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The Student Handbook and the College Catalogue are not to be regarded as an irrevocable contract between the student, Department, and the College. While every effort has been made to assure correct information is provided to students, the Department and College reserve the right to change any provisions or requirements when deemed appropriate or necessary. Students are invited to be a part of the departmental governance process. When substantive changes are made to Departmental policies and procedures reasonable attempts will be made to inform students of those changes.
The Hartwick College Curricular Mission:

**Our Mission**
Hartwick College, an engaged community, integrates a liberal arts education with experiential learning to inspire curiosity, critical thinking, creativity, personal courage and an enduring passion for learning.

**Our Purpose**
Our purpose as a college of the liberal arts and sciences is to educate people who will thrive in and contribute to the world of the future; people who are prepared to meet the personal, intellectual, and social challenges of a rapidly changing and increasingly interdependent world.

Hartwick graduates will be noted as being able to thrive in a world of global interdependence in which people of the broadest range of national, ethnic, social, and personal backgrounds will interact personally and technologically.

To thrive in this context will require that Hartwick students learn to: understand the world from a variety of perspectives; work constructively with people from a variety of backgrounds and life experiences; be avid learners and critical thinkers; communicate effectively and have a well-developed personal presence; be purposeful in their actions and value-based in their decisions; and know how to use information technology resources as a routine tool to enhance effectiveness.

**Our Values**
- Hartwick is a college of the liberal arts and sciences, focusing on the development of the disciplines of thinking, learning, analyzing, communicating, and values-based judgment;
- a relationship college, focusing on the development of a 24 hour per day, seven day per week, residential educational experience characterized by personal responsibility and collaborative relationships among faculty, students, and staff; and
- a future-directed college, focusing on educating people in ways that will make them effective and contributing citizens to the world of their future.

**Our Character:** By being intentional in fulfilling our values—taking those actions that help us better be what we believe we should be—we are a college of both quality and distinctiveness. We are a future-directed community of learners where students, faculty, and staff are mutually engaged in intellectual, social, and personal learning inside and outside of the classroom. Our curricular and co-curricular educational experience emphasizes: shared and interdependent learning; a balance of challenge and support; a caring commitment to the individual; intellectual, social, and individual rigor; the development of personal responsibility; and approaches that link theory and practice, what we term "The Liberal Arts in Practice."
Hartwick College Department of Nursing

**Vision:** To be the best at melding the liberal arts with a nursing education.

**Mission:** To educate a highly qualified, self-directed nurse who will competently function in the present and rapidly changing health care system of the future.

**Outcome:** The liberally educated nurse graduate will possess the personal, intellectual, and social skills necessary to meet the challenges of an ever-changing and increasingly interdependent and diverse world.

Graduates are able to intervene therapeutically, critically think, apply clinical reasoning and problem solving skills, communicate effectively, and act responsibly as citizens of the world and self-regulating members of the profession. Program outcomes reflect the standards for baccalaureate nursing education\(^1\) and the Liberal Arts in Practice (LAiP) outcomes.

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\(^1\) AACN (2008).
Expected graduate outcomes:

A. **Intervenes therapeutically** to provide high quality, safe and effective care-the graduate, as an applied human scientist, is able to perform holistic care.

1. Performs holistic nursing care (health promotion, risk reduction, disease prevention, illness and disease management which meets the unique needs of the patient.
2. Synthesizes theories and knowledge from nursing science with the physical and life sciences, humanities, and social and behavioral sciences into the management of patient care.
3. Applies knowledge and skill in leadership-management, quality improvement, and patient safety to provide high quality health care.
4. Demonstrates knowledge of organizational behavior, the healthcare system, information and healthcare technologies, and human and global perspectives into care.
5. Demonstrates knowledge of relevant agency, regulatory, and professional healthcare policies and standards into care.
6. Integrates scholarship and current evidence into care.

B. **Critically thinks**-the graduate is able to critically think, evaluate information, and apply clinical reasoning to patient care and clinical decision making situations.

1. Uses the scientific problem nursing process [assessment, diagnosis, outcomes identification, planning, implementation (coordination of care, health teaching and promotion, consultation), and evaluation]\(^2\) to provide, design, manage and coordinate care for patients across the lifespan and continuum of care.
2. Synthesizes theories and knowledge from nursing science with the physical and life sciences, humanities, and social and behavioral sciences into patient care and clinical decision making.
3. Applies knowledge and skill in leadership-management, quality improvement, and patient safety into patient care and clinical decision making.
4. Applies knowledge of organizational behavior, the healthcare system, information and healthcare technologies, and human and global perspectives into patient care and clinical decision making.
5. Considers relevant agency, regulatory, and professional healthcare policies and standards into care planning and clinical decision making.
6. Uses a scientific problem solving process to translate current evidence into professional nursing practices-care and administrative.

C.  **Communicates effectively**—the graduate, as member of the inter-professional health care team, is able to communicate effectively to promote safe, quality, effective care and a healthy professional work environment.

1. Uses communication techniques (verbal, non-verbal, written, and therapeutic) effectively to assess, plan, implement, and evaluate care.
2. Uses communication techniques to effectively gather and disseminate information.
3. Effectively manages and uses information and healthcare technologies to provide safe, quality, effective care and care practices.
4. Collaborates with the individual, family, and members of the inter-professional health care team to meet identified patient care needs.
   a. Communicates patient needs and concerns (individuals, families, communities, aggregates) effectively
      i. developmentally appropriate
      ii. culturally and linguistically appropriate
   b. Communicates effectively as a member of the interprofessional healthcare team;
      i. Demonstrates professionalism and the role of the professional nurse
      ii. Demonstrates collegiality, collaboration, and positive leadership and followership skills
      iii. Supports and maintains a healthy work environment
5. Effectively advocates on behalf of patients, colleagues, and the profession.

D. **Acts responsibly**—the graduate, as a self-regulating being and member of the profession, demonstrates professionalism and professional values.

1. Demonstrates positive self-care behaviors.
2. Demonstrates ethical behaviors.
3. Demonstrates personal and professional accountability; is a self-regulating member of the community.
5. Demonstrates community engagement through service commitments.
6. Delivers high quality, safe nursing care, grounded in scholarship and current evidence.
7. Demonstrates professional values of caring, altruism, autonomy, integrity, and promotion of human dignity and social justice in all encounters.
Faculty Beliefs Statement

Nursing education is a creative and rewarding endeavor that requires structured preparation for the role along with clinical expertise and competence in the area of teaching responsibility. The development of a master educator evolves over time through guidance, mentoring, ongoing professional development, and practice.¹

Education for professional nursing is built on a broad foundation drawn from the liberal arts; this is integrated with knowledge and theories from nursing science and skillfully applied to the practice of professional nursing. A liberal arts education fosters the development of intellectual curiosity, creativity, and skill in critical thinking, clinical reasoning, ethical decision making, and various means of communication—all of which enable students to become confident, competent, and contributing members of the health care team. Graduates are prepared to assume roles that are essential to quality nursing practice including but not limited to care provider, coordinator of care, leader-manager, advocate, coach, teacher, case coordinator, and so forth.

The nursing curriculum is dynamic, reflecting the institutional mission and professional, societal and global trends.

We believe that students learn best through application, thus, the curriculum maintains a strong experiential learning component. Experiential learning opportunities occur in the lab, classroom, clinical, and community setting and are designed to enhance personal and professional growth, critical and reflective thinking, synthesis of knowledge, and skill development.

The baccalaureate education lays the basic foundation for ongoing personal and professional development. The curriculum emphasizes students’ values development, socialization into the professional role, and a commitment to lifelong learning and community engagement. Personal and professional standards and values, such as accountability, caring, altruism, advocacy, autonomy, promotion of human dignity, integrity, and a belief in social justice are addressed as a framework for providing professional care. Throughout the educational experience, the baccalaureate nurse is prepared to function as a collegial, collaborative, and contributing member of the profession. Evidence-based practice, research, scholarship, certification, and advanced education are expected. The program design, implementation, and evaluation are continuously reviewed and revised to achieve and maintain excellence. Faculty, staff, students, alumni, and members of the External Advisory Committee assist in continuous quality improvement (CQI).

Innovations are evidence-based and seek to build on traditional and novel approaches to nursing education. Faculty function as change agents and leaders to create a preferred future for the nursing program, curriculum, and practice through the CQI process. Faculty use knowledge of legal, ethical, nursing and educational issues to influence, design, and implement policies and procedures related to students, faculty, and the educational environment. Faculty demonstrate a life-long commitment to learning, are self-reflective, and engage in self-development to improve teaching practices and facilitate learning. Faculty use feedback from self, peer, student, and administrative evaluation to improve role effectiveness.

¹ NLN, p. 13
² NNL, p. 20
³ [Page]
Scholarship is an integral part of the faculty role and both teaching and practice are viewed as scholarly activities. Faculty design evidence-based teaching and evaluation practices and disseminate nursing and teaching knowledge.

We believe that teaching and learning are interdependent and lifelong processes. Faculty are responsible for creating a positive teaching-learning environment and promoting excellence. Faculty facilitate learning through curriculum design, teaching, evaluation, advisement, and the modeling and role modeling of behavioral expectations including lifelong learning, professional comportment, and engaged citizenship. The faculty beliefs statement, civility and professional boundaries policies are dynamic and help define who we are as educators, how we teach, and how we interact as educators with our colleagues and learners to foster a positive learning environment. Faculty show an enthusiasm for teaching, learning and nursing that inspires and motivates students. Faculty demonstrate an interest in and respect for learners while maintaining professional boundaries and professionalism. Faculty assist learners to engage in thoughtful and constructive self and peer evaluation.

