, the	Synthesize knowledge from concepts and

humanities and the social, biological, and physical sciences when making nursing practice decisions and providing nursing care for individuals and families throughout the lifespan.	theories of nursing, the humanities, and the sciences while making nursing practice decisions and providing care for individuals, families, groups and communities.
Skills	
Demonstrate critical thinking skills in making decisions while providing nursing care for individuals and families.	Engage in critical thinking and creative problem-solving with individuals, families, groups and communities.
Utilize effective written and verbal communication techniques with individuals and families, as well as members of the health team.	Demonstrate effective professional communication with groups and communities in a variety of settings using multiple techniques.
Demonstrate psychomotor and health assessment skills in a structured healthcare settings.	Demonstrate adaptation of psychomotor and health assessment skills in a variety of settings.
Values	
Demonstrate behaviors of professionalism, accountability, and leadership according to the legal and ethical standards of the nursing profession.	Provide professional leadership; analyze and integrate legal and ethical principles that guide nursing practice.
Experience	
Demonstrate novice technical nursing care of individuals and families through the use of laboratory and clinical experiences in structured settings.	Demonstrate novice professional nursing care to individuals, families, groups, and communities through a variety of healthcare settings.
Demonstrate collaboration with members of the health care team in the management of nursing care for individuals and families.	Design, manage, and coordinate interdisciplinary care in a variety of settings.
Discuss the role of the mentor and its significance for nursing practice.	Identify professional mentors and mentor lower-level students.
Identify the role of a variety of agencies and providers in structured healthcare settings.	Analyze the impact of healthcare agencies and providers in delivery of nursing care to individuals, families, groups, and communities.
Praxis	
Discuss the role of reflective and professional development activities that promote and improve nursing care.	Participate in reflective and profession development activities and organizations that promote, advance, and improve nursing care.

# Nursing Programs

## Admissions

All students applying for admission to Southern Vermont College must meet the standard admission requirements, which are identified in the *College Catalogue*. The Admissions Office will handle all aspects of the admission process. The Nursing Division will support the efforts of the Admissions Office by being available for consultations with and regarding students.

## Pre-Nursing Students

Nursing majors are considered pre-Nursing until completion of the prerequisite science courses of Anatomy and Physiology I and II. A grade of C+ or higher is required for progression in the Nursing program as well as a cumulative GPA of 2.7.

## Transfer Students

Transfer students who have completed Anatomy and Physiology with a C+ or higher, have a college cumulative GPA of 2.85 or higher and meet all SVC admission requirements may enter directly into the Nursing clinical courses.

## Licensed Practical Nurse (LPN) Students

Licensed Practical Nurses (LPNs) may seek advanced placement in the Associate in Nursing degree program by receiving a score of 50 percent or higher on the National League of Nursing Mobility Exam. The student will receive 9 credits for Nu150 Nursing I and will enter the program in the spring semester beginning with Nu200 Nursing II. An applicant wishing to enter by examination should contact the Nursing Division for testing information and must complete the examination prior to the start of the spring semester of the year he/she seeks entry. All other degree requirements must be completed in order to obtain an Associate in Nursing degree.

Program of Study	Requirements	Credits
<a href="#">General Core</a> Requirements (Nursing only)	Quest for Success: The First Year Experience IT150 Fundamentals of Academic Computing English Core Humanities Core Elective Math (at or above 105 level) So100 and Py150	24
Nursing Science Core	Ns235 Anatomy and Physiology I w/Lab Ns236 Anatomy and Physiology II w/Lab Ns240 Microbiology w/Lab	12
Nursing Major Requirements	Nu150 Nursing I Nu200 Nursing II Nu210 Nursing III Nu250 Nursing IV	36
Total Credits		72

## **Bachelor of Science Degree**

A student who has already completed an associate degree in Nursing prior to initial matriculation at SVC and has a current RN license, can complete the baccalaureate Nursing and core requirements for a BSN in two years going full time. A student must complete all the degree requirements for the ADN and an additional 51 credits to complete the BSN degree and must take a minimum of 39 of the 51 credits at SVC.

Note: Nu360, Nu400 and Nu450 require 90 hours of clinical preceptorship. It is not recommended that a student take on responsibilities requiring a substantial time commitment while enrolled in these courses.

