

# **OCM BOCES**

## **ADULT EDUCATION Practical Nursing Program**

Accreditation:

The Board of Regents, University of the State of New York HEGIS Code: 5209.20

The Council on Occupational Education Atlanta, GA.



## **STUDENT GUIDEBOOK 2024 - 2025**

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# Mission and Vision

## **OCM BOCES Mission Statement**

We commit to provide our community with the highest quality education and training necessary to successfully meet the challenges and opportunities of the 21st century.

## **OCM BOCES Adult Education Department of Nursing Mission Statement**

We commit to provide a quality nursing education program that will graduate professional, competent, and safe practical nurses to serve our community.

## **OCM BOCES Adult Education Department of Nursing Philosophy**

The faculty believes that nursing is the provision of safe, quality, patient-centered care. Nurses are patient advocates through collaboration with the interprofessional healthcare team. The use of informatics contributes to evidence-based practice for improved patient outcomes. Nurses are leaders in healthcare, recognizing the privilege of serving patients in an increasingly complex healthcare environment.

The faculty believes that the purpose of nursing education is to facilitate engagement in a student-centered learning environment. Faculty members have a responsibility to provide nursing education through a variety of learning strategies. We, as a faculty, are committed to lifelong learning and role model professionalism and leadership to our students.

Students are accountable for their own learning. Students have the responsibility for being prepared for learning experiences and for being active, enthusiastic learners. In all communication, students should exhibit respect, politeness and honesty.

## Nursing Ethics, Code of Conduct, and Scope of Practice

### American Nurses Association Code of Ethics

When nurses make professional judgments, their decisions are based on a reflection of consequences and on universal moral principles. A respect for individuals as unique persons is the most fundamental of these principles. Other principles deriving from this core principle are: doing good, avoiding harm, telling the truth, keeping promises, treating people fairly, respecting privileged data, and self-determination. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems. This ethical code provides a framework within which nurses can make ethical decisions and fulfill their responsibilities to the public, to other members of the health team, and to the profession. The Nurses Code of Ethics is as follows:

- The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
- The nurse promotes, advocates for, and strives to protect the health, safety, and the rights of the patient.
- The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
- The nurse owes the same duties to self, as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
- The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
- The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
- The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
- The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

## Professional Misconduct

**DEFINITION:** The failure of a licensed professional to meet expected standards of practice; engaging in acts of gross incompetence or gross negligence on a single occasion, or negligence or incompetence on more than one occasion.\*occasion. \*

To ensure public protection in New York State, the New York State Education Department's Office of the Professions (OP) investigates and prosecutes professional misconduct in all professions except medicine ([www.op.nysed.gov](http://www.op.nysed.gov)).

\*The New York State Education Department's Office of the Professions statutes on misconduct applies to the Licensed Practical Nurse, the Registered Nurse, AND THE NURSING STUDENT. OCM BOCES retains the right to dismiss a student from the Practical Nursing program in the event of a breach in any of the professional misconduct statutes.

- Permitting or aiding an unlicensed person to perform activities requiring a license.
- Refusing a client or patient service because of race, creed, color, or national origin.
- Practicing beyond the scope of the profession.
- Conduct in the practice of a profession which evidences moral unfitness to practice the profession.
- Releasing confidential information without authorization. Health Insurance Portability and Accountability Act (HIPAA)
- Being convicted of a crime.
- Failing to return or provide copies of records on request.
- Being sexually or physically abusive.
- Abandoning or neglecting a patient in need of immediate care.
- Performing unnecessary work or unauthorized services.
- Practicing under the influence of alcohol or other drugs.
- Failing to maintain a record for each patient which accurately reflects the evaluation and treatment of the patient.
- Failing to wear an identifying badge, which shall be conspicuously displayed and legible, indicating the practitioner's name and professional title authorized pursuant to the Education Law, while practicing as an employee or operator of a hospital, clinic, group practice or multi-professional facility, registered pharmacy, or at a commercial establishment offering health services to the public.
- Failing to use scientifically accepted infection prevention techniques appropriate to each profession for the cleaning and sterilization or disinfection of instruments, devices, materials and work surfaces, utilization of protective garb, use of covers for contamination-prone equipment and the handling of sharp instruments. Such techniques shall include but not be limited to: infection prevention, and all laws pertaining.

A range of penalties that include censure and reprimand, fines (up to \$10,000 for each violation), suspensions and/or probationary terms may be imposed on licensees who have committed misconduct. The Board of Regents takes final action on the most serious cases of misconduct. In severe cases of misconduct, the Regents may revoke the professional's license.

## Email Etiquette

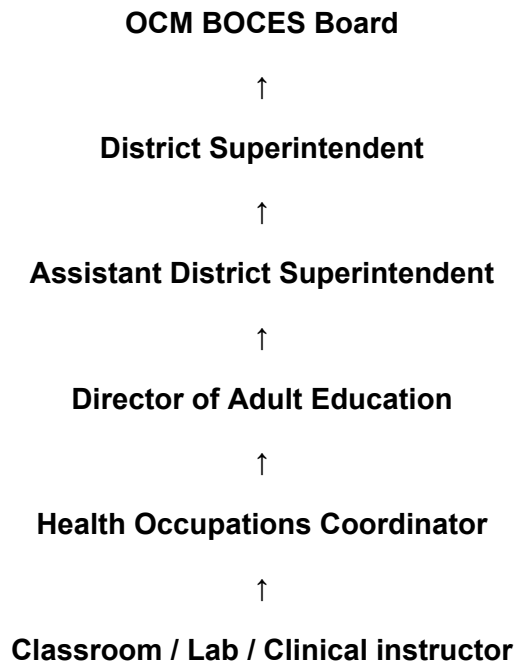
1. All e-mail is stored by OCM BOCES and may be inspected by the IT department at any time without notice.
2. Ask yourself, before sending any email, how you would feel if your message was read out loud in Court. E-mail messages may have to be disclosed in litigation. **Use proper grammar and proofread.**
3. When writing emails, always ask yourself if this is the individual you should be sending this email to. **Follow the proper chain of command.**
4. A subject line needs to be included. Subject lines should be concise, clear, and should represent what the body of the email is about.
5. The recipient(s) should be clearly identified in a salutation, such as good morning, good evening, Dear, etc.
6. Be sure to add a conversation closer such as Kind Regards, Thank You, Sincerely, Best Regards etc...
7. Write in a professional style that your audience expects and that fits your purpose, requests, or needs.
8. Be sure to be clear if you wish for a reply to your email
9. Obtain confirmation of receipt for important emails sent. If the Return Receipt is not acknowledged by the recipient and it is important to your education to know the email was in fact received, it is your responsibility to do a follow up email to get this confirmation.
10. Make and keep hard copies of important emails sent and received.
11. Check your email at least once on each school day.
12. Reply promptly to all e-mail messages requiring a reply within 24hrs. Where a prompt detailed response is not possible, send a short email acknowledging receipt and giving an estimate of when a detailed response will/should be sent. (This confirms you received, read, and understand emails).
13. Be mindful of when it is appropriate to use "reply all."
14. Do not impersonate any other person when using e-mail or amend any received messages.
15. Do not create unnecessary email congestion by sending trivial messages, personal messages or by copying emails to those who do not need to see them.
16. Avoid sarcasm, negativity, and argumentative tones. Example, using all capital letters can be portrayed as anger or yelling. Certain verbiage can be perceived as disrespectful, inappropriate, and or argumentative. For example, "per my last email," "like I said..."



## Chain of Command

The chain of command is an aspect of organizational structure that is meant to show a clear line of responsibility and respect. When a student refuses to follow the proper chain of command, it undermines the staff and interrupts the company's operations. As nursing faculty, it is our responsibility to teach, model, and reinforce the proper chain of command. Your future healthcare employers will require and expect you to understand and utilize their company's chain of command.

### **OCM BOCES Practical Nursing Program chain of command:**



Example: Instructor you are working with, advisor if not addressed to your satisfaction, then the program coordinator followed by meeting with instructor, advisor, and program coordinator.

## Practical Nursing Scope of Practice

*“The practice of nursing as a licensed practical nurse is defined as performing tasks and responsibilities within the framework of case finding, health teaching, health counseling, and provision of supportive and restorative care under the direction of a registered professional nurse or licensed physician, dentist or other licensed health care provider legally authorized under this title and in accordance with the commissioner's regulations.”* - Section 6902 of Article 139 of the Education Law, Office of the Professions, NYSED.gov

**The Laws of New York, Education Law, Article 139: Nursing, Section 6906:**  
Requirements for a license as a licensed practical nurse (nysenate.gov)

To qualify for a license as a licensed practical nurse, an applicant shall fulfill these requirements:

(1) Application: file an application with the department;

(2) Education: have received an education including completion of high school or its equivalent, and have completed a program in practical nursing, in accordance with the commissioner's regulations, or completion of equivalent study satisfactory to the department in a program conducted by the armed forces of the United States or in an approved program in professional nursing;

(3) Experience: meet no requirement as to experience;

(4) Examination: pass an examination satisfactory to the board and in accordance with the commissioner's regulations, provided, however, that the educational requirements set forth in subdivision two of this section are met prior to admission for the licensing examination;

(5) Age: be at least seventeen years of age;

(6) Citizenship: meet no requirements as to United States citizenship;

(7) Character: be of good moral character as determined by the department

When you apply for a license or to renew your registration, you will be required to answer the following questions:

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

A "yes" answer to one or more of these questions will not necessarily disqualify you from a license or a registration in New York State. The New York State Education Department decides on a case by case basis whether prior criminal conviction(s) or other issues will disqualify the applicant from being licensed or registered as an LPN in New York State.

## Functional Abilities

### Practical Nursing Student – Physical and Cognitive Abilities

It is important that all students in this program understand that they must possess both the physical and cognitive ability to function safely as a nurse. Please read the following New York State definition of Licensed Practical Nursing and the Essential Functional Abilities for nursing.

Article 139 New York State Education Law 6902

The practice of nursing as a licensed practical nurse is defined as performing tasks and responsibilities within the framework of case-finding, health teaching, health counseling, and provision of supportive and restorative care under the direction of a registered professional nurse or licensed physician, dentist or other licensed health care provider legally authorized under this title and in accordance with the commissioner's regulations.

### **Functional Abilities Policy**

Nurses must possess the knowledge, skills, and functional abilities to provide safe and effective client care. The functional abilities for safe nursing practice include: fine and gross motor coordination; physical endurance and strength; mobility; intact senses; reading and arithmetic competence; emotional stability; critical and analytical thinking; and interpersonal/communication skills. **Please reference the full list of functional abilities in the Appendix.**

Some limitations in ability can be accommodated with special devices or special circumstances; others cannot. The ultimate determination regarding the reasonableness of accommodations will be based upon the preservation of client safety and the resources of the school. This policy covers pre-existing conditions as well as conditions that may arise subsequent to acceptance to the school. Temporary or newly diagnosed interruptions in abilities (e.g., casted arm) will require individual evaluation. Students will be informed of the Functional Abilities Policy during orientation to the Nursing Program.

### Procedures

1. The Practical Nursing Department will provide prospective students with the list of expected functional abilities.
2. If a limitation is verified by the practitioner, the student must present suggested accommodations in writing to the Student Services Office for consideration.
3. The faculty, in consultation with Student Services, will determine which accommodations are reasonable, available, and preserve client safety.

# OCM BOCES Rules and Procedures

## OCM BOCES Code of Conduct

As a student in an OCM BOCES Practical Nursing program, you are expected to conduct yourself in a professional manner at all times. You will not engage in any behavior that endangers the safety and welfare of others, violates or impinges upon their rights or violates state statutes. Consistent with our efforts to create a positive learning environment, as well as to simulate the actual work setting, students shall not:

- Possess, use, or be under the influence of any drug, controlled substance, or intoxicant on school property, or the property of any affiliate. (Any student found to be under the influence of alcohol, drugs or other intoxicants will be asked to leave. Violation of this regulation may be cause for criminal prosecution and/or termination from the program, as well as loss of Financial Aid)
- Steal, lie, cheat, plagiarize, or commit other acts of dishonesty or demonstrate a lack of integrity.
- Intimidate, verbally, physically or virtually, another person.
- Fight or cause physical harm to another person.
- Use profane, vulgar, or abusive language.
- Sell, use, or possess obscene material.
- Sell or distribute products or literature for personal/charitable gain.
- Possess or use firearms, knives, or other weapons.
- Violate the smoking ban.
- Violate any safety regulations and procedures.
- Engage in inappropriate use of the internet or any electronic media. (Refer to the Internet Usage and Social Media Policies)
- Violate confidentiality of information related to patients, students, clinical agencies, or internship sites including HIPAA regulations.
- Commit any willful act which disrupts the normal operation of the school/classroom.
- Use cellular phones and/or smart devices of any sort in the clinical setting.
- Use of cellular phones and/or smart devices of any sort in the classrooms or lab should be limited to scheduled breaks.
- Chromebooks/laptops are used at the discretion of the instructor.

Please Note: New York State law prohibits smoking at all public education institutions.

**Those found in violation of this or any other statutes within the code of conduct may be subject to disciplinary action including but not limited to suspension or dismissal from the Practical Nursing Program.**

## Accommodations

Students with a disability are entitled to reasonable accommodations under the Americans with Disabilities Act (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973 if they:

- Have disclosed that disability to the Student Services Office within one week of the start of classes.
- Have provided appropriate documentation to the Student Services Office also within one week of the start of classes.
- Have requested accommodations within one week of the start of classes.
- Are otherwise "qualified" to participate in OCM BOCES training programs.

A "student with a disability" is defined as one "who has a physical or mental impairment which substantially limits one or more of such person's major life activities, has a record of such impairment, or is regarded as having such impairment". A "qualified" student is one who meets the requisite academic and technical standards required for admission to the training program. Reasonable accommodations may include:

- Physical accessibility arrangements.
- Assistive technology devices.
- Audio taped lectures.
- Peer note takers/readers/scribes.
- Alternatives to print materials, e.g. books on tape, electronic text.
- Test accommodations such as extra test time, distraction-reduced environment, alternative formats.