Student-learners possess the aptitude to be successful and exhibit a spirit of inquiry and sense of wonder that must be fostered through teaching, learning, and evaluation strategies. Teaching, learning, and evaluation strategies are evidence-based, innovative, and varied to facilitate learning. The student-learner is actively engaged in their own learning and development through strategies that promote collegial dialogue and interaction. Faculty create an environment that facilitates learning and the achievement of desired outcomes-cognitive, affective and psychomotor. Faculty are aware of different learning styles and adapt teaching methods accordingly.

Knowledge is viewed as dynamic, iterative, highly selective and interpretative; therefore, the focus of learning is on the development of cognitive skills such as critical analysis, synthesis, and application rather than simple knowledge acquisition. Curricular technology is a tool used to enhance teaching, learning, and evaluation. Support services are essential to student success. Support services must be available and appropriate to learner needs. Faculty engage in effective advisement, counseling, and referral to help learners to meet their academic and career goals. Faculty ensure that resources are available to meet the diverse needs of learners.

The teaching-learning process involves the critical analysis of existing knowledge, the facilitation of active student learning, and the professional socialization of the student. Through a nurturing, stimulating environment, student-learners are assisted in the progression from relative dependence to interdependence and/or independence of practice. The teaching-learning process results in a graduate who is able to function as the self-actualized baccalaureate nurse generalist. Graduates are able to intervene therapeutically, critically think, clinically reason and problem solve, communicate effectively, and act as self-regulating members of society and the profession.

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Nursing Metaparadigm Concepts

5 NLN (2012), p.8
6 NLN, p. 8
8 Page
**Person/human being:** the human is a holistic, dynamic and unique being with intrinsic dignity, worth, and rights to ethical care and self-determination. The focus of nursing care is on human beings—individuals, families and populations (aggregate groups, communities, and society at-large).

**Health:** a dynamic synthesis of wellness and illness, plus more. Health is a highly individualized perception with multiple meanings influenced by societal and cultural norms.

**Environment:** a multidimensional field manifested by the interactive exchange of matter, energy and information.

**Nursing:** an art and science, which translates knowledge, skills, and professional values into health care. The discipline of nursing focuses on health promotion, risk reduction, disease prevention, as well as management of health states. The practice of nursing is based on professional standards and values. Nursing care requires the use of the scientific nursing process to apply knowledge, theory, and evidence into practice. Knowledge of wellness and illness alone are insufficient to deliver competent nursing care; knowledge of health care systems, information and health care technology, quality and safety methods, effective communication skills, ethics, and human and global perspectives are necessary to design, manage, and coordinate quality care. Values of the profession are continually applied to provide care in an ethical, caring, autonomous manner, as the nurse is attentive to human dignity and social justice. Qualities of altruism and integrity demonstrate an appreciation for the character of the profession. As health care continues to evolve, the ability to communicate, collaborate, advocate, critically reason, problem solve, and make decisions for the provision of health care will remain constant. As a profession, nursing requires that its members commit to life-long learning.

10/28/2009; under review and revision
Professional Values

Baccalaureate education for professional nursing should facilitate the development of professional values and value-based behaviors. Values are beliefs or ideals to which an individual is committed and which are reflected in patterns of behavior. Professional values and their associated behaviors are the foundation for practice; they guide interactions with patients, colleagues, other professionals, and the public. Values provide the framework for commitment to patient welfare, fundamental to professional nursing practice.

Professionalism is defined as the consistent demonstration of core values and application of ethical principles, excellence, caring, respect, communication, and accountability (Interprofessional Professionalism Measurement Group, 2008 as cited in AACN, 2008, p. 26). Professionalism also involves accountability for one’s individual actions and behaviors, including civility in all encounters, safe and effective nursing practice, the appropriate delegation of tasks, continuous professional engagement, and lifelong learning (AACN, 2008, p. 26).

Baccalaureate education includes the development of professional values and value-based behavior. The following professional values epitomize the caring, professional nurse. Nurses, guided by these values, demonstrate ethical behavior in patient care:

- **Altruism** is a concern for the welfare and well-being of others. In professional practice, altruism is reflected by the nurse’s concern and advocacy for the welfare of patients, other nurses, and other healthcare providers.

- **Autonomy** is the right to self-determination. Professional practice reflects autonomy when the nurse respects patients’ rights to make decisions about their health care.

- **Civility** is a fundamental set of accepted behaviors for a society/culture upon which professional behaviors are based (Hammer, 2003).

- **Human Dignity** is respect for the inherent worth and uniqueness of individuals and populations. In professional practice, concern for human dignity is reflected when the nurse values and respects all patients and colleagues.

- **Integrity** is acting in accordance with an appropriate code of ethics and accepted standards of practice. Integrity is reflected in professional practice when the nurse is honest and provides care based on an ethical framework that is accepted within the profession.

- **Social Justice** is acting in accordance with fair treatment regardless of economic status, race, ethnicity, age, citizenship, disability, or sexual orientation.
Baccalaureate Expectations

The baccalaureate prepared graduate is expected to:

1. Demonstrate the professional standards of moral, ethical, and legal conduct.
2. Assume accountability for personal and professional behaviors.
3. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.
4. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.
5. Demonstrate an appreciation of the history of and contemporary issues in nursing and their impact on current nursing practice.
6. Reflects on one’s own beliefs and values as they relate to professional practice.
7. Identify personal, professional, and environmental risks that impact personal and professional choices and behaviors.
8. Communicate to the healthcare team one’s personal bias on difficult healthcare decisions that impact one’s ability to provide care.
9. Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations.
10. Protect patient privacy and confidentiality of patient records and other privileged communications.
11. Access interprofessional and intraprofessional resources to resolve ethical and other practice dilemmas.
12. Act to prevent unsafe, illegal, or unethical care practices.
13. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.
14. Recognize the relationship between personal health, self renewal, and the ability to deliver sustained quality care.

AACN Baccalaureate Standards

AACN Standard I: Liberal Education for Baccalaureate Generalist Nursing Practice; possesses a solid base in liberal education provides the cornerstone for the practice and education of nurses.

- The graduate synthesizes theory and knowledge from the humanities, physical and life sciences and social and behavioral sciences with nursing science into nursing practice.

AACN Standard II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety; possesses knowledge and skill in leadership, quality improvement, and patient safety necessary to provide high quality health care.

- The graduate applies leadership abilities, quality improvement, and patient safety strategies necessary to provide high quality health care.

AACN Standard III: Scholarship for Evidence Based Practice; practice is grounded in the translation of current evidence.

- The graduates integrates professional nursing practice, grounded in scholarship and the translation of current evidence into professional nursing practice.

AACN Standard IV: Information Management and Application of Patient Care Technology; possesses knowledge and skill in information management and patient care technology critical in the delivery of quality patient care.

- The graduate demonstrates knowledge of the broader context of healthcare systems, information and healthcare technology, human and global perspectives in order to deliver nursing care in this rapidly changing world.

AACN Standard V: Health Care Policy, Finance, and Regulatory Environments; considers the importance of healthcare policies, including financial and regulatory, and how they directly and indirectly influence the nature and functioning of the healthcare system and professional nursing practice.

- The graduate demonstrates knowledge of the broader political, economic and regulatory context on healthcare policies, healthcare systems and professional nursing practice.

AACN Standard VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes; communicates and collaborates with healthcare professionals to deliver high quality and safe patient care.

- The graduate collaborates with the individual, family, health care professionals, and community groups to maximize optimal health potential of those with health needs.
- The graduate uses communication techniques (verbal, non-verbal, written and therapeutic) effectively.
VII: Clinical Prevention and Population Health; promotes health and prevents disease at the individual and population level to improve population health and nursing practice.

- The graduate *performs* holistic nursing care (health promotion, risk reduction, disease prevention, illness and disease management) which meets the unique needs of a diverse population.

VIII: Professionalism and Professional Values; professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to nursing and nursing practice.

- The graduate *demonstrates* professional values of caring, altruism, autonomy, integrity, and promotion of human dignity and social justice.

IX: Baccalaureate Generalist Nursing Practice; the graduate is prepared to practice with patients (individuals, families, groups, communities, and populations) across the lifespan and continuum of healthcare. The graduate understands and respects variations in care, the complexity of care, and how to use of healthcare resources in caring for patients.

- The graduate *applies* critical thinking to decision making; uses the nursing process to effectively provide, design, manage and coordinate care for individuals, families, groups and communities across the lifespan and continuum of care.
Roles of the Graduate Nurse Generalist (AACN, 2008)

1. Provider of care
   - Evaluates client changes and progress over time
   - Develops a beginning proficiency and efficiency in delivering safe care

2. Designer/manager/coordinator of care
   - Manages care transitions
   - Actively participates as a member of the interprofessional team
   - Identifies and works to rectify system issues
   - Develops working skills in delegation, prioritization, and oversight of care

3. Member of a profession
   - Evaluates one’s own practice
   - Assumes responsibility for supporting the profession

The baccalaureate generalist graduate is prepared to:
- practice from a holistic, caring framework;
- practice from an evidence base;
- promote safe, quality patient care;
- use clinical/critical reasoning to address simple to complex situations;
- assume accountability for one’s own and delegated nursing care;
- practice in a variety of healthcare settings;
- care for diverse patients and populations across the health-illness continuum and life span;
- engage in care of self in order to care for others; and
- engage in continuous professional development (AACN, Essentials for Baccalaureate Nursing Practice, 2008, p. 9).
Required Courses for the Nursing Major (Co-Requisites/Cognates) - 35 credits
- Biology 206 and 207: Anatomy and Physiology - two lab courses (8)
- Sci 144: Health Assessment (4)
- Biology 210: Microbiology - one lab course (4)
- Chemistry 105 or 107 - one lab course (4)
- Psych 301: Developmental Psychology (3)
- Math 108: Statistics (3)
- Sci 344: Pathophysiology (3)
- Sci 345: Pharmacology (3)
- Ethics elective (*) list of available courses will be provided each semester

