AIC | AMERICAN INTERNATIONAL COLLEGE

School of Health Sciences
Division of Nursing

NURSING STUDENT HANDBOOK
2020-2021

The AIC pin was designed in 1987 by the AIC artist in residence, Alvin Page. The AIC pin symbolizes the ideals of the College including the tenants of social justice. The pin bears the name of the college and the motto: post tenebrass lux, meaning after the darkness….light, which speaks to the student entering a new world born through education. The insignia represents the Division of Nursing and its mission. The 3 dimensional letter of AIC with the "I" on the top indicates the inter-diversity, interracial, and international college community as envisioned by its creator.

Regulated by Massachusetts Board of Registration in Nursing

Accredited by American Association of College of Nursing (AACN)

Accredited by Commission on Collegiate Nursing Education (CCNE)

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Nursing Student Handbook 2020-2021

Reviewed, revised and approved 8/2020 by Division of Nursing Faculty Committee

1. Introduction

The Commonwealth of Massachusetts Regulations (CMR) require that the Board of Registration in Nursing review annually, each nursing program in the Commonwealth for compliance with the Board's Regulations. The Division of Nursing has received Full Approval Status annually from the Board of Registration in Nursing since 1982. In the year 2009, the Division of Nursing was awarded full accreditation by the Commission on Colleges of Nursing of Nursing (CCNE), for ten years, through 2023 (the maximum time,).

American Association of Colleges of Nursing

One Dupont Circle, NW, Suite 530

Washington, DC 20036

Phone: (202) 463-6930 Fax: (202) 785-8320

In order to provide students with information and guidelines for the nursing major, the faculty, with students' help, has developed this ***Division of Nursing: Nursing Student Handbook***, which is reviewed and updated each year. The syllabus of each nursing course will provide you with the more specific requirements of that particular course.

The purpose of this ***Handbook*** is to provide helpful information and clear and consistent policies for the students. If you have any suggestions for policy changes, please let us know. Policy changes may be instituted in response to faculty and/or student suggestions. Any suggestions for change should be forwarded to the Student Liaison Committee of the Division of Nursing.

Administration, Faculty and Staff

<u>Karen Rousseau, PhD, RN</u>
Dean, School of Health Sciences

413-205-3503
Courniotes 108
Karen.Rousseau@aic.edu

<u>Ellen Furman, PhD, RN, GCNS-BC</u>
Associate Director of Graduate Nursing
Director of Undergraduate Nursing
Associate Professor of Nursing