**Onondaga-Cortland-Madison (OCM) BOCES is not required to provide requested or preferred accommodations, but rather reasonable, appropriate and effective accommodations for disabilities that are adequately documented, and for which a request is made.** While an Individualized Education Program (IEP) or Section 504 Plan may help identify services that were effective for a student in high school, OCM BOCES is under no obligation to duplicate such services if it is determined that they are not appropriate to the current classroom environment and academic standards.

OCM BOCES is not required to provide personal assistants, individual personal tutors or personal assistive technology. Whenever possible, the school will refer students to agencies that may provide personal assistance of that nature. OCM BOCES is not required to provide accommodations that are unduly expensive or substantially disruptive, pose a hazard to others or would fundamentally alter the nature of a program.

Students who participated in special education programs while in elementary, middle, or high school may have received modifications to the school's behavior code. This option is not available at the post- secondary level. All students, regardless of disability, are responsible for adhering to the Code of Conduct and other policies and procedures as published annually in the OCM BOCES Student Handbook.

The request for accommodations should be initiated by speaking with the instructor(s) and program coordinator. The Student Services Office can also assist if students are uncertain about the appropriateness of an accommodation or if guidance is needed in determining whether additional accommodations might be needed.

## Use of Rooms

OCM BOCES operates daytime classes. Rooms are to be left in the same condition in which they were found. Students are assigned to specific classrooms, and are to use only those areas assigned by the instructor. Additionally, please comply with the following rules:

- At the end of class, push chairs under the table/desk.
- Deposit all trash/recyclables in the designated place.
- Clean and return all tools, materials and equipment to their designated storage areas.
- Turn off lights.

## Eating/Drinking

Students are allowed to eat in their classroom during appropriate breaks/lunch. There is also a student lounge with a common refrigerator, microwave, and vending machines. Students can also use this space to eat during appropriate breaks/lunch.

## Social Media Policy

Social media are forms of electronic communication through which users create online communities to share information, ideas, personal messages, and other content. Examples include but are not limited to Twitter, Facebook, YouTube, Instagram and Snapchat. As students, you will want to represent OCM BOCES in a fair, accurate and legal manner. When publishing information on social media sites, remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. Please take note of the following rules.

- Do not post confidential or proprietary information about OCM BOCES, staff, fellow students, clinical facilities, patients or others who you may have come in contact with as a result of being an OCM BOCES student.
- Do not use the OCM BOCES name (logos and/or graphics) on personal media sites. Do not use the OCM BOCES name to promote a product, cause or political party or candidate.
- Use of computers during class shall be restricted to note taking and classroom activities. No student shall photograph audio record, or videotape staff or fellow students for

personal or social media use without the expressed written permission of the staff or fellow students.

- No personal phone conversation or texting are allowed at any time while at clinical, in the lab or in the classroom.
  - If cell phone use during class/lab becomes an issue the student may be dismissed from class or lab and time will be counted against the student.
- AT NO TIME SHALL ANY RESIDENT/PATIENT BE VIDEOTAPED OR PHOTOGRAPHED. This is terms for immediate dismissal from the program.
- Be aware of your association with OCM BOCES in online social networks. If you identify yourself as a student, ensure that your profile and related content is consistent with how you wish to present yourself. Identify your views as your own. Be mindful that your future employer may also view your social media posts before offering you a position.
- HIPAA guidelines must be followed at all times. Identifiable information concerning patients/clinical rotations must not be posted in any online forum or webpage.
- You have sole responsibility for what you post. Be smart about protecting yourself, your privacy and confidential information as well as the privacy and rights of others.

BOCES has a policy of zero tolerance in relation to cyber bullying or any form of intimidation toward another student or staff member.

#### CONSEQUENCES

Students who share confidential information do so at the risk of disciplinary action including but not limited to being required to appear in front of the clinical affiliates discipline committee, required to appear in front of the patient/family, and/or dismissal from the program.

Each student is legally responsible for individual postings and may be subject to liability if individual postings are found to be defamatory, harassing or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information.

#### Internet Usage Policy

The Internet can be a valuable educational resource. However, due to the unrestricted nature of the content on the Internet, all students must be informed of the Internet guidelines prior to Internet usage. OCM BOCES prohibits students from any use of the Internet that does not comply with its Internet policy. Failure to comply with these policies will result in the suspension or termination of access, and/or disciplinary action. Students are prohibited from the following computer/internet activities:

- Sending or displaying offensive messages or pictures.
- Using obscene language or profanity.
- Harassing, insulting, or attacking others.
- Engaging in the promotion of violence.
- Engaging in racial, gender or other slurs.

- Receiving or transmitting information pertaining to dangerous materials such as explosives, weapons, or other dangerous devices.
- Damaging computers, or computer systems or data.
- Violating copyright laws, including unauthorized peer-to-peer file sharing. \*
- Damaging or altering another's work or files.
- Intentionally wasting time or computer resources by down-loading lengthy material that ties up system resources.
- Employing the network for commercial purposes.
- Transmitting personal information inappropriately.
- Accessing chat servers.
- Visiting inappropriate sites. (If a student inadvertently accesses an inappropriate site, the student is responsible for leaving that site without delay.)
- Accessing the World Wide Web for purposes other than those for which you require scholastically.
- Visiting, viewing, or downloading any material from any Web site containing sexual or illegal material or material which is offensive in any way whatsoever.
- Use of a school account to subscribe to any message boards, newsgroups or any other internet service of any kind whatsoever without prior written permission from the Health Occupations Coordinator.
- Downloading software onto the OCM BOCES system without the prior written permission of your Health Occupations Coordinator. This includes software and shareware available for free on the Internet.

\* Violation of Copyright Laws may result in school disciplinary action, as well as civil and criminal penalties including fines, jail time, and lawyer's fees. Note that the minimal per instance fine associated with copyright infringement for civil penalties is \$750.00 and criminal penalties can go as high as \$250,000 per instance and five years in prison.



# Safety

## Precautions for pregnant students

As students of the nursing program, women should be aware of issues that might arise during lab and/or clinical should they become pregnant. Pregnant students are advised to notify the instructors and the coordinator that they are pregnant so that the following risks can be avoided:

- Exposure to x-rays
- A combative patient (getting kicked or injured)
- Communicable disease (i.e. exposure to shingles, chicken pox, measles, TB, etc.)
- Heavy lifting (transferring or moving patients up in bed) - unless cleared by an obstetrician.

## OCM BOCES Student Safety and Security

### STUDENT IDENTIFICATION BADGES

Students are required to clearly display their OCM BOCES Identification Badge at all times. Students who lose their ID badge are to report to the main office for a replacement, at which time a replacement fee of \$3.00 will be charged.

### USE OF ENTRANCES AND EXITS

For building security and safety, Adult Education students must use the main entrance at the reception desk in the middle of the building at all times. All other entrances will remain locked. Propping doors open violates the building's safety and security procedures and students will be in violation of the student code of conduct if they chose to engage in such activity.

### ACCIDENTS/MEDICAL EMERGENCY

Each student should have an "Emergency Contact" on file. This is to be completed during the orientation process.

When an accident occurs on school premises resulting in a student injury, the incident must be immediately reported to the classroom instructor. An accident report must be submitted to the Coordinator/Director within 24 hours of the occurrence of an incident.

Incidents of bleeding or discharge of bodily fluids such as vomiting are to be reported to the instructor, who will notify the designated custodian trained in the cleanup of blood and bodily fluid spills.

### IN CASE OF AN EMERGENCY

Students should follow the instructions of their teacher. If necessary for a student to call 911, the steps listed below must be followed.

- Using the classroom phone, dial 4455 for the OCM BOCES operator.
- Give your name & your room # location.
- Briefly describe the situation.

- If known, give:
  - Age of person
  - Health history

## VISITORS

OCM BOCES is committed to providing a safe learning environment for all students and staff. All visitors, regardless of their purpose, must sign-in at the reception desk. Visitors are not permitted during class hours without instructor approval. This includes children, spouses, friends, and other various family members.

Students are expected to be in their assigned classrooms throughout the program day excluding breaks and lunch.

Loitering in the building or BOCES property by students or visitors is not allowed and could result in termination from your training program.

Please be respectful of classes in session and keep hallway noise to a minimum.

## SAFETY DRILLS

Drills will be conducted to ensure the safety of everyone in the building. Students are to follow the instructions given by OCM BOCES staff or emergency personnel. Full cooperation and participation in a safety drill is required of staff and students.

### Fire Drills / Emergency Exit

When the fire alarm sounds, all staff and students are to respond as if it is for an actual fire. All students and staff must follow the procedures listed below:

- Quickly and quietly exit the building from the nearest fire exit. Exit instructions are posted near the door of each classroom and office.
- Students should report to their classroom instructor for an attendance check at a previously designated meeting place.
- Students are to remain with their class, in the designated area until instructed to either return to the building or until other evacuation orders are given.
- **STUDENTS ARE NOT ALLOWED TO LEAVE CAMPUS DURING A FIRE DRILL**

### Lockdown Drills

Lockdown is a procedure to maximize student safety and is implemented when a threat exists in the building. Students should remain in their classroom, follow the direction of their instructor and stay clear of doors and windows. If outside the classroom, proceed to the nearest safe area as instructed by OCM BOCES staff.

### Lockout Drills

Lockout is a procedure that allows the school to continue with the normal school day, but curtails outside activity and allows no unauthorized personnel into the building. It is most commonly used when the threat is general or the incident is occurring outside the school building, on or off school property.

## OCM BOCES Adult Education Department of Nursing Faculty

OCM BOCES Adult Education Department of Nursing Faculty		
Doreen Bowles <a href="mailto:dbowles@ocmboces.org">dbowles@ocmboces.org</a> 315-453-4423	BSN, RN	Coordinator of Health Occupations
<b>FULL TIME FACULTY</b>		
Carol Vigliotti <a href="mailto:cvigliotti@ocmboces.org">cvigliotti@ocmboces.org</a> 315-453-4634	MS, BSN, RN	Didactic
Steve Olson <a href="mailto:solson@ocmboces.org">solson@ocmboces.org</a> 315-453-4634	MSN, RN	Didactic
Shaquana Jones <a href="mailto:snjones@ocmboces.org">snjones@ocmboces.org</a> 315-453-4634	MSN, BSN, RN	Clinical
Frantzesca Tingue <a href="mailto:ftingue@ocmboces.org">ftingue@ocmboces.org</a> 315-453-4634	BSN, RN	Clinical
<b>PART TIME FACULTY</b>		
Serena Harris <a href="mailto:sharris@ocmboces.org">sharris@ocmboces.org</a> 315-453-4634	BSN, RN	Clinical
<b>PER DIEM FACULTY</b>		
Leslie Hixon <a href="mailto:lhixon@ocmboces.org">lhixon@ocmboces.org</a> 315-453-4634	BSN, RN	Clinical
Charlene Young <a href="mailto:cyoung@ocmboces.org">cyoung@ocmboces.org</a> 315-453-4634	MS, RN	Clinical

## Student Resources

### Student Liaisons

The OCM BOCES Nursing Faculty offer student voice through student liaisons. Each nursing cohort will elect a student liaison representative. The Health Occupations Coordinator meets with the student liaisons on a monthly basis, outside of scheduled class time.

## **ROLE AND EXPECTATIONS**

The student liaison should bring forth student concerns with suggested solutions and rationales. In addition, it is the responsibility and expectation of the student liaison to attend the OCM BOCES Adult Education Practical Nursing Academic Advisory Board meetings, held biannually. The advisory board meetings may occur outside of scheduled class time.

If the liaison is unable to make a meeting, they must give the coordinator 48-hours notice to allow for rescheduling. If more than one no call/no show occurs, a new student liaison will need to be elected.

### Student Services

Hours: Monday-Friday, 8:00am - 4:00pm

Admission Counselor:

Stephanie Ndelela

315-453-4400

[sndelela@ocmboces.org](mailto:sndelela@ocmboces.org)

Financial Aid Counselor:

Dave Smith

315-453-4422

[DWsmith@ocmboces.org](mailto:DWsmith@ocmboces.org)

Bursar:

Heather Conto

315-453-2672

[Hconto@ocmboces.org](mailto:Hconto@ocmboces.org)

Social Worker:

Beth Salatti, LCSW, CASAC

315-453-4416

[bsalatti@ocmboces.org](mailto:bsalatti@ocmboces.org)

Some reasons why you might seek social work support:

- Mental health concerns
- Substance use (alcohol and/or other drugs)
- Academic stress
- Trauma; Grief
- Child care, transportation challenges
- Relationship or family concerns
- Difficulty with housing, food, healthcare or other needs

Helpful Resources:

- 24/7 Suicide Crisis Lifeline → Dial 988
- Child Care Solutions → <https://childcaresolutionscny.org/> or (315) 446-1220 ext. 303

- Vera House (Domestic Violence/ Sexual Assault) → <https://www.verahouse.org/> or 315-468-3260
- Helio Health (treatment agency for substance use and mental health) → <https://www.helio.health/> or (315) 471-1564
- 211 CNY (comprehensive system helps CNY residents find various resources in their community) → <http://www.211cny.com/> or dial 211

## Wellness Guide

Students may request a hard copy or access to the Wellness Guide at any time from the Health Occupations Coordinator or the school social worker.

Topics of the Wellness Guide include:

Meditation	Gratitude
Exercise	Thriving
Staying Connected	Self-compassion
Anxiety and Worries	Adaptability
Creating or Maintaining a Routine	Emotional Resilience
Dealing with Emotions	Volunteering
Self-care	
Emotional Intelligence	Procrastination
Change	Kindness
Managing Worry	

## Nursing Student Resource Library

OCM BOCES Adult Education Nursing Faculty maintains a student resources library. These resources are available for loan to students. Students are responsible for appropriate use and return of borrowed materials.

## OCM BOCES School Library System (SLS)

<https://www.ocmboces.org/sls>

“Our mission is to provide our 151-member libraries with the support, resources and professional development to continue to be both educational leaders and collaborative partners with the teachers and administrators in each of our component districts. We facilitate equitable access to information resources for all students and instructional faculty members and we are committed to helping our libraries in their efforts to help each and every student meet and exceed the challenges of becoming college and career ready by graduation.”

OCM BOCES SLS provides resources specific for adult education. All students have access to the page: <https://slsweb.ocmboces.org/student-services/adulted.php>  
 Passwords will be given out by instructors.