Diploma Nursing program graduates and graduates from nonaccredited associate degree nursing programs seeking entry into the Bachelor in Nursing program are required to take the National League for Nursing Mobility Profile II examinations. Upon successful completion of the examinations, the student is awarded 36 credits for prior learning which fulfill the degree requirements of Nu150, Nu200, Nu210 and Nu250. Graduates of approved, accredited nursing programs are awarded 36 transfer credits for Nu150, Nu200, Nu210 and Nu250. All degree requirements for the associate and bachelor in Nursing degrees must be fulfilled in order to receive a BSN.

## **Readmission**

*Students who have left the program in good standing:*

1. Students who have left in good standing and have not filed a Leave of Absence Form should contact the Admissions Office and complete a Reentry Form.
2. Upon Submission of the Reentry Form, students should contact the Nursing Division for advisement and revision of their curricular plan. Students who have completed a Leave of Absence Form should also contact the Nursing Division for advisement.
3. Students may need to retake successfully completed Nursing courses if the time between starting the Nursing program and their estimated graduation date is longer than four years for the associate degree program (six years for the baccalaureate degree program).

*Students dismissed from the College on academic grounds:*

1. Students who have been dismissed from the College because of academic reasons must follow the College policy regarding readmission articulated in the *Southern Vermont College Student Handbook*.
2. In addition, these students must meet all of the criteria for initial admission into the Nursing programs.
3. Students may have to retake successfully completed nursing courses if the time between starting the Nursing program and their estimated graduation date is four years for the associate degree program (six years for the baccalaureate degree program).

*Students dismissed from the College for disciplinary reasons:*

1. Students who have been dismissed from the College because of disciplinary reasons must follow the College policy regarding readmission articulated in the *Southern Vermont College Student Handbook*.

2. In addition, these students must meet all of the criteria for the initial admission into the Nursing programs.
3. Students may have to retake successfully completed nursing courses if the time between starting the Nursing program and their estimated graduation date is four years for the associate degree program (six years for the baccalaureate degree program).
4. Students must be cognizant of whether the action resulting in dismissal has affected their ability to obtain licensure before returning to the Nursing program.

## **Matriculation**

1. Students are considered matriculated into the Nursing program when they enter their first Nursing class. These classes have an Nu designation.
2. Students must complete the program in four years, or they may be required to retake successfully completed courses.

## **Progression**

1. Students must obtain a C+ or higher for all courses in the Nursing Science Core and the Nursing Major Core and maintain a GPA of 2.7 or higher in order to progress in the nursing program.
2. Within the Nursing Core, students may repeat one course one time only. Within the Science Core, each course may be repeated one time only in order to progress in the nursing program.

## **Grading**

The Grading Scale for the Nursing Division is consistent with the SVC catalogue:

- A = 100-93
- A- = 92-90
- B+ = 89-87
- B = 86-83
- B- = 82-80
- C+ = 79-77
- C = 76-73
- C- = 72-70
- D = 69-60
- F = Below 60

## **Nursing Division Probation**

1. Any student who has failed a Nursing course will be put on Nursing Division probation. This will necessitate that the student meet with the lead instructor of the class that the student intends to repeat.
2. A learning/behavioral contract will be drafted and signed by both parties. This contract will specify a certain number of contacts between the lead instructor and student as well as a consultation by the Success Center.
3. Periodic review of the student's adherence to the provisions of the contract will be conducted.

## Appeal Process

Students are able to appeal any decision made by the Nursing Division. The procedure for any appeal is as follows:

1. Students must submit a formal appeal in writing to the Chair of the Nursing Division no more than one month after the incidence for which the student is seeking an appeal.
2. The Chair of the Nursing Division will review the appeal and try to resolve the appeal.
3. If the student is not satisfied with the decision made by the Nursing Chair, the student can appeal according to the policy in the College Catalogue.
4. All members of the Nursing faculty will excuse themselves from the committee deciding the appeal.

## Graduation

1. Students who have met all of the College's requirements for graduation and successfully completed all of the Nursing program's requirements will be eligible for graduation.
2. The associate degree student will have completed 72 credits for graduation.
3. In addition to the graduation ceremony, the Nursing Division will host a Pinning Ceremony which will recognize all of the graduating Nursing students.

## Clinical Experiences

### *Appearance/Demeanor*

It is expected that students will conduct themselves in a professional manner at all times in the clinical area. Communications with clients, other students, the instructor and other health care staff will be respectful at all times. Confidentiality will be strictly maintained. The College and facility dress code will be met.