413-205-3503
Courniotes 107
Ellen.Furman@aic.edu

<u>Mary McKenna-Allen</u>
Administrative Assistant for the Division of Nursing

413-205-3519
Courniotes 102
Mary.mckennaallen@aic.edu

<u>Ayesha Ali, PhD, RN</u>
Associate Professor of Nursing

413-205-3517
Lissa 149
Ayesha.ali@aic.edu

<u>Dina Ditmar, MSN, RN</u>
Assistant Professor of Nursing

413-205-3569
Lissa 138
Dina.ditmar@aic.edu

<u>Elizabeth Hills, MSN, RN</u>
Nursing Lab Coordinator

413-205-3321
Courniotes 207A
Elizabeth.hills@aic.edu

<u>Suzanne Kleeman, DNP, APRN, AGACNP-BC</u>
Assistant Professor Nursing

413-205-3505
Courniotes 125
Suzanne.kleeman@aic.edu

Rose Mackinnon, M.Ed, RN
Associate Professor of Nursing

413-205-3513
Lissa 140
Margaret.mackinnon@aic.edu

Moira O'Shea, MSN, RN, CNE
Associate Professor of Nursing

413-205-3533
Lissa 151
Moira.oshea@aic.edu

Mary Tarbell, MSN, RN
Coordinator RN-BSN Program

413-654-1412
Courniotes 121
Mary.tarbel@aic.edu

Althea Michel, MSN, RN
Assistant Professor of Nursing

413-654-1453
Lissa 142
Althea.michel@aic.edu

Donna Polverini, MS, RN
Associate Professor of Nursing

413-205-3508
Lissa 148
Donna.polverini@aic.edu

Linette Wilson, MSN, RN
Assistant Professor

413-654-1437
Lissa 150
Linette.wilson@aic.edu

2. Essential Performance Standards for Nursing Practice

Policy Overview

When the Congress of the United States enacted the Americans Disabilities Act (ADA) in 1990, the developers of this legislation kept four major aims/goals in mind. These aims/goals included the following: to provide for equal opportunity, to allow for full participation in activities when possible, to encourage living independently, and to provide opportunities for economic self-sufficiency.

Various involved disciplines have continued efforts toward meeting these goals as initially delineated. A number of issues, however, have been raised in nursing programs. Among these issues is the careful identification of those necessary, specific, functional abilities of nursing student candidates which are necessary to perform successfully in the nursing education program and in the nursing profession.

This document, developed by the American International College (AIC) Division of Nursing, identifies those functional abilities essential for success in the professional nursing education program, and ultimately for safe and effective nursing practice. The Functional Abilities Essential for Entry into the Division of Nursing follows in the next section. These functional abilities are expected to be present in each nursing student at the beginning and throughout the AIC nursing education program.

Any change in status while in the AIC nursing program maybe a basis for reevaluation of a student's functional abilities.

A student with a disability may request that the program provide "accommodation" due to a disability. If that is the case, the student is required to provide documentation of that disability and the need for accommodation. It is important to note that in providing an academic accommodation, colleges are not required to either lower standards, or to make substantial modification of what is considered to be essential requirements in the program.

Essential Performance Standards

Physical Abilities

Strength
- Push, pull, and lift 25 pounds
- Move light objects weighing up to 10 pounds
- Carry equipment and supplies
- Use upper body strength (e.g., performs CPR, physically restrain a person)
- Squeeze with hands (e.g., operates a fire extinguisher)

Endurance
- Stand for long periods of time (e.g., at a person's side during a procedure)
- Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance (e.g., work assigned clinical hours)

Mobility
- Twist side to side
- Bend at the waist
- Stoop or squat to the floor
- Move quickly (e.g., in response to an emergency)
- Walk quickly

Gross Motor Skills
- Stand and maintain balance
- Reach above shoulders (e.g., IV poles)
- Reach below waist (e.g., plug electrical appliances into wall outlets)
- Move within a confined space

Fine Motor Skills
- Pick up and grasp small and large objects
- Write with pen or pencil
- Pinch, squeeze, and/or twist otherwise work objects with finger

Perceptual Abilities

Hearing
- Hear normal speaking level sounds
- Hear faint body sounds (e.g., blood pressure sounds)
- Hear in situations when not able to see lips (e.g., when masks are used)

- Hear auditory alarms (e.g., fire, smoke, monitors, and call bells)

Visual
- See objects up to 20 inches away (e.g., on a computer screen)
- See objects up to and beyond 20 feet away (e.g., a client in a room)
- Read measurement marks (e.g., measuring tapes, thermometers)
- Use depth perception
- Use peripheral vision
- Distinguish color intensity

Tactile
- Feel vibrations (e.g., palpate pulses)
- Detect temperature
- Feel differences in surface characteristics (e.g., rashes)
- Feel differences in sizes, shapes (e.g., identify body landmarks)

Smell
- Detect smoke
- Detect noxious smells

Cognitive Abilities

Reading
- Read and understand written documents

Arithmetic
- Read and understand columns of writing (e.g., charts)
- Read digital displays
- Tell and measure time
- Use measuring tools (e.g., measuring tapes, scales)
- Add, subtract, multiply, and divide whole numbers
- Compute fractions and decimals
- Write numbers in records
- Convert numbers to and from the metric system

