Practical Nursing

HEGIS CODE: 5209.2 Nursing – Practical (Adult)

Student Handbook 2024

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INTRODUCTION TO HBS & YOUR PN PROGRAM

Message from the Practical Nursing Program Chair

Dear Practical Nursing Students,

Welcome to the Practical Nursing program at the Hunter Business School! Today, you are a "student nurse" and soon you will be a practical nurse. The student is the center of our focus, where diversity, and individuality in student and faculty are sought, valued, and nurtured. We applaud your desire to enter the dynamic and rewarding profession of nursing. Successful completion of the nursing program will require many long hours of study and preparation. As your faculty, we will assist you to the best of our ability in achieving your professional goals. Please feel free to consult with a faculty member or me at any time.

Read this handbook carefully. It will serve as a valuable reference guide for the nursing program. Once again, congratulations on your excellent career choice.

Cordially Yours,

Renee Ennis, MS, RN, ANP, CCRN
Program Chair, Levittown

ToniLynn Sterk, MS, RN
Program Chair, Medford

Staff & Faculty

ADMINISTRATION

Jay Fund, MSW, *President*
Erica Bider, *Levittown Campus Director*
Chuck Copt, *Medford Campus Director*
Lisa Lye, *Corporate Director of Financial Aid*
Steven Schenkman, *Director of Corporate Development*
Ryan Howell, *Director of Education, Levittown*
Ryan Collins, *Director of Education, Medford*
Renee Ennis, *Practical Nursing Program Chair, Levittown*
ToniLynn Sterk, *Practical Nursing Program Chair, Medford*

FACULTY LEVITTOWN

Renee Ennis, MS, RN, ANP, CCRN, *Program Chair & F/T Day & Eve Faculty, Stony Brook University*
Cindi Valenti, MSN, RN, *F/T Day Faculty & Clinical Coordinator, Chamberlain University*
Celena Anello, MSN, RN, *CCRN-E, F/T Day Faculty, Molloy College*
Chantal Saintyl, MSN, RN, PNP, *F/T Day & Clinical Faculty, Stony Brook University*
Lolita Gole, MS, RN, *P/T Evening Faculty & Clinical Faculty, Chamberlain University*
Lisa Green, MSN, RN, *P/T Evening Faculty, Molloy College*
Christine Nevit. BSN, RN, *P/T Evening Faculty, Chamberlain University*
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Catherine Nola, MS, RN, *P/T Day Faculty, Excelsior College*
Jacinta Whitney, MS, RN, *P/T Day Clinical Faculty, Grand Canyon University*
Julie Russo, PhD, RN, P/T *Day Clinical Faculty, Molloy College*
Melanie Peralta, BSN, RN, *P/T Evening Clinical Faculty, Molloy College*
Sue O'Connell, BSN, RN, *P/T Day Clinical Faculty, SUNY New Delhi*

FACULTY MEDFORD

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Maricar Centeno, BSN, RN, *P/T Faculty & Clinical Faculty, Concordia College New York*

Leadership Roles in the PN Program

Program Chair

The Program Chair is responsible for the Program curriculum as well as supervising the day-to-day operations of the PN Program. The PN Program Chair reports to the Branch Director of Education & Campus Director of Hunter Business School. In addition to teaching duties, the Program Chair provides leadership and supervision to faculty and staff, is responsible for advising students, developing and implementing new curricula, and evaluating overall program effectiveness and outcomes. The PN Program Chair also supports other Hunter Business School departments, administration and faculty in related school initiatives.

Clinical Coordinator

The Clinical Coordinator is responsible for the coordination of student's externship rotations at the clinical sites and oversees the clinical education of all Hunter PN students. It is the Clinical Coordinator who assigns the externship placements for all students in order to provide ample, appropriate, and balanced clinical instruction. The Clinical Coordinator also conducts visits to all of the various clinical sites on a regular basis to monitor student attendance, progress, and performance.

Faculty Instructors

The PN Instructor will teach didactic, laboratory and clinical courses in a manner that enables student learning and mastery of course material in the PN program.

Hunter Business School's Mission

Hunter Business School's mission is to provide students with the opportunity to receive a high-quality education for the career best suited to their abilities, interests, and ambitions in an educational environment characterized by high expectations and staffed by professionals who are knowledgeable, compassionate, creative, supportive, and effective. As a result, we can provide the best training that enables our students to enter or enhance their careers in the shortest amount of time without sacrificing the quality and depth of the training experience.

History & Philosophy

Hunter Business School was founded in 1972 for the purpose of providing quality career training through intensive and innovative programs. The original mission was expanded in 1999 to include a change of ownership and new programs in medical assisting and computer technology. In keeping with this mission, we have added sonography (ultrasound) and practical nursing, programs to complement Hunter Business School's existing offerings. Hunter Business School's mission is viewed as a living, organic expression of potential growth, but still at root remains essentially the same.

HBS's Core Values

The following Core Beliefs are held and supported by Hunter Business School and are reflected in the work of Hunter employees:

- **Worth**: Every individual has inherent worth.
- **Success**: Lifelong learning is essential for success in a changing society.
- **Ethics**: Ethical conduct is fundamental to sustaining our institution.
- **Responsibility**: Individuals are responsible for their choices and actions.

- **Student Learning**: Students learn at different rates and in different ways.
- **Excellence**: Excellence is achievable and always worth the investment.
- **Effective Communication**: Effective communication is accomplished through clear and concise methods to engage our stakeholders and accelerate our work.
- **Self Esteem**: Self Esteem is directly related to individual success.
- **Diversity**: Embracing cultural diversity strengthens the school community.
- **Sharing**: Education is the shared responsibility of the institution's leadership, students, government and community.
- **Culture**: The culture of an organization is a major factor in shaping individual attitudes and behaviors.
- **Flexibility**: Willingness to change is necessary for continuous improvement.
- **Shared Values**: Values and common goals are integral to a healthy organization.

Accreditations, Approvals & Memberships

- Hunter Business School (HBS) is registered & licensed by the New York State Department of Education, Bureau of Proprietary School Supervision (NYSED, BPSS).
- HBS is regionally accredited by the Middle States Association of Colleges and Schools, Commission on Secondary Schools (MSA-CESS).
- The Radiologic Technology (RT) Program is approved by the New York State BPSS and the Department of Health (NYSDOH) and is accredited with the Joint Review Committee on Education in Radiologic Technology (JRCERT). HBS's RT Program is also recognized by The American Registry of Radiologic Technologists, (ARRT).
- Practical Nurse (PN) program is registered by the NYS Professional Education Program Review unit in the Office of the Professions and has met the Department's standards for accreditation of the Board of Regents and the Regulations of the Commissioner of Education. (Levittown Campus).
- Diagnostic Medical Sonography (DMS) program accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (Medford Campus).
- The Medical Assistant Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board (MAERB).
- HBS is an eligible Institution for the training of students from Adult Career and Continuing Hunter Business School (HBS) is registered & licensed by the New York State Department of Education, Bureau of Proprietary School Supervision (NYSED, BPSS).
- Educational Services (ACCES-VR).
- Approved by New York State Division of Veterans' Affairs.
- Member of the Levittown & Medford Chambers of Commerce.
- Approved by New York State Division of Veterans' Affairs

Facilities & Locations

Hunter's facilities in both its Levittown and Medford, New York locations are designed to fulfill the purposes and outcomes of all its programs by providing an atmosphere conducive to learning.

All areas, both instructional and non-instructional, are safe, clean, well-maintained, and in compliance with all applicable laws, building codes, and health and safety regulations.

With more than 40,000 square ft. and 33 large classrooms, Hunter's facilities provide the perfect atmosphere for learning. Additionally, the nursing department at both campuses are allocated laptop computers for student use during the program.

The nursing labs are designed to accommodate students in the Practical Nursing Program in order to provide a realistic training environment. They is furnished with equipment and supplies to simulate client care units. With access to the internet in the nursing laboratory, some of the students will be able to view resources relevant to nursing skills while other students practice skills in the other part of the laboratory. The nursing lab is equipped with a simulation maternity birthing manikin, IV pumps, feeding pumps, Hoyer Lifts, and other equipment to simulate a practical clinical setting.

Medford Campus
3247 Route 112, Bldg. 3, Suite 2
Medford, NY 11763
631-736-7360

Levittown Campus
3601 Hempstead Turnpike
Levittown, NY 11756
516-840-2163

Practical Nursing Program Mission Statement

The mission of Hunter Business School's Practical Nursing Program is to provide a quality and comprehensive educational experience that graduates qualified professionals who have acquired the knowledge, skills, abilities and behaviors necessary to successfully function as entry-level licensed practical nurses in the State of New York and provide quality patient care in the health care community.

Program Philosophy

The program and curricular objectives flow from the program mission and philosophy and encompass the needs of the community, family, and individuals in the environment. The conceptual framework provides a structure for curriculum design. The content within the curriculum progresses from basic needs to more complex care; to the role of LPN as a care provider assisting the RN to manage client care. Threads that flow through the curriculum include biological, psychosocial, and nursing sciences. The LPN is a vital healthcare team member with an obligation to life-long learning. The nursing process promotes critical thinking; ethical and legal standards; communication and collaboration.

Instruction focuses on identifying these attributes in a positive environment. Nursing education responds to demands of current professional practice and standards. Safe and effective care reflects ethical and legal concepts refined by critical thinking ability. Instruction includes the nursing process applied to problem solving Nursing education incorporates theoretical learning in the classroom, simulation of nursing skills in the laboratory, and supervised clinical practice in a variety of healthcare settings. Learning experiences progress from simple to complex and incorporates concepts from the biological, psychosocial, and nursing sciences.

A nursing student is an individual with unique personal strengths and weaknesses. The Practical Nursing curriculum offers diversified learning experiences to enable graduates to attain skills and behaviors that emulate professional expectations. Nursing education in the technical school setting provides an affordable and accessible avenue for practical nursing education. The curriculum supports study in nursing, general education, and related health science courses. The works of Jean Watson, and Florence Nightingale help shape the philosophy of the Nursing Program. Based on these theories, the faculty have identified that caring, critical thinking, and the roles of the nurse in providing basic needs (Maslow) are the foundation for the conceptual framework for the nursing program curriculum.

The faculty believes that providing an appreciation for the respect and dignity of each individual is integral to professional commitment and obligations. The nursing process serves as a framework for data collection and problem solving. Assisting the student to develop critical thinking and decision-making skills is essential to safe and effective nursing practice. Curriculum based on concepts and principles associated with nursing theory; along with clinical experiences promotes student's growth.