Nursing Curriculum (*) - 60 credits in Nursing, 2 credits in the liberal arts
Nursing 134: Foundations in Nursing Science (5)* - FYS
Nursing 234: Medical-Surgical Nursing I (5)
Nursing 248: Health Care Quality and Research I (2)
Nursing 333: Gerontology (3)
Nursing 334: Medical-Surgical Nursing II (5)
Nursing 348: Health Care Quality and Research II (2)
Nursing 336 Rural/Population Health (4)* or Nursing 346: Transcultural/Population Health (4)*
Nursing 356: Women’s and Reproductive Health (5)
Nursing 357: Pediatric Nursing (5)
Nursing 434: Advanced Medical-Surgical Nursing (5)
Nursing 441: Psychiatric-Mental Health Nursing (5)
Nursing 443 Community Health Nursing (5)
Nursing 446 Transitions into Professional Practice I: Health Policy and Leadership (4)
Nursing 448 Health Care Quality and Research III (2)
Nursing 495 Transitions into Professional Practice II: Senior Independent Practicum (5)
(*) 1 credit towards the liberal arts

Liberal Arts in Practice Requirements

Writing Level Competency (WL)
- Students must attain Writing Level 4 in the Writing Competency Program. Courses at Writing level 1, 2, and 2 b (English 101, 110, and 111) do not satisfy the breadth and integration requirement in the humanities.
- Students will take a writing level exam upon entry; most will come out at a writing level 2
- Students will be assigned to an appropriate writing level course in the fall of their first year
- Students can achieve WL4 through completion of the senior thesis

Quantitative/ Formal Reasoning Requirement (QFR)
- Complete a course (minimum 3 credits) with a Quantitative or Formal Reasoning designation that explores or makes significant use or mathematics or formal logical reasoning or uses computers for the analysis or mathematical, social-scientific, or scientific data
- Met through statistics; Math 108 or the equivalent
Foreign Language Requirement (FL)-this can be satisfied in one of 4 ways

- Complete an elementary language sequence (min 6 credits)
- Complete one intermediate language course (minimum 3 credits)
- Complete one introductory language course (minimum 3 credits) and the corresponding off-campus program (minimum 3 credits), or
  - Complete one introductory language course (minimum 3 credits) and the corresponding on-campus culture course (minimum 3 credits)
- Complete one cultural immersion course (minimum 4 credits)

Courses used to satisfy the FL requirement may not be used to satisfy any other general education requirement, with the exception that students may meet the experiential requirement in the Humanities division with an off-campus program of a minimum of 15 days off-campus.

First year Seminar-waived for RN Mobility and RNOP students
Physical Education –waived for students over age 25

Depth in Discipline Requirement; met through degree requirements

Breadth and Integration-27 credits total at minimum in each Division, our students will need 12 credits beyond our basic nursing requirements

- Complete at least three courses, totaling at least nine credits, in each of the College’s three academic divisions: Humanities (HUM), Physical and Life Sciences (PSL), and Social and Behavioral Sciences (SBS)
  - PSL- (9 credits); completed through nursing cognates and co-requisites
  - SBS-(9 credits total with credits coming from at least two departments); 3 credits are completed through developmental psych; *students will need 3 more credits in the social and behavioral sciences, 3 credits with an ILS or ELS component*
  - HUM-(9 credits; 3 credits with an ILS or ELS component)

ILS-Integrative Learning Seminar-are characterized by active student engagement in course materials and research, limited enrollments, and an assumed knowledge of basic concepts in the field. Designation as an ILS is subject to the approval of the academic division. An interdisciplinary ILS may obtain divisional approval to qualify for more than one academic division, but a single course may be used to fulfill the requirement in only one academic division

ELS-Experiential Learning Courses include internships, off-campus programs (minimum of 15 days off-campus), course work requiring a significant grade bearing service learning component, course work in studio art, music, theatre, dance performance, or creative writing; course work with a weekly lab requirement, coursework at Pine Lake that contains a significant experiential component

Senior Capstone-(5 credits)-currently satisfied with the Senior Independent Practicum
### 3 Year Nursing Curriculum - Entering Class 2015

<table>
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<tr>
<th>YEAR</th>
<th>Fall Semester</th>
<th>Credits</th>
<th>J-Term Credits</th>
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<tr>
<td>1</td>
<td>Nurs-134 Foundations of Nsg Sci (FYS)</td>
<td>5*</td>
<td>Elective 3</td>
<td>Sci-144 Health Assessment</td>
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<td>Psyc-301 Dev Psychology</td>
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<td>CHEM-107 Chemistry</td>
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<td>Nurs-248 Hlth Care Qlty &amp; Research I</td>
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<td>ENGL-110 Composition or Elec. (WL)</td>
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<td>Yr I: 47-50 credits; 6-9 elective credits</td>
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| 2    | 9-12 elective | 5       | Nurs-336 Rural Health | NURS-346 Transcxl Nsg | 4       | NURS-357 Pediatric Nursing 5 |
|      | OR Nurs-356 Women's Reproductive |          | OR Nurs-337 Pharmacology | Nurs-356 Women's Reproductive |          | NURS-334 Medical Surgical Nsg II 5 |
|      | Scie-345 Pharmacology | 3       | NURS-346 Rural Health | Nurs-338 Hlth Care Qlty & Research II | 2       | NURS-333 Gerontology 3 |
|      | Math-108 Statistics | 3       | Nurs-346 Rural Health | Elective *Ethics or LAiP | 3       | NURS-457 Pediatric Nursing 5 |
|      | Elective **Ethics or LAiP | 3       | Nurs-346 Rural Health | Elective **Ethics or LAiP | 3       | NURS-334 Medical Surgical Nsg II 5 |
|      | Elective | 3       | Nurs-346 Rural Health | Elective | 3       | NURS-333 Gerontology 3 |
|      | 17       | 4       | Nurs-346 Rural Health | Elective | 3       | NURS-457 Pediatric Nursing 5 |
|      | Yr II: 39 credits; 9 electives |

| 3    | Nurs-441 Psych-Mental Health Nursng | 5       | NURS-446 Transition to Professional Practice I | NURS-441 Psych-Mental Health Nursng | 5       |                |
|      | Nurs-443 Community Health | 5       | Health Policy & Leadership | Nurs-443 Community Health | 5       |                |
|      | Nurs-434 Adv Medical Surgical Nsg (take TWO of above in Fall 7 wk classes) | 5       |                | Nurs-434 Adv Medical Surgical Nsg | 5       |                |
|      | Nurs-448 Hlth Care Qlty & Research III | 2       | 3               | (take ONE of above in first half Spring 7wk) | 3       |                |
|      | Elective | 3       | 3               | Elective | 3       |                |
|      | Elective | 3       | 3               | Elective | 3       |                |
|      | 16-19      | 4       | 4               | 13           |         |                |
|      | Year III: 43-46 credits; 9 electives |

Students need 120 credits for graduation; 35 credits through courses required for the major; 60 credits through the major; 25 credits through LAiP requirements and liberal arts credits. Places in the curriculum where there is potential room for elective credits to meet LAiP requirements and liberal arts credits are noted.
<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Credits</th>
<th>J-Term</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Nurs-134 Foundations of Nsg Sci (FYS)</td>
<td>5*</td>
<td>Elective</td>
<td>3-4</td>
<td>Sci-144 Health Assessment</td>
<td>4</td>
<td>14</td>
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<tr>
<td></td>
<td>BIOL-206 Anatomy &amp; Physiology I</td>
<td>4</td>
<td></td>
<td></td>
<td>BIOL-207 A &amp; P II</td>
<td>4</td>
<td>18</td>
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<td></td>
<td>ENGL-110 Composition or Elec. (WL)</td>
<td>3</td>
<td></td>
<td></td>
<td>Chemistry 105</td>
<td>4</td>
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<tr>
<td></td>
<td>Physical Education</td>
<td>1</td>
<td></td>
<td></td>
<td>Elective</td>
<td>3</td>
<td>14</td>
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<tr>
<td></td>
<td><strong>Totals</strong></td>
<td><strong>13</strong></td>
<td><strong>3-4</strong></td>
<td></td>
<td><strong>15</strong></td>
<td><strong>31-32</strong></td>
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<tr>
<td>2</td>
<td>Nursing 234: Med-Surg Nursing I</td>
<td>5</td>
<td>Elective</td>
<td>3-4</td>
<td>Nurs-334 Medical Surgical Nsg II</td>
<td>5</td>
<td>14</td>
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<tr>
<td></td>
<td>Biol 350-Pathophysiology</td>
<td>3</td>
<td></td>
<td></td>
<td>Nurs-248 Hlth Care Qlty &amp; Research I</td>
<td>2</td>
<td>15</td>
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<tr>
<td></td>
<td>Scie-345 Pharmacology</td>
<td>3</td>
<td></td>
<td></td>
<td>Microbiology</td>
<td>4</td>
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<tr>
<td></td>
<td>Developmental Psych</td>
<td>3</td>
<td></td>
<td></td>
<td>Elective *Ethics or LAiP</td>
<td>3-6</td>
<td>16</td>
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<tr>
<td></td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Totals</strong></td>
<td><strong>14-17</strong></td>
<td><strong>3-4</strong></td>
<td></td>
<td><strong>14-17</strong></td>
<td><strong>31-38</strong></td>
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<tr>
<td>3</td>
<td>Nurs-357 Pediatric Nursing</td>
<td>5</td>
<td>Nurs 336-Rural</td>
<td>4*</td>
<td>Nurs-357 Pediatric Nursing</td>
<td>5</td>
<td>15</td>
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<tr>
<td></td>
<td>OR Nurs-356 Women’s Reproductive</td>
<td></td>
<td>OR Nurs 346</td>
<td></td>
<td>OR Nurs-356 Women’s Reproductive</td>
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<tr>
<td></td>
<td>Math 108: Statistics</td>
<td>3</td>
<td>Transcxl</td>
<td></td>
<td>Nurs-348 Hlth Care Qlty &amp; Research II</td>
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<td>Electives</td>
<td>6-9</td>
<td>Nursing</td>
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<td>Nurs-333 Gerontology</td>
<td>3</td>
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<td><strong>14-17</strong></td>
<td><strong>4</strong></td>
<td></td>
<td><strong>13-16</strong></td>
<td><strong>31-37</strong></td>
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<tr>
<td>3</td>
<td>Nurs-441 Psych-Mental Health Nursng</td>
<td>10</td>
<td>NURS-446</td>
<td></td>
<td>Nurs-441 Psych-Mental Health Nursng</td>
<td>5</td>
<td>15</td>
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<tr>
<td></td>
<td>Nurs-443 Community Health</td>
<td></td>
<td>Transition to</td>
<td>4</td>
<td>Nurs-443 Community Health</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>OR Nurs-434 Adv Medical Surgical Nsg (take 2 of above - 7 wk classes)</td>
<td></td>
<td>Professional</td>
<td>Practice I</td>
<td>Nurs-434 Adv Medical Surgical Nsg (take ONE in first half of semester)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nurs-448 Hlth Care Qlty &amp; Research III</td>
<td>2</td>
<td>Health Policy</td>
<td></td>
<td>Nurs 495-Independent Practicum</td>
<td>5</td>
<td>17</td>
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<tr>
<td></td>
<td>Elective</td>
<td>3</td>
<td>&amp; Leadership</td>
<td></td>
<td></td>
<td>3</td>
<td>12</td>
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<tr>
<td></td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td>Elective (if necessary)</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Totals</strong></td>
<td><strong>12-18</strong></td>
<td><strong>4</strong></td>
<td></td>
<td><strong>10-13</strong></td>
<td><strong>26-35</strong></td>
<td></td>
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</tbody>
</table>
Statement on Advising and Counseling