Psychosocial Abilities

Emotional Stability
- Adapt to changing environment or stress
- Focus attention on tasks
- Monitor own emotions

Communication Skills
- Respect differences in people
- Establish rapport with peers
- Interact with others
- Convey information through writing, speaking and technology
- Communicate via the telephone

Adapted from:

Yocom, C.J. (1996). Validation Study: Functional abilities essential for nursing practice. Chicago: National Council of State Boards of Nursing. (Available in: National Council of State Boards of Nursing (1999). Guidelines for using results of functional abilities studies and other sources. Chicago: author.)
Adopted by Division of Nursing 5/04/04

3. Division of Nursing

Mission Statement

Consistent with the mission of American International College, the faculty of the Division of Nursing believes that nursing education encompasses the intellectual, social, and professional preparation of each student.

The mission of the Division of Nursing is to provide a high-quality education without regard to race, color, religion, ethnic background, or nationality or sexual orientation. The curriculum is designed to enable students to think logically, act creatively, and communicate effectively.

Philosophy of the Division of Nursing

The philosophy of the Division of Nursing is based upon a framework of psychosocial and nursing theories as they relate to the accepted concepts of the nursing profession: client/client system, environment, health, and nursing.

The Nursing Faculty of American International College further believe the Massachusetts Nurse of the Future (NOF) Nursing Core Competencies and the Quality and Safety Education for Nurses (QSEN) provide the framework for preparing the students to enter the nursing profession are:
(1) Evidence-Based Practice
(2) Patient- Centered Care
(3) Professionalism
(4) Informatics and Technology
(5) Leadership
(6) System-Based Practicum
(7) Safety
(8) Communication
(9) Teamwork and Collaboration
(10) Quality Improvement.

The interrelationship of these competencies provides the basis for nursing knowledge and practice.

*Adapted from Nurse of the Future, Nursing Core Competencies & QSEN Competencies

Patient/Client:

The faculty believes that the patient/client system is an open system and is an individual, family, group, and/or community system. A client system is viewed as dynamic in nature; having physiological, psychological, socio-cultural developmental, safety and spiritual needs which interact with internal and external environments. Nursing intervenes with clients experiencing stressors along the health illness continuum through the levels of prevention.

Environment:

The faculty believes that the environment is a dynamic system composed of diverse social, cultural, spiritual, and physical elements. These elements influence and are influenced by the interaction of economic, legal, technological, and political forces. The client/client system and the environment reciprocally affect each other and create change. Nursing must be responsive to these changes in order to meet health needs.

Health:

The faculty believes that health is the successful adaptive response of the client/client system to internal and external stressors that effect biophysical and psychosocial equilibrium. Illness occurs when the client's adaptive response is unsuccessful. Nursing anticipates the health needs of clients by actively participating in the promotion of health and the prevention of illness. Nursing responds to changes in health status by intervening to assist the person to regain health, achieve maximum functioning, or die with dignity.

Nursing:

The faculty believes that nursing is the art and the science of assisting clients to meet needs in health and illness and to adapt to stressors throughout the life cycle. The science of nursing consists of knowledge derived from history, theories, and research. The art of nursing is skilled application of that knowledge characterized by humanistic values of caring, cooperation, collaboration, and accountability.

Philosophy of Nursing Education:

The faculty has adopted a framework of psychosocial and nursing theories for the basis of nursing education. The Nursing Faculty believes learning is an active and continuous process, which involves the integration of cognitive, affective, and psychomotor experiences, which results in behavioral changes. Learning progresses from simple to complex. The process of teaching and learning requires a strong collaborative relationship between faculty and student in order to facilitate critical thinking.

Additionally, the faculty believes that these competencies are incorporated throughout the curriculum. The American International College nursing graduates will have the knowledge, attitudes, and skills to improve nursing practice and patient safety within complex health care systems. In addition, nursing graduates will be able to deliver patient-centered care as a member of an inter-professional team, emphasizing evidence-base practice, quality improvement approaches, including health transitions, delivery of safe, high quality, and efficient health care.