Jean Watson's Caring theory in this curriculum promotes the characteristics of empathy, respect, altruism and caring. The curricular design fosters a commitment to human dignity, individual worth, social justice and understanding cultural diversity in the environment recognizing that students have unique and varied learning styles the faculty believes nursing education involves mentoring and role modeling for nursing students. The nursing faculty strives to establish a caring environment that maintains the cultural integrity of students and nurtures commitment to the learning process. Excellence in nursing requires commitment, caring and critical thinking.

The curriculum incorporates theoretical learning in the classroom, simulation of nursing skills in the laboratory, and supervised clinical practice in a variety of healthcare settings. Learning experiences progress from simple to complex and incorporate concepts from the biological, psychosocial, and nursing sciences and provide a foundation for further study as well as for continuing personal and professional growth.

Practical Nursing is a profession that promotes wellness within a holistic context. The framework for is a dynamic process that enables the student to acquire knowledge, gain skill, develop critical thinking and make effective decisions. Nursing education should foster inquiry and life-long learning. The curriculum is based on beliefs about human beings, health, nursing, teaching, and learning, and nursing education. The content within the curriculum progresses from simple to complex and from the individual to family and the community as clients in the individual is an integrated whole whose behavior is motivated by the drive to seek satisfaction of basic human needs as theorized by Maslow (1970).

The faculty believe that in order to accomplish the programmatic educational objectives the graduate must provide competent, holistic client care, as a practical nurse, and possess the ability to assume the following roles:

- Commitment to human dignity, individual worth, social justice and understanding cultural diversity in the environment
- Provide nursing care utilizing Abraham Maslow's Hierarchy of Needs
- Perform basic nursing skills utilizing the Nursing Process.
- Incorporate critical thinking skills in formulating positive conclusions as it relates to nursing practice

Conceptual Framework

The conceptual framework of the practical nursing program provides a structure for the curriculum design. The content within the curriculum progresses from simple to complex, from individual to family as client, and from LPN role of care provider to the role if assisting the registered nurse to manage client care. Threads that flow through the curriculum include biological, psychosocial, and nursing sciences; teaching and learning; interdisciplinary members of the healthcare team; leadership and management; retrieval of information through technology; and life-long learning.

The metaparadigm of nursing provides a foundation for the nursing faculty's beliefs concerning nursing, the environment, human beings and health, as well as their beliefs about education.

1. Each human being is a unique and complex being that is at the core of nursing practice. The individual is comprised of interrelated facets-physiological, psychological, sociocultural, and spiritual. Each human being has the right to be treated with dignity and respect.

2. The environment is comprised of internal and external components that surround and affect the life and development of human beings. As a result of the constant, dynamic interaction with both their internal and external environments, human beings are continually adapting to achieve and maintain equilibrium in their health status.

3. Health exists on a continuum of wellness and illness and encompasses physical, psychological, intellectual, spiritual, cultural, and social well-being. Movement along this wellness-illness continuum is determined by an individual's response to internal and external stressors throughout the lifespan.

4. Nursing is both an art and a science that is derived from biological and psychosocial sciences. Through the use of the nursing process and critical thinking, the practical nurse functions to assist culturally diverse individuals and families by promoting, maintaining, and restoring their optimal level of well-being, or by providing support and care during the dying process. As an integral part of nursing, the practical nurse functions as a provider and manager of care, and member of the nursing profession in an ever-changing health care environment under the direction of a licensed registered nurse, physician, or dentist.

5. The teaching-learning process is a life-long activity that occurs through the collaboration between the teacher and the learner within an atmosphere of mutual respect. The instructor serves as a facilitator, resource, and role model to enable the learner to become self-

directed. Lifelong learning is crucial to the personal and professional development of the practical nurse.

6. Nursing education incorporates theoretical learning in the classroom, simulation of nursing skills in the laboratory, and supervised clinical practice in a variety of healthcare settings. Learning experiences progress from simple to complex and incorporate concepts from the biological, psychosocial, and nursing sciences

The program and curricular objectives flow from the program mission and philosophy encompassing threads of the conceptual framework. They are regularly evaluated as part of systematic evaluation plan (SEP).

Overview of the Program

The Practical Nursing program is divided into three consecutive semesters of full-time study to be completed in 11 months during the day and in 14 months during the evening/weekend. The curriculum consists of 1332 hours of instruction that is distributed between classrooms, lab and clinical. The curriculum is divided into 795 hours of lecture, hands-on laboratory skills practice, and 537 hours of off-site clinical externship rotations. The purpose of the Practical Nursing program is to provide the graduate with the knowledge, skills, and attitudes needed to function as a Licensed Practical Nurse (LPN). As a member of the nursing profession, the graduate will be competent in providing safe nursing care for clients across the lifespan in a variety of healthcare settings. Upon successful completion of the NCLEX-PN, the practical nurse works under the direction of a registered nurse or licensed physician.

Code	Course Title	Lecture Hours	Lab Hours	Clinical Hours	Total Hours
MODULE I					
NSG100	Introduction to Practical Nursing	45	0	0	45
NSG101	Foundations of Nursing	90	90	75	255
NSG102	Body Structure & Function	90	0	0	90
NSG103	Pharmacology & Dosage Calculations	60	0	0	60
		285	**90**	**75**	**450**
MODULE II					
NSG104	Adult Health Nursing I	120	0	240	360
NSG105	Human Growth & Dev.	45	0	0	45
NSG106	Mental Health Nursing	45	0	0	45
		210	**0**	**240**	**450**
MODULE III					
NSG107	Adult Health Nursing II	90	0	174	264
NSG108	Childbearing Family & Pediatric Nursing	60	0	48	108
NSG109	Community Health Nursing	30	0	0	30
NSG110	Transition to NSG Practice	30	0	0	30
		210	**0**	**222**	**432**
TOTAL PROGRAM HOURS		**705**	**90**	**537**	**1332**

Day Class Schedule: Classes meet Monday thru Friday from 8:50am to 3:00pm. Clinicals are administered Monday thru Friday between the hours of 7:00am to 3:00pm.

	Length	Theory and/or Lab	Clinical/ Lab
Semester I	Approximately 15 Weeks	375	75 clinical hours
Semester II	Approximately 15 Weeks	210	240 clinical hours
Semester III	Approximately 15 Weeks	210	222 clinical hours

EVE/Weekend Class Schedule: Classes Meet Monday thru Thursday from 6:00pm to 10:00pm. Clinicals are administered Friday 3pm to 11pm, and Saturday from 7:00am to 3:00pm.

	Length	Theory and/or Lab/Obs.	Clinical
Semester I	Approximately 24 Weeks	375	75 clinical hours
Semester II	Approximately 16 Weeks	210	240 clinical hours
Semester III	Approximately 16 Weeks	210	222 clinical hours

Program Performance Goals

1) To provide the graduate with the knowledge, skills, and attitudes needed to function as a Practical Nurse who, as a member of the nursing profession, provides safe and competent care.
2) To retain at least 80% of admitted students.
3) To have at least 80% of the graduates achieve success on the first attempt of the NCLEX-PN examination.
4) To receive a satisfactory rating of the educational experience from at least 85% of the graduates.
5) To have at least 80% of the graduates employed in a healthcare setting as a Licensed Practical Nurse within six months of graduation.
6) Continually seek out new clinical opportunities and maintain current clinical affiliations.
7) Continuously evaluate and analyze the systematic evaluation plan (SEP) that is realistic, academically motivated, and focused on data of interest to faculty, stakeholders, and outcomes.

Student Learning Outcomes

Upon successful completion of the Practical Nursing program the graduate will:

1) Integrate concepts from biological & social sciences & nursing theory to provide care to meet the physical, psychosocial & spiritual needs for individuals & families.
2) Assist with the use of the nursing process as the structure to promote, maintain, and restore health, or facilitate end-of-life care to culturally diverse clients across the lifespan.
3) Synthesize basic critical thinking and problem-solving skills to provide safe, effective therapeutic nursing care for individuals with alterations in health.
4) Exhibit professional values based on the ethical, legal, and moral standards for nursing practice as a Licensed Practical Nurse.
5) Employ effective communication & collaboration skills to deliver client-centered care.
6) Apply teaching/learning principles to promote health in clients.
7) Distinguish the roles and responsibilities of the Licensed Practical Nurse as a member of the healthcare team.
8) Emulate the behaviors of an effective nurse leader/manager in a long-term care facility.
9) Demonstrate competence in the use of healthcare technology, information systems, and communication devices that are relevant to nursing practice.
10) Value the importance of life-long learning to maintain and promote professional responsibility and accountability.

PROGRAM POLICIES

Ethical Behavior

Professional obligations are a part of ethical codes that govern the behavior of the members of a profession. Ethical behavior goes beyond the actual client setting. It should be a part of one's life. In addition to nursing students' rights, there are nursing students' responsibilities. These responsibilities require student behavior that maintains the integrity of the profession and the safety of clients.

Attendance Standards

Attendance in the program is defined as student's actual time in class.

All students must attend 90% of their total program class hours. (Refer to course syllabi for additional attendance requirements that apply to specific courses. All clinical hours must be attended.) All course hours must be made up.

- Each student is required to maintain a minimum attendance of 90% for each course.
- If you miss more than 10% of the total hours in any one course, you will be required to repeat that course.
- Students MUST make up any hours, exams, competencies, and/or assignments missed within one week.
- If at the end of a course your attendance for class is less than 90% and all clinical hours are not completed, you will receive a "W" (Withdrawal) and you will be required to retake the course.

It is the student's responsibility to meet with the instructor to make up any missed time, assignments or work within one week from missed date. **If missed time is not made up within one week, 3 points will be taken off of your overall grade and time will still have to be made up.** All students are required to make up any missed time.

Training will be automatically terminated following 14 consecutive absences (calendar days). Readmission is at the discretion of the Director of Education. If a student is terminated, he or she is *still financially responsible* for charges according to the School's Refund Policy.

See instructor for missed time and appropriate assignment. It is the student's responsibility to follow-up on any missed time and/or work.

Make-Up Exams & Retesting

Student who are absent on the day of an exam must take the exam on the first day of their return. Students may not make up more than one examination (quiz, test, or exam) per course. Student must make arrangements with the instructor to take the exam. Students who fail a test will ***NOT*** be allowed to retest. In those instances, the student will receive a zero for the test and/or assignment.

Students that have not completed and handed in all required coursework, or have not taken the final exam, will receive a grade an "F". Students will NOT be allowed an extension to complete the assignments or tests.

This will affect your final grade for the course. Any course that is failed must be repeated and could extend the length of the program. A grade of "W" will be given only if a student withdraws or is terminated from school before completion of classes. Please see below GPA – Rate of Program Completion.