All nursing students are assigned an academic advisor. Ordinarily this advisor-advisee relationship will continue throughout the student's academic experience as a nursing major at Hartwick College.

Advisors are responsible for:

1. helping students plan their program for study;
2. counseling and guiding students in academic matters as indicated;
3. maintaining up-to-date file of the student's progress;
4. keeping the Department informed of a student who is not making normal progress towards the degree, including student withdrawals, transfers and leaves of absence;
5. notifying students of course deficiencies.

Only a student's advisor is to sign a "drop" or "add" slip or the student's registration form unless specific arrangements have been made with an alternate faculty member or Chair of the Department by the student’s advisor.

Students have access to the Chair of the Nursing Department by appointment. Appointments should be made in advance (havenerj@hartwick.edu; 431-4781) to assure availability at a mutually convenient time. Issues relating to departmental policies, academic progression in the program, interpersonal relationships with students, peers and/or faculty are appropriate topics for discussion.

What to do if you are experiencing academic issues?

Students in a professional program are expected to take responsibility for their own academic careers; thus, we discourage parents from calling the faculty, advisor, or Chair of the Department unless they have concerns for their student’s safety or the student has followed the Chain of Command and is still experiencing concerns. Otherwise, it is our policy that the student who is experiencing or has experienced academic issues follow a Chain of Command similar to that required of practicing nurses in the clinical setting. That is, the student who is experiencing academic problems should:

- **First**, address their concerns with the faculty member in question. If the student is uncomfortable with this they may consult with their academic advisor to determine how best to approach the situation.
- **Second**, if the results of this conversation do not satisfactorily address the student’s issue they should schedule an appointment to meet with their advisor.
Third, should the student continue to have concerns, he or she should make an appointment to meet with the Chair of the Department.

Fourth, if the student still has concerns, he or she should make an appointment to see Dean in the Office of Academic Affairs.

Only after this Chain of Command has been followed should the parents be contacting anyone in the Nursing Department or the Office of Academic Affairs on behalf of their student. This policy is meant to assist the student in developing a greater sense of responsibility and the ability to stand up for themselves in the context of power differentials-two things that are vitally important to sound clinical practice. It is part of any nursing curriculum to socialize students into their professional role. We expect students to follow this policy.

http://www.hartwick.edu/academics/registrar/2015-16-college-catalog/educational-policies-and-procedures/ferpa

Reviewed 08/15 jeh/dd
Department of Nursing Progression Policies

1. Cumulative Average – students must maintain a cumulative grade point average (GPA) of 2.0 or better to progress in the major during the first year of study; once the student has completed the second year of study or completed all nursing pre-requisites and the 200 level clinical courses a cumulative GPA of 2.5 or better must be maintained to progress in the major.

2. Average in Major – during the first year of study students must maintain a grade point average (GPA) of 2.0 in the major to progress; once the student has completed the second year of study or completed all nursing pre-requisites and the 200 level clinical courses a cumulative GPA of 2.5 or better must be maintained to progress in the major.

3. Courses in the major – students must earn a grade of C or better in each nursing course to progress in the major.
   a. Each clinical nursing course must be successfully completed in order to progress to the next clinical course.
   b. All nursing course work must be satisfactorily completed prior to starting Nursing 495, the senior independent practicum.
   c. RN Mobility students with more than two (I) Incomplete grades will be halted in the major.

4. Students must successfully complete required skills validations for each course demonstrating minimum competency in order to satisfactorily complete course outcome criteria. Students must complete required skills validations at each level of the curriculum prior to progression.

5. Course withdrawal- students may withdraw from a maximum of two courses required for the nursing major; however, if the student withdraws from a course with a failing grade (below a C/73%) or grades on scheduled quizzes and exams of < 76%, the withdrawal will be treated as a course failure for purposes of progression in the program. Exceptions to this policy will be made by the Curriculum Committee for those with substantiated and compelling medical or personal concerns.

6. Out of sequence – students with grades of incomplete as outlined above, students earning a grade of less than C in any of the pre-requisite or major courses, as well as students with a cumulative GPA or major GPA of less than required will be halted in the major. To return to the major, the student must:
   - Repeat or complete the required course or course work and earn a minimum grade of C or better (or improve the GPA). The course must be approved by the Department Chair and registrar prior to enrollment in the course. The approval forms are available on the registrar’s website.
   - Send his/her transcript with the recorded grades to the College Registrar prior to the beginning of the academic year or subsequent semester
   - Petition the Chair of the Department of Nursing and the Executive Council at least two weeks prior to the beginning of the academic year or subsequent semester.
• The petition should include:
  a. A declaration of their desire to continue in the major
  b. A discussion of the student’s particular circumstances, i.e., why they need to petition and the factors that contributed to their need to petition.
  c. A description of how the student plans to be successful moving forward, including
     i. Resources that will be used
     ii. Plans for studying
     iii. Plans for managing competing interests such as work, athletics and/or social life
  d. A copy of the grade report for the repeated course.
• The Committee will consider the petition and make a decision regarding whether the student is to be readmitted to the major.
• The Chair of the Department of Nursing will convey the decision to the student.
• The student may direct an appeal to the Dean in the Office of Academic Affairs.
• The student must meet the departmental and course progression policies in effect for the class that the student joins.

7. Nursing is a popular major, thus, withdrawal from the nursing program in good academic standing does not guarantee readmission to the program; enrollment or re-entry depends on the availability of seats and the student’s current academic performance.

8. Nursing is a rigorous program of study. Graduates will need to demonstrate minimal competency through a national standardized examination, the NCLEX-RN, thus, those who are unable to meet minimal passing standards within the program are not allowed to progress. Repetition of courses in the major – students will be allowed to repeat a course only one time. A maximum of two different courses required for completion of the program may be repeated one time; this includes prerequisite courses. Students who are unable to meet this progression standard will be dismissed from the nursing program.

9. Not all courses and programs of study offered at other institutions meet our standards, thus, students requesting to take courses required for the major at another institution of higher learning must have the course approved by their academic advisor, the Chair of the Nursing Department, and the registrar prior to enrollment in the course. In order for the course to be approved the student must provide a compelling reason for why they must take the course elsewhere and provide a course description. Students will be encouraged to take such courses at 4-year degree granting institutions; alternately, courses may be taken through a community college that has a nursing program. In such cases, the passing standard for nursing majors in that program, if more stringent than ours, will apply.
Compelling reasons include, but are not limited to:

a. The need to take a course required for completion of the 3 year nursing program
b. The need to withdraw from courses on campus due to substantiated medical or personal concerns. Lack of this course will result in the student being out of sequence in the program; and/or,
c. The need to alter the academic load due to documented learning issues.

The need to complete another major or minor is not considered a compelling circumstance. The nursing major should be considered the student’s first priority. Students who need to fit in courses for another major or minor should be encouraged to take those courses elsewhere.

10. Program completion: students are required to complete all degree requirements within 6 years from the time the student enrolled in the first nursing course.

11. Violation of the Department of Nursing’s Code of Conduct, which includes the American Nurses’ Association (ANA, 2001) Code of Ethics, and the Social Media Policy will result in disciplinary action, including, but not limited to, dismissal from the major. All students are expected to familiarize themselves with such policies and the ANA Code of Ethics. Ignorance of policies is not an excuse for lack of compliance.

12. Plagiarism and cheating are viewed as a serious violation of the Code of Conduct for the department and the profession. In the interest of patient safety and academic integrity students are expected to complete and submit their own work. Violation of the College Policy on Academic Dishonesty can result in disciplinary action, including, but not limited to, dismissal from the major. Further, Nursing is a self-regulating profession, thus, students in a professional program are expected to report any suspected violations of the policy to the faculty. Such reports will be treated seriously and confidentially by department personnel. This policy is available on-line: http://www.hartwick.edu/x12195.xml

13. Nursing students are expected to comply with the policies of the Department of Nursing which are included in the Student Handbook. Ignorance of College or department policies is not an excuse for lack of compliance.
Course Progression Policies

Requirements of the Course:

1. A passing grade on each project.
2. Attendance at class and meetings as scheduled.
3. Satisfactory completion of course outcome criteria.
4. Satisfactory completion of practicum outcome criteria.
5. Satisfactory completion of course portfolio
6. Effective accomplishment of critical thinking, verbal and written skills.