Finally, the faculty believes that the student is ultimately responsible for learning. However, this process is facilitated by faculty skilled in creating a climate that enhances learning. The faculty recognizes the diversity in the student population, strives to provide a variety of learning opportunities, and encourages learning as a lifelong process.

Goals:

The goals of the nursing program at American International College are to:
1. Prepare professional nurses who practice in accordance with established standards of professional nursing.
2. Prepare graduates who are committed to lifetime learning.
3. Provide an educational foundation for graduate study in nursing

Program outcomes

The Program Outcomes are derived from the Division of Nursing mission, philosophy, and goals which are based on the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008). These outcomes are organized under the three broad categories reflecting the role of the beginning professional nurse:

- Provider of care
- Coordinator of care
- Member of a profession

Learning objectives flow from the program outcomes and are leveled with increasing complexity across the curriculum. These objectives are then implemented as learning objectives for the individual courses.

Provider of care

1. Demonstrate synthesis of practice theories and evidence based concepts form nursing and the arts, sciences, humanities to provide comprehensive nursing care in a variety of settings.

2. Demonstrate leadership skills in evidence based practice to promote continuous improvement in quality and safety of health care.

3. Integrate nursing research findings in planning, implementing, and evaluating nursing practice and patient centered outcomes.

Coordinator of care

4. Incorporate knowledge and skills related to information management and patient care technologies to deliver safe and effective care.

5. Incorporate legislative, regulatory, ethical and professional standards to define a professional identity and scope of nursing practice.

6. Organize and facilitate the delivery of comprehensive, efficient and appropriate patient centered care across the health care continuum.

Member of a profession

7. Communicate, collaborate and negotiate using effective communication as a member of the inter- professional health team.

8. Demonstrate personal and professional responsibility and accountability for safe and effective nursing practice incorporating health promotion and illness prevention.

9. Participate in the discipline of nursing to promote its contribution to society through professional organizations, political process, collegiality, collaboration and continual growth toward expert clinical practice.

Operational Definitions of Core Competencies:

The following operational definitions are adopted from the Massachusetts Nurse of the Future (NOF) Nursing Core Competencies (2016) and the Quality and Safety Education for Nurses (QSEN) Competencies (2008).

Patient-centered Care: Provides holistic care that recognizes an individual's preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care.

Professionalism: Demonstrates accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.

Leadership: Influences the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals

Systems-Based Practice: Demonstrates an awareness of and responsiveness to the larger context of the health care system, and will demonstrate the ability to effectively call on micro system resources to provide care that is of optimal quality and value.

Informatics and Technology: Uses information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Communication: Interacts effectively with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.

Teamwork and Collaboration: Functions effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning, and development.

<u>Safety:</u> Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

<u>Quality Improvement:</u> Uses data to monitor the outcomes of care processes, and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

<u>Evidence-Based Practice:</u> Identifies, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients' preferences, experience and values to make practice decisions.

References:
American Association of the Colleges of Nursing (AACN). The Essentials of Baccalaureate Education for Professional Nursing Practice. retrieved form
http://www.aacn.nche.edu/Education/pdf/BaccEssentials08.pdf

Massachusetts Department of Higher Education (DHE) & Massachusetts Organization of Nurse Executives (MONE). Nurse of the Future: Nursing Core Competences. retrieved from:
https://www.mass.edu/nahi/documents/NOFRNCompetencies_updated_March2016.pdf

QSEN Institute. Quality and Safety Education for Nurses (QSEN) Competencies. Retrieved from:
https://qsen.org/competencies/pre-licensure-ksas/

American International College Program: BSN Nursing
School of Health Sciences Catalog Year: 2018 – Present