Lateness Policy/Leaving Early

Lateness in excess of 10 minutes will be recorded as one hour of absence from class. Students must contact their instructor if they will be late. Students are responsible for all work missed due to absence and should stay informed (by classmates or instructor) as to the material covered when absent. Faculty is mandated to take attendance in the beginning and end of each class to ensure accurate record keeping. Lateness is unacceptable and disruptive to class in session. All students are expected to arrive to class on time. A student is marked late after 8:50 am (morning) or 12:10 pm (afternoon). Instructor will mark a student down as absent on the third late. 3 (L) = 1 absent. Attending class after the first hours will be marked absent for the day in any case. Early departures are marked as absent unless excused by the instructor. A student not absent at the end of class will be marked absent.

Academic Integrity

The principles of academic integrity encompass standards of honesty and truth. Faculty members are obligated to educate students on the principles of academic integrity and to report any violations. However, a breach of academic integrity will lead to the commencement of a disciplinary proceeding.

Students who receive or provide unapproved help in any academic task or exam including the attempt to use or the actual use of unauthorized materials for a test or assignment will be subject to the consequences detailed in the Handbook. Any disclosure of examination items violates the program's academic integrity policy.

- When there is evidence of a student cheating on examination or written assignments, the student in question will receive an automatic zero for the examination or assignment if it is the first offense.
- When there is evidence of falsifying records during a clinical assignment, the student in question will receive an automatic unsatisfactory for the clinical day if it is the first offence.
- When there is evidence that any of the aforementioned activities occur for a second time, the student in question will be dismissed from the Practical Nursing Program.
- Students who have been dismissed from the Practical Nursing Program for a violation of Academic Integrity will *NOT* be considered for readmissions in to the program.
- Suspicion of academic dishonesty will result in a retake of the assignment or test.

Quiz, Exam, Final, and/or Test Policy

It is the student's responsibility to arrive on time for exams; the student forfeits the time they are late. No additional time will be allowed to complete the exam. Any absence on an examination day will require a make-up exam to be taken by the next class day. If an examination is not made up by the next class day, no further opportunities will be given to make up the examination (quiz, test, or exam) and will result in a score of '0'.

Students may not leave the room during an exam and all personal belongings will be placed as per the instructor's direction and discretion. Students generally will be given one minute per question on most exams (example: 30 questions = 30 minutes). Additional time may be given as per instructor discretion (example: lab and dosage calculation exams).

Faculty will administer an alternative format exam for all make-up examinations. Students may not make up more than one examination (quiz, test, or exam) per course-no exceptions will be made. Students will receive a score of '0' for missed examinations (quiz, test, or exam) that have exceeded the one make-up allowance or have not been made up by the next class day.

Under no circumstances will a make-up exam be given for the second time in any course to the same student. Students will receive a "0" for a second missed exam. In the event of a death in the family the student should speak directly with their faculty and program chair.

A chapter test of 70% or below requires remediation with the instructor. Three tests below 70% and a GPA below 70% will result in withdrawal from the course.

Assignment Policy

Assignment Policy (Power Point presentations, written papers, handouts, Oral presentations) All assignments must be submitted via email by the assigned date. All assignments (Power Point presentations, written papers, projects, etc.) MUST be submitted by 11:59 the day before the presentation via email. Assignments received after 11:59 will lose points per grading rubric. Assignments will only be accepted up until the day of any corresponding oral presentation and no credit will be given for submissions received after that date.

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Oral presentations will only be delivered on the due date and no late presentations will be allowed. Please follow the specific assignment grading rubrics provided by faculty to understand how each project will be scored.

Behavior Deemed Unacceptable (Involuntary Dismissal from Program)

- Unexcused absences beyond the maximum according to program and school policy.
- Any performance or negligence which causes, or puts the patient at risk for, physical or emotional injury
- Unprofessional conduct (See Rules of the NYS Board of Regents, Part 29, Unprofessional Conduct at http://www.op.nysed.gov/part29.htm)
- Failure to immediately report a patient care error to clinical instructor and /or responsible staff nursing personnel
- Being under the influence of alcoholic beverages, drugs which impair judgement, or illegal drugs
- Fraudulent or untruthful charting in a medical record
- Dishonesty, e.g. stealing from the college or a clinical agency, plagiarism, cheating on examinations (see Policy on Academic Integrity).
- Failure to improve unsatisfactory clinical performance following counseling.
- Determination of any "direct threat" - This condition consists of a significant risk to the health or safety of a student(s) or patient(s) with a high probability of substantial harm that cannot be eliminated by reasonable accommodation.
- Use of unacceptable language in the classroom, laboratories and/or clinical facility.
- Disrespectful or aggressive behavior towards faculty, staff, other students and personnel at

the faculties.
- Inappropriate communication including but not limited to: verbal communication, written notes, emails, bodily gestures.

Withdrawal/Dismissal

Upon a student's withdrawal or dismissal, the terms of the Cancellation and Refund Clause on the Enrollment Agreement become effective immediately.

Repeating a Course

A student who receives a grade of "F" will be required to repeat the class.

This may be done during a free period, or if necessary, the student's program will be extended at no extra charge, provided the extension can be completed within 150% of the standard program length maximum time frame.

A student must understand the following:
1. When a class is retaken both grades will appear on transcripts.
2. For the purpose of determining satisfactory academic progress, maximum time frame and minimum academic achievement, the clock hours from all attempts will be counted.
3. It is the student's responsibility to consult with a Financial Aid Advisor to determine financial aid eligibility. No additional tuition is charged for retaking a class/classes. However, if a student retaking a class/classes subsequently withdraws or is dismissed, all hours attended are used for calculation of the refund policy. Additionally, students are responsible for purchasing textbooks and workbooks that have been updated.
4. Prerequisites within a program may affect the student's ability to progress further until successful completion of the failed course.

Application of Standards

Satisfactory progress standards apply to all students, part-time or full-time.

Academic Services

To ensure consistency of education, instructors teach according to a defined curriculum which allows for a variety of teaching styles. In response to rapidly changing industry requirements, the curriculum is updated regularly. Therefore, curriculum updates may occur during your program of study.

Instructors of each course session may be changed to provide you with a multifaceted perspective of the area in which you intend to enter and to provide exposure to a variety of learning styles. The instructor for each session will be announced before the start of the session.

All Hunter Business School's instructors are dedicated to assisting you in achieving your educational objectives. Therefore, all instructors are available, by appointment, for counseling or academic assistance.

Instructor Absences

If for any reason your instructor is not present in class on a given day, your class is assigned a temporary instructor for the day. We require that you maintain a high level of productivity either in workshop/lab or reading/studying, whichever is applicable.

Meetings
In order to continually improve the quality of education to benefit the student body, staff and faculty meetings are scheduled during the school year. On rare occasions there may be unscheduled meetings which may limit instructor availability before/after class.

Room Assignments
Classroom assignments may be altered periodically. Any change in classroom assignments will be announced.

School Hours
The school building is open to you during the following hours:
- Monday - Thursday 8:30 am to 10:00 pm
- Friday - 8:30 am to 3:30 pm

If a class would like to schedule a room in advance for a group study session, even outside the above posted hours, contact the Program Chair.

Academic Advisement

The program chair has an open-door policy and is readily available to help guide students. The full-time faculty has posted office hours on the nursing bulletin board with their availability. At the time of enrollment academic advisement is shared between faculty members specific to the courses being taught. First semester students are assigned to faculty teaching NSG101 course Fundamentals of Nursing. Second semester students are assigned to faculty teaching NSG104 Adult Health Nursing I and third semester students are assigned to instructor teaching NSG107 Adult Health Nursing II.

Times other than posted may be arranged by mutual agreement. It is the student's responsibility to make and keep appointments. The program chair can also partake in advisement of the academic, personal, or other issues. If unable to keep an appointment a cancellation call is expected. All appoints will be documented by advisors.

Tutoring & Extra Assistance

If at any point during your program you are having difficulty understanding new ideas, concepts or techniques, you are encouraged to seek supportive assistance from your instructor. It may be difficult to have all instructors available after class hours. The Program Chair will be able to schedule appointments for you to have extra assistance with an instructor before or after school hours.

School Calendar

School will be closed on the following days:

Holidays	2024
New Year's Day	January 1
Martin Luther King Day	January 15
President's Day	February 19
Good Friday	March 29
Memorial Day	May 27
Juneteenth	June 19
Independence Day	July 4
Labor Day	September 2
Rosh Hashanah	October 3
Yom Kippur	XXXX
Columbus Day	October 14
Veteran's Day	November 11
Thanksgiving	November 28
Thanksgiving Day After	November 29
Christmas Recess	December 24 - January 1, 2025

Evening Students: 2024 Independence Day Recess - July 1, 2024 - July 75 2024

School Hours of Operation:
Monday through Thursday 8:30 a.m.-10:00 p.m.
Friday 8:30 a.m. - 3:30 p.m.
Closed Saturday & Sunday

Weather Closings: The closing of Hunter Business School in inclement weather will be announced on our website at: *HUNTERBUSINESSSCHOOL.EDU*, and our FACEBOOK Page. In addition, a message will be posted on the school's answering machine with the most up-to-date information.

School Closing

The closing of Hunter Business School in inclement weather will be announced on our website at **HUNTERBUSINESSSCHOOL.EDU**, and our FACEBOOK Page. You may also look for school closings on Channel 12's (Cable TV) website, in addition, a message will also be posted on the school's answering machine with the most up-to-date information

CLINICAL POLICIES

Student Responsibilities in the Clinical Area

Nursing students are legally responsible for their own actions during clinical experiences. Students must be assigned appropriate activities and be given reasonable guidance and supervision while carrying out those activities. In order to fulfill their responsibilities to their assigned clients, nursing students must:

- be prepared to carry out previously learned skills in a competent manner,
- ask for help and supervision when needed,
- document completely and accurately,
- be familiar and comply with the policies of the agency and
- be familiar and comply with the policies of the School & Practical program.

Inappropriate behavior and/or attitude toward faculty, healthcare facilities staff or peers will not be tolerated. Professional classroom and clinical behavior must be maintained at all times. If a student is experiencing difficulty, he or she should make arrange to speak with assigned faculty member and/or the Program Chair.

Overview
- The general purpose of the clinical learning experience is to assist the practical nursing student with skills in implementation and completion of the nursing process in various clinical settings.
- Each student will be rotated through a planned program of clinical instruction in acute-care, long-term care and community health settings, maternal health and child health (Pediatrics).
- Clinical experience is obtained in a variety of healthcare settings involving culturally diverse populations across the life span.

Physical Exam

A current physical examination (dated within one year of start date) must be documented on the Practical nursing physical Form and submitted prior to first day of class. Form must be completed and submitted to nurse faculty for review.

Physical exams must demonstrate that the student is physically fit, free from communicable diseases and immune to Measles, Mumps, Rubella, Varicella, and Hepatitis B (Submit a copy of recent titers). Also required are up to date Tdap vaccine. Yearly TB screening with QuantiFERON-TB Gold QFT®) and flu vaccines during season are also required and any other vaccination deemed necessary for the program. Immunization must be proven by titers (dated less than one-year-old).