### *Dress Code for Clinical Areas*

The general intent of this code is to present a professional appearance and attitude to our patients and co-workers. All students are expected to maintain an appropriate professional appearance and attitude at all times. This is extremely important and has a direct effect on patient confidence and the public's impression. Nursing students are a reflection on the Nursing program and the clinical site.

Each student will have as a standard part of his/her uniform:

- |                           |  |
|---------------------------|--|
| 1. Name badge             | 3. Stethoscope                         |
| 2. Watch with second hand | 4. Bandage scissors or trauma scissors |

Students are expected to be well groomed and properly attired for each clinical experience. Students who are not properly attired may be sent home, and the day will be considered a clinical failure day. Students should wear the designated student uniform, which includes white pants, green polo shirt, white lab coat and clean, white closed shoes. The uniform must be purchased from the designated company.

1. In some instances, the clinical facility may provide students with specific attire, such as in obstetrical areas.

2. Psychiatric/Mental Health and community clinical rotations require students to wear washable professional attire (no jeans, athletic clothing or open shoes are permitted).
3. Hair should be neat and clean. If the student's hair is shoulder length or longer, it must be tied back or kept off the shoulders.
4. Fingernails should be kept short, with only clear polish permitted. No artificial nails are permitted.
5. Jewelry should be kept to a minimum. Visible jewelry for body piercing other than for ears is not permitted. For the students' own safety, no dangling earrings are permitted.
6. Visible tattoos are not permitted; the uniform must cover them.
7. A stethoscope, a watch with a second hand and bandage scissors are considered essential items and students are expected to have them with them every clinical day.
8. When a clinical site has a dress code more restrictive than this policy, the student is expected to adhere to the more restrictive code. Nursing faculty will inform students of any clinical site-specific requirements not listed here.

### *Personal Hygiene*

1. Appropriate personal hygiene must be practiced and conducive to patient care.
2. Males must be clean shaven or have neatly trimmed beards/ mustaches.
3. For health and safety reasons, shoulder length hair or longer, must be tied back.
4. Fingernails should clean, short and well trimmed as to not cause damage to patients. No artificial fingernails are allowed. Clear, chip free fingernail polish may be worn.
5. Use of perfume or cologne is **not** permitted due to patient and/or co-worker allergenic sensitivity.
6. No gum chewing is permitted.

### *Name Tag/ Student Identification*

1. Student ID Badge must be worn at all times.
2. Each student is to have an acceptable identification badge. If the facility does not require their specific name badge, the college identification badge should be worn.

### *Clinical Assignments*

Clinical instructors are responsible for making clinical assignments. The clinical instructor will provide information on the level of preparation expected. Developing skill competency is an important part of the clinical experience. The student and instructor will review the skills required for the assignment and determine if the student will perform them and whether or not supervision is required during performance of the skills. The student must follow the instructions of the clinical instructor. Failure to do so may result in a clinical failure day.

If at any time the student is uncertain as to how to proceed with an assignment, the instructor must be contacted. **Client safety is always a priority.**

### *Clinical Attendance*

**It is expected that students will attend and be punctual for all scheduled clinical sessions.** Clinical work is critical to developing the necessary skills to practice as a nurse. If a student is unable to attend a scheduled clinical because of illness or emergency, he or she must contact the clinical instructor directly. This call should be placed before the beginning of the shift so that proper arrangements can be made for the care of client(s) in the assignment. Students should NOT give the message to another student. In addition, the student must e-mail

the lead faculty member of the course to report the absence. This should follow the call to the clinical instructor. Failure to make the proper notification may result in a clinical failure for the day.

1. Closure of SVC does not cancel Clinical. Cancellation of a clinical day is at the discretion of the clinical instructor in consultation with the Division Chair. Students will be contacted by the Nursing Division in case of cancellation.
2. All student illnesses or emergencies requiring cancellation of clinical time must be made up. It is the student's responsibility to make arrangements to attend these scheduled make-up days if a clinical day is missed during the semester.
3. If a student becomes ill during a clinical day, it is up to the clinical instructor's discretion whether that day will be considered an absence and therefore needed to be made up.
4. Any student who has a serious illness/operation during the course of the semester will need to receive a letter of clearance by a practitioner to return to clinical. The original letter will be placed in the student's file and a copy submitted to the clinical instructor.
5. Students missing more than two clinical day during the semester may fail the clinical portion of the course. After the first missed clinical day, the student must meet with Nursing faculty to discuss the situation.

### *Clinical Evaluation*

Clinical experiences are evaluated on a pass/fail basis. Students will receive regular feedback from the clinical instructor during the course of the semester and a formal written evaluation at midterm and at the end of the rotation.