Program Plan*

YEAR 1	COURSES	CREDITS	TOTAL
	BIO 1200 Anatomy & Physiology I; Lab BIO 1201	4	15
	CHE 1210 Gen. Org & Bio Chemistry; Lab 1211	4	
I	ENG 1201/1601 English Composition	3	
	SOC 1100 Intro to Sociology or PSY 1401 Intro to Psychology	3	
	APEX 1: AIC 1140/AIC 1100	1	
	BIO 1210 Anatomy & Physiology II, Lab BIO 1211	4	17
	BIO 1300 Microbiology; Lab BIO 1301	4	
II	ENG 1202/1602 Analytical Writing	3	
	PSY 1401Intro to Psychology or SOC 1100 Intro to Sociology	3	
	Human Culture and Expression*	3	
YEAR 2			
	NUR 2540 Introduction to Professional Nursing	3	15
	NUR 2541 Introduction to Professional Nursing Lab		
	NUR 2755 Pathophysiological/Pharmacology I	3	
I	Civic and Social Responsibility	3	
	ENG 2213 Public Speaking	3	
	PSY 2450 Developmental Psychology	3	
	NUR 2756 Pathophysiology and Pharmacology II	3	16
	NUR 2840 Fundamentals of Professional Nursing Practice	6	
II	PSY 2302 Statistics	3	
	Human Culture and Expression*	3	
	APEX 2: AIC 2140	1	
YEAR 3			
	NUR 3740 Adult Medical Surgical Nursing	9	15
	NUR 3741 Adult Medical Surgical Nursing Lab		
I	NUR 3540 Nursing Research	3	
	Human Culture and Expression*	3	
	NUR 3940 Family Centered Nursing	10	16
	NUR 3942 Family Centered Nursing Process	2	
II	Civic and Social Responsibility*	3	
	APEX 3: AIC 3140	1	
YEAR 4			
I	NUR 4340 Community Focused Nursing	6	14
	NUR 4341 Community Focused Nursing Lab		
	NUR 4351Psychiatric/Mental Health Nursing	6	
	NUR 4532 Nursing Seminar I	1	
	APEX 4: 4140	1	
II	NUR 4940 Complex Medical Surgical Nursing	6	15
	NUR 4941 Nursing Leadership	6	
	NUR 4540 Trends and Issues in Nursing	2	
	NUR 4533 Senior Seminar II	1	
		TOTAL CREDITS:	123

Program Plan Notes:
There are five (5) general education requirements for the curriculum include:
- Two (2) Civic and Social Responsibility
- Three (3) Human Culture and Expression
  - Spanish for the Health Professionals to be taken as one (1) of these Human Culture and Expression gen-eds unless all of these (3) course requirements are met when the student enters the nursing program.

AIC Plan for Excellence (APEX) Program courses provide a comprehensive approach designed to help students develop a solid foundation for a lifetime of personal and professional success. Four learning goals are achieved through these four (4) required courses:
- Goal 1: Intellectual Development & Lifelong Learning
- Goal 2: Personal Growth
- Goal 3: Social & Cultural Responsibility
- Goal 4: Career & professional Development

Retrieved from: https://www.aic.edu/academics/apex/

Any semester in excess of 17 credits will incur additional tuition charges

*The curriculum may be modified by the Division of Nursing Faculty

Nursing Course Descriptions

NUR 2540/2541: Introduction to Professional Nursing (3)
3 semester hours: (2) class/lecture (1) Lab

Introduces the components of the organizing framework of the nursing major. Various theories eg. health-illness continuum, Maslow's hierarchy of needs, developmental, communication and crisis are presented and discussed as they relate to individual systems , (client, family, community). Explores the history, definition, philosophy and role of professional nursing. The role of the professional nurse is identified as keeping the client system stable by intervening at primary, secondary and tertiary prevention levels. Environmental forces, e.g., socioeconomic and cultural, that impact nursing practice are presented. Selected ethical and legal aspects of nursing practice are identified. Safe dosage calculation is introduced and demonstration of competence is required for successful completion of the course. Student must achieve a final grade of 90 in the lab portion of this course for successful course completion.