Attach all lab reports and immunization data should be recorded on form or attached to form for review by nursing faculty. Physicals and related documentation must be maintained and up to date When in the clinical area, the clinical facilities' health policies will override the school's policies and will be followed as such. The nursing department reserves the right to request any documentation requested by a facility. Failure to produce requested documentation could result in removal from a clinical course. The student is responsible to keep copies of any and all health-

related documents submitted. It is the responsibility of every applicant to monitor this process and submit all requested documents for faculty review.

Applicants missing any health-related documentation will not be able to continue the semester and will be withdrawn for the semester. Students must inform clinical instructor of any change in health or pregnancy as the faculty will consider student and client health status to determine assignments. The Practical Nursing Program at Hunter Business School reserves the right to require a physician's statement regarding health status and resubmission of any medical document

Clinical Placement Policy

The Practical Nursing program provides education to students throughout the Nassau, Suffolk, and Queens area, utilizing many clinical facilities. The locations of affiliated clinical facilities range from Queens to the east end of Long Island. Students are expected to travel required distances to reach their assigned clinical destinations throughout their clinical experiences. They must provide their own transportation and be in compliance with their clinical assignment.

Work and family responsibilities are not considered valid excuses for not attending a facility to which a student is assigned. The Program Chair and Clinical Coordinator decide where each student will be placed. Their decision is based on the student's or cohort's educational needs, the opportunities available at each individual site, and input from each clinical site. Students do not make this decision on their own; nor should they make contact with any clinical affiliate to ask to be assigned there. Contacting the site may lead to a dismissal unless authorized by the Program Chair or Clinical Coordinator.

The decision of the Program Chair and Clinical Coordinator is final. The Program Chair and/or Clinical Coordinator have the right to reassign any student for any reason.

For a more complete, well-rounded clinical experience, the program's policy is that students will be assigned to various clinical sites during their total clinical experience. Students are provided with a clinical placement in accordance with the specific semesters and/or courses they are enrolled in. **The PN program reserves the right to change clinical locations and rotation shifts/hours at any time throughout the program to take advantage of clinical opportunities that may arise and be of benefit to our students.**

If a student fails a clinical course and has the Program Chair's approval, in writing, to repeat the course, he or she may only repeat it once. A request to repeat the failed clinical course must also be made in writing by the student. Repeating the clinical course *requires* repetition of the theory portion as well.

Each student and their clinical sites will be provided with a clinical rotation schedule first day of each semester. Any student who does not complete the required clinical days for each rotation, as directed in the beginning of the semester, will receive an "W" (Withdrawal) grade and will be required to repeat the entire course.

Clinical Suspension & Dismissal Policy

The Clinical Coordinator, Program Chair and Clinical Instructors have the authority to suspend clinical involvement when a student's behavior in the clinical area is deemed to be unethical, unprofessional, or unsafe for the patient.

Students may be subject to clinical suspension/dismissal/transfer for infractions of program policies and procedures. If make-up time is required, it will be arranged by the appropriate staff of the program.

Clinical Orientation

Clinical Orientation is provided at the beginning of each semester and at the beginning of each new clinical rotation. Students are required to abide by the rules and regulations of the facility. Failure to abide by facility policy will lead to a dismissal from the program. Clinical Orientation is an opportunity to clarify concerns with your instructor and clinical coordinator.

Clinical Attendance
- All clinical hours are required and will be documented by instructor.
- Students who arrive at the clinical facilities late will receive points per evaluation. If you are going to be absent or late, contact the clinical instructor
- No call and no-show students will be placed on clinical performance warning.

Nursing students are required to complete the total number of clinical hours in accordance with the registration of the nursing program with New York State Education Department. Students who are too ill to report for clinical assignment must notify the clinical faculty and program chair before the start time on the scheduled clinical day. Any student who is absent with a valid excuse for a clinical day during the semester is required to follow the departments make-up policy.

Lateness: Students are expected to arrive on time. All time must be made up. Hours late will be added up and count towards Clinical absences.

Attendance Requirements

There are no unexcused absences for clinical assignments. Any student who is absent for a clinical day is required to provide a doctor's note (for either themselves or their child only) or documentation deemed acceptable to nurse faculty and administration. Students whose absences exceed clinical attendance requirements will not receive a grade for the course.

- Semester I: Clinical absences cannot exceed one day. Any clinical absence requires supporting documentation and competency testing in the nursing lab as per instructor direction. (See extenuating circumstances)
- Semester II: Clinical absences cannot exceed two days. Any clinical absence requires supporting documentation and competency testing in the nursing lab as per instructor direction. (See extenuating circumstances)
- Semester III: Clinical absences cannot exceed two days. Any clinical absence requires supporting documentation and competency testing in the nursing lab as per instructor direction. (See extenuating circumstances)
- NSG108: Childbearing, Family & Pediatric Nursing Observation: All scheduled hours are required to receive a grade for this course (see syllabus for specifics) No make-up is available or acceptable

Competency testing will be scheduled and consist of a variety of competency lab stations, If the student is unable to demonstrate competency in the lab remediation, probation or repetition of the

clinical course will be necessary. Lab testing will be scheduled as per clinical coordinator instructions and may include evening or weekend scheduling. Failure to attend scheduled lab testing will result in withdrawal from the clinical course

Extenuating Circumstances Policy

There are no excused absences for clinical assignments. This policy refers to something unforeseeable or unavoidable. *Examples that would be considered would include, but are not limited to: illness (with dated and signed statement from health care provider on letterhead), death in the immediate family (with death notice or funeral home document), court appearance (with copy of court summons), unforeseen emergency such as vehicle collision, house fire (with signed statement from appropriate agency).* Please understand that childcare issues, work issues and car malfunctions are not considered extenuating circumstances.

If a student feels that his/her absence is due to extenuating circumstance and he/she in good standing in the program, he/she must submit a written request for consideration with supporting documentation to the Program Chair within three (3) business days of the missed clinical day. Good standing includes, but is not limited to, satisfactory attendance, satisfactory academic progress, satisfactory clinical performance and absence of disciplinary warning or action. Absences will remain on record

Clinical Attitude & Conduct

The Practical Nursing program and affiliated facilities strive to provide learning opportunities in a positive and respectful atmosphere. As a practical nursing student in the affiliating agencies, you will be working with physicians, nursing personnel, ancillary staff, clients and families. This will require that you conduct yourself in a professional manner. Phones are not permitted in any clinical area under any circumstances.

The health care facility is a therapeutic and learning environment where poor attitude and unprofessional behavior will be cause for disciplinary action or immediate dismissal. While working in the health care facilities, the student will observe all policies of conduct for employees, as per clinical facilities' policy.

The clinical instructor is responsible for assigning learning opportunities, as well as facilitating and evaluating student performance while in the clinical facility. The student is encouraged to seek guidance from and report to the instructor as needed.

If you become ill or injured while on duty at a health care facility, please report to your clinical instructor immediately. The clinical instructor will inform nursing administration. Emergency care/health care will be the responsibility of the individual student. Such care will be at the expense of the student.

A student displaying unprofessional behavior will be dismissed from the facility and at the discretion of the nursing administration and clinical faculty.

- **SMOKING**: Smoking is prohibited at all clinical sites
- **LUNCH/SCHEDULED BREAKS:** Instructor/Facility will provide information regarding breaks and lunch during clinical rotations.

- **HIPAA:** All students will abide by the rules and regulations set forth in HIPAA and all clinical facility policies. All students will participate in mandatory HIPAA training and education requirements per site. Information concerning any patient and his/her illness is confidential. It is the student's responsibility to keep this information strictly confidential. Do not discuss patient information with friends, relatives, classmates or fellow employees.
- **GRATUITIES:** Students are not permitted to solicit or accept tips and gratuities from any source at any time; including patients, patient's families, friends, or staff of clinical facility for services rendered in the course of assignments or duties. Students accepting tips or gratuities are subject to immediate disciplinary action or dismissal from the program.
- **BACKGROUND CHECKS:** It is the policy that each student will complete a background check through Castlebranch upon admission. Refusal to complete a background check as per a clinical site will result in dismissal from the course.
- **SUBSTANCE ABUSE POLICY:** The nursing program strives to provide safe, healthy, and productive learning environment for all students. We are committed to protecting our patients, patient's families, staff and others from the potential hazards associated with drug and alcohol use in the clinical environment. Students must have a negative initial drug screening as part of the enrollment process. Additional drug screening may be requested and given to any student who manifests a "reasonable belief" at any time during the school year. Clinical sites may require information regarding drug screening prior to allowing the student to attend. The drug screening program is necessary to meet requirements of the health care facilities where the student is placed for clinical experiences. Failure to participate or failure to pass a drug test will be cause for disciplinary action leading to dismissal from the program.

Core Responsibilities for Clinical
(Apply to ALL patient encounters)
1. Greet and address by name, introduce self
2. Wash your hands
3. Identify client using two identifiers (name and date of birth)
4. Provide explanations before beginning and during care
5. Use Standard Precautions and infection control measures at all times
6. Ask about comfort, needs and preferences
7. Promote rights safety and dignity during care
8. Leave bed low, locked, client safe, call bell in place

Overriding Areas of Concern
Overriding areas of concern are physical safety, microbial safety, and interpersonal safety. Any pattern of action/omission which jeopardizes any aspect of safety at any time in these areas will be considered grounds for failure in the course despite any grades earned otherwise.

Some examples of failing performance in preserving physical safety are:
- Unattended occupied bed left in a high position.
- Leaving unattended occupied wheelchair unlocked.

Some examples of failing performance in preserving microbial safety are:
- Placing linen, either soiled or clean, on the floor.
- Failing to wash own hands before touching a client or performing a selected skill.

Some examples of failing performance in preserving interpersonal safety are:

- Calling client by other than formal given name without consulting client.
- Failure to explain procedure to the client.

NOTE: These examples are merely a few of the very many possible unsafe situations resulting from student actions that would constitute a failure in the course.

Clinical Assignments and Documentation
Daily Assignments include caring for clients as assigned, assisting others as instructed, and completing documents as outlined below:

1. Clinical Database Tool: Student is required to perform a head-to-toe data collection on each client assigned. This document to be completed daily on each client and submitted to instructor and used as a guideline for narrative nurses note-any omissions will result in points assigned.
2. Braden Scale and Fall Risk Assessments are required for each client.
3. Nurses Note: A narrative, head to toe format is required for each client (include abnormal findings and appropriate interventions). To be completed/ submitted daily for instructor review.