# Dress code

## Classroom/Lab Attire

OCM BOCES offers adult students academic and job skills training to enhance their employability. For this reason, all students are expected to present with a professional appearance, being well-groomed and in appropriate attire.

- Scrubs must be worn each day to class. They may be any color, but must be properly fitting, neat, and clean.
- Footwear should be a closed toe shoe/sneaker of any color.
- Students should wear a watch with a second hand
- In the lab, long hair is to be pulled up, off of the shoulder or nape of the neck so that hair cannot fall or dangle into the work field. This is an infection prevention measure.
- The use of colognes/perfumes is not allowed, as many individuals are sensitive to environmental conditions and may experience considerable discomfort and/or breathing difficulties.
- No hats, no outerwear, no head coverings (culturally required religious apparel is an exception).
- Appropriate light-colored undergarments must be worn. Females must wear bras.
- Students may be required to cover any tattoos, and remove any jewelry i.e. piercings that are not allowed in specific clinical settings.
- Neglect of personal hygiene is not acceptable.

## Required Clinical Attire

- Program approved navy blue scrub top with OCM BOCES logo & navy blue pants, and navy blue scrub jacket (these are provided as part of tuition).
- Professional closed toe shoes that completely enclose the foot (full backs and sides, no holes). Shoes must be solid in color and either: white, navy blue, or black and worn with the same color socks as your shoes.
- Students should wear a watch with a second hand (smartwatches are not allowed).
- Assigned clinical attire must be clean, neat and wrinkle-free for each clinical day.
- Students will be clearly identified with his or her OCM BOCES identification badge visible on the chest.
- Undergarments must be appropriate and not visible through the uniform. Shirts with logos should not be visible under the scrub top.
- Sweaters and/or outside jackets cannot be worn when providing direct patient care. Students may wear a fitted long sleeve white or light gray shirt under their scrub top if desired.
- Plain watches with a second hand must be worn on each clinical day. No smart watches, fit-bits, or other smart devices of any kind.
- Long hair is to be pulled up, off of the shoulder or nape of the neck so that hair cannot fall or dangle into the work field. If hair is longer than shoulder height while pulled up it must be wrapped into a bun. This is an infection prevention measure.
- Hair color should be natural, i.e. not blue or purple.

- Only one small earring per ear can be worn; they cannot dangle or be larger than the ear lobe. No additional decorative jewelry may be visible including hair adornment. Only flat band rings can be worn. Gauges must be closed, no open or loose ear loops for safety purposes. Absolutely no other piercing jewelry may be worn in the clinical area.
- No hats, no outerwear, no head coverings (culturally required religious apparel is an exception).
- Nails must be clean and neatly trimmed to the end of fingers for patient safety. Artificial nails, gel nails, polish requiring UV light, and/or colored nail polish is not allowed (Clear, intact, nail polish only).
- Light makeup is acceptable. Scented lotions, perfume, or after-shave is not permitted. This may cause a patient to have an allergic reaction, cause nausea, or exacerbate a respiratory condition.
- Males with beards must be trimmed, clean and neat; otherwise, men are to be clean-shaven. Beards cannot be so long that they interfere with the work-field or infection control measures.

# Attendance

## Attendance Policy

The OCM BOCES PN program is authorized to offer Federal Student Aid, through the United States Education Department, as a “Clock Hour” program. As such, we are required to have in place an approved policy covering student attendance. The New York State Education Department’s Office of the Professions, which approves our program, facilities and curriculum, also mandates an approved attendance policy. The OCM BOCES Nursing program allows for 5% of a student’s total time to be missed. These hours include classroom and lab time only. The absence percentage is based on time missed divided by time expected to be completed. **ALL missed clinical hours must be made up and, therefore, are not considered part of the 5% calculation.**

Please Note: All absent time will be counted regardless of extenuating or unexpected personal circumstances (including bereavement). THIS MAY AFFECT YOUR FINANCIAL AID. All late arrivals and early departures are applied to overall classroom absenteeism. Due to clock-hour program regulations, instructors are required to monitor “actual seat time” and any student not attending as scheduled will be marked absent for those hours. The only exceptions are:

- Infectious disease- COVID test date within 48hrs of missed class date subject to change based on NYS guidelines
- Court - documentation with date and time of court appearance
- Jury duty - proof of denied request for deferment
- Pregnancy related (Title IX) for medically necessary reasons

The application for approval form needs to be completed for the above exceptions for a final decision regarding the absence to be made.

Signing in, but not being in the classroom or lab is considered fraudulent recording of your time. wandering around the building or leaving the classroom/lab to talk on your cell phone during an unauthorized break will be recorded as absent time. **Students found circumventing or fraudulently using the attendance system will be subject to disciplinary action including but not limited to loss of the entire day’s class time, suspension or, in repeated instances, program dismissal.**

## Late Arrivals and Early Departures

Students are expected to arrive on time. Late arrivals are a classroom disruption. Please be respectful of both your classmates and instructors by being punctual. Students leaving the classroom prior to the scheduled dismissal time are required to clock out. **Student records with a pattern of habitual tardiness or leaving early will be addressed with each student individually and may result in attendance warnings or a contract, depending upon severity.**



## Administrative Actions for Classroom/Lab Attendance

As missed classroom and laboratory time begins to accrue, the Student Practical Nurse can expect the following:

Missing 2% (18 hours) of the Program classroom/lab hours: A *written attendance warning* will be given.

Missing 3% (26 hours) of the Program classroom/lab hours: A *second attendance warning* will be given.

Missing 4% (35 hours) of the Program classroom/lab hours: An *attendance contract* is given.

Missing >5% (44 hours) of the Program classroom/lab hours: Students will be *dismissed* from the nursing program.

PLEASE NOTE: If you are late or leave early, you will receive a conduct form. If you receive 3 forms you will receive your first written warning. If the attendance issue continues you will receive conduct forms for each occurrence. This is for the duration of the nursing program.

3 forms = 1st warning

3 additional forms (6 total) = 2nd warning & Progressions meeting with an action plan

3 additional forms (9 total) = contract & progressions meeting with updated action plan

3 additional forms (12 total) = eligible for dismissal

A copy of all Attendance Warnings and Contracts will be placed in the student's file.

## Student Responsibility

In the event of an anticipated absence or need for an early departure, the student is encouraged to discuss circumstances with their instructor, and obtain missed lecture materials. Please note, missed time will still be accrued regardless of circumstances. In the event there is appropriate documentation to support an uncontrollable circumstance, the student may submit an **application for approval** to allow for missed time to be made up (see appendix).

## Clinical Attendance Policy

Each clinical absence will be documented by the assigned instructor on the day of the absence. **Only three (3) clinical absences during the entire duration of the program are permitted and must be made-up at the student's expense.**

Clinical make up days will be scheduled with two weeks advance notice to the students and may be on a scheduled day off, a Saturday or Sunday, a holiday or vacation time, and/or a different clinical time/shift, depending on the availability of clinical sites.

Clinical makeups do not exclude the student from the 3 missed maximums. The following attendance regulations are in effect at all times during clinical experiences:

- Students must arrive at clinical on time and ready to perform by the scheduled start time (6:45am for day rotations and 4:00 pm for evening rotations).
- Students reporting late to clinical WILL be sent home, resulting in an absence for that clinical day. Late is defined as arriving more than 5 minutes after the scheduled time.
- All students must notify their absences to their clinical instructor, using the contact information provided, prior to **one hour** of the designated start time of their clinical. Failure to notify your instructor is considered a no call/no show.
- **Students may NOT miss more than TWO clinical days per trimester or they will be in jeopardy of being dismissed from the program.** Clinical absences cannot exceed three days for the duration of the entire program.

### Administrative Actions for Clinical Attendance

- 1st absence - Written Warning
- 2nd absence - Written Warning
- 3rd absence- Contract
- 4th absence- Program Dismissal

### No Call/No Show Policy

A no call/no show is taken very seriously in healthcare facilities and often results in termination from employment. OCM BOCES is responsible for graduating practical nurses with a strong work ethic and commitment to patients; therefore, no call/no shows are considered in a manner consistent with that of employers. Students are required to notify clinical instructors **prior to 1 hour** of the designated start time of the clinical day. A no call/no show will be issued and students can expect the following actions should these incidents occur.

- First Offense: Written Warning
- Second Offense: Written Contract and meeting with the Coordinator
- Third Offense: Dismissal

### Clinical Make-up Process

Students will be charged a non-refundable fee of \$125 for each make up day. Please note, in the event of extreme hardship or loss (direct injury, hospitalization of a child/spouse, death of an immediate family member, natural disaster) the Health Occupations Coordinator reserves the right to waive the clinical make-up fee should an **application for approval** (see appendix) be utilized by the student. If any of the aforementioned events were to occur, the student may be asked to provide proof and/or supporting documentation within 5 business days. **THIS WILL NOT EXCUSE THE STUDENT FROM THE CLINICAL MAKE UP DAY, ONLY THE CLINICAL MAKE-UP FEE, IF APPROVED BY ADMINISTRATION.**

Students must attend on the day and location scheduled unless prior approval of the Program Coordinator is obtained. Failure to attend a scheduled clinical make-up session will result in an additional clinical absence and an additional make-up fee. **If a missed clinical make-up occurs resulting in a fourth absence, the student will be dismissed.**

**Students must pay for and complete all clinical make-ups in the current course before progressing to the next course.** Failure to pay for and complete all clinical makeups prior to starting the next trimester will make the student ineligible to progress in the program. Failure to pay for and complete any clinical make-ups in the final trimester of the program will result in ineligibility for the graduation certificate and NCLEX-PN.

#### PAYMENTS FOR CLINICAL MAKE-UP

Payments are made through the Continuing Education Office at the Adult Education Main Office in Liverpool. **Payment must be made no later than five (5) business days prior to the assigned make-up day.** This payment must be made before the start of the next trimester; otherwise, you will not be scheduled for clinical. Students who do not pay for their clinical make-up will not be permitted to enter the clinical setting.

# Student Progression

## OCM BOCES Adult Education Nursing Curriculum Framework

The OCM BOCES Practical Nursing program is based on the following frameworks:

- Quality and Safety Education for Nurses (QSEN)
- Massachusetts Nurse of the Future (NOF)

### **End of Program Student Learning Outcomes:**

1. Provide holistic nursing care that is patient-centered, caring, and culturally sensitive in all healthcare settings.
2. Participate as a member of the interprofessional healthcare team to promote continuity of patient care.
3. Utilize current evidence from appropriate sources as the basis for nursing practice.
4. Utilize technology for information gathering, communication, and patient care.
5. Participate in quality improvement activities and monitor the effect on patient outcomes.
6. Practice nursing in a professional, ethical, and legal manner.
7. Utilize leadership and delegation skills that support the provision and coordination of patient care.
8. Demonstrate communication skills that promote an effective exchange of information and development of therapeutic relationships.
9. Provide an environment that is safe for patients, self, and others.

## Curriculum Outline

Course Number	Course Title	Length - weeks	Total Hours	Theory Hours	Lab Hours	Clinical Hours
PN 100	Introduction to Healthcare	Week 1-2	<b>34</b>	32	2	0
PN 101	Principles of Nursing Practice	Weeks 2-8	<b>169</b>	121	48	0
PN 102	Adult Health I	Weeks 9 -16	<b>180</b>	124	20	36
			<b>383</b>			
PN 200	Pharmacology and Medication Administration	Weeks 1-15	<b>145</b>	105	40	0
PN 201	Nursing care of Women, Newborns, and Children	Weeks 10-15	<b>166</b>	76	24	66
PN 202	Care of the Older Adult	Weeks 1-5	<b>114</b>	60	0	54
			<b>425</b>			
PN 300	Adult Health II	Weeks 1-14	<b>276</b>	128	4	144
PN 301	Issues and Leadership for the PN	Weeks 1-14	<b>58</b>	58	0	0
PN 302	NCLEX prep - ATI Live Review, Capstone/ VATI	Weeks 1-15	<b>31</b>	31	0	0
			<b>367</b>			
	<b>TOTALS:</b>		<b>1173</b>	<b>735</b>	<b>138</b>	<b>300</b>
	5% theory/lab allowed absent =14.3 hrs./term = 43hrs 830 + 43 = 873 theory and lab hrs. scheduled			<b>873</b>		

## Academic Advisement

The OCM BOCES PN program is committed to the professional growth and development of its students. Assessing the academic, physical and emotional health of each student is an integral element of individual success and supports program completion. The Nursing Faculty has extended its service to the student by assuming the roles of Student Advisors. This serves as the means by which students remain informed of their overall academic performance; keeping them aligned with the program's policies and expectations, and recommending remediation.

In the event of academic concern or difficulty, the academic advisor may initiate remediation. Remediation is defined as a plan for success facilitated by the student and a faculty member.

In the event that success is not achieved, the student should request to meet with the Progression Committee to explore academic options including but not limited to, further remediation, program withdrawal or dismissal.

Advisors are the first line of defense against avoidable incidents that may negatively impact a student's progression. Advisement sessions are intended as a means of support, not disciplinary.

#### STUDENTS SHOULD EXPECT THE FOLLOWING:

An advisor will be assigned to them.

An exchange of contact information between advisor and advisee.

Follow up by advisors to assess needs, though the student may initiate a meeting at any time as needed throughout their studies.

#### **Student Satisfactory Academic Progress**

Student performance will be graded on the following scale:

90-100% = A (3.7 - 4.0 GPA)

80-89% = B (2.7 - 3.6 GPA)

75-79% = C (2.0 - 2.6 GPA)

#### How to initiate an Academic Advisement Session

Contact your advisor using their OCM BOCES email address. Clearly state your need(s).

Your advisor will contact you to schedule an appointment. If your advisor is unavailable for any reason, and it is time sensitive, please seek out the Program Coordinator.

In the event of academic, clinical or personal difficulty the student can expect the following:

- A meeting with a Progression Committee to evaluate resources and opportunities. The Progression Committee will consist of at least one instructor, the Nursing Coordinator and a member of Student Services.
- Referrals for appropriate remediation (academic, clinical, and or the clinical learning lab).
- Follow up by Advisors to monitor progress.