### **Clinical Failure**

Conduct that may result in clinical failure includes, but is not limited to;

1. The clinical instructor has the responsibility to determine unsafe practice or behavior which may result in clinical failure.
2. Unprofessional conduct.
3. Violation of facility or College safety rules/policies.
4. Any misrepresentation or falsification of data.
5. Performing a skill unsupervised without the instructor's permission.
6. Leaving the clinical area without permission/failing to return in a timely manner from meals or breaks.
7. Failure to notify the clinical instructor and Nursing Division of an absence from the clinical area.
8. Repeated tardiness.
9. Lack of preparation for the clinical assignment.
10. Inability to successfully complete the required evaluation elements for the rotation.

In the event of a clinical failure day, the clinical instructor will inform the student of the failure and the reason for it before the end of the day. Written documentation of the event will be placed in the student's case file.

If a student has failed a clinical day, he/she **must** make up that day. Arrangements for the make-up must be worked out with the clinical instructor. The clinical make-up must be completed prior to the end of the semester. **Two clinical failure days will result in the student failing the entire course.**

In the case of a grievous offense and breach of professional behavior, students may fail the clinical portion of the course as a result of one incident. The same steps would be taken regarding informing the student and providing written documentation. A student may fail the clinical component of the course based on attendance. If a student has more than one absence from the clinical area, the student may fail the clinical portion of the class.

## **Drugs and Alcohol**

Possession, consumption and/or distribution of illicit drugs or alcohol in the clinical area are strictly forbidden and will result in immediate removal from the clinical area. This may be grounds for dismissal from the Nursing program. The Clinical instructor reserves the right to remove a student from clinical who he/she suspects is under the influence of any substance which may impair the student's performance in clinical.

## **Preparation for Clinical**

Students must be prepared for their clinical rotation the first week of classes. Students may not attend clinical unless the following criteria are met. Schedules for clinical rotation will be issued the first day of class, along with directions to clinical sites.

*Criteria for clinical preparation include:*

1. Current CPR-BLS (Basic Life Support) certification. All students must have a current (less than one-year old) certification of Health Care Provider CPR (includes infants, children, and adults). Proof of this certification must be submitted at least one month prior to the start of classes.
2. Completed health records. All students must have a completed health record submitted two weeks prior to the start of the semester. Thereafter the student must present evidence of TB testing (PPD) annually. The College nurse maintains copies of the health records.
3. Uniform (See appearance/demeanor)
4. Equipment—stethoscope, watch with a second hand, and bandage scissors must be brought to clinical sites each time.
5. Clinical Notebook  
Every student must maintain a clinical notebook for the duration of his/her clinical experience. Guidelines for that Notebook will be presented in class.

## **Additional Information Regarding the Nursing Program**

The clock hour to clinical hour ratio: The clock hour to clinical hour ratio for the nursing program is 3 clinical hours to 1 credit hour. Except for Nursing I; Nu150 which has 90 hours of clinical, the remaining nine-credit hour Nursing courses contain 4 credits of clinical time which translates into 180 hours of clinical per semester.

In the Baccalaureate program, students may have preceptored clinical experiences as defined by the course syllabus.

## Classroom Policies

### Attendance

Students are expected to be present, punctual, and participatory for all Nursing classes. It must be recognized that a great deal of material is covered in the class period; therefore, attendance is expected of each student for every class. The instructor will take attendance. If a student must miss a day, or a portion of a day, the student is obliged to call the Nursing Division and apprise the faculty of the situation. Students are responsible for any material covered. In the event that a student must leave during the class, the student must speak to the classroom instructor prior to his/her departure. A student may receive an academic warning if he/she has missed two classes or a significant part of two classes. A student may be withdrawn from the class if he/she has more than two absences.

### Behavior

Students are expected to conduct themselves in a professional manner at all times. They need to be respectful of both the faculty and their peers. Cell phones, iPods and MP3 players are not permitted in class without specific approval by the instructor. Laptops are permitted in class for academic use. Personal use of laptop during class will result in a loss of that privilege. Interested students should consult the *Southern Vermont College Student Handbook* if they have additional questions regarding classroom behavior.

### Exams

Students are expected to be present and punctual for all exams. In the event of an emergency, the student must receive **prior** permission from the instructor to reschedule the exam, however, an automatic five-point deduction will be given for all rescheduled exams. If at all possible, the make-up exam must be taken **prior** to the next class meeting.