Weekly Clinical Assignments
1. Plan of Care use ONE priority NANDA nursing diagnosis. Each diagnosis must have at least three (3) nursing interventions. Each intervention requires a cited scientific rationale Goals must be SMART (Specific, Measurable, Achievable, Realistic, and Time Frame). Evaluate desired outcome based on your nursing interventions. If goal not met what revisions would you make.
2. Recommended journal entry due weekly and reflect meaningful thoughts regarding the clinical experience.
3. Medication: Drug Cards must have generic/brand name, dose, route, frequency, and indication to be completed daily on each client medication. Every student will research at least two medications per weekday and produce cards for instructor review.
4. Competency Checklist: review and sign where applicable.

Learning Experiences
PN nurse faculty strive to provide meaningful learning experiences. Clinical learning involves active participation by both the student and instructor in the clinical setting. Pre and post conferences, guest lecturers, assigned patient care, interaction with health care members and specialized area observation, enhance learning experiences. Any component of the clinical syllabus may be changed at the director or faculty's discretion.

Remote Clinical Assignments
Remote Clinical Assignments will be assigned each clinical day and will be determined by the scheduled remote clinical plan.

Clinical Evaluation Criteria
Clinical performance is based on a point system where the student strives to uphold professional behaviors, improve skills, and maintain a positive learning environment. Students are responsible

to communicate educational needs in the clinical area to the instructor. A Clinical Competency Checklist is maintained by the student to document progressive learning in the clinical environment.

The student will receive a daily evaluation of performance as per clinical point system. The clinical instructor will submit at the end of each clinical rotation. The instructor will also confer with the student and document clinical performance at various times throughout the clinical rotation.

All points assigned require a documented and dated explanation by instructor. Instructor and student will acknowledge, by signing off-on any day that points are received. Any points assigned must be communicated with clinical coordinator and/or nursing administration for review.

- **Accrual of 6 Clinical Points** will require the student and instructor to meet formally with clinical coordinator
- **A total of 10 or more Clinical Points** will require the student to meet formally with nursing administration and may result in possible dismissal from the course.

The purpose of the clinical evaluation conference is to facilitate student growth, professionalism and competence as a health care team member as per the goals and criteria set for each clinical area.

Unsatisfactory performance in any outlined criteria/competencies will result in a period of Clinical Probation and/or the student will be deemed ineligible to continue in the program of Practical Nursing.

Probation is a stated period of time that allows the student to demonstrate improvement. Clinical probation related to skills will include a supervised lab session that may include testing in any area Each student shall maintain a "Pass" in each clinical rotation and demonstrate the ability to meet clinical outcome criteria and function in a safe and competent manner in each clinical rotation At the close of the stated probationary period, the student's progress will be re-evaluated by the nurse director, faculty and Director of Education. The student will be reevaluated and have probation extended or be deemed ineligible to continue in program

Clinical Assignments / Grading

Clinical portion of the courses are graded as pass or fail. A student must pass the clinical component in order to pass the course. At the beginning of each course including a clinical component the faculty advisor will discuss the clinical expectation, objectives and assignments (found on each syllabi).

On the first day of clinical class, students will be given a Medication Administration Criteria Evaluation form, respective Plan of Care template, Braden Scale Assessment Tool, and Fall Assessment template. The clinical tools must be completed along with nurses note for **each patient** you care for in the clinical setting.

The following documents must be completed by the end of clinical:

- **Clinical Evaluation Rubric (Appendix B Attached)** – Must be completed by the instructor and will be handed in by the clinical instructor to the program coordinator. Student will have the opportunity to receive feedback from the clinical preceptor and comment before submission.

- **Student Evaluation of Preceptor (Appendix C attached)** – Student are required to complete an evaluation on both the site and the preceptor to aid the department in providing quality clinical experiences.

Students Rights & Responsibility

Introduction

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

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

A Code for Nursing Students

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

- Advocate for the rights of all clients.
- Maintain client confidentiality.
- Take appropriate action to ensure the safety of clients, self, and others.
- Provide care for the client in a timely, compassionate and professional manner.
- Communicate client care in a truthful, timely and accurate manner.
- Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
- Promote excellence in nursing by encouraging lifelong learning and professional development.
- Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
- Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
- Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
- Encourage faculty, clinical staff, and peers to mentor nursing students.
- Refrain from performing any technique or procedure for which the student has not been adequately trained.

- Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
- Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
- Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
- Strive to achieve and maintain an optimal level of personal health.
- Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
- Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Bill of Rights and Responsibilities
- Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
- The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom with responsibility.
- Each institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn.
- Under no circumstances should students be barred from admission to a particular institution on the basis of race, creed, sex, color, national origin, disability, or marital status.
- Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
- Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards or academic performance established for each course in which they are enrolled.
- Information about student views, beliefs, and political associations that instructors acquire in the course of their work should be considered confidential and not released without the knowledge or consent of the student.
- The student should have the right to have a responsible voice in the determination of his/her curriculum.
- Institutions should have a carefully considered policy as to the information that should be a part of a student's permanent educational record and as to the conditions of this disclosure.
- Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
- Students should be allowed to invite and to hear any person of their own choosing, thereby taking the responsibility of furthering their education.
- The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs.
- The institution has an obligation to clarify those standards of behavior that it considers essential to its educational mission and its community life.
- Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available body of institutional regulations. It is

the responsibility of the student to know these regulations. Grievance procedures should be available for every student.

- As citizens and members to an academic community, students are subject to the obligations that accrue them by virtue of this membership and should enjoy the same freedoms of citizenship.
- Students have the right to belong or refuse to belong to any organization of their choice.
- Students have the right to personal privacy in their living space to the extent that the welfare of others is respected.
- Adequate safety precautions should be provided by Schools of Nursing, for example, to and from student dorms, adequate street lighting, locks, etc.
- Dress code, if present in school, should be established by student body in conjunction with the school administration and faculty, so the highest professional standards possible are maintained, but also taking into consideration points of comfort and practicality for the student.
- Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

The Bill of Rights and Responsibilities for Students of Nursing. National Student Nurses' Association, New York, 1978.

Grievance Procedures

It is the intent of the program to encourage the timely and informal resolution of student grievances as they occur and to provide a set of procedures leading to satisfactory disposition of complaints. Grievances should be resolved at the earliest possible step. Students may bring a complaint when there has been a violation, misinterpretation or inequitable application of policy or procedure. The procedure for the resolution of complaints is as follows:

STEP 1	Student will make a formal written or verbal complaint to the faculty member in question. A conference should be arranged to resolve the issue.
STEP 2	If unresolved, the student will register said complaint with the Program Chair and a conference will be arranged with the affected parties to resolve the issue.
STEP 3	If unresolved, the student will make a formal written to Director of Education. Director of Education will listen to complaint and respond in writing with a decision within three days.
STEP 4	Complainant may accept decision of the Director of Education or appeal decision to the Campus Director.
STEP 5	If a resolution is not agreed upon the grievant may appeal to the President of Hunter Business School.

Group Concerns

Students who face problems or have issues to raise during a course should not wait until the end of the semester to voice concerns. Any student can bring a concern of that group to the nursing faculty. If you feel like the complaint was not resolved, please register the complaint with the program chair.

ATI Usage & Policy

First Time Users

Students at the time of TEAS test created an ATI profile. Student are required to bring in the username and password for ATI. Students can create an ATI profile by going to: http://atitesting.com/Libraries/pdf/How_to_Create_an_ATI_Account.sflb.ashx

Select the school be sure it says, "Hunter Business School". You can edit at any point once you create your account. (click 'edit profile' in top right corner of page). The school purchases the ATI package for students in the program. You will need to have a key and code from your instructor to download to your ATI Package. ONLY DOWNLOAD ONE TIME or problems will occur. If you have downloaded them and are having problems, contact ATI.

ATI Customer service can be reached at: 800.667.7531

ATI Tutorial modules must be completed by date specified and may be repeated for a higher score BEFORE the due date. *ATI Tutorial modules must be completed by 8:30 a.m. on the due date to receive credit. No assignment submissions will be accepted after that time and no credit will be earned for the assignment, no exceptions.

ATI Practice Assessments are a class requirement and must be done to take the ATI Proctored Assessment. Practice Assessments must be completed by the date and time specified. Practice Assessments may be repeated prior to date due. The highest score obtained prior to the due date will be taken for credit. Students are required to complete the ATI Practice Assessments in order to take the ATI Proctored Assessments. *ATI Practice Assessments must be completed by 8:30 a.m. on the due date in order to receive credit for the proctored assessment. No assignment submissions will be accepted after that time and no credit will be earned for the assignment, no exceptions.

ATI Proctored Assessments may not be rescheduled due to lateness or absence. Students who have not completed the corresponding ATI Practice Assessments may not take the proctored exam for credit. If students complete the ATI Practice Assessments late for no credit, but before the scheduled ATI Proctored Assessment, they will be able to sit for the exam and receive credit. Lastly, students must take the ATI Proctored Assessment even in the absence of receiving credit in order to create a focused review and remediate.

Remediation is required for all missed work. Any module or assessment missed must be made up as per instructor's discretion; however, no grade changes will be made. See instructor for extra help, tutoring, and/or course specific questions.

Dress Code

Dress code is essential and leads to the development of professional attitudes and behaviors. Learning how to communicate and deal with a variety of people, coping with frustration, problem solving, disciplined technical skills and applications, and dress are just a few of the ingredients that go into the makeup of a "professional." In these areas we have high standards because we are committed to your being prepared for the high expectations of employers.

The practical nursing program dress code was established to allow students to become comfortable with the kind of dress expected by employers. This standard is part of programs expectations for graduation, and no less than full compliance is expected at all times. Students are encouraged to pursue the development of these attitudes and behaviors because it will be in their best interest when it comes time to enter into practice.

The dress code for the nursing students are as follows:

- **On Campus** – Students are required to wear hunter green scrubs with white non-porous shoes
- **On Clinical Sites** – Students are required to wear hunter green scrubs with white non-porous shoes
  - ➢ Uniforms and shoes should be clean and neat and are to be worn at the designated clinical times.
  - ➢ Name tag should be visible, and student should be prepared with necessary supplies.

Proper appearance, neatness and personal grooming reflects professionalism must be maintained at all times.

Enforcement of Dress Code

Those students who are out of dress code will be sent home by their instructor, and their hours absent will counted.

Rules / Regulations / Policies

Code of Conduct

Two key elements in the arsenal of character traits maintained by a professional are: respect for peers and commitment to goals. Make the decision each day that all your actions that day will be respectful and demonstrate the highest level of commitment possible.

Unprofessional behavior is sufficient reason in industry for employee termination, it is sufficient reason at Hunter Business School for termination from school.