#### Academic Standards

**TESTING:** It is the expectation that students will be present for all scheduled examinations. In the event a student is absent for a scheduled examination, the student will need to contact the instructor to schedule a "make-up" examination that may be a different exam from the planned exam in order to maintain fairness and test integrity. Make up exams are scheduled at faculty discretion and may be outside of standard class hours. Students are expected to notify their instructor if a scheduled exam is going to be missed. No electronic devices of any kind are allowed during testing. Hoodies, sweatshirts, and water bottles are also prohibited. The only

item required for exams is your laptop. Any additional items you may need will be provided. If you are caught actively cheating or if there is evidence of cheating, you will be asked to leave the testing room and will receive a zero for the test. This will lead to a disciplinary progression meeting, and you may face potential dismissal.

Planned Absence definition: Student notified instructor of absence from test a minimum of 48 hours prior to test administration and provides supporting documentation such as a doctor's note or court documents. Documents must be on company letterhead and include a date and time. Failure to provide appropriate documentation and absence from the test will then be defined as an Unplanned Absence.

Unplanned Absence definition: Student is unable to provide a 48-hour notice prior to date of examination.

CONSEQUENCES of unplanned absence from exam: The highest attainable score on a make-up exam is 75%. **More than two unplanned absences from an exam will result in disciplinary action including but not limited to a warning, contract, and possible dismissal as this may be a demonstration of irresponsible or unethical behavior.**

**You should never open an outside source on the browser when you are taking an exam. This could result in failure of the exam and possible program dismissal.**

### Course Success

Courses are the curricular segments that contain the entire collection of outlined tests, quizzes and other various assignments. Any course with a grade less than 75% (there is no rounding up) is considered a failed course. One course failure is permitted to remain eligible for program completion. A second course failure will result in program dismissal. Student notification will occur as follows:

- Course #1 - Academic Contract and Advisement Session with Program Coordinator
- Course #2 - Program dismissal.

### FEDERAL STUDENT AID RECIPIENTS

All students receiving Federal Student Aid (Pell Grants, Stafford Loans, and Plus Loans) must maintain satisfactory academic progress and attendance throughout the program. The Financial Aid Administrator is required to obtain a report on Satisfactory Academic Progress (SAP) prior to the disbursement of grant and/or loan monies. At the time of the SAP reports, grades must be at least 75%, and the student's absence rate must be below 5%. If attendance and/or academic performance are not satisfactory, Federal Student Aid, including refund checks, WILL be withheld until such time as the student regains eligibility.

### Policy for late assignments

All assignments must be submitted on time. Failure to come prepared to class/lab/clinical negatively impacts the learning environment for yourself and your peers. Accountability for proper preparation is the expectation.

All Assignments graded as complete/incomplete for classroom/lab/clinical will not receive credit if late.

All Assignments that receive a numerical grade may be accepted up to two days late if the grading instructor is notified at least 48 hrs in advance.

- One day late -20%
- Two days late -40%
- Three days late = 0%, no credit or feedback

### Academic Dishonesty

Under no circumstances will academic dishonesty be tolerated. Students found engaging in such behavior will receive a zero in all associated course work and become subject to immediate administrative action including but not limited to suspension or dismissal from the nursing program, as integrity is a requirement for nurses and nursing students alike.

### Clinical Learning Lab (CLL)

The purpose of the clinical learning lab (CLL) is to provide the PN student with a safe environment in which to learn, practice and validate their skills.

Hours of operation:

0800-1500 Monday- Friday as assigned.

(Hours may vary based on student needs and instructor availability)

Grading criteria: Pass/Fail.

### **CLINICAL LEARNING LAB (CLL) PROTOCOLS**

The learning lab environment must remain conducive to learning; therefore, the following conditions must remain in effect:

- Students are not allowed in the lab without an instructor and/or Lab Leader present.
- All students must sign in upon entering the lab.
- Clinical attire deemed necessary by the lab instructors is to be worn in the CLL. This may include, student ID badge and stethoscope. A clean scrub jacket may be worn in the clinical learning lab.
- The clinical area of the lab functions as the actual clinical setting. All regulations pertaining to industry standards apply; i.e. no cell phones, food or beverage are allowed in patient care areas.



- If any supplies are needed which are not readily available, students must obtain them from an instructor.
- Students are to return all equipment at the end of the session. Equipment may be signed out for outside lab use/practice with an instructor. Equipment must be signed back in with an instructor upon return to the lab.
- Students are responsible for maintaining the working order of equipment when in use and must report any defective or inoperable equipment to the lab instructor.
- **Students will ensure that the lab is neat and clean when leaving. This includes beds made properly, beds at the lowest level, side rails down and over bed tables positioned next to the patient, or over the bed if unoccupied.**
- Personal belongings may be placed in designated areas of the CLL during lab hours. BOCES is not responsible for any lost or stolen personal items.

Compliance with all of these protocols is expected. In the event of noncompliance, the student may be asked to leave the laboratory and hours will be deducted from the allotted time.

### Skills Acquisition

Students will be issued a lab manual for each course. Skills to be learned are broken down into weeks.

During scheduled lab time students will complete all skills for the week with supervised practice of the nursing faculty. It is the student's responsibility to acquire all outlined skills prior to the conclusion of the course. Should a student not complete all of the CLL skills, scenarios, or return demonstrations in the allotted time, an assessment of unsuccessful ("U") will be given. The student must receive a passing grade in the lab to pass the course.

### Competencies

When a student performs a skill to gain validation, a competency test is administered under the supervision of an instructor. **Students will be required to be in clinical uniform and dress code for competency days.**

Nursing students are to perform correct return demonstrations of each required skill. Instructors may utilize their clinical judgment to pass or fail a student on any competency if any step is grossly violated, omitted or cannot be corrected by the student.

Any student incurring a "no notify, no show" for scheduled competency testing will be rescheduled at the convenience of the lab instructor. ALL listed skill competencies are required to pass the course.

### Practice after Competency Failure

In the event of a competency failure, it is the responsibility of the student to remediate before another attempt is made.

Clinical Learning Lab instructors reserve the right to allow an immediate second attempt if it is deemed to be in the best interest of the student's skill acquisition and requires minimal remediation. Should a skill be noted as grossly inaccurate or require significant remediation, a 24-hour waiting period before a second attempt is required. The student will receive a written account of an unsuccessful attempt to support success on subsequent attempts.

### Failed Competencies

Each student is allowed two attempts on any given competency. If the student is not successful after the second attempt, a referral to the Progression Committee will be made. At the administrative level, the PN student's progress in the course will be reviewed and a decision made concerning their continued participation in the program. This decision may include one more attempt. This attempt would require the PN student to complete the entire competency, not just the areas of difficulty. This attempt would be the final, and if unsuccessful, would result in failure in the related course.

### Medication Administration (including Medication Administration Mathematics / Dosage Calculation)

Medication administration is taught in the second trimester in the course titled PN 200 Pharmacology and Medication Administration. More specifically, in the unit Safe Medication Administration. The concepts and principles of medication administration are introduced in the classroom, practiced in the clinical learning laboratory, inclusive of mandatory medication administration competency testing prior to passing medications in the clinical setting.

One aspect of safe medication administration is contingent upon a nurse's ability to perform mathematical computations. This content will be introduced in the classroom and students will practice/test both in the classroom and clinical learning laboratory.

**IMPORTANT:** Passing the Medication Administration Math Test / Dosage Calculation with a score of 100% is required to pass the PN 200 course.

Note: The Medication Administration Math Test / Dosage Calculation must be completed prior to competency testing. If the student receives less than 100% they will be offered two additional opportunities for success. The second attempt will be one week later. The third attempt will be 48 hours from the second attempt. If the student is not successful after the third attempt, a referral to the Progression Committee will be made. At the administrative level, the PN student's progress in the course will be reviewed and a decision made concerning their continued participation in the program. This decision may include one more attempt. This attempt would be the final, and if unsuccessful, would result in failure in the related course, and ineligible for program completion.

### **MEDICATION ADMINISTRATION COMPETENCY TESTING**

Each student must perform a safe medication administration scenario (med pass) in order to complete the medication administration CLL experience and pass PN 200. Grading is Pass/Fail.

If unsuccessful on the first attempt, a second attempt will be allowed. Only two attempts are allowed on the Medication Administration Competency. The student will be provided and encouraged to use the following:

- A written case scenario.
- A faculty approved medication guide.
- A faculty approved calculator.
- Each student will be given 25 minutes per scenario to examine the data given and simulate a safe medication administration. Medication passes must be completed in the allotted time.
- All scenario-specific criteria must be met.

If the student is not successful after the second attempt, a referral to the Progression Committee will be made. At the administrative level, the PN student's progress in the course will be reviewed and a decision made concerning their continued participation in the program. This decision may include one more attempt. This attempt would require the PN student to complete the entire competency, not just the areas of difficulty. This attempt would be the final, and if unsuccessful, would result in failure in the related course, and the student would be ineligible for program completion.

### Student Health Requirements

Students are expected to maintain high standards of health. **Prior to the first day of class, each student is expected to submit the completed health forms required by the program and clinical facilities and the Onondaga County Health Department.** This includes any corrective measures for health problems, as well as necessary immunizations and/or titers. Health records will not be kept after graduation, and will be returned to the student. If a student does not take their health records with them upon graduation, records will be destroyed. It is up to the student to maintain copies of their own records.

Physical Examination (As indicated on the OCM BOCES Physical Form, see Appendix)

### Immunization Requirements

New York State Public Health Law 2165 requires that all students born on or after January 1, 1957, must demonstrate proof of the following:

Immunity against: Measles, Mumps and Rubella (MMR) or titer.

Immunization for Chickenpox (Varicella) or titer.

Negative PPD (Tuberculin) Tests, or documented treatment with chest X-Ray.

Hepatitis B Vaccine or titer.

Tetanus or Tdap (tetanus and diphtheria and pertussis combined)

Seasonal Flu Shots.

The above requirements must be met prior to entering the clinical area.

### Student Health Records

Student health records are confidential and may be released to a third party only upon written authorization from the student.

The Onondaga County Health Department requires OCM BOCES to have complete and current health records on file for each student.

Students without current health clearances, including immunizations, will not be allowed to enter clinical facilities and are at risk of being dismissed from the LPN program.

### CPR Certification

Each student is responsible for completion of his/her own Professional CPR (Cardio-Pulmonary Resuscitation). **Professional CPR Certification is required for clinical participation. Students are to complete the in-person approved training and obtain CPR cards prior to the first day of class.** Students are also responsible for maintaining certification. If certification expires during the program, students may be at risk for dismissal from the program. CPR must be AHA Basic Life Support (BLS) for the Healthcare Provider, and be the hands-on course; 100% online courses will not be accepted.

The aforementioned requirements must be met prior to starting the nursing program and remain current prior to entering the clinical area.

### Common Medical Conditions

Students exhibiting the following symptoms are prohibited from participation in Clinical:

- Excessive/uncontrolled coughing or sneezing
- Active vomiting or diarrhea
- Fever >100.5 F

This policy is consistent with the infection control procedures of local Health Care Facilities

### Significant Medical

Students entering the Practical Nursing Program are expected to safely care for patients in the clinical setting. In the event of a medical condition(s) that compromises a student's ability to provide safe care (i.e., epilepsy, fractures, sprains, concussions) students are encouraged to disclose conditions (acute or chronic) to the OCM BOCES Nursing Faculty prior to entering into the clinical setting. In the event of an emerging ailment, the student will be required to provide medical clearance to participate in all clinical activities without restriction. This clearance must demonstrate care by a licensed provider and control equivalent to the chronicity of the condition prior to reentry into the clinical setting. This includes a release to participate indicating no restrictions following any major procedure or birth of a child.

## Clinical Guidelines

The practical nursing student is expected to implement the following standards and objectives in each of the clinical rotations and master the skills indicated in each respective course, prior to advancing to the next.

### **Clinical Standards**

The Practical Nursing Student will perform the following:

- Wear assigned clinical uniform, including name badge, simple watch with a second hand and adhere to all requirements in the clinical dress code. (Reference required clinical attire under dress code)
- Demonstrate respect for all patients, family members, co-workers, classmates, instructors, and the health care team.
- Utilize safety measures for each patient such as: wheelchair locks and bed locks; transfer equipment positioning, and maintaining bed and chair alarms. PN students do not assume what is safe but rather students follow the ordered documented care plan/orders for each patient/resident cared for.
- Never leave a patient room without returning the bed to its lowest position unless otherwise ordered.
- Utilize safety precautions for personal safety such as body mechanics, appropriate attire, and hand washing.
- Utilize Personal Protection Equipment (PPE) isolation precautions when directed or indicated.
- Abide by the Health Insurance Portability and Accountability Act (HIPAA) regulations at all times.
- Abide by the Patient Bill of Rights at all times.
- Keep all conversations professional and patient centered, while in the clinical facility.
- Demonstrate mature judgment, emotional maturity, professional attitude and demeanor at all times.
- Avoid personal conversations on the units, in elevators, cafeteria, lobby, etc., especially related to alcohol, drugs, sex, race, politics, religion or other controversial topics.
- Follow the instructions and directives of the instructor at all times.
- Observe nursing care as a team effort and contribute to the team.
- Practice listening to and giving report on his/her assignment.
- Learn to administer direct patient care, based on the patient's needs identified in the Plan of Care.
- Utilize problem solving and critical thinking process.
- Organize and prioritize patient care in the daily routine to develop time management skills.
- Perform documentation via Electronic Medical Records (EMR) or nursing notes according to methods of the individual facility.
- Absolutely no cell phone use in the clinical area. In the case of an emergency, the student may use the unit/facility phone. This includes smart devices of any kind (watches, etc.).

## Clinical Sites

Rotations are scheduled at various long-term care and acute care hospital settings, which include but are not limited to:

- Loretto
- Elderwood
- Helio Health
- Veterans Affairs Hospital
- Upstate University Hospital- Downtown Campus
- Upstate University Hospital- Community Campus
- St. Joseph's Health
- North Med
- CNY Family Care
- Poison Control

\*Notice to all students: All clinical rotations are held in Syracuse. Students are expected to bear the cost of travel and parking and should budget accordingly.

A calendar/schedule of classes and clinical rotations is provided for students in advance to ensure adequate time for arranging transportation to clinical sites and experiences. Please be aware that calendars are subject to change, based on facility and/or instructor availability.