Departmental Policies:

1. Learning activities are carefully designed to assist you in achieving identified course outcomes; therefore, to progress in the nursing major, the student must successfully complete both the classroom and clinical components of any course.

2. To ensure nursing competency and safeguard against unsafe practice, progression policies have been developed. To progress in the nursing major, a student must achieve an average grade of 76% on all scheduled quizzes and major examinations OR a cumulative final examination, regardless of grades on other course work. Exam and quiz grades will not be rounded up. If this criterion is NOT met, the student shall earn a maximum course grade of C- (C minus).

Please note a scheduled quiz or exam is one that appears on the course calendar, counts as part of the overall quiz and exam grade, and tests one’s ability to synthesize and apply knowledge. Unscheduled quizzes test one’s comprehension of minor and major content or concepts, do not appear on the course calendar, and are generally considered part of class participation. Unscheduled quizzes

3. To earn a grade of C or higher, the student must also:
   a. Successfully complete the level appropriate medication calculation exam
   b. Complete all course and practicum outcome criteria
   c. Complete all projects as determined by the professor as meeting an acceptable standard; however, out of fairness to your colleagues who completed the project on time and met an acceptable standard, the original grade on the project will stand.
4. Because we have much to learn from each other, all students are expected to fully participate in their nursing education. The student is responsible for class and clinical attendance in courses in which s/he is registered. A student is accountable for all work missed because of absence. The instructor may request a student to provide reasons for absence and is under no obligation to make special arrangements for students who are absent.

5. In the unforeseen event that classes need to be cancelled for a weather-related or faculty emergency, the faculty reserve the right to hold class or clinical/lab at an alternate time that is mutually convenient to the majority. For those unable to attend, alternate means of covering the content will be made available.

6. Professional accountability is important; if a student must be absent from a clinical/lab session, the instructor must be notified at least one hour in advance, except in the event of an emergency.

7. To assist your learning, the student is expected to respond to questions or notes from the instructor in subsequent entries, i.e. logs, journals, care plans.

8. To ensure patient safety and the quality of care, the student is expected to come to the clinical/lab area prepared. Inadequate preparation on the part of the student, as determined by the clinical instructor, may result in dismissal of the student from the clinical/lab area for that day. The student will be responsible to make up the lost time and pay for any related costs should they be incurred.

9. To be fair to your colleagues who have completed their work on time, all graded material will be reduced one step in the grading system for each day late (A to A- to B+ to B to B- , etc.). Non-graded material handed in late can result in a reduction of the final course grade by one step in the grading system. (A to A- to B+, etc.)

10. To safeguard the public, the student must meet all Health Requirements of the College and clinical agencies, have a current CPR card and carry the recommended amount of malpractice insurance before the first clinical/lab day of the first year and for every nursing course thereafter. Students who refuse required immunizations may be refused entry into a clinical agency; the Department and College are under no obligation to make accommodations for such students.

The faculty are interested in your learning and invite students with learning and physical challenges to meet with them early in the semester and meet with the Coordinator of Learning Support Services to discuss their particular learning needs and abilities; extension 4546. Hartwick College is committed to upholding and maintaining all aspects of the Federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If a student with a particular learning need wishes to request accommodations they must contact the Coordinator of Learning Support Services. The office is located on the 5th floor of the Yager Building in the Library, room 10. Any information regarding a student’s particular concerns and needs will remain confidential. Requests for accommodations should be made as early as possible.
General Policy Statement: Nurses and, by extension, nursing students are held to a certain code of behavioral conduct. This policy is intended to enhance the student’s understanding of the behavioral expectations that s/he will be held accountable to as a nursing student enrolled in the Hartwick College program. This policy is not inclusive of all situations related to social and behavioral conduct. Remember that these behavioral expectations apply regardless of the setting.

Violation of the Code of Conduct Policy will result in sanctions and may result in expulsion from the program and/or College.

Scope: This policy applies to all students currently enrolled in the nursing program or enrolled as nursing majors in the College, i.e., out of sequence students.

Accountability: The Curriculum Committee is responsible for periodic review of this policy; the faculty, in conjunction with the Department Chair, is responsible for administration of this policy.

Policy Elements:

1. Expectations
   i. Students are expected to comply with:
      1. The ANA Code of Ethics
         http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx
      2. The policies of the College as outlined in the Student Handbook and College Catalogue
         a. Student Handbook: http://www.hartwick.edu/x2962.xml
         b. College Catalogue: http://www.hartwick.edu/academics/academic-support-services/Registrar/2013-14-College-Catalog
      3. Department health and CPR requirements: http://www.hartwick.edu/x1485.xml#requirements
      4. The Department of Nursing’s Social Media Policy – posted in the Nursing Student Handbook
      5. The Department of Nursing’s Dress Code
      6. The standards for classroom and clinical conduct outlined in course syllabi
      8. Student Privacy and Confidentiality Rights including FERPA standards
         http://www.hartwick.edu/x2966.xml
      9. The policies of our clinical affiliates-reviewed in clinical orientation and available on site.

   ii. Students are expected to:
1. provide the Department with current contact information; changes in phone, e-mail, or physical address must be reported immediately to the Administrative Assistant in the Department of Nursing.
2. check their College e-mail account frequently throughout the calendar year;
3. maintain civil relationships with their peers, faculty, the administration, patients, patient families, nursing staff and other personnel at our clinical affiliates;
4. report any known or suspected instances of unacceptable behavior.

2. Disciplinary Action

Disciplinary action is usually corrective and progressive in nature; however, serious misconduct and/or work performance problems may warrant disciplinary action, including, dismissal from the program and/or College, outside of the corrective, progressive approach that is outlined below.

There are four types of disciplinary action that may be taken: verbal warning, written warning, suspension, or dismissal. However, in determining the proper course of disciplinary action, the faculty member and/or Chair may repeat, modify, or omit a level of discipline based on the specific facts of the case. Students have the right under the College grievance policy to appeal a decision with Dean of Academic Affairs.

The faculty and/or Chair are to document all disciplinary actions except verbal warnings. All students are asked to sign documentation (Behavioral Contract) indicating that they have read and understand what performance standards/behaviors are expected. The document should include a description of the problem and the specific steps necessary to successfully correct it, the timeline for improvement, and a scheduled time to meet to review the student’s on-going performance. A student’s signature does not necessarily indicate agreement with the disciplinary action, but acknowledges that he or she has read and understands the faculty concerns. Students are given an opportunity to add their comments to the form as well. If a student refuses to sign the document, the faculty and/or Chair should note this as well. In a case where a student refuses to sign the document, the case should be referred up the Chain-of-Command (to the Chair or Dean of Academic Affairs).

If there is no change or improvement in performance or behavior, further disciplinary action may include a second written warning, a final warning, a suspension, or dismissal. Students may be dismissed before the probationary period ends if the improvement is minimal, unacceptable behaviors occur, or performance declines.

Suspensions may be necessary in the case of a serious allegation that warrants further investigation or in cases where there is outstanding incomplete work.

A student may be dismissed for behaviors that are not corrected or for serious misconduct. Prior to initiating such action the faculty and/or Chair will consult with the Dean of Academic Affairs.
3. Unacceptable Behaviors The following examples are not meant to be all-inclusive but are representative of behaviors that are considered unacceptable for students in a professional program.

1. Non-compliance with patient care policies of an organization; particularly policies pertaining to patient safety.
2. Reporting to class or clinical intoxicated or under the influence of alcohol or drugs.
3. Selling or distributing illegal substances; providing alcohol to minors or underage drinking.
4. Stealing.
5. Failure to report to clinical as scheduled.
6. Altering or falsifying a patient document.
7. Falsifying a college application.
8. Academic dishonesty.
9. Disorderly conduct: including fighting; acting in an obscene manner or using obscene, abusive, or threatening language; engaging in horseplay in a clinical setting.
10. Defacing public or private property.
11. Inappropriate use of computers – i.e., for personal use in the clinical or classroom setting.
12. Use of cell phones in the clinical or classroom setting (phoning or texting).
13. Insubordination (i.e., failure to follow the instructions of clinical faculty or preceptors) and inappropriate or rude communication with faculty/staff.
14. Accessing patient information that is not work-related or necessary to fulfill your clinical assignment.
15. Looking up information on your own medical record.
16. Leaving confidential clinical information unattended.
17. Discussing patient information indiscreetly in a public venue or outside of the clinical setting (exception: in a nursing class where the information directly relates to teaching and the laws of privacy are understood).
18. Disclosure of patient or fellow student information that results in harm or disclosure of information protected by Federal and State regulations (AIDS, Drug/Alcohol, sexual abuse, mental health information).
19. Any act that harms goodwill between the Department and its clinical affiliates, other departments, the College, the community, the patients that we serve, alumni, or others.
20. Any act that harms the reputation of the Department, the faculty, the staff, fellow students, the College, or staff in our clinical affiliates.
21. Harassment of any kind of other students, faculty, staff, staff in our clinical affiliates, patients, visitors, or their family members (i.e., race, color, religion, gender, sexual orientation, national origin, disabilities, veteran status).
22. Behavior in the classroom or clinical setting that is disruptive, disrespectful, or creates dissention-including verbal and non-verbal behaviors.
23. Leaving the clinical area without authorization.