Rules

- You are under the supervision of your instructor and shall cooperate with them.
- You will be punctual in reporting to class and must report to the instructor if absent or late.
- Plagiarism, cheating or other acts of academic dishonesty are grounds for dismissal. (See Academic Integrity policy below.)
- Students will respect the confidentiality of all patient information they become privy to, as per HIPAA guidelines.
- During class hours, no visiting other classrooms or loitering on school property.
- You must conform to the dress code at all times.
- All tools and equipment must be returned to their proper place after use.
- No "horse play" or abusive language will be permitted.
- Damaging any school property is grounds for dismissal.
- All forms of gambling are prohibited during school hours.
- Intentional abuse of school property is grounds for immediate dismissal.
- No eating or drinking in computer or nusring labs.
- All empty food or drink containers must be disposed of in proper receptacles.
- Stealing and cheating are grounds for immediate expulsion.

- Excessive noise in class will not be permitted.
- You will be responsible for cleaning any work area plus any extra cleaning assigned by the instructor.
- Smoking or carrying of a lighted material is not permitted inside the building.
- Failure to observe any rule or regulation of the school shall be grounds for disciplinary action.
- A repeated violation of any of the above is grounds for expulsion.
- If you withdraw from school and wish to be re-admitted, you **ARE** required to write a typed essay paper stating all of the following: (Submission of paper does not guarantee re-admittance).
  - ✓ Why you dropped from school
  - ✓ What is different now
  - ✓ Plans for successful graduation
  - ✓ Why you should be re-admitted

Alcohol and Drugs
- Drinking of alcoholic beverages or the use of drugs is prohibited on Hunter Business School property which includes externships and field trips.
- Anyone suspected of being under the influence of drugs or alcohol, or distributing these drugs while in school, will be dismissed from class.
- If you are under a doctor's care and taking prescribed medications, notify your instructor. Nursing students are required to submit proof of a prescription that has a pharmacy label or a copy of the prescription with the student's name.

Drug Free Campus
The following information is presented in compliance with the Drug-free Schools and Communities Act Amendments of 1989.
- Policy and Program Statement - In compliance with federal regulations, HBS is committed to providing a drug-free, healthful, safe, and secure workplace and environment. The School will annually notify employees and students that the unlawful possession, use, or distribution of illicit drugs and alcohol on School property, or as any part of School activity, is prohibited.
- Illicit Drugs Prohibited - The unlawful possession, use, and distribution of illicit drugs on School property, or as any part of School activity, is prohibited.
- Criminal Penalties - A student or employee's violation of this prohibition may result in arrest and conviction under applicable criminal laws of the United States, the State of New York, or local municipalities. Conviction may result in legal penalties.
- Sanctions imposed by the School - Students and employees who violate the School's policy against illicit drugs and alcohol are subject to sanctions imposed by the School which are consistent with local, state, and federal law and regulations. Such sanctions may include, but are not limited to, the offender's expulsion from the School or termination of School employment, and referral to other authorities for prosecution. Disciplinary action against employees or students will be initiated in accordance with the School policy.
- Health Risks - The following nonexclusive list of health risks have been identified with the use and abuse of illicit drugs and alcohol: memory loss; depression; fetal alcohol syndrome; problem pregnancy; sclerosis; circulatory problems; insomnia; heart failure; respiratory

arrest; cardiac arrest; seizures; coma; anxiety; paranoia; irritability; fatigue; mental illness; death.

- Available Assistance Treatment Programs - While the School recognizes drug and alcohol dependency and/or the abuse of drugs and alcohol to be a major health problem, as well as a safety and security problem, it currently does not provide drug/alcohol counseling, treatment, or rehabilitation programs for students. However, many resources are available to employees and students seeking assistance with such problems in the community. As part of the School's drug awareness program, literature and a list of available community drug counseling and rehabilitation services are available under separate cover.

Academic Integrity

The principles of academic integrity encompass standards of honesty and truth. Each member of the HBS community has a responsibility to uphold its' standards and to take action when others violate them. Faculty members have an obligation to educate students about the standards of academic integrity and to report violations of these standards to the appropriate department head. Students are responsible for knowing what the standards are and for adhering to them. Students should also bring any violations of which they are aware to the attention of their instructors.

One of the most important aspects of academic integrity concerns the just measure of each student's academic accomplishments. For such modes of assessment to operate fairly, it is essential that the instructor be assured that the work used to evaluate the student's performance is genuinely the student's own. While this Student Handbook does not define academic dishonesty in exhaustive terms, the following types of behavior that defeat the intent of an examination or other class work are unacceptable to Hunter Business School:

- Communicating (written, oral, or otherwise) with fellow students during an examination or quiz.
- Using notes, books, other written materials, calculators, or other aids (except when approved by the instructor).
- Providing or receiving information about the content of an examination.
- Attempting in any manner to benefit from the work of another student (such as, copying from other students during examinations or copying other student's projects or assignments).
- Having someone else take an examination for the student.
- Using other persons or services to prepare written work submitted as the student's own.
- Using previously or concurrently submitted papers, projects or assignments written by other students.
- Submitting the same or very similar projects, papers, or assignments in different sections of multiple section courses by collaborating students.
- Submitting plagiarized work as one's own.

Academic dishonesty will result in the: failure of the test, examination, term paper, project, or other assignment on which cheating, or plagiarism occurred. Breaches of academic integrity can lead to the commencement of a disciplinary proceeding to determine whether the offending party should be reprimanded, censured, placed on disciplinary probation, suspended, or expelled.

Instructors have the authority to impose all of the above rules and regulations. Any issues/complaints/concerns will be handled by instructors. If they are unable to resolve the problem, the issue will be taken to the Director of Education and/or the Campus Director.

Hazing
Hazing is prohibited. Hazing, defined as an act that endangers the mental or physical health or safety of a student or that damage or removes public or private property, for the purpose of intimidation, initiation, admission into, affiliation with or as a condition for continued membership in, a group or organization, is prohibited. HBS unequivocally opposes any situation created intentionally to produce mental or physical discomfort, embarrassment, harassment, or ridicule.

Parking
Parking in handicapped stalls and areas designated as NO PARKING. Hunter Business School Students is prohibited unless you have the proper credentials. Violators will be towed away at the expense of the owner.

Concerns Regarding a Course or Instructor
If you have concerns regarding your course or instructor, first speak with your instructor. Most problems are settled by this type of discussion. If a satisfactory understanding cannot be reached, please make an appointment to see the Program Department Chair. If the matter is still unresolved, see the Director of Education. Rarely, and if necessary, an appeal may be made to the Campus Director.

Course Instructor Evaluation
At the end of a given section, you will be asked to evaluate aspects of the educational process. This includes completion of a questionnaire by you for the purpose of judging the classroom performance of the instructor. You must be honest in your response since this evaluation will assist in faculty growth and improvement.

Breaks
To provide time for relaxed discussion of topics covered in class, each class is allotted "break time" during the day. A schedule of breaks is posted by the instructor. A schedule is a guideline and may be adjusted at the discretion of your instructor.
Messages
Due to the large number of students at Hunter Business School and the requirement for uninterrupted classes, you will not be notified of messages unless it is a real emergency. Please be sure to check the website, Facebook and enrolled in the text aim texting service.

Telephone Calls
To avoid disruption of the educational and educational support process, only in the case of emergencies will you be pulled from class. Office phones are for faculty and staff use only.

Additional School Closings
The closing of Hunter Business School in inclement weather will be announced on the school's web site and Facebook. For the most up-to-date information, a message will also be posted on the school's answering machine.

Cell Phone Use

Use of cellular phones or any other electronic communication devices for any purpose during class or clinical hours is prohibited by Hunter Business School. Cell phone use, ringing and texting, use of social media such as Facebook, Twitter, etc., are unacceptable during class hours. If there is an emergency, students can receive phone calls via the Hunter Business School phone or quietly remove themselves from class in order to take the emergency phone call. Disciplinary actions will be taken against those who are unwilling to adhere to school phone policy.

Counseling
We encourage our students to seek counseling when they feel it is necessary. Students should always be prepared to commit themselves to a course of action that will lead to success. While the school recognizes that students may experience different personal, psychological and physical issues, it does not provide counseling, treatment, or rehabilitation programs for students. However, many resources are available to employees and students seeking assistance with such problems in the community. Please see the Program Chair for further guidance.

Career Services
Hunter Business School's Career Services Department provides the following services to students in all programs of instruction:
- Career development workshops while attending Hunter Business School.
- Resume counseling and preparation.
- Practice and training on proper interviewing and networking techniques.
- Proper job application procedures and other job search skills.
- Assist students and HBS alumni in the total career development process.
- Provide guidance in the job search.
- Addresses various needs, such as clarifying interests, obtaining part-time jobs and internship experiences, planning and conducting professional job search, and obtaining full-time employment.

Early Intervention Program includes:
- Professional Portfolio and Soft Skills Presentations in the beginning of educational process.
- Conduct group and individual Mock Interviews.
- Individual meetings with Career Services to answer all of your questions.

HBS offers many services to assist in this process, and strives to educate, develop feelings of community, as well as promote partnerships with students, alumni, faculty, and members of the HBS community.

Graduation
Hunter Business School's training is directed at achieving practical skills and knowledge. You are evaluated in two basic areas: comprehension of theory and fundamentals, and skills competency and practical accomplishment.

In evaluating the first, you are given written exams, a final examination and various quizzes in each section of the course. In evaluating skills and accomplishments, you are graded in performance of numerous laboratory skills, clinical skills, and classroom activities, including specific use of equipment.

Student transcripts are issued at the end of each semester and reflects the progress that you have

made in class, theory, lab, and clinical.

Graduation Requirements

To be eligible for graduation, you must:

- Have completed all requirements of your program with a cumulative average of "C" or better.
- Have successfully passed all your clinical rotations.
- Have attended 90% or more of total program class hours.
- Have completed all missed time.
- Have fulfilled all financial obligations to the school.
- Have attended all placement seminars and completed all requirements for successful placement opportunities.
- Have successfully completed your program in the required time period.
- Have attended the ATI NCLEX Review. Attendance is mandatory.

 (NO student will be permitted to graduate if they fail to fulfill any of the above requirements.)

Diplomas will be presented to you at the graduation ceremony.

Students are recommended by faculty to register for NCLEX with NYS and Pearson Vue before starting their NCLEX preparation with ATI.

Registering for NCLEX – Licensure

In order to be licensed as a licensed practical nurse (LPN) in New York State, you must by licensed and registered by the New York State Education Department (NYSED). The students must register with the state and Person Vue simultaneously. Pearson Vue is responsible for administering the test whereas NYS charges a fee for licensure and registration.

- Submit an application for licensure/registration to the state board of education where you wish to be licensed/registered.

   The fee of $200 for licensure and first registration is $143 in NYS.
New York State Education Department.
Office of the Professions
PO Box 22063
Albany, NY 12201

- Meet all of the board of nursing's/regulatory body's eligibility requirements to take the NCLEX Examination.
- Register and pay for the NCLEX examination with Pearson VUE.
- Receive eligibility from your Board of Nursing/Regulatory Body.