### **Sample of Clinical Day Schedule:**

Day:

6:45-7:00 Pre-conference

7:00-11:45 On the assigned unit

11:45-12:15 Lunch

12:15-1:15 Post-conference

## Student Transportation

The Nursing Program requires students to provide their own transportation to school and all clinical sites. Regardless of transportation arrangements, students are responsible for reporting to clinical sites as scheduled. OCM BOCES is not responsible for any parking costs incurred at clinical sites.

## Clinical Safety Guidelines

Safety is an important focus in the clinical evaluation of students. Safe performance is an expected outcome in performing patient care. Unsafe performance may not be defined in terms of actual harm to patients, but includes potential harm as well. Omitting a drug, not checking a name band, inaccurate adjustment of an IV flow rate, missed data collections, failure to report a

serious patient condition in a timely manner, and using a *mechanical lift* without your instructor's supervision (even if you are a CNA), **are all considered unsafe performances.**

### Physical Safety

Examples of unsafe behaviors that may threaten a patient's physical safety include, but are not limited to:

- Ignoring, resisting or acting in disregard to supervision/direction of a clinical instructor.
- Lack of accountability and failure to acknowledge an error or problem. The ability to self-reflect is essential to safe nursing practice.
- Lack of accountability and failure to acknowledge the need to change one's behavior related to patient care.
- Lack of responsibility to initiate corrective action.
- Commencing nursing care without adequate preparation or planning, including patient diagnosis, treatments, medications, and other relevant information.
- Performing care without receiving report from the clinical instructor.
- Failure to identify and report abnormal findings to the clinical instructor and/or a responsible staff member immediately.
- Careless or unrecognized errors in patient care such as aseptic technique, math calculations, medication administration, IV changes or use of lift equipment without instructor supervision.
- Performing patient care outside of the scope of practice.

### Psychological Safety

A patient-centered approach to nursing care includes concern for the individual's psychological needs in addition to physical needs. Psychological safety as well as physical safety should always be a consideration for students providing direct patient care. Unsafe performance in this area is defined as verbal or nonverbal behavior that jeopardizes or could potentially jeopardize the mental or spiritual well-being of patients and/or their families. Such behavior includes, but is not limited to:

- Failure to protect patient modesty and privacy.
- Failure to comply with confidentiality protocols (HIPAA).
- Failure to give a sense of security to patients, families, clinical staff, peers, and clinical instructors.
- Inability to be patient-centered, but rather focusing on self and one's own perceived needs while in the clinical setting.
- Failure to treat the patient and/or family with respect and consideration in a calm nurturing demeanor.
- Use of profanity, sexually explicit, drug and/or alcohol-related discussions, shouting or arguing while on the clinical unit.
- Acting in an aggressive manner with patients, family, significant others, classmates or clinical instructors.

- Failure to follow proper infection prevention or any other safety policies and/or procedures.

### Clinical Behavior Warnings

When student behaviors require remedial measures, instructors will issue a warning. Clinical warnings are designed to provide the student with a clear and concise feedback and a plan of corrective action. Students will receive the warnings on the day of the offense or warnings will be given at the next available most appropriate time due to the nature of the offense. A clear description of the issue will be included, along with signatures from both the instructor and the student. *The Health Occupations Coordinator will also be notified by the instructor.* **Students refusing to acknowledge documentation will still be held responsible for documented occurrence.**

Clinical behavior warning progression will be sequenced as follows\*:

1st Occurrence: Written behavior warning and council by clinical instructor or contract will be issued if the second occurrence occurs within the same clinical rotation.

2nd Occurrence: Written behavior contract and council by clinical instructor, advisor, **and** coordinator.

3rd Occurrence: Student is removed from clinical pending the convening of the Progressions Committee.

**Clinical warnings will not be issued in the event of an egregious act that places any patient or staff member in harm's way physically or psychologically.** In the event of an egregious act, the student will be sent home from the clinical site, and be called to a meeting on the next available day to meet with the clinical instructor and the Health Occupations Coordinator to discuss disciplinary measures that may include dismissal.

**\* Expectations on the school grounds are equivalent to the clinical setting. If necessary, behavior warnings related to a scenario that occurs on school grounds will follow the same sequence.**

### Clinical Unsafe Warning

Unsafe is defined as an actual or potential injury in the patient care setting. Each unsafe clinical performance will be documented by the instructor. When incidents of a serious nature or a pattern of smaller incidents occur, a student may be deemed unsafe to continue and may be dismissed from the clinical setting. Warnings will proceed as follows:

The **instructor will determine** unsafe activity during clinical performance and will complete a detailed description of the incident on the day of the offense or at the next available most appropriate time due to the nature of the offense.

The student will be scheduled to meet with the clinical instructor and nursing coordinator to determine the appropriate disciplinary action, based on the severity of the situation.



Actions that may be taken for unsafe performance in the clinical setting are:

1st Unsafe: Written Warning and re-teaching of the principle violated. Action Plan to be completed by the student

2nd Unsafe: Student is placed on a Clinical Contract– Meeting with instructor and Health Occupations Coordinator. Review action plan and update as needed

3rd Unsafe: Dismissal from program.

### Student Progression Committee

The purpose of the Progression Committee is to determine the best course of action for a student in the event that he or she experiences personal, clinical, academic hardship or is failing to progress. The mission of this committee is to accurately and impartially decide the most reasonable course of action in accordance with the OCM BOCES PN student guidelines and the needs of the student. The PN student will be given the opportunity to openly and professionally discuss all matters requiring resolution. **STUDENTS ARE STRONGLY ENCOURAGED TO REQUEST A MEETING WITH THE PROGRESSION COMMITTEE IN ALL MATTERS OF PROGRAM CONFLICT, AFTER EXHAUSTING ALL OTHER AVENUES OF RESOLUTION** (i.e. advisor, instructors, school social worker). When the Committee convenes, it is comprised of the following individuals:

- Director of Adult Education or Designee
- Health Occupations Coordinator
- Nursing Student Advisor
- Nursing Faculty Instructor
- A representative from Student Services

To request a meeting with the committee, the student must do so in writing; indicating all matters of concern. The letter is to be dated and submitted to the Health Occupations Coordinator. The letter may be submitted hard copy or electronically. A letter submitted in the body of an email is not sufficient. The letter must be an attached document, if submitted in an email. The student will be notified in writing of their appointment with the committee within 5 business days of the letter.

When recommendations or determinations are rendered by this Committee, they are final. It is the responsibility of the student to adhere to all recommendations in order to remain compliant with all program policies. All determinations and recommendations will be provided to the student, in writing, within 5 business days of the meeting. In the event that the student does not agree with the Progression Committee's decision(s), the student may exercise their right to engage in the grievance process.

## Student Withdrawal or Dismissal

### Re-admission following withdrawal from the PN Program

It sometimes becomes necessary for a student to withdraw from a program due to extenuating circumstances arising from academic, medical, personal, financial or other acceptable reasons. A withdrawing student will be responsible for program costs per the OCM BOCES Refund Policy. Any student wishing to **withdraw must be in “good standing,”** as defined below:

Withdrawal in good standing: The student is passing academically, has not exceeded the maximum number of absence hours or does not have any pending disciplinary procedures.

Any student wishing to withdraw must complete the following steps:

- Meet with the Health Occupations Coordinator to discuss options, as there may be solutions available that do not require leaving the program.
- Meet with the Student Services Office to determine any outstanding financial obligations.
- Return student ID badge.
- Sign a voluntary withdrawal form showing the reason(s) for withdrawal.

### Dismissal

A student may be dismissed from the Practical Nursing program for reasons such as:

- Academic deficiencies
- Attendance policy violations
- Unsafe conduct affecting the student, a patient, staff, or others
- Violations of the American Nursing Association Code of Ethics
- or other reason as deemed necessary by the school.

A dismissed student will be responsible for program costs as defined in the OCM BOCES Refund Policy and must complete the following steps:

- Meet with the Financial Aid Office to determine financial obligations, regulations, deadlines, and complete an Exit Interview with student services.
- Return student ID badge.

### Disbursement of Federal Student Aid

In circumstances of withdrawal or dismissal, Title IV Federal Financial Aid for the student will be calculated as follows.

Upon termination of enrollment, any balance due to OCM BOCES (based on the school's refund policy below) is payable immediately. All charges on the student's account must be paid in full prior to the completion of the training program.

As stated above, OCM BOCES requires full payment from any student who leaves the program. **Any shortfall of funds resulting from the difference between the amount owed and the**

**amount available from Federal Student Aid, or other funding sources, will be the responsibility of the student and must be paid in full.**

*Please Note: All calculations are based on clock hours scheduled to be completed as of the last date of attendance, NOT clock hours actually attended by the student.*

## OCM BOCES Refund Policy

### Financial Responsibility in Cases of Withdrawal or Dismissal

If withdrawal or dismissal occurs after the start of the program, tuition liability will accrue as follows:

- Withdrawal prior to the first day of class will require a \$50 processing fee
- Up to 5% of authorized program hours offered, 20% of tuition will be charged
- Up to 20% of authorized program hours offered, 50% of tuition will be charged
- Up to 30% of authorized program hours offered, 75% of tuition will be charged
- Over 30% of authorized program hours offered, 100% of tuition will be charged

Tuition payments of more than \$5.00 in excess of the amount owed will be made within 45 days of the last date of attendance.

## Readmission Policy

A former student who has withdrawn from the program or been dismissed may apply for re-admission. Re-admission will be granted or denied on a case-by-case basis. A former student may be re-admitted only once. Any additional costs resulting from tuition increases or other program changes will be the responsibility of the returning student. However, any student dismissed for one of the following reasons will not be eligible for re-admission:

- Academic dishonesty
- Possession, consumption, or sale of alcohol or any drug prior to or while in attendance at OCM BOCES, affiliating agencies, or school function.
- Forgery, alteration or misuse of school or facility documents and/or records.
- Providing false information to the school or affiliating agencies.
- Violation of HIPAA regulations.
- Physical or mental abuse or act of aggression toward another person while attending classes, clinical rotations or school functions.
- Theft or conversion of another's property.
- Failure due to unsafe clinical practices.
- Insubordination.
- Patient abandonment.

A former student who was dismissed from the program for reasons other than those stated above, may apply for readmission at the beginning of the trimester of their dismissal. Persons

who have been out of the program longer than 1 year must re-apply as a new student, thus repeating the program.

## Readmission Steps

Students may be accepted for readmission the OCM BOCES PN Program at 2nd or 3rd Trimester following the steps below:

1. Student submits a letter to the Health Occupations Coordinator requesting readmission.
2. The Health Occupations Coordinator reviews the letter and student's previous file for **academic requirements for readmission**:
  - a. 2nd Trimester requirements:
    1. Achieved a 75% overall average in first Trimester
  - b. 3rd Trimester requirements:
    1. Achieved a 75% overall average in first Trimester **AND**
    2. Achieved a 75% overall average in second Trimester
3. The Admission Counselor contacts students to schedule exams.
  - a. Students take the TEAS exam and meet the current admission requirements (scores good for one year). The exam cost is \$75.
  - b. If the TEAS score is met, the student then takes the FUNDAMENTALS ATI exam. The exam cost is \$45.
4. The Progressions Committee reviews the student's previous file (i.e. attendance, warnings, contracts, transcript) and scores for **academic requirements for readmission**, in addition to **scores on the Fundamentals ATI exam**.
  - a. 2nd Trimester requirements: Score a level 1 on the Fundamentals Exam
  - b. 3rd Trimester requirements: Score a level 2 on the Fundamentals Exam
5. File reviewed by Financial Aid.
  - a. Any outstanding balance or fees?
  - b. Potential funding available for students?
6. Health Occupations Coordinator contacts students with the decision of the committee and status of readmission.
7. Student meets with Financial Aid to discuss:
  - a. Tuition
  - b. Books (if needed) and Fees (i.e. new uniform if needed)
8. Student interviews with Health Occupations Coordinator, former teacher, and a clinical instructor to review expectations, assignments, required textbooks, and skills.
  - a. Students are readmitted at the beginning of a trimester only, not at the point where they "left off." All classroom, lab, and clinical hours will need to be completed at the readmission point, even if this means repeating tests, skills and/or clinical days.
  - b. Attendance requirements remain at the 5% rule.
    - i. Any hours missed prior to the readmission point will still stand.

9. Students will need to remediate with an instructor to refresh/retest on previously completed lab skills. This will need to be on the student's time, outside of scheduled class time. The student will need to show competency in these skills before returning to clinical.

## Graduation Requirements

Graduation is one of the most important events in a student's matriculation through the PN program. The student is required to perform the following in order to participate in the graduation ceremony and be conferred a certificate of completion.

- Satisfactory completion of program courses with an overall average of 75%
- Satisfactory completion of Clinical Learning Lab skills and Clinical rotations.
- Complete NCLEX preparation as outlined by syllabus and academic calendar. This includes the 3 ATI Live Review days (6 hours per day) scheduled at the end of the program.
- Complete exit survey with the Student Services representative.
- Collect all health clearance forms.
- Obtain all required graduation regalia prior to the ceremony.
- Reconcile any financial obligations with Student Services.

**OCM BOCES reserves the right to withhold student transcripts and deny approval for state board examinations to any student who has an outstanding tuition balance.**

## LPN to RN to BSN Pathway

The BOCES Practical Nursing program qualifies for the bridge program with Pomeroy College of Nursing at Crouse Hospital & Onondaga Community College's (OCC) RN program. A Licensed Practical Nurse may qualify for up to 8 hours of credit at Pomeroy College of Nursing at Crouse Hospital & 10 hours of credit at OCC based on the equivalent education in the OCM BOCES PN Curriculum.

OCC has a bridge program with Upstate for a BSN pathway.

Helpful Links:

- [OCC RN Program](#)
- [SUNY Upstate Medical University \(Upstate\)](#)
- [Pomeroy College of Nursing at Crouse Hospital](#)

# Extenuating Circumstances/ Administrative Action or Approval

## OCM BOCES Non-Discrimination Statement

OCM BOCES does not discriminate on the basis of race, color, religion, gender, national origin, age, veteran status, disability, marital status, or sexual orientation. Inquiries may be made to the Director of Personnel, OCM BOCES, Main Campus PO Box 4754 Syracuse, NY 13221

### Title IX

The BOCES shall not discriminate on the basis of age, sex, sexual orientation, race, color, creed, religion, national origin, political affiliation, marital status, military status, veteran status, disability, or under the Boy Scout Act in the educational programs or activities which it operates, or against any employee or applicant seeking a position of employment or admission to a BOCES program.