CD/JEH-Approved: 09-29-10; reviewed 08/15
Hartwick College
Department of Nursing
Social Media Policy-Revised 11-13 2013

Social media are powerful and far reaching means of communication that can have a significant impact on your personal and professional reputation and, as such, on your status as a student in the Department of Nursing at Hartwick College. According to the ANA (2011), “nurses and nursing students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all types”.

Communications engaged in on the social media sites can blur the lines between personal voice, professional voice, and institutional voice. This policy is intended to enhance and protect the personal and professional reputation of you, your colleagues, the faculty, the Department, and the College when participating in social media. This policy is not inclusive of all situations related to social media. Social media is defined as media designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Examples include but are not limited to LinkedIn, Twitter, Facebook, Second Life, Flickr, YouTube, Instagram, Snap Chat and MySpace.

Always remember that the same laws, professional expectations, and guidelines for interacting in person apply online as well. Students are liable for anything they post to social media sites. This information can be used against you in policy decisions.

PART 1: Policies for all Social Media

- **Protect confidential and proprietary information:** Do not post confidential or proprietary information about patients, professionals, or other students. Students must still follow the applicable federal requirements such as FERPA and HIPPA in cyberspace. Adhere to all applicable College privacy and confidentiality policies. Students who share confidential information do so at the risk of disciplinary action or expulsion.

- **Respect copyright and fair use:** Always consider copyright and intellectual property rights when utilizing social media sites.

- **Don’t use the Hartwick College logo for endorsements:** Do not use the Hartwick College logo, images, or iconography on personal social media sites. Be cognizant of posting pictures of other students in any clothing where the Hartwick logo can be seen.

- **Terms of service:** Obey the Terms of Service of any social media platform employed.

- Do not transmit or place online individually identifiable information; this includes photographs
- Observe ethically prescribed professional patient-nurse boundaries
- Understand that patients, colleagues, institutions, and employers may view postings
- Separate personal and professional information on-line by taking advantage of privacy settings
- Nursing students are ethically and legally bound to bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities; when in doubt, please consult

RULES TO REMEMBER.

- The standards of professionalism are the same online as in any other circumstance (ANA, 2011).
- Be respectful and professional. Responses should be considered carefully in light of how they would reflect on the poster and/or the faculty, Department, and/or College and its institutional voice.
  Never post anything that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful, or embarrassing to another person or entity.
- Do not share or post information or photos gained through the nurse-patient relationship.
- Do not take photos, video or audio recordings of patients or patient care settings on personal devices, including cell phones.
- Avoid online contact with patients; this blurs professional boundaries. If patients contact you it is important to be respectful and courteous but also to draw clear boundaries. Should contact continue despite your desire to terminate the relationship, consult with your faculty.
- Think (and rethink) about the message that you are “putting out there” before sharing on a social media sites. Privacy is very hard to maintain and never guaranteed when using social media sites. Before posting anything on a social media site think about the consequences of what would happen if what you posted was shared or widely disseminated (for example, sent to your faculty member or a present or future employer) and how that would impact your reputation and/or the reputation of your colleagues, the faculty, the Department, and/or the College. Search engines can retrieve posts years after they are created and communications can be forwarded or copied. If the individual posting the information would not comfortably share the information in class or with a member of the media, think about if it should be posted online.
- Remember the audience. Always be conscious that the social media world is or easily can be made available to the public at large. This includes prospective employers, fellow students, current professors and colleagues. Consider this fact before posting to ensure the post will not alienate, harm, or provoke any of these individuals.
- Identify personal views as personal: If a student identifies his/herself as a Hartwick College nursing student online it should be clear that the views expressed are not necessarily those of the department, institution, or profession.
- It is your professional-legal and ethical-obligation to report a breach of confidentiality or privacy.

Rev. 11/13-jeh/pg; reviewed 08/15

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General Student Information

Admission Requirements

1. **CPR Certification**: All majors must have been certified in CPR by an acceptable professional organization before entry into any clinical courses. Certification must be **current**. The Administrative Assistant, C. Deleski, must receive documentation of certification each academic year prior to the first clinical experience.

2. **Health Requirements**:

   Prior to 1st semester at Hartwick, each student will have completed and submitted documentation to the Perrella Student Health Center:

   1. Rubella Antibody Titer
   2. Rubeola Immunity Titer
   3. Polio vaccine date
   3. Diphtheria/Tetanus Booster
   4. Dated history of Chicken Pox OR Varicella Titer
   5. Hepatitis B Vaccinations + Titer
   6. Tuberculin Testing 2-step PPD initially, followed by a PPD every 6 months
   7. History & Physical

   Prior to the August 1st deadline in the summer before a student’s second year, each student will submit to the Perrella Student Health Center the following information:

   1. Tuberculin Testing Results
   2. Updated Physical Exam Record

Any student who has not provided the department with sufficient documentation of the above requirements will be unable to attend clinical until the appropriate documentation is received.
Clinical rotations are required of all Nursing students, and a student cannot progress through the curriculum, or complete the curriculum and graduate, without completing these required clinical rotations. New York State law compels our clinical affiliates to ensure that all individuals—including Nursing students—be free from communicable disease and minimize the risk to self and others, and thus all of our clinical affiliates have health requirements, including vaccinations, immunizations, and titres, that students must meet. These health care requirements are meant to safeguard students, healthcare workers, patients, and the public from unnecessary exposures and minimize the risk of liability to our affiliates. Therefore, all Hartwick Nursing students are required to meet the health clearance requirements and policies of our affiliates; otherwise, they cannot participate in the clinical rotations. The College and Department are under no obligation to make special accommodations for students who do not or cannot comply with such health clearance requirements.

The New York State Department of Health requires influenza immunization for all health care workers during flu season. Students who elect not to be immunized or cannot be immunized must wear a face mask at all times while in the clinical setting. Non-compliance will result in dismissal from the clinical setting. The College and Department are under no obligation to make special accommodations for students who do not or cannot comply with this regulation.

Professional Liability Insurance

The need for protection of our students has been deemed of high priority by the faculty of the Department of Nursing. This concern was transmitted to the Board of Trustees of Hartwick College which approved that Professional and Personal Liability Insurance for nursing majors be required and that the cost be borne by the student. (5/76). Pre-licensure students enrolled in the nursing program will be charged for the costs of the liability insurance on their tuition bill. Licensed students enrolled in the nursing program must obtain their own liability insurance. For questions regarding this contact the Chair or the Coordinator of Nursing Opportunities, Donna Decker; deckerd@hartwick.edu.

Identification Cards. Paid students will have their photo taken during orientation for the college I.D. card. This card permits the student to use the library, other college facilities and services and to attend special college functions.

Mandatory Education Requirements. Each nursing student will be required, on an annual basis, to complete a clinical agency orientation to fulfill Mandatory Education requirements. These clinical agency orientation requirements will be met prior to the clinical experience. Each student must complete these educational requirements before they will be allowed into the clinical area.

Maintaining Active Student Status. Once matriculated, students must take a minimum of one course during each academic year (Fall, January, Spring, Summer Terms) either at Hartwick or an approved course at an approved institution. (Approval is granted by the Department Chair (or designee) and the Hartwick College Registrar).

Full time status requires a minimum of 12 credits; students must petition the Committee on Academic Standards to be considered a part-time student.
For any term in which the student is not taking a course either at Hartwick or another approved college, a leave of absence must be processed – by May 15 for the Summer term, August 15 for Fall term, December 15 for January Term and January 15 for Spring Term. Failure to do so will result in the student being dropped from the program. Re-admission is processed through the Office of Admissions and will necessitate re-payment of all fees.

**Pre-registration**  Students must pre-register for each term. This is done in the fall for January and Spring Terms and in the Spring semester for the fall semester. Information on pre-registration will be sent to the student’s campus e-mailbox unless otherwise requested.

**Transportation**  With the exception of select experiences in the Albany and Schenectady region, transportation arrangements and related costs to off-campus clinical sites are the responsibility of each student. Transportation fees may apply when departmental arrangements are provided.

**Uniforms**  Unless otherwise indicated, the student must wear a navy top with a white skirt or pants to participate in clinical experiences or related field work. Students must, according to NYS law, wear the Hartwick College Student Name Pin as identification.

**Lab fees:**  Students enrolled in a clinical course will be charged a $50.00 fee per course; fees are used for the purchase of supplies, instructional materials, the upgrading of equipment, and such. This fee is currently waived for students enrolled in the Partnership Program.

**Disabilities Statement**  If you are a student with a documented learning concern who will require accommodations in any course, please register with the Coordinator of Learning Support Services. These offices are located on the 5th floor of Yager, in the Learning Loft, room 10. Requests for accommodations should be made as early as possible.

**Transfer Credit**  A student may receive credit by Proficiency Examinations for the following prerequisite courses for the major:

- Anatomy & Physiology with lab
- Chemistry with lab
- Microbiology with lab
- Lifespan Developmental Psychology

The student is responsible for all arrangements in relation to these Proficiency Examinations. The Proficiency Examinations must be taken before the student enters the nursing course for which successful completion of that course is required. Generally, students use ACT/PEP or CLEP exams by Excelsior College. A student’s ability to take proficiency exams needs to be verified by the department chair on an individual basis.
Acceptable scores on Proficiency Exams to receive credit should be checked with the Registrar's office, because these figures are adjusted from time to time.

Students desiring to take courses at another college for transfer credit at Hartwick are advised to check and compare catalog descriptions. A copy of the catalog course description must be reviewed by the department chair. A permission form from the registrar must be signed by the department chair.

A Hartwick student may request permission from the Registrar to attend summer school at another accredited college or university. Courses at a two-year college are not permitted after two years' work (60 credits or more) at Hartwick unless specific permission has been granted as part of an Individual Student Program. Grades for courses taken in summer school are included when determining a student's eligibility for honors at commencement.