After graduation requirements are met the students are eligible to take the NCLEX-PN (National Council Licensing Examination for Practical Nurses) examination. Hunter Business School will send a notification of program completion to the board of nursing in the state where the student is seeking to licensure.

NCLEX-PN

Campus Access and Security Policies

Campus Access and Security

Both Hunter Business School campuses are located in building complexes, which provide public access to other tenant businesses and their visitors. Parking lots are lit at night, as are building entrances. The normal exercise of personal awareness of surroundings of any public area is recommended while on campus during daylight and evening hours.

Police, Fire, and Medical Emergencies

Police, fire, or medical emergencies can be reported by dialing 9-911 from any telephone on campus. Students, faculty, and staff are also informed that non-emergency calls for service can be made by calling the appropriate non-emergency contact number.

Reporting of Criminal Activity

Hunter Business School requires that all criminal activity be reported to its administration and, in most instances, to the local police agency. In the event that any student, faculty, or staff witnesses or becomes a victim of criminal activity on the campus of HBS, the student, faculty, or staff must immediately notify the administration and a written report must be filed by the end of the next business day with the office of the President of HBS Responsibility for filing the written report lies with the person or persons in charge of the premises or the function involved. The President of HBS or designee will report the criminal activity to the appropriate police agency in cases when the victim desires but has not yet filed a report. In consultation with other appropriate administrative personnel, the President of HBS will determine any next steps necessary in investigating the criminal activity and any steps toward disciplinary action warranted against any employee or student of the school.

The President or designee will also issue a formal report to all appropriate persons involved. With incidents of criminal activity where internal disciplinary action is taken against the offender, reserves the right to disclose to the alleged victims the result of such disciplinary action. Such action will be taken at the discretion of the President of the school. Hunter Business School does not have its own campus law enforcement or security department. Administrative and faculty personnel have enforcement authority with regard to all school policies and procedures, work closely with state and local law enforcement agencies in the reporting of criminal activity, and encourage accurate and prompt reporting of all crimes to appropriate police agencies.

Confidential Reporting Procedures

If you are the victim of a crime and do not want to pursue action within the school's system or the criminal justice system, you may still want to consider making a confidential report for annual security report purposes. With your permission, the President of the school or designee can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential, while taking steps to ensure the future safety of yourself and others. With such information, the school can keep an accurate record of the number of incidents involving students, faculty or staff; determine where there is a pattern of crime with regard to a particular location, method, or assailant; and alert the campus community

to potential danger. Reports filed in this manner are counted and disclosed in the annual crime statistics for the institution.

Notice of Nondiscrimination

Hunter Business School, Inc. is committed to a policy of equal opportunity and providing a safe learning and working environment free from unlawful discrimination, harassment and violence. Hunter Business School, Inc. does not discriminate or permit discrimination by any member of its school community, including its employees, students, visitors and third parties, in its educational programs or activities, policies, recruitment, admissions, employment, financial aid, loan and scholarship programs and placement on the basis of race, color, creed, national origin, religion, sex, gender, disability, age, pregnancy, ancestry, military or veteran status, marital or partnership status, sexual orientation, gender identity, gender expression or any other legally protected status.

Inquiries or complaints regarding any form of discrimination or harassment may be directed to:

Lisa Lye
Title IX Coordinator
3601 Hempstead Turnpike Levittown, New York 11756 (516) 796-1000
llye@hunterbusinessschooI.edu
and/or
U.S. Department of Education
Office for Civil Rights (New York Office) 32 Old Slip, 26th Floor
New York, New York 10005 (646) 428-3800
OCR.NewYork@ed.gov

Notice of the School's nondiscrimination policy will be included in each announcement, bulletin or application form made available by the School, including the School's Student Catalog, Student Handbook, Employee Handbook, Student Enrollment Application and Employment Application. The notice will also be posted on the School's website and on faculty and student bulletin boards.

Books and Supplies

Student pay for books and supplies along with tuition as stated on the enrollment agreement. The books and supplies includes the cost of malpractice insurance, required textbooks for all three semesters, supplies utilized while in lab, ATI modules and review manuals, ATI 3-day live review and malpractice insurance.

Additional Costs

1. Students will be expected to pay on their own for the following supplies:
2. Complete Physical Exam (including titers, flu shots, any vaccinations, and drug screen)
3. CPR Certification
4. Hunter green scrub uniforms
5. Watch, stethoscope, and blood pressure cuff
6. Application for NCLEX Examination and registration with New York State Education Department

The cost of the above items varies, and students can contact the nursing programs for approximate cost. Upon acceptance into the nursing program, students must submit physicals before orientation to be reviewed by faculty.

Malpractice Insurance

All students must carry malpractice insurance. Coverage will be provided and paid for by Hunter Business School. students wish to purchase an additional student malpractice insurance policy on their own, discounted student policies are available through Nurses Service Organization (www.nso.com).

Professional Nursing Organizations

A professional association is usually a nonprofit organization seeking to further a particular profession, the interests of individuals engaged in that profession and the public interest. Although not required the faculty recommends student nurses participate in voicing concern for the profession. The following organization is recommended by the faculty:

National Association of Licensed Practical Nurses - The National Association of Licensed Practical Nurses (NALPN) is the voice of all licensed practical nurses and licensed vocational nurses and practical/vocational nursing students in the country. As an advocate, they are well aware of the challenges an LPN faces in providing quality nursing care today.

The National Federation of Licensed Practical Nurses is the primary national organization for LPNs and LVNs; fifteen states have corresponding state associations. The NFLPN offers certifications in IV and gerontology as well as professional development in a variety of areas. High achieving practical nursing students can seek recognition through the NFLPN Student Honor Society.

Additional Information / Current Information

For the most updated information or any additional information, please feel free to contact the practical nursing department:

Renee Ennis - Program Chair
Practical Nursing Program
Hunter Business School
3601 Hempstead Turnpike, Unit 19
Levittown, NY 11756
516-796-1000
rennis@hunterbusinessschool.edu

Jada Williams - Admissions Representative
Practical Nursing Program Admissions
Hunter Business School
3601 Hempstead Turnpike, Unit 19
Levittown, NY 11756
516-796-1000
jwilliams@hunterbusinessschool.edu

ToniLynn Sterk - Program Chair
Practical Nursing Program
Hunter Business School
3247 Route 112, Bldg. 3
Medford, NY 11763
631-736-7360
tsterk@hunterbusinessschool.edu

Jacquelyn Rudjord - Admissions Representative
Practical Nursing Program Admissions
Hunter Business School
3247 Route 112, Bldg. 3
Medford, NY 11763
631-736-7360
jrudjord@hunterbusinessschool.edu

ADDENDUM

Appendix A: Sample Clinical Evaluation Rubric

STUDENT_____ DATE_____ COURSE_____

PRECEPTOR/FACULTY_____ SITE_____

Directions: Faculty Comment's & Signature on last page. Faculty please sign each page and date it at the bottom left. Rate the student you have precepted on each of the following items. **(See specific semester Clinical Evaluation Rubrics at the start of each clinical course.)**

POINT VALUE	CLINICAL EVALUATION RUBRIC UPON SUCCESSFUL COMPLETION OF EACH CLINICAL ROTATION THE STUDENT WILL BE ABLE TO:	DATE POINTS RECEIVED
	PROFESSIONALISM Exhibits professional behavior at all times. Demonstrates appropriate attitude, interest and enthusiasm.	
5	Demonstrates unprofessional behavior. Inappropriate attitude or actions.	
1	Lack of adherence to academic and/or facility policies (smoking, parking, cell phone use)	
1	Appearance Lack of adherence to policy Follows dress code requirements as set forth in nursing handbook	
1	**COMMUNICATION** Accepts constructive criticism as feedback and supervision as needed	
	Attendance Arrives on time and prepared for the day	
1	Arrives late to clinical facility with faculty notice	
2	Arrives late to clinical facility without faculty notice	
3	Absent with faculty notice	
4	Absent without faculty notice 'no call no show'	
1	Arrives late from break	
2	Left clinical site prior to class dismissal	
	PREPARATION Student is fully prepared to participate in clinical experience	
1	Arrive for the day unprepared (paperwork or equipment)	

2	Lack of knowledge regarding clinical skills	
3	Failure to submit a completed clinical tool, narrative nurses note, care plan, drug cards on due date	
	IMPLEMENTATION OF PATIENT CARE Care is good and through with good knowledge base on condition and status of client assigned.	
1	Lack of knowledge on condition & status of client assigned	
2	Inability to provide basic nursing care in a timely and organized fashion	
3	Inability to perform an accurate and concise head to toe assessment	
10	Unsafe practices while implementing care	
	MEDICATIONS student exhibits safe and accurate knowledge Demonstrates safe competent preparation and administration principles Utilizes 8 rights and triple checking	
1	Lack of knowledge about classification, dosage, side effects and nursing. **Implications**	
1	Lack of knowledge about current physician orders	
1	Incomplete assessment for administering medications (VS, lab)	
1	Inaccurate improper or incomplete administration or documentation	
	DOCUMENTATION required is completed accurately and in a timely manner	
1	Data collection, reporting, and/or documentation not completed in a timely manner	
1	Data collection tool has omissions and is incomplete	
2	Unaware of current orders and/or status	
2	Care plan is complete, accurate, uses NANDA and all interventions include rationale contain citations	
2	Nurses note is incomplete or does not follow head to toe format	
3	Student did not complete at least two drug cards on clients' medication list.	
	Teamwork Works well on a team.	
1	Does not offer assistance as needed to team members, staff, and instructor	

	Leadership Demonstrates leadership behavior, recognizes own strengths, weaknesses, and responsibilities of clinical performance as a nursing student.	
1	Inability to assume leadership duties as assigned	
1	Does not recognizes own strengths, weaknesses, and responsibilities of clinical performance as a nursing student.	
	Total Points Assigned	
	Clinical Grade Pass /Fail	

Clinical Instructor Comments

Clinical Instructor Signature _____ Date_____

Student Comments

Student Signature_____ Date_____

Program Chair Comments

Program Chair Comments_____ Date_____

Appendix B: Student Evaluation of Preceptor

Student_____ Course Number _____

Course Title_____

Semester _____Clinical Site & Location _____

Clinical Assignment Dates _____ to _____

Preceptor _____

GENERAL	Excellent	Very Good	Good	Fair	Poor	Never	Comments
Orientation to setting							
Objectives clarified							
Opportunities to meet objectives							
Welcomes you as a team member							
Serves as professional role model							
PRECEPTOR AS TEACHER	All Time	Most of the Time	Some times	Rarely	Poor	Never	Comments
Encourages questions							
Stimulates problem solving							
Concise/logical							
Allows you to provide direct patient care rather than observation							
Observed you performing assessment							
Observed you performing care							
Encourages you to assume							

increasing responsibility during clinical experience							
Leads you through decision-making rather than giving own impressions							
Reviews patient in post conference.							
Utilizes evidenced base practice							
Gives you feedback regarding performance and progress on a daily basis							

Would you recommend this preceptor/clinical site to other students? Yes_____   No _____

Why/Why not? (Please be specific)

_____
_____
_____
_____

Narrative summary of your experience at this site

_____
_____
_____
_____

Student Signature_____ Date_____

This for is used as a tool for evaluation for department purposes only. Your clinical instructors will get a summary of what a student states but will not be notified of the specific student completing this evaluation. You are not required to write your name or sign the evaluation.