The BOCES will be in full compliance with all applicable rules and regulations pertaining to civil rights for students and employees (e.g., Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990).

Appropriate procedures shall be developed to ensure the implementation of these rules and regulations concerning civil rights. The Board shall appoint a Civil Rights Compliance Officer to coordinate civil rights activities applicable to the BOCES.

### Civil Rights Compliance Officer

The Civil Rights Compliance Officer is the Director of Human Resources/School Attorney, with offices at 110 Elwood Davis Road, Liverpool, NY (phone number 315-433-2631; email [jbufano@ocmboces.org](mailto:jbufano@ocmboces.org)). The Civil Rights Compliance Officer shall be appointed by the Board and shall be responsible for providing information, including complaint procedures, and for handling complaints relative to civil rights (e.g., Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1990) for any student, parent, employee or applicant. For civil rights discrimination claims based on race, color, national origin, sex, age and/or disability, a complainant can, at any time, also contact the Office of Civil Rights. Phone: 646-428- 3900/800-421-3481.

### Grievance Procedure

If you or any Onondaga-Cortland-Madison BOCES division of Adult/Continuing Education Program applicant/participant or other interested party has a grievance involving the program or treatment by any staff member, subcontractor's staff or any other person, regulation or Workforce Innovation and Opportunity Act (WIOA) or other program operation, you should notify the case manager or designated staff person of the program or department of the nature of the complaint. If, however, you feel your complaint may involve fraud, abuse or any other criminal activity, you have the right to notify the United States Secretary of Labor directly. When a complaint is reported to the Secretary of Labor (those regarding fraud, abuse or other criminal activity), the grievant must additionally submit a written notification to the Director of Adult Education at Onondaga-Cortland-Madison BOCES and the New York State Department of

Labor in the case of a WIOA program. Students may also grieve directly to the Office of the Professions.

The appropriate addresses are as follows:

Director of Adult Education  
Onondaga-Cortland-Madison BOCES Main Campus  
PO Box 4754  
Syracuse, NY 13221  
(315) 453-4424

Secretary of Labor  
United States Department of Labor  
Washington, DC 20210

New York State Department Office of the Professions  
89 Washington Ave  
Albany, NY 12234

For complaints not involving fraud, abuse or other criminal activity, please adhere to the following procedure. A complaint of this nature must be filed within one year of the occurrence of the grievance.

- a. A complaint is a signed statement, which contains information that, if true, indicates in sufficient detail that there has been a violation. If State or local laws, regulations or guidelines are relevant, then citations should also be included.
- b. Complaints must be sent in writing to the Director of Adult Education. Upon receipt of the written complaint, the Director of Adult Education or a designated staff representative will perform an investigation. This investigation will be made following adequate advance notice to the parties involved, will include the gathering of information through interview and examination of records concerning each allegation of the complaint, and will provide appropriate opportunity for the complainant and for OCM BOCES to present evidence concerning the allegations.
- c. Within five (5) business days after the receipt of the complaint, the Director of Adult Education, or a designated staff representative, will provide to the complainant a written summary of the complaint and notice of procedures to be followed in resolving the complaint.
- d. Within thirty (30) days after receipt of a complaint, the Director of Adult Education or a designee responsible for investigation of the complaint shall conclude the investigation, transmit a written decision and contact the parties.

- e. If you feel that the decision made is not satisfactory, you may request a review of your complaint by the District Superintendent of the Onondaga-Cortland-Madison BOCES. This request must be made within ten (10) days of receiving a decision or within ten (10) days of the date you should have received a decision. The District Superintendent or his/her designee will make a decision within thirty (30) days of receiving the request to review the complaint.
- f. If you do not receive a decision from the District Superintendent within thirty (30) days of the date your original request was filed with him/her or you feel the decision made is not satisfactory, you may request a review of your complaint by the school's accrediting entity:

Council on Occupational Education 7840 Roswell Road  
 Building 300, Suite 325  
 Atlanta, GA 30350  
 (770) 396-3898 or (800) 917-2081  
 Website: <https://council.org/>

You must exhaust all steps at the institutional level before seeking resolution from the Council.

If you need help with your grievance, the program or department will assign someone to help you. You will always be allowed to have your own counsel or other representative assist you. Where there are allegations regarding the WIOA program and there are other allegations whose resolutions are provided for under other legislation or collective bargaining agreements you may proceed simultaneously in both places. If there are any questions regarding procedures, contact:

Director of Adult Education  
 Onondaga-Cortland-Madison BOCES Main Campus  
 PO Box 4754  
 Syracuse, NY 13221  
 (315) 453-4424

### School Closings & Delays

When OCM BOCES is closed due to inclement weather, closings will be announced on the TV and radio stations listed below. Closings for daytime and evening programs will be announced separately. Actual OCM BOCES school closings include clinical.

Syracuse programs: The announcement will state that **“Onondaga County BOCES” is closed**. Closings will be announced on radio stations:

WSYR (AM 570)

WYYY (FM 94)

WHEN (AM 620)

TV Channels 3, 5, and 9 as soon after 6:30 a.m. and 1:00 p.m. as possible.



In the event of inclement weather and the BOCES is not closed, students are expected to use personal discretion regarding safe travel. As future healthcare professionals, it is the expectation that proper planning is made to report on time to your assigned shift in inclement weather. **Missed clinical and/or class time will still accrue.**

**Please note:** If the area in which a student resides, or **must** travel through to reach campus or an assigned clinical site, is in a “declared” state of emergency, that student will not be expected to report to school or clinical. Missed clinical and/or class time will NOT accrue but must be made up.

### **FERPA Notification**

The "Family Educational Rights and Privacy Act of 1974" (P.L. 93-380, as amended) provides for procedures that protect the rights of students in access to students' school records.

Definition of “Student” for the Purpose of Access to Records:

A student is any person who is attending or has attended OCM BOCES and has an educational or personally identifiable record with OCM BOCES.

### Students Rights to Records

Students have the right to inspect and review their educational records within 45 days of the day the school receives a request for access. Students should submit to the Student Records Office, Training Coordinator, Case Manager, or other appropriate official, written requests that identify the record(s) they wish to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

### Student Records

Records over which a student may exercise his or her rights include all records, files, documents and other materials which are maintained by the offices listed hereafter:

- Student Financial Aid Records (Financial Aid Office/Records Office)
- Attendance (Student Services Office)
- Transcript of Academic Record (Student Services Office)
- Academic Records (Records Office)
- School Financial Records (Bursar's Office)
- Student Discipline Records (Office of the Training Coordinator)

## Exceptions

Certain records are excluded from the student's right of access and challenge. These records include:

- Institutional records which are in the sole possession of the maker, and which are not accessible to any other person except a substitute.
- Medical or para-medical records used only for treatment purposes and not available to third parties.
- Confidential letters and statements of recommendation which were placed in the student's educational records before Jan. 1, 1975, provided they are used only for those purposes for which they were specifically intended.
- Financial records of the student's parents

## Amendment of Educational Records

Students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the student, the school will notify the student of the decision and advise her/him of her/his right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

## Release of Student Records

Release of records to a third party is prohibited unless student consent is given in writing and is on file except to the extent that FERPA authorizes disclosure without consent.

### *Exceptions*

- School officials with a legitimate educational interest, including contractors, volunteers and others performing institutional functions.
- Officials of other schools in which the student seeks to enroll provided the student is given a copy of the record if he or she desires.
- Authorized representatives of certain state and federal agencies where such access is necessary to evaluate federally funded programs and the collection of personally identifiable data is specifically allowed by federal law.
- In connection with students' application for, or receipt of, financial aid, as necessary to determine the eligibility, amount or conditions of that aid.
- Research organizations conducting studies for the educational institution in relation to predictive tests, administering student aid programs, or instruction, if the records are destroyed when no longer needed in the research, and identification of students or parents by persons outside the research organization is not permitted.
- Accrediting organizations, solely to carry out their accrediting functions;
- Parents of dependent students if the students are listed as deductible dependents for income tax purposes.
- In connection with an emergency where release of records is necessary to protect the health or safety of the student or others.

- To comply with judicial order or lawfully ordered subpoena.
- To the parents of a student under the age of 21: information that the school has determined that the student has committed a disciplinary violation relating to alcohol or a controlled substance.
- To Veterans Administration Officials pursuant to 38 USC 3690 (c).
- Where the information to be disclosed is designated as Directory Information. (see below)

Directory of Information Includes

- Name
- Permanent Address
- Phone Number
- E-mail address
- Program of Study
- Dates of Attendance

Student Transcripts and Replacement Certificates

Transcripts of grades for Practical Nursing students are available at the Main Campus, (315) 453-4455. A release of records will be requested from the student.

Failure by the School to Comply

Complaints concerning alleged failures by the school to comply with the requirements of FERPA, may be filed with the:

Family Policy Compliance Office  
 US Department of Education  
 400 Maryland Ave., SW  
 Washington, DC 20202-4605

# APPENDIX

## Functional Abilities Essential for Nursing Practice

### Gross Motor Skills

- Move within confined spaces
- Sit and maintain balance
- Stand and maintain balance
- Reach above shoulders (e.g., IV poles)
- Reach below waist (e.g., plug electrical appliance into wall outlets)

### Fine Motor Skills

- Pick up objects with hands
- Grasp small objects with hands (e.g., IV tubing, pencil)
- Write with pen or pencil
- Key/type (e.g., use a computer)
- Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
- Twist (e.g., turn objects/knobs using hands)
- Squeeze with finger (e.g., eye dropper)

### Physical Endurance

- Stand (e.g., at client side during surgical or therapeutic procedure)
- Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance (e.g., work entire shift)
- Push and pull 50 pounds (e.g., position clients)
- Support 50 pounds of weight (e.g., ambulate client)
- Lift 50 pounds (e.g., pick up a child, transfer client)
- Move light objects weighing up to 10 pounds (e.g., IV poles)
- Move heavy objects weighing from 11 to 50 pounds
- Use upper body strength (e.g., perform CPR)
- Squeeze with hands (e.g., operate fire extinguisher)

### Mobility

- Twist
- Bend
- Stoop/squat
- Move quickly (e.g., response to an emergency)
- Climb (e.g., ladders/stools/stairs)
- Walk

### Hearing

- Hear normal speaking level sounds (e.g., person-to-person report)
- Hear faint voices
- Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)
- Hear in situations when not able to see lips (e.g., when masks are used)
- Hear auditory alarms (e.g., monitors, fire alarms, call bells)

## Visual

- See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)
- See objects up to 20 feet away (e.g. client in a room)
- See objects more than 20 feet away (e.g., client at end of hall)
- Use depth perception
- Use peripheral vision
- Distinguish color (e.g., color codes on supplies, charts, bed)
- Distinguish color intensity (e.g., flushed skin, skin paleness)
- Visual acuity to read calibrations on 1 ml syringe
- Comprehend spatial relationships adequate to properly administer injections, start intravenous lines, or assess wounds of varying depths

## Tactile

- Ability to feel pulses, temperature, palpate veins, etc.

## Smell

- Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.)
- Detect smoke
- Detect gases or noxious smells

## Mathematical Competence

- Read and understand columns of writing (flow sheet, charts)
- Read digital displays
- Read graphic printouts (e.g., EKG)
- Calibrate equipment
- Convert numbers to and/or from the Metric System
- Read graphs (e.g., vital sign sheets)
- Measure time (e.g., count duration of contractions, etc.)
- Count rates (e.g., drips/minute, pulse)
- Use measuring tools (e.g., thermometer)
- Read measurement marks (e.g., measurement tapes, scales, etc.)
- Add, subtract, multiply, and/or divide whole numbers and fractions

## Emotional Stability

- Establish therapeutic boundaries
- Provide client with emotional support
- Adapt to changing environment/stress
- Deal with the unexpected (e.g., client going bad, crisis)
- Focus attention on task, including in distracting/chaotic environment
- Monitor own emotions
- Perform multiple responsibilities concurrently

## Analytical Thinking

- Transfer knowledge from one situation to another
- Process information
- Evaluate outcomes
- Problem solve
- Prioritize tasks

- Use long term and short-term memory

#### Critical Thinking

- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information

#### Interpersonal Skills

- Negotiate conflict
- Respect differences in clients
- Establish rapport with clients and co-workers
- Teach (e.g., client/family about health care)
- Explain procedures
- Give oral reports (e.g., report on client's condition to others)
- Convey information through writing (e.g., progress notes)

From: Yocum, C. (1996). Validation study: Functional abilities essential for nursing practice. National Council of State Boards of Nursing, Inc.

## Application for Approval

Student Name:

Section:

Please select:

- Application for approval of missed class/lab time due to infectious disease requiring quarantine based upon current CDC guidelines, with opportunity to make up work equivalent to clock hour requirement and remain eligible for program completion, pending administration approval.
  
- Application for approval of missed class/lab due to court/ jury duty with opportunity to make up work equivalent to clock hour requirement, and remain eligible for program completion, pending administration approval.

Please summarize the situation outlining your application for approval and attach appropriate documentation to support your request.

Examples:

- Infectious disease- COVID test date within 48hrs of missed class date
- Court - documentation with date and time of court appearance
- Jury duty - proof of denied request for deferment
- Pregnancy related absence

By signing below, you understand that a decision will be made by administration. All decisions are final.