**GRE’s** Students considering graduate school are encouraged to take the GRE’s before graduation.

**Textbooks:** Textbooks are an investment. You will need them throughout your nursing career at Hartwick. We recommend that you do not sell any required nursing texts!
**Student Evaluations**

A. At the end of each of the nursing courses:

1. All counseling and evaluation reports in relation to clinical laboratory experience are the responsibility of the faculty of the Hartwick College Department of Nursing.

2. Clinical laboratory (practicum) is graded on a satisfactory/unsatisfactory basis. Both the practicum and the related theory courses must be successfully completed to receive credit in either. An unsatisfactory in the practicum results in an automatic F in the practicum.

3. Students are required to complete periodic self-evaluations and turn those into the faculty for formative/on-going performance feedback.

4. Any student who is considered to be failing clinical laboratory at mid-term MUST receive a written mid-term evaluation.

5. Any student may request a written mid-term evaluation from the clinical instructor.

6. A passing evaluation at midterm does **not assure** a passing grade for clinical laboratory at the end of the course.

7. Transcript comments may be submitted by the faculty member at the time that grades are submitted by the faculty member. Typically these comments describe outstanding performance or performance that is sub-standard.
Standard Precautions Policy

All clients should be considered infected with blood-borne pathogens; therefore, standard precaution should be used for care of all clients. The use of standard precautions applies to contact with blood, all body fluids (except sweat) whether or not they contain visible blood, non-intact skin, and mucus membranes.


A. Needles should not be recapped, purposely bent, broken by hand, removed from disposable syringes or manipulated by hand.

B. After use, all disposable sharp items should be placed in puncture-resistant containers for disposal.

C. Puncture resistant containers should be located close to area of use.

D. Needle-free intravenous access systems, and self-sheathing needle/syringe units should be used when available.

E. Avoid recapping unless there is no other alternative—this is an OSHA regulation. If recapping is necessary because of the nature of the task or related to a lack of an easily accessible disposal container, a one-handed scoop method or a passive recapping device is recommended. Two-handed recapping of needles is prohibited.

F. Lancets should not be shared or reused.
II. Prevention of exposure via blood or body fluids.

A. Gloves

1. Gloves should be worn for contact or anticipated contact with client’s blood, body fluids, secretions, excretions, and contaminated items.

2. Put on clean gloves just before touching mucus membranes and non-intact skin.

3. Gloves should be changed after each client contact. Torn gloves should be removed and replaced as soon as client safety permits.

4. Change gloves between tasks and procedures on the same patient after contact with material that may be contaminated with blood, body fluids, secretions, or excretions.

5. Hands must be washed or hand hygiene must take place immediately after gloves are removed.

B. Masks, Eye Protection, Face Shield

Such protective gear should be worn during procedures to protect mucus membranes of the eyes, nose, mouth during procedures and patient care activities that are likely to generate splashes or sprays of blood, body fluids, secretions, or excretions.

C. Gown or Aprons

Wear a gown (clean, non-sterile) to protect skin and to prevent soiling of clothing during procedures and patient care activities that are likely to generate splashes or sprays of blood, body fluids, secretions, or excretions. Select a gown that is appropriate to the activity and the amount of fluid one is likely to encounter. Remove a soiled gown as
promptly as possible and wash hands to avoid the transfer of microorganisms to other patients or environments.

D. Handwashing/Hand Hygiene -- *always done before, after, and between client contact.*

Hands must be washed thoroughly and immediately if contaminated with blood, body fluids, secretions, excretions and contaminated items, whether or not gloves are worn.

Hands must be washed after removal of gloves.

It may be necessary to wash hands between tasks and procedures on the same patient to prevent cross contamination from different body sites.

Use plain soap for routine handwashing. Use an antimicrobial agent or a waterless antiseptic agent for specific circumstances as defined by institutional infection control policies.

E. Patient Care Equipment and Linens

Handle used equipment and linens soiled with blood, body fluids, secretions, or excretions in a manner that prevents skin and mucus membrane exposures, contamination of clothing, and transfer of microorganisms to other patients and environments. Ensure that single-use items are disposed of properly.

III. Emergency situations

Mouth to mouth resuscitation should be done with a pocket mask or ambu bag. Mouthpieces should be made available in areas where resuscitation is predictable.
IV. Environment

A. Notify housekeeping of spilled blood or body fluids immediately.

B. Spilled blood or body fluids can be effectively cleaned with 1:10 concentration of household bleach, alcohols, iodophors or phenolics.

C. Follow institutional procedures for cleaning and disinfection of environmental surfaces.

V. Respiratory Hygiene/Cough Etiquette

If you sneeze or cough cover your mouth and nose with sleeve or tissue. Promptly dispose of used tissues. If you or the patients you are caring for are coughing or sneezing wear a mask. Wash your hands promptly after removing a mask or disposing of used tissues.

Jeh 08/11; reviewed 08/15
Environmental Safety Policy (08/11; reviewed 08/15)

1. All students should be vaccinated against routine communicable diseases and hepatitis B vaccine (HBV) vaccine according to the CDC guidelines prior to clinical exposure.

2. All students will have instruction in Standard Precautions and successfully meet the performance requirements to carry out Standard Precautions procedures before their initial client contact. Standard precautions must be followed at all times and failure to adhere to this policy may result in failure of the course.

3. All students will be informed of a client’s diagnosis and necessary precautions prior to initial client contact. Current information available on isolation precautions and related nursing process will be reviewed by the student with the faculty or preceptor before caring for a client on isolation. Faculty or preceptors will carefully supervise students in giving care to patients on isolation precautions.

4. All students have an ethical responsibility to carefully consider her/his health status and level of fatigue when deciding to provide patient care. Four provisions within the ANA Code of Conduct (ANA, 2001a) speak to the obligation of the nurse to act in a manner consistent with maintaining patient and personal safety. Students who are ill or excessively fatigued place themselves and others at risk. The Department of Nursing promotes safe and effective nursing practice and recognizes the responsibility of student nurses to accept or decline assignments based on their self-assessment of ability to provide safe care.

   Excessive fatigue is difficult to define; however, lack of adequate sleep necessary to provide the student with physical and cognitive restoration should be used as a guideline. In most individuals this means 6-9 hours of uninterrupted sleep. Students should note that prolonged wakefulness (>/= 20 hours) is the equivalent of operating with a blood alcohol content of .10.

5. After consultation with their clinical faculty students deemed at personal risk may be excused from the care of client’s with certain diagnoses (e.g., the pregnant student, students with eczema-like lesions, the immunosuppressed, injured, etc.).

6. Faculty will ensure that learning laboratory equipment, supplies and conditions are appropriate for minimizing safety risks. Disinfecting and disposal procedures will be followed. Students will not perform invasive procedures on one another, faculty or other people while in a college lab.

7. In the event of an accidental exposure (defined as a needle stick or puncture wound with a sharp object contaminated with blood, body fluids, secretions, or excretions or splash to the eye, mouth, or open mucus membrane surface) agency guidelines for accidental exposure will be followed. If the exposure occurs on campus the Perella Health Center will be consulted. Written documentation of the event and follow-up will be placed on file.
Policy Regarding Nursing Students who are Positive for HIV or Hepatitis

The Department cannot guarantee protection of students from exposure to communicable diseases in clinical or lab settings. Students who are positive for HIV or hepatitis are advised to consult his/her health care provider to determine clinical settings that pose health risks. Students who know that they are HIV+/hepatitis + are urged to voluntarily inform the health center to obtain information and referral on health care and counseling, as well as begin the process to assess the need for modifying the clinical experience. Modifications of clinical experiences need to take into account the nature of the clinical activity, the technical expertise of the infected person, the risks posed by HIV/hepatitis carriage, functional disabilities, and the transmissibility of simultaneously carried infectious agents. Modifications of clinical experiences are crafted on a case-by-case basis.

According to NYS regulations, HIV and hepatitis infection alone are not sufficient justification to limit the professional duties of health care professionals unless specific factors compromise a worker’s ability to meet infection control standards or to provide quality patient care (i.e. functional impairment). The NYS Advisory Panel on HIV and Healthcare Workers (hcw) is available to provide advice to those who are infected with HIV and/or HBV. When the panel recommends training, monitoring, reassignment, or any similar action the HCW shall provide written assurance to the panel that s/he has informed licensed facilities where the HCW provides patient care of the recommendations and shall identify the person or person at the facilities so informed. Please note that recommendations differ from one state to another.

HIV/ HBV infected students are not obliged to disclose their health status to the Department, faculty, fellow students, or patients. HIV Testing is not mandatory. Student requesting testing will be appropriately referred. Information on testing and referral is available through the Perella Health Center.


pk 8/01; jeh 08/11; revised 8/14; reviewed 08/15
Radiation Exposure Hazards Policy

**What are the dangers of being exposed to an x-ray?** Occasionally, it becomes necessary to obtain a radiograph of a patient who cannot be brought to the radiology department. For these cases, an x-ray technologist may be required to use portable x-ray equipment in the patient's room. Over 99.9% of the x-rays emanating from this x-ray unit is absorbed by the patient and the image receptor (x-ray film and cassette). The less than 0.1% which scatters does so in all directions and with a very rapid decrease in intensity with increased distance from the patient. The levels of scattered radiation at distances of 6 feet or more from the patient and x-ray equipment is extremely low and can only be measured with sensitive electronic radiation detection equipment. For regulatory reasons and because they take many, many x-rays per month, the equipment operators are required to wear lead aprons and radiation monitoring badges. However, for the other hospital personnel (and other patients as well) at distances of 6 feet and over, the amount of scattered radiation to which they are exposed is extremely small and negligible even when compared to the natural background radiation they receive from the earth and sky.