Appendix C: Institutional Emergency Preparedness Procedures

The only way to prepare for an emergency is to become aware. In emergency situations, a trained mind becomes alert but an untrained mind panics. Follow the tips below to prepare:

FIRE

- Notify occupants and help those needing assistance in the immediate area.
- Confine the fire by closing doors of all unoccupied rooms as you exit.
- Activate the nearest fire alarm pull station.
- Evacuate the building at the nearest exit and call the emergency number listed below.
- Do not enter the building until authorized to do so by school personnel.

Fires are extremely dangerous and can spread very fast. If you encounter a fire in your building, get out and away from the danger. Follow directions of Hunter Administrators.

What you should do:

1. Activate the nearest fire alarm pull station
2. Notify occupants and help those needing assistance in the immediate area
3. Confine the fire by closing doors of all unoccupied rooms as you exit
4. Evacuate the building at the nearest exit and call emergency telephone # 911.
5. Go to the designated assembly area
6. DO NOT, under any circumstances, re-enter the building until authorized to do so by school personnel

BUILDING EVACUATION PROCEDURES

- When the fire alarm is activated, evacuation is mandatory.
- Take personal belongings and dress appropriately for the weather.
- Upon exiting, proceed to the assembly area to begin the accountability process.
- Persons with disabilities are to proceed to area of assisted rescue location.

An evacuation is implemented under conditions when it is no longer safe for students, faculty and staff to remain in a building or a specific area within a building. This requires occupants to move out and away from a building to a designated assembly area of refuge, or out and away from a specific area within a building.

An evacuation is most commonly used when there is a suspected fire or hazardous material spill in a building.

What you should do:

1. Notify occupants and help those needing assistance in the immediate area
2. Activate the nearest fire alarm pull station
3. Confine the fire by closing doors as you exit
4. Evacuate the building at the nearest exit and call the emergency # 911
5. Please review the emergency evacuation routes and map
6. DO NOT, under any circumstances, re-enter the building until authorized to do so by school personnel

SHELTER-IN-PLACE

Purpose: To shelter occupants inside the building in the event of a hazardous/biological material or other emergency incident outside the building.

- When notified, go inside the nearest building.
- Close all windows and doors.

Shelter-In-Place is a procedure where an entire building population is moved to a single or multiple location(s) within a building. It is most commonly used during weather emergencies or when an extremely hazardous substance is released into the outside atmosphere.

What you should do:

1. Stay inside the building or if outdoors immediately go into the nearest building
2. Close all windows
3. Immediately go to the designated shelter-in-place area within the building
4. Await further instructions from school personnel
5. DO NOT evacuate the building until an "all clear" is given by emergency personnel

SUSPICIOUS PACKAGE

- Do not touch or disturb the object or package.
- Evacuate the immediate area.
- Call the emergency phone number 911.

SUSPICIOUS BEHAVIOR

- Do not physically confront the person exhibiting the behavior.
- Do not let anyone into a locked room/building.
- Do not block a person's access to an exit.
- Call the emergency phone number 911 immediately.
- Remain Calm.

BOMB THREAT

- Call the emergency phone number 911. Do not use cell phone.
- Follow the instructions from school personnel.

Bomb threats are taken very seriously. If you receive a call from anyone making such a threat, please act immediately.

What you should do:
1. Remain calm
2. If the threat is received by phone, try to remember as much information about the phone call as possible
3. Immediately call 911 – use a campus or other hardwired phone
4. DO NOT use a cell phone, especially if you believe the location of the device is nearby
5. Follow the instructions of the communications dispatcher emergency personnel

ACTIVE SHOOTER

- If possible, exit the building immediately and call 911.

- If you cannot exit: Clear the hallway immediately and/or remain behind closed doors in a locked or barricaded room, stay away from windows. Remain calm and quietly call 911.
- Evacuate the room only when authorities have arrived and instructed you to do so.
- DO NOT: Leave or unlock the door to "see what is happening."
- DO NOT: Attempt to confront or apprehend the shooter, unless as a last resort.
- DO NOT: Assume someone else has called police or emergency personnel.

Lock Down is a procedure used when there is an immediate threat to the building occupants. In the event of a lock down, students, faculty and staff would be instructed to secure themselves in the room they are in and not to leave until the situation has been resolved. This allows emergency responders to secure the students, faculty, and staff in place, address the immediate threat, render first aid if needed, and remove any innocent bystanders from immediate danger to an area of safe refuge.

What you should do:
1. Stay in your room or office; lock and barricade the door
2. Remain quiet
3. Do not attempt to leave the building or room
4. Wait until school personnel give you an "all clear" announcement

BEFORE: SMART THINGS TO DO NOW
- Check your building evacuation route
- Review and remember KNOW WHAT TO DO below
- Share the Hunter Business School website address with family and friends

DURING: KNOW WHAT TO DO
Knowing how to react during an emergency can save your life. Try to rescue others ONLY if you can do it safely. Below are emergency scenarios that include helpful "What You Should Do" information.

Appendix D: Practical Nursing Program Background Waiver

Notice to Students on Criminal Background Checks
It is the student's responsibility to know whether he or she is eligible for licensure. If you have been convicted of a crime, it is your responsibility to find out if your background will prohibit you from being licensed and to be employed in the health care industry. Hunter Business School's faculty and staff are NOT able to provide legal advice. If you have any questions about your existing criminal background you may wish to discuss this with legal counsel before applying to the nursing program. If you have a felony or misdemeanor record you may wish to contact the NYS Department of Education for advisement.

Please read and initial the two points below.

_____I hereby release Hunter Business School, its affiliated entities, employees and agents from all liability for requesting the above information and/or criminal background check reports and for acting based on such information and/or reports.

_____I acknowledge that I have received this information. Any omission or false or misleading information provided may result in actions including, but not limited to, denial or rescission of an offer of admission or dismissal. I also agree to notify the School of any future convictions, guilty pleas or no contest pleas to any crime, misdemeanor or other offense; and of any future arrests, detentions, charges or investigations by any law enforcement authorities, all information will be kept confidential.

Name: _____Date: _____
                                    (Please Print)

Signature: _____

School Personnel Signature: _____

Appendix E: PN Program Technical Standards

This policy outlines the technical standards that each applicant/student must be able to accomplish. These program technical standards have been developed to help students understand the non-academic standards, skills, and performance requirements expected of a student to complete this curriculum.

Each Practical Nursing student must be able to:

1. Demonstrate appropriate observation and data collection nursing care skills including reading charts, flow sheets, monitors, and thermometers.
2. Evaluate patient skin color, pupils, and wound healing.
3. Draw up and administer medications.
4. Demonstrate the ability to monitor and evaluate health needs including the auscultation of blood pressure, breath sounds, heart sounds, bowel sounds, hearing alarms, call bells, and cries for help by clients and staff.
5. Demonstrate the auditory ability to converse with clients, families, and co-workers, and understand mechanically reproduced voices such as on audiotape.
6. Communicate sufficiently for interaction with others in verbal and written form including following verbal and written instructions.
7. Communicate with other healthcare providers by appropriately documenting the nursing interventions provided and the client's responses.
8. Provide effective client teaching & consult with other health care providers in a professional manner.
9. Meet the physical demands of providing nursing care - lifting, moving, carrying, pushing, and supporting clients, equipment, and other objects independently.
10. Stand, bend, walk & sit while working directly with clients & co-workers & documenting care.
11. Demonstrate the physical capabilities required during classroom, laboratory sessions, and clinical education including moving briskly between patient care areas and meeting the mental and physical demands of 8-hour shifts on both day and night rotations.
12. Demonstrate tactile dexterity sufficient for physical assessment including performing palpation, functions of physical examination, and/or those related to therapeutic intervention including insertions of a catheter and giving injections.
13. Demonstrate gross and fine motor abilities sufficient to provide safe and effective nursing care including performing vital signs, CPR, physical assessment, use of equipment such as hanging IVs and tube feedings, drawing up, and giving injections.
14. Demonstrate the ability to document nursing interventions and patient care.

This document is intended to serve as a guide regarding the physical, emotional, intellectual, and psychosocial expectations placed on a student. This document cannot include every conceivable action, task, ability, or behavior that may be expected of a student. Meeting these technical standards does not guarantee employment in this field upon graduation. The ability to meet the program's technical standards does not guarantee a student's eligibility for any certification exam or successful completion of the PN program.

I have read, understand, and believe that I will be able to meet the PN program Technical Standards.

Appendix F: Acknowledgement of Practical Nursing Student Handbook

This handbook contains important information and guidelines with which all students must become familiar. Students are responsible for reading, understanding and following all policies and procedures printed in the handbook. Application of these policies and procedures will not be waived because of negligence or other contradictory information received from other sources. The information and guidelines found in this handbook are in addition to those found in the School Catalogue or General Student Handbook. Student must be aware that entry into the Practical Nursing Program establishes a contract governed by the policy and procedure discussed in this handbook.

I, _____, confirm that I have received and reviewed a copy of Practical Nursing Student Handbook and I am aware of my responsibilities. I am therefore accountable for its content.

By signing below, I fully accept the following:

1. I agree to follow and abide by all the regulations, policies and procedures contained in the Student Handbook and addendum.
2. I understand that the Student Handbook and addendum discuss student rights and the grievance procedure.
3. I am bound by the content of the Student Handbook and any amendments or revisions published and circulated by the School.
4. The School reserves the right to change any of the policies contained in the Student Handbook and any addendums with or without prior notice to the students. The student agrees to adhere to any changes in policy as they are given to them.

Nothing in this handbook or addendum shall be interpreted to limit Hunter Business School's rights and duties under the laws of the State of New York

Name: _____Date: _____
                                    (Please Print)

Signature: _____

MAKE YOUR
EDUCATION **WORK!**

LEVITTOWN | 516.796.1000 | 3601 HEMPSTEAD TPKE
MEDFORD | 631.736.7360 | 3247 RT. 112 BLDG #3
WWW.HUNTERBUSINESSSCHOOL.EDU

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at: **www.HunterBusinessSchool.edu/ConsumerInfo**