Student Signature: \_\_\_\_\_

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

## PN Program Health Clearance Form

Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

OCM BOCES Practical Nursing Program Transcript					
Student Name:		Section:		DOB:	
Start Date:		End date:		Graduation Date:	
Course Number	Course Title	Course Hours	Course Weight	Student Grade	Weighted Grade
PN 100	Introduction to Healthcare	34	3.00%		0
	Lab		Pass/Fail		
PN 101	Principles of Nursing Practice	169	14.80%		0
	Lab		Pass/Fail		
PN 102	Adult Health 1	198	17.30%		0
	Lab		Pass/Fail		
	Clinical		Pass/Fail		
PN 200	Pharmacology and Medication Administration	145	11.80%		0
	Lab		Pass/Fail		
PN 201	Nursing Care of Women, Newborns, and Children	166	13.60%		0
	Lab		Pass/Fail		
	Clinical		Pass/Fail		
PN 202	Care of the Older Adult	114	7.90%		0
	Clinical		Pass/Fail		
PN 300	Adult Health 2	276	23.80%		0
	Clinical		Pass/Fail		
PN 301	Issues and Leadership for the PN	58	5.10%		0
PN 302	NCLEX Preparation, ATI Live Review, VATI	31	2.70%		0



				0
Hours offered:		1173		Final Average
Hours attended:				
Awards/Honors:				

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Body System	Normal	Abnormal	Problems/Medications
Head, Face, Neck, Scalp			
Nose			
Mouth, Tongue, Throat			
Ears, General			
Eyes			
Lungs, Chest (breasts)			
Heart (thrust, size, sounds, rhythm)			
Vascular (varicosities)			
Abdomen, Viscera (hernia)			
Endocrine, Thyroid			
Gastrointestinal			
Upper Extremities			
Lower Extremities			
Spine, Musculoskeletal			
Skin, Lymphatics			
Neurologic			
Notes and Significant Interval History	T: _____ P: _____ R: _____ BP: _____ HT: _____ WT: _____		

**By signing, you certify that the above-named student can assume, without any limitations, classroom and clinical assignments in the Licensed Practical Nursing training program.**

Provider's Name: \_\_\_\_\_ Provider's Registration #: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Provider's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Clinical Evaluation Tools (CET's)

PN 102 Adult Health I						
Clinical Evaluation Tool						
<i>Statements in italics are critical competencies derived from the end-of-program student learning outcomes and competencies.</i>						
LEGEND: 4 = Outstanding; 3 = Satisfactory; 2 = Needs Improvement; 1 = Unsatisfactory						
KEY: See end of document						
<b>Patient-centered care</b>						
<b>Implement holistic nursing care that is patient-centered, caring, and culturally sensitive in long-term care healthcare settings.</b>	Week 1	Week 2	Midterm	Week 4	Week 5	Final
<i>Conduct basic data collection, focusing on physiological needs of adult patients experiencing common health alterations.</i>						
<i>Use the nursing process to assist in the development of individualized patient-centered plans of care.</i>						
<i>Identify the uniqueness of each patient in relation to preferences, values, beliefs, and cultural differences.</i>						
<i>Describe the role of patient advocacy in nursing care.</i>						
<i>Deliver care within a designated time frame.</i>						
<i>Perform nursing skills using established procedures, as directed by a clinical instructor.</i>						
<i>Use critical thinking skills when performing nursing interventions.</i>						
<i>Discuss the importance of patient teaching on safety, health promotion and disease prevention and management.</i>						
Comments:						
<b>Teamwork and Collaboration</b>						

<b>Identify members of the interprofessional healthcare team and their respective roles.</b>	Week 1	Week 2	Midterm	Week 4	Week 5	Final
<i>Discuss the importance of interprofessional collaboration and teamwork in healthcare environments.</i>						
<i>Interact in a collegial manner with members of the healthcare team, to include peers and faculty.</i>						
<i>Identify the roles and responsibilities of various health team members.</i>						
<i>Identify communication techniques that support interprofessional collaboration.</i>						
Comments:						
<b>Evidence based practice</b>						
<b>Identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.</b>	Week 1	Week 2	Midterm	Week 4	Week 5	Final
<i>Identify reliable sources for locating best current evidence and clinical practice guidelines.</i>						
<i>Use best practice resources when developing individualized patient-centered plans of care.</i>						
Comments:						
<b>Quality Improvement</b>						
<b>Identify established quality improvement initiatives.</b>	Week 1	Week 2	Midterm	Week 4	Week 5	Final
<i>Identify patient care issues that can impact quality of care.</i>						
<i>Identify gaps between current patient outcomes and desired patient outcomes.</i>						
Comments:						
<b>Safety</b>						

<b>Identify strategies that minimize risk and provide a safe environment for patients, self, and others.</b>	Week 1	Week 2	Midterm	Week 4	Week 5	Final
<i>Discuss factors that create a culture of safety.</i>						
<i>Practice performance of psychomotor skills that minimize safety risks and environmental hazards.</i>						
<i>List National Patient Safety Goals that promote safety in healthcare settings.</i>						
Comments:						
<b>Informatics</b>						
<b>Identify evidence-based information and technology skills that are essential for safe nursing practice.</b>	Week 1	Week 2	Midterm	Week 4	Week 5	Final
<i>Describe the effect that computerized information management systems have on the role of the nurse.</i>						
<i>Identify strategies that protect the integrity of patient information.</i>						
<i>Explain how patient care technology is used to prevent errors and monitor patient care.</i>						
<i>Demonstrate ability to document patient care data in electronic health record accurately and in a timely manner.</i>						
<i>Use personal technology devices for approved learning purposes only.</i>						
Comments:						
<b>Professionalism</b>						
<b>Identify professional standards of practice, regulatory guidelines, and institutional policies directing the practice of nursing.</b>	Week 1	Week 2	Midterm	Week 4	Week 5	Final
<i>Identify professional standards of nursing practice that guide nursing practice.</i>						
<i>Display personal and professional accountability in clinical setting.</i>						

<i>Describe how ethical principles and legal tenets guide nursing practice.</i>						
<i>Describe how regulatory guidelines and institution policies guide nursing practice.</i>						
<i>Behave in a professional manner in all clinical settings.</i>						
<i>Adhere to program policies regarding: dress code and punctuality</i>						
Comments:						
<b>Leadership</b>						
<b>Describe how leadership, management, and priority-setting skills are used to support safe, quality patient-centered care.</b>	Week 1	Week 2	Midterm	Week 4	Week 5	Final
<i>Identify organizational, time management and priority setting skills necessary to provide safe, quality patient-centered care.</i>						
<i>Identify the nurse's role in delegating tasks to appropriate members of the health care team.</i>						
<i>Identify potential areas of conflict with members of the healthcare team and the role of conflict resolution.</i>						
Comments:						
<b>Communication</b>						
<b>Use verbal and nonverbal communication strategies that promote an effective exchange of information and development of therapeutic relationships.</b>	Week 1	Week 2	Midterm	Week 4	Week 5	Final
<i>Use verbal and nonverbal communication techniques that promote the establishment of caring, therapeutic relationships with patients.</i>						
<i>Identify barriers to effective communication.</i>						
<i>Practice the use of standardized hand-off communication tools.</i>						

Comments:

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<b>TOTAL</b> Points required for passing Week 1 and 2 = 108 points each week. (Average 3 points per "box") To pass at midterm (week 3) students need at least 324 points. (Average 3 points per "box"). Under 324 points overall requires remediation. Points required for passing Week 4 and 5 = 108 points each week. (Average 3 points per "box") Passing at final need to acquire at least 648 points over the course.							
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Final Clinical Evaluation  
Faculty signature \_\_\_\_\_ Date \_\_\_\_\_  
Faculty comments:  
  
Student Signature \_\_\_\_\_ Date \_\_\_\_\_  
Student comments:

PN 201 Nursing Care of Women, Newborns and Children

Clinical Evaluation Tool

*Statements in italics are critical competencies derived from the end-of-program student learning outcomes and competencies.*

LEGEND: 4 = Outstanding; 3 = Satisfactory; 2 = Needs Improvement; 1 = Unsatisfactory

KEY: See end of document

**Patient-centered care**

<b>Implement holistic nursing care that is patient-centered, caring, and culturally sensitive in maternal and pediatric settings.</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Midterm	Week 7	Week 8	Week 9	Week 10	Week 11	Final
<i>Conduct a general head to toe data collection, including physiological, psychological, and spiritual needs of pregnant patients experiencing common health alterations in obstetric settings</i>												
<i>Conduct a general head to toe data collection of newborn patients in maternal/child and office settings.</i>												
<i>Conduct a general head to toe data collection, including physiological, psychological, and spiritual needs of pediatric patients</i>												

<i>experiencing common health alterations in pediatric settings.</i>												
<i>Use the nursing process to guide the delivery of patient care.</i>												
<i>Provide culturally sensitive care to patients and families from diverse backgrounds.</i>												
<i>Advocate for patients and families regarding health care issues.</i>												
<i>Deliver care within designated time frame.</i>												
<i>Perform nursing skills using established procedures, as directed by clinical instructor.</i>												
<i>Demonstrate clinical decision making when administering medications using the rights of medication administration.</i>												
<i>Use clinical decision making when providing nursing care based on patient needs.</i>												
<i>Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients and families.</i>												



<i>Practice reinforcing patient teaching on safety, health promotion and disease prevention and management.</i>													
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Comments:

**Teamwork and Collaboration**

<b>Participate as a member of the interprofessional healthcare team in the provision of safe, patient-centered care.</b>													
	Week 1	Week 2	Week 3	Week 4	Week 5	Midterm	Week 7	Week 8	Week 9	Week 10	Week 11	Final	

<i>Participate as a member of the interprofessional healthcare team in the provision of safe, patient-centered care.</i>													
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<i>Interact in a collegial manner with members of the healthcare team, to include peers and faculty.</i>													
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<i>Practice within own scope of practice as a member of the interprofessional healthcare team.</i>													
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<i>Use communication techniques that support sharing patient-related information with members of the interprofessional healthcare team.</i>													
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Comments:

Evidence based practice												
<b>Demonstrate use of best practice evidence and clinical experience when using clinical reasoning in the provision of patient-centered care.</b>	Week 1	Week 2	Week 3	Week 4	Mid term	Week 6	Week 7	Week 8	Week 9			Final
<i>Identify reliable sources for locating best current evidence and clinical practice guidelines.</i>												
<i>Implement patient-centered care based on best current evidence, patient preference and clinical expertise.</i>												
Comments:												
Quality Improvement												
<b>Participate in data collection activities that support established quality improvement initiatives.</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Midterm	Week 7	Week 8	Week 9	Week 10	Week 11	Final
<i>Identify impact of quality improvement activities on patient care outcomes.</i>												
<i>Participate in the collection of data related to an established quality improvement</i>												

<i>activity.</i>													
Comments:													
<b>Safety</b>													
<b>Implement strategies that minimize risk and provide a safe environment for patients, self, and others.</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Midterm	Week 7	Week 8	Week 9	Week 10	Week 11	Final	
<i>Identify safety risks and environmental hazards in healthcare settings.</i>													
<i>Implement actions that minimize safety risks and environmental hazards in healthcare settings.</i>													
Comments:													
<b>Informatics</b>													
<b>Utilize technology for information gathering, communication, and patient care.</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Midterm	Week 7	Week 8	Week 9	Week 10	Week 11	Final	
<i>Identify how information technology is used to communicate with other members of healthcare team.</i>													
<i>Implement strategies that protect the integrity of patient information.</i>													
<i>Use patient care technologies</i>													

<i>effectively when monitoring patients.</i>													
<i>Demonstrate ability to access, enter, and retrieve patient care data in electronic health record accurately and in a timely manner.</i>													
<i>Use personal technology devices for approved learning purposes only.</i>													
Comments:													
<b>Professionalism</b>													
<b>Practice nursing in a professional, ethical, and legal manner.</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Midterm	Week 7	Week 8	Week 9	Week 10	Week 11	Final	
<i>Maintain professional standards of nursing practice in the delivery of patient-centered care.</i>													
<i>Maintain personal and professional accountability in the delivery of patient-centered care.</i>													
<i>Maintain ethical decision-making in the delivery of patient-centered care.</i>													
<i>Maintain nursing practice that is within designated scope of practice, regulatory guidelines, and</i>													

<i>institutional policies.</i>													
<i>Behave in a professional manner in all clinical settings.</i>													
<i>Adhere to program policies regarding: dress code</i>													
<i>punctuality</i>													
Comments:													
<b>Leadership</b>													
<b>Use leadership, management, and priority-setting skills to support safe, quality patient-centered care.</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Midterm	Week 7	Week 8	Week 9	Week 10	Week 11	Final	
<i>Use organizational, time management and priority setting skills to provide safe, quality patient-centered care.</i>													
<i>Practice appropriate delegation of patient care tasks to other members of healthcare team.</i>													
<i>Identify how conflict with other members of healthcare team can impact patient care.</i>													
Comments:													
<b>Communication</b>													

Use verbal and nonverbal communication strategies that promote an effective exchange of information and development of therapeutic relationships.	Week 1	Week 2	Week 3	Week 4	Week 5	Midterm	Week 7	Week 8	Week 9	Week 10	Week 11	Final
<i>Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients and families.</i>												
<i>Implement strategies to overcome barriers to communication. developmental stage</i>												
<i>Use standardized hand-off communication tools when transferring care responsibilities to other members of healthcare team.</i>												
Comments:												
<b>TOTAL Points required for passing Week 1 and 4 = 117 points each week. (Average 3 points per “box”)</b>  <b>To pass at midterm (week 5) students need at least 702 points. (Average 3 points per “box”).</b>												

<p><b>Under 702 points overall requires remediation. Points required for passing Week 6 and 10 = 117 points each week. (Average 3 points per "box")</b></p> <p><b>Passing at final need to acquire at least 1404 points over the course.</b></p>													
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<p><b><u>Final Clinical Evaluation</u></b></p> <p><b><u>Faculty signature</u></b> _____ <b><u>Date</u></b> _____</p> <p><b><u>Faculty comments:</u></b></p> <p><b><u>Student Signature</u></b> _____ <b><u>Date</u></b> _____</p> <p><b><u>Student comments:</u></b></p>													
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PN 202 – Care of Older Adult

Clinical Evaluation Tool

*Statements in italics are critical competencies derived from the end-of-program student learning outcomes and competencies.*

LEGEND: 4 = Outstanding; 3 = Satisfactory; 2 = Needs Improvement; 1 = Unsatisfactory