**What are the dangers of being exposed to patients who undergo/have undergone diagnostic nuclear medicine studies?** Patients who undergo diagnostic nuclear medicine studies are given a small amount of radioactive pharmaceutical and are slightly radioactive for a short period of time following this procedure. A radiation measurement survey of typical patients indicated that the radiation levels immediately following the nuclear medicine study usually range from about 0.05 to 0.2 mR per hour at a distance of 3 feet from the patient. To put these numbers into a meaningful perspective and demonstrate why these patients pose no measurable risk to hospital personnel, other patients and the public in general, consider two facts. First, the radioactive pharmaceuticals lose their radioactivity very rapidly, some as quickly as 2.5 days, so most of these patients are no longer radioactive only a short time following the nuclear medicine study. Second, the additional radiation dose a person in Central New York would receive if he/she stayed at a 3 foot distance from a typical nuclear medicine patient for two full hours is far less than the extra amount of background radiation dose this person would receive if he/she lived in Denver for that week.

**What are the dangers of being exposed to patients who are undergoing implant or infusion radiation therapy?** Those patients undergoing implant or infusion radiation therapy are the one possible source of significant radiation exposure to hospital floor personnel. The most common procedures require the radiation material be brought to and applied in the patients' private room. Each patient is restricted to this room until the radioactive material is removed or until the radiation decreases to a safe level. These patients' rooms are posted with "Radiation Precautions" signs on the door and bed with an additional sign on the cover of the patient's chart. In addition, the patient is issued a "Radiation" wristband. The floor nurses who care for these patients are given a periodic radiation safety inservice, provided with written procedure-specific informational guidelines, and issued radiation badges to monitor their radiation dose. Barring any unusual circumstances, the usual monthly radiation dose these nurses receive is less than 10 mRem and is probably comparable to the additional background radiation dose they would receive if they
lived that month in Denver rather than Cooperstown. If visitors are allowed in the patient's room, then hospital personnel (no pregnant personnel or under 18 years of age) may carry out routine tasks of short duration; for example, meal deliveries or tray pickups. Other Unnecessary tasks by any personnel should be avoided and time in theroom minimized with distance from the patient maximized. Any questions or concerns of a radiation safety nature about hospital personnel duties, responsibilities or behavior pertaining to the care of these patients should be directed to the Radiation Safety Office at Ext. 3012.

**What if I am pregnant or believe that I might be pregnant?** It has long been recognized that radiation poses a potential hazard to the embryo or fetus. The National Council on Radiation Protection and Measurements (NCRP) has recommended that during the entire gestation period the radiation dose as a result of occupational exposure of the mother should not exceed 0.5 Rem to the fetus. Other groups such as the International Commission on Radiological Protection (ICRP) have also stressed the need to keep radiation doses to unborn children as low as reasonably achievable. The New York State Department of Health requires that, in general, its licensees should keep radiation exposure as low as reasonably achievable.

For these reasons, any Hartwick College nursing student who is pregnant or believes that she may be pregnant is advised to avoid unnecessary occupational exposures to radiation. The decision to officially inform her faculty is voluntary and solely hers; however, it is in the best interest of the student to inform her clinical faculty so that assignments can be modified as necessary. At no time will the fact that she is pregnant affect her status as a student. Disclosure of a pregnancy by a student is protected under FERPA; the faculty is not to discuss this with others who do not have the right to know without the student’s express written permission (i.e., fellow students, faculty who are not directly involved with clinical assignments or instruction). Should questions arise a consult with the Radiation Safety Officer at the facility is advised.

03/12-jeh; reviewed 08/15
Computers and the Hartwick College Computer Network

The Technology Resource Center (TRC) is your first stop for technology questions and troubleshooting. The TRC will provide free troubleshooting for students' access and use of Hartwick College-supported applications (e.g., D2L, WebAdvisor, Microsoft Office, and SPSS). The TRC is located in Clark 150. Business hours are Monday-Friday 9am-5pm. Contact can be made at 607-431-4357 or at technology@hartwick.edu. If you have any questions about technology at Hartwick, please contact the Technology Resource Center (TRC) at technology@hartwick.edu or call 607-431-4357 (HELP).

Laptops. The College and Department strongly recommend that students purchase a laptop computer, complete with applications and networking software, from one of our approved vendors. Please see document entitled “Supported Technology”

http://www.hartwick.edu/about-us/why-hartwick/technology/information-technology/technology-policies/supported-technology

User Responsibilities and Appropriate Use Policy

Be sure to familiarize yourself with the document entitled “User Responsibilities and Appropriate Use Policy”.


From this page is a link to a printable version of the document which you must sign and date before network credentials are issued.

The Nursing Department would also like to stress that usage of the Hartwick College Computer Network is a privilege that must be maintained for the successful completion of any program within the College. Proper online etiquette and decorum is required, and expected, at all times. Students should familiarize themselves with specific Technology-related policies published by the TRC but, at least as importantly, to also take into consideration all policies within the Hartwick College Student Handbook – many of which apply to online behavior as well.

JEH 05/10; reviewed 08/15
Exam Administration Policy

In order to ensure that the grades of those who work hard in the nursing program are not adversely affected by those colleagues who would engage in academic dishonesty, the Department of Nursing adheres to the following procedures during the administration of examinations:

- All cell phones must be off and placed face down on the floor in front of the desk during an examination.
- All other personal items must be left at the front of the classroom prior to an examination.
- Students are not allowed to bring water bottles, drinks, or food items into the testing area.
- Students are not allowed to leave and re-enter the testing area once a test has begun; please be mindful of this rule. Empty your bladder prior to the start of an examination and avoid drinking large amounts of fluid and/or the use of diuretics prior to the exam, i.e., caffeinated beverages.
- Students must stay in their seats; to ask for clarification, the faculty member will come to the student when a hand is raised.
- No talking with your peers once an exam is distributed.
- Examinees are required to keep their head and eyes forward at all times during the examination.

Non-adherence to the policy may result in the inability to take a scheduled exam or an automatic failure on the examination.

Approved 05/13; reviewed 08/15
Dress Code

As students and personnel in the Department of Nursing we accept the basic tenets of professionalism and professional conduct. As representatives of the Department of Nursing, the College, and the profession, students and department personnel are expected to role model professionalism through conduct and appearance. This policy is intended to provide a general expectation of personal appearance for all students and personnel during regular hours of operation and is not meant to capture all necessary dress and appearance requirements nor represent a complete listing of clothing or items of apparel considered acceptable in the classroom setting or at departmental events. What is considered acceptable attire is not necessarily related to what is in fashion, rather it is based on what is considered acceptable in a professional academic environment in which we are likely to encounter members of the public and the profession.

This policy applies to all nursing personnel and students.

1. Attire, hygiene and appearance should be neat, safe, inoffensive and appropriate. Students and personnel are encouraged to use sound judgment as to what is appropriate attire. Extreme styles and poor hygiene harm the public image of the individual, Department, College, and profession and may be offensive to others.

2. General principles for the classroom setting or professional gatherings
   a. Personal dress must be clean, neat, and professional.
   b. Clothing should not be revealing, i.e., it should not be tightly form fitting or expose undergarments, the abdomen, cleavage, chest, or buttocks.
   c. Clothing should be free of offensive language, including sexually explicit or implicit language or references, foul language/logos, or drug/alcohol paraphernalia
   d. Tatoos on areas that are visible should be covered
   e. Hair, including facial hair, must be clean, neat, and trimmed and should not contain extreme colors
   f. With the exception of pierced ears, body piercing in a visible area anywhere on the face or tongue is prohibited. Wearing band aids over piercings or spacers is not acceptable. Dangle earrings are prohibited in the clinical setting.
   g. Jewelry, with the exception of a simple wedding band(s) and stud earrings, is prohibited in the clinical setting.
   h. Hands must be clean and fingernails must be groomed. Fingernail length should not extend ¼ inch beyond the finger. Those who provide direct patient care cannot wear artificial nails (acrylic, overlay, tips, silk wraps, nail extenders, sculptured, appliqued, or gels) or colored nail polish. Clear polish may be worn.
   i. Students and personnel are not permitted to wear
      i. Tank or halter tops
      ii. Beach wear
      iii. Pajamas or lounge wear
      iv. Gym clothing other than a uniform to be worn to a game
      v. Micro-mini skirts/shorts; as a general guideline skirt length is no higher than 3” above the knee and shorts should reach the bottom of the fingertips with the hands placed at one’s side.
      vi. Bib overalls
vii. For safety reasons, open toed shoes are not allowed in any laboratory or clinical setting. Flipflops, slippers, and stiletto heels or high heels > 2” in height are considered inappropriate in any professional setting.

- At the discretion of the faculty denim may be worn by students in the classroom setting EXCEPT when one is presenting or guests or guest lecturers are to be in attendance, e.g., O’Connor Lecture, Scholarship Showcase, awards ceremonies, dinners, Nursing Days on Campus and such. In such cases the appropriate dress code is business casual or professional attire, depending on the event. If in doubt consult with a faculty or staff member.

- Professional staff and faculty may not wear denim when the College is in session EXCEPT on casual Fridays.

3. Individuals who are not compliant will be given a warning. Subsequent violations will result in dismissal from the setting. Repeated violations will be considered an act of insubordination and subject to disciplinary proceedings.

Drafted and approved 08/14; revised 08/15
Under Title IX, pregnant and parenting students have the right to stay in school and have their education and career goals met. Title IX prohibits discrimination on the basis of sex—including pregnancy, parenting, and all related conditions, including abortion. The Department of Nursing will excuse absences due to pregnancy or any related condition for as long as your health care provider feels it is necessary. The department requests that you submit a doctor’s note for an absence or leave of absence. You cannot be penalized for such excused absences. You will be allowed to make up missed work. You may choose to return from a maternity leave earlier than recommended—that is your choice. We do, however, ask that, as a member of a self-regulating profession, you make such decisions judiciously.


Drafted/approved 08/14; reviewed 08/15