### Papers

The format for all papers will be the American Psychological Association (APA) format. The Writing Center is available to assist students in the writing process and has available guidelines for the APA format.

A student who is not able to submit a paper on the due date must speak to the instructor prior to the date on which the paper is due. The faculty member can grant an extension; however, an automatic five-point deduction will be given for all late papers. If the student does not speak to the faculty prior to the due date the paper will not be accepted.

For cases in which the faculty suspects plagiarism, the faculty will follow the College's policy outlined in the *Southern Vermont College Student Handbook*. A description of what constitutes plagiarism can be found in the *Handbook* as well.

## **Outcome Exams**

The Division of Nursing may choose to use nationally recognized standardized tests as graded components of selected courses. These tests are designed as useful evaluation tools which also promote success on the national licensing exam.

# **SOUTHERN VERMONT COLLEGE**

## **Nursing Programs**

### **Statement of Ethical and Legal Behaviors**

## **College Policies**

Students in the Nursing programs should review College policies on Academic Integrity printed in the *Southern Vermont College Student Handbook*. Any student who has questions about the meaning or implications of these policies should discuss it with the Nursing Faculty or Division Chair immediately. Failure to read or understand these policies does not eliminate the student's responsibility to adhere to the printed standards.

## **Nursing Program**

Students in the Nursing programs are held additionally to ethical and legal standards of conduct. Program, course, and clinical objectives address these standards which are an integral part of the profession of nursing.

### *Licensure Considerations*

Individuals entering the Nursing programs need to be aware that their ability to practice nursing is not only contingent upon successful completion of the Nursing program but upon the ability to obtain a license. Questions asked applicants include the following:

1. Has any state, territory, or other jurisdiction denied your application for a license, certificate, or registration in any profession or occupation?
2. Has any state or federal licensing authority restricted, suspended, revoked or taken any other disciplinary action against your license, certificate, or registration that you hold or held in any profession or occupation?
3. Have you been convicted of a crime other than a minor traffic violation?
4. Do you have a physical or mental condition or disorder which in any way impairs or limits your ability to practice nursing with reasonable skill and safety?
5. Has your use of alcohol, drugs, or medications in any way impaired or limited your ability to practice nursing with reasonable skill and safety?
6. Are you currently participating in a supervised program or professional assistance program which monitors you in order to assure you are not engaging in the illegal use of controlled dangerous substances?

Answering yes to any of these questions may affect a person's ability to obtain a Nursing license.

### *Academic Situations*

Students who plagiarize, cheat, fabricate data, or facilitate academic dishonesty are also considered in violation of ethical standards.

### *Clinical Situations*

Students in the clinical area are held to very high ethical standards of honesty and integrity, both by the College and nursing profession. Omitting necessary treatments, assessments, and observations; misrepresentation of data; violations of client confidentiality; and theft of agency or client property are examples of unethical and/or illegal behavior.

If a faculty member has reason to believe that a student in the Nursing Program has violated academic or clinical standards of honesty, integrity, or professional conduct, the matter shall be treated in accordance with the procedures applicable to Academic Integrity as stated in the College's *Student Handbook*. Specifically, the stated procedures for informal investigation by the faculty member in question and/or hearing before the Academic Standards and Policy Committee are applicable.

A student found to be in violation of academic or clinical standards of honesty, integrity, or professional conduct may be subject to sanctions including a grade of zero for the assignment or the course in question, immediate removal from the class and/or clinical setting, and/or up to and including immediate dismissal from the Nursing program. A student may also be reported to legal authorities.

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I have read, I understand, and I agree to comply with the expectations and stated outcomes of the Southern Vermont College Division of Nursing Statement of Ethical and Legal Behaviors.

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

**Signed:** \_\_\_\_\_

*Southern Vermont College  
Nursing Division*

*This Handbook contains the mission and philosophy of the conceptual framework, outcome objectives, and policies of the Nursing Division at Southern Vermont College. The policies contained within this manual have been developed by the faculty of the Nursing Division in conjunction with the students of the Nursing programs. Students need to familiarize themselves with these policies and sign the following form, which indicates an understanding of the policies of the Nursing Division. These policies are subject to change as the academic year progresses. Students are also requested to sign the Statement of Ethical and Legal Behaviors. Copies of these forms will be placed in the student's record.*

*I, \_\_\_\_\_ (print name) have read and understand  
the policies of the Nursing Division at Southern Vermont College.*

\_\_\_\_\_  
*Signature*

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