KEY: See end of document

**Patient-centered care**

<b>Implement holistic nursing care that is patient-centered, caring, and culturally sensitive in long-term care and community settings.</b>	Week 1	Week 2	Midterm	Week 4	Week 5	Final
<i>Conduct a general head to toe data collection, including physiological, psychological, and spiritual needs of older adult patients experiencing uncomplicated acute and chronic health alterations in long-term care and community settings.</i>						
<i>Use the nursing process to guide the delivery of patient care.</i>						
<i>Provide culturally sensitive care to patients from diverse backgrounds.</i>						
<i>Advocate for patients and families regarding health care issues.</i>						
<i>Deliver care within designated time frame.</i>						
<i>Perform nursing skills using established procedures, as directed by clinical instructor.</i>						
<i>Demonstrate clinical decision making when administering medications using the rights of medication administration.</i>						
<i>Use clinical decision making when providing nursing care based on patient needs.</i>						
<i>Practice reinforcing patient</i>						



<i>teaching on safety, health promotion and disease prevention and management.</i>						
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Comments:

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**Teamwork and Collaboration**

<b>Participate as a member of the interprofessional healthcare team in the provision of safe, patient-centered care.</b>	Week 1	Week 2	Midterm	Week 4	Week 5	Final
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<i>Participate as a member of the interprofessional healthcare team in the provision of safe, patient-centered care.</i>						
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<i>Interact in a collegial manner with members of the healthcare team, to include peers and faculty.</i>						
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<i>Practice within own scope of practice as a member of the interprofessional healthcare team.</i>						
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<i>Use communication techniques that support sharing patient-related information with members of the interprofessional healthcare team.</i>						
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Comments:

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**Evidence based practice**

<b>Demonstrate use of best practice evidence and clinical experience when using clinical reasoning in the provision of patient-centered care.</b>	Week 1	Week 2	Midterm	Week 4	Week 5	Final
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<i>Identify reliable sources for locating best current evidence and clinical practice guidelines.</i>						
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<i>Implement patient-centered care based on best current evidence, patient preference and clinical expertise.</i>						
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Comments:

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**Quality Improvement**

<b>Participate in data collection activities that support established quality improvement initiatives.</b>	Week 1	Week 2	Midterm	Week 4	Week 5	Final
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<i>Identify impact of quality improvement activities on patient care outcomes.</i>						
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<i>Participate in the collection of data related to an established quality improvement activity.</i>						
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Comments:

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**Safety**

<b>Implement strategies that minimize risk and provide a safe environment for patients, self, and others.</b>	Week 1	Week 2	Midterm	Week 4	Week 5	Final
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<i>Identify safety risks and environmental hazards in healthcare settings.</i>						
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<i>Implement actions that minimize safety risks and environmental hazards in healthcare settings.</i>						
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Comments:

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**Informatics**

<b>Utilize technology for information gathering, communication, and patient care.</b>	Week 1	Week 2	Midterm	Week 4	Week 5	Final
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<i>Identify how information technology is used to communicate with other members of healthcare team.</i>						
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<i>Implement strategies that protect the integrity of patient information.</i>						
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<i>Use patient care technologies effectively when monitoring patients.</i>						
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<i>Demonstrate ability to access, enter, and retrieve patient care data in electronic health record accurately and in a timely manner.</i>						
<i>Use personal technology devices for approved learning purposes only.</i>						

Comments:

**Professionalism**

<b>Practice nursing in a professional, ethical, and legal manner.</b>	Week 1	Week 2	Midterm	Week 4	Week 5	Final
<i>Maintain professional standards of nursing practice in the delivery of patient-centered care.</i>						
<i>Maintain personal and professional accountability in the delivery of patient-centered care.</i>						
<i>Maintain ethical decision-making in the delivery of patient-centered care.</i>						
<i>Maintain nursing practice that is within designated scope of practice, regulatory guidelines, and institutional policies.</i>						
<i>Behave in a professional manner in all clinical settings.</i>						
<i>Adhere to program policies regarding: dress code  punctuality</i>						

Comments:

**Leadership**

<b>Use leadership, management, and priority-setting skills to support safe, quality patient-centered care.</b>	Week 1	Week 2	Midterm	Week 4	Week 5	Final

<i>Use organizational, time management and priority setting skills to provide safe, quality patient-centered care.</i>						
<i>Practice appropriate delegation of patient care tasks to other members of healthcare team.</i>						
<i>Identify how conflict with other members of healthcare team can impact patient care.</i>						

Comments:

**Communication**

<b>Use verbal and nonverbal communication strategies that promote an effective exchange of information and development of therapeutic relationships.</b>	Week 1	Week 2	Midterm	Week 4	Week 5	Final
<i>Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients and families.</i>						
<i>Implement strategies to overcome barriers to communication.</i>						
<i>Use standardized hand-off communication tools when transferring care responsibilities to other members of healthcare team.</i>						

Comments:

**TOTAL**  
**Points required for passing Week 1 and 2 = 108 points each week. (Average 3 To pass at midterm (week 3) students need at least 324 points. (Average 3 points per “box”) Under 324 points overall requires remediation.**

**Points required for passing Week 4 and 5 = 108 points each week. (Average 3 points per “box”)**

**Passing at final need to acquire at least 648 points over the course.**

<b>Final Clinical Evaluation</b>	
<b>Faculty signature</b> _____	<b>Date</b> _____
<b>Faculty comments:</b>	
<b>Student Signature</b> _____	<b>Date</b> _____
<b>Student comments:</b>	

PN 300- Adult Health II												
Clinical Evaluation Tool												
<i>Statements in italics are critical competencies derived from the end-of-program student learning outcomes and competencies.</i>												
LEGEND: 4 = Outstanding; 3 = Satisfactory; 2 = Needs Improvement; 1 = Unsatisfactory												
KEY: See end of document												
<b>Patient-centered care</b>												
<b>Implement holistic nursing care that is patient-centered, caring, and culturally sensitive in all healthcare settings.</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Mid term	Week 7	Week 8	Week 9	Week 10	Week 11	Final
<i>Perform comprehensive head to toe data collection, including physiological, psychological, and spiritual needs of patients experiencing acute and chronic health alterations in all healthcare settings.</i>												

<i>Use the nursing process to prioritize the delivery of patient care.</i>												
<i>Provide culturally sensitive care to patients and families from diverse backgrounds.</i>												
<i>Advocate for patients and families regarding health care issues.</i>												
<i>Deliver care within designated time frame.</i>												
<i>Perform nursing skills using established procedures, as directed by clinical instructor.</i>												
<i>Demonstrate clinical judgment when administering medications using the rights of medication administration.</i>												
<i>Use clinical judgment when providing nursing care based on patient needs.</i>												
<i>Reinforce patient teaching on safety, health promotion and disease prevention and management.</i>												
Comments:												
<b>Teamwork and Collaboration</b>												

<b>Participate as a member of the interprofessional healthcare team to promote continuity of patient care.</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Mid term	Week 7	Week 8	Week 9	Week 10	Week 11	Final
<i>Collaborate with other members of interprofessional healthcare team to coordinate safe, quality, continuous care for patients and families.</i>												
<i>Actively interact in a collegial manner with other members of the healthcare team, to include peers and faculty.</i>												
<i>Practice within own scope of practice as a member of the interprofessional healthcare team.</i>												
<i>Prioritize the relevance of patient-related information that should be shared with other members of healthcare team.</i>												
Comments:												
<b>Evidence based practice</b>												
<b>Utilize current evidence from appropriate sources as the basis for nursing practice.</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Mid term	Week 7	Week 8	Week 9	Week 10	Week 11	Final

<i>Utilize reliable sources for locating best current evidence and clinical practice guidelines.</i>												
<i>Provide patient-centered care based on best current evidence, patient preference and clinical expertise.</i>												
Comments:												
<b>Quality Improvement</b>												
<b>Participate in quality improvement activities and monitor the effect on patient outcomes.</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Mid term	Week 7	Week 8	Week 9	Week 10	Week 11	Final
<i>Implement strategies to improve patient care issues that can impact safety and quality of care.</i>												
<i>Collect and document data related to an established quality improvement activity.</i>												
<i>Report quality improvement concerns to appropriate personnel.</i>												
Comments:												
<b>Safety</b>												



<b>Provide an environment that is safe for patients, self, and others.</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Mid term	Week 7	Week 8	Week 9	Week 10	Week 11	Final
<i>Report actual and potential safety risks in the healthcare environment.</i>												
<i>Implement actions that promote safe practice and a safe environment for patients, self, and others.</i>												
Comments:												
<b>Informatics</b>												
<b>Utilize technology for information gathering, communication, and patient care.</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Mid term	Week 7	Week 8	Week 9	Week 10	Week 11	Final
<i>Use information technology to communicate with other members of healthcare team.</i>												
<i>Implement strategies that protect the integrity of patient information.</i>												
<i>Use patient care technologies effectively to prevent errors and monitor patient care.</i>												

<i>Demonstrate ability to access, enter, and retrieve patient care data in electronic health record accurately and in a timely manner.</i>												
<i>Use personal technology devices for approved learning purposes only.</i>												

Comments:

**Professionalism**

<b>Practice nursing in a professional, ethical, and legal manner.</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Mid term	Week 7	Week 8	Week 9	Week 10	Week 11	Final
<i>Model professional standards of nursing practice in the delivery of patient-centered care.</i>												
<i>Model personal and professional accountability in the delivery of patient-centered care.</i>												
<i>Model ethical decision-making in the delivery of patient-centered care.</i>												
<i>Practice nursing in accordance with the state's PN scope of practice, established standards of practice, and institutional policies and procedures.</i>												

<i>Behave in a professional manner in all clinical settings.</i>												
<i>Adhere to program policies regarding: dress code  punctuality</i>												
Comments:												
<b>Leadership</b>												
<b>Utilize leadership and delegation skills that support the provision and coordination of patient care.</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Mid term	Week 7	Week 8	Week 9	Week 10	Week 11	Final
<i>Use organizational, time management and priority setting skills when providing or coordinating the care of assigned patients.</i>												
<i>Delegate patient care tasks to unlicensed assistive personnel consistent with abilities, level of preparation, and regulatory guidelines.</i>												
<i>Monitor the performance of unlicensed assistive personnel to whom tasks have been assigned.</i>												

<i>Utilize conflict resolution skills with peers and other members of healthcare team as needed.</i>													
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Comments:

**Communication**

<b>Demonstrate communication skills that promote an effective exchange of information and development of therapeutic relationships.</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Mid term	Week 7	Week 8	Week 9	Week 10	Week 11	Final
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<i>Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients and families.</i>												
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<i>Implement appropriate strategies to overcome real or potential barriers to effective communication.</i>												
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<i>Communicate patient-related information in an accurate, complete, and timely manner to the healthcare team as appropriate.</i>												
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Comments:

<p><b>TOTAL</b></p> <p>Points required for passing Week 1 - 5 = 114 points each week. (Average 3 points per "box")</p> <p>To pass at midterm (week 6) students need at least 684 points. (Average 3 points per "box")</p> <p>Under 684 points overall requires remediation.</p> <p>Points required for passing Week 7 - 12 = 114 points each week. (Average 3 points per "box")</p> <p>Passing at final need to acquire at least 1368 points over the course.</p>												
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<p><b>Final Clinical Evaluation</b></p> <p><b>Faculty signature</b> _____ <b>Date</b> _____</p> <p><b>Faculty comments:</b></p>												
<p><b>Student Signature</b> _____ <b>Date</b> _____</p> <p><b>Student comments:</b></p>												

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**Key:**

4 (Outstanding)	3 (Satisfactory)	2 (Needs Improvement)	1 (Unsatisfactory)	NO or NA
<p>Exceeds expectations (as identified on clinical evaluation tool)</p> <p>Is safe</p> <p>Consistently shows initiative.</p> <p>Demonstrates a comprehensive level of understanding of concepts and applies them to patient care.</p> <p>Consistently identifies patient care situations that need attention. No supportive cues needed.</p>	<p>Meets expectations (as identified on clinical evaluation tool)</p> <p>Is safe</p> <p>Periodically shows initiative.</p> <p>Demonstrates a fundamental level of understanding of concepts and applies them to patient care.</p> <p>Usually identifies patient care situations that need attention.</p> <p>Occasional supportive cues needed.</p>	<p>Does not meet expectations (as identified on clinical evaluation tool)</p> <p>Is usually safe</p> <p>Infrequently shows initiative.</p> <p>Requires frequent guidance when applying concepts to patient care situations.</p> <p>Inconsistently identifies patient care situations that need attention.</p> <p>Frequent supportive cues needed.</p>	<p>Does not meet expectations (as identified on clinical evaluation tool)</p> <p>Is unsafe</p> <p>Does not show initiative.</p> <p>Requires consistent guidance when applying concepts to patient care situations.</p> <p>Fails to identify patient care situations that need attention.</p> <p>Continuous supportive cues needed.</p>	<p>NO = Not Observed/No Opportunity</p> <p>NA = Not Applicable</p>

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## Student Signature Page -

Sign/Detach and return to the Health Occupations Coordinator

Printed Name (student): \_\_\_\_\_ Section (day/evening): \_\_\_\_\_

I have received a copy of the OCM BOCES 2020-2021 PN student guidebook and understand that I am responsible for its contents. I have been duly informed of my rights and the measures I may take to exercise them.

My signature indicates that I have been informed of the policies, procedures and disciplinary actions pertaining to the following program subdivisions.

- **Mission and Vision**
- **Nursing Ethics, Code of Conduct, and Scope of Practice**
- **OCM BOCES Rules and Procedures**
- **Safety**
- **Faculty**
- **Student Resources**
- **Dress Code**
- **Student Progression**
- **Extenuating Circumstances/ Administrative Action or Approval**
- **Appendix**

I am aware that I am responsible for all transportation and parking expenses for clinical rotations and observations. I have been informed that all acute care rotations are scheduled in Syracuse.

I further understand that any clinical absences are to be made up and that I am responsible for registering through the Health Occupations Coordinator and OCM BOCES Continuing Education office and paying a **\$125.00** non-refundable fee per clinical make-up day.

I have been informed that the Licensed Practical Nurse examination fee, NCLEX-PN, is \$200.00 and my responsibility (fees subject to change per NYS). As well as \$143.00 license fee, \$35.00 Graduate Practical Nurse fee, and any other associated fees.

I understand that I am responsible for my identification badge and for a replacement fee for a lost badge.

I agree to abide by all of the policies and protocols contained therein. **Lack of your signature will not invalidate this contract.**

Student Signature: \_\_\_\_\_

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