PREREQUISITES: BIO 1200,1210, 1300, ENG1201, 1202, CHEM 1210; PSY 1401; SOC 1100.
CO-REQUISITES: NUR 2755. CHEM 1210 may be taken concurrently with permission

NUR 2755: Pathophysiology and Pharmacology I (3)
3 semester hours: class/lecture

This course will examine the concept of human disease states and discuss their clinical management with an emphasis on nursing interventions. Major body systems addressed in this course include, cardiovascular, pulmonary, neurologic, renal, hematologic and endocrine systems. In addition, appropriate pharmacological interventions for select disease states are also discussed. Drugs will be presented by classification, groups and prototypes. Principles of drug action, including pharmacokinetics and pharmacodynamics, nursing considerations and client teaching for each prototype will be emphasized

PREREQUISITES: BIO 1200, 1210, 1300; ENG 1201, 1202, CHEM 1210 PSY 1401; SOC 1100. CO-REQUISITES: NUR 2540, 2541. CHEM 1210 may be taken concurrently with permission

NUR 2756: Pharmacology and Pathophysiology II (3)
3 semester hours: class/lecture

This course will examine the concept of human disease states and discuss their clinical management with an emphasis on nursing interventions. Major body systems addressed in this course include, gastrointestinal/genitourinary, renal, cardiovascular, and musculoskeletal systems. In addition, appropriate pharmacological interventions for select disease states are also discussed. Drugs will be presented by classification, groups and prototypes. Principles of drug action, including pharmacokinetics and pharmacodynamics, nursing considerations and client teaching for each prototype will be emphasized.

PREREQUISITES: NUR 2540 & 2541; NUR 2755; CHEM 1210; PSY 2450.

NUR 2840/2841 Fundamentals of Professional Nursing Practice (6)
6 semester hours: (4) class/lecture (2) learning lab/clinical

Introductory concepts of the art and science of professional nursing practice are presented and integrated into clinical practice. Selected nursing skills and physical assessment are presented in lecture, practiced in the College Learning Laboratory, and applied in providing care to adults in the clinical setting. Nursing practice focuses on all aspects of the nursing process, and utilizes the three levels of prevention (primary, secondary and tertiary) to facilitate adaptive responses to stressors affecting physiological and safety needs.

PREREQUISITES: NUR 2540 & 2541, 2755; CHEM 1210; PSY 2450
CO-REQUISITES: NUR 2756

NUR 3540: Nursing Research (3)
3 semester credit hours: class/lecture

This course includes discussion of nursing theories and research methods. Emphasis is placed on critical analysis of published nursing research. Attention is paid to ethical issues and the contribution of research is developing nursing theory, nursing knowledge, and nursing practice.

PREREQUISITE: NUR 2756, NUR 2840; PSY 2302.
CO-REQUISITE: NUR 3740

NUR 3740/3741: Adult Medical Surgical Nursing (9)

9 semester credit hours: (5) class/lecture; (4) learning laboratory/clinical

Provides students with the opportunity to continue application of the nursing process. Emphasis is placed on assessment and diagnosis, expansion of planning and implementation, and beginning use of evaluation. In acute care settings, students provide health care to adults experiencing stressors affecting biophysical needs. Students apply the nursing process in primary, secondary, and tertiary levels of prevention.

PREREQUISITES: NUR 2756; NUR 2840/2841; PSY 2302.
CO-REQUISITE: NUR 3540

NUR 3940/3941: Family Centered Nursing (10)

10 semester credit hours: (5) class/lecture; (5) learning laboratory/clinical

Focuses on the role of the professional nurse in assisting the family and its individual members to adapt to stressors of the childbearing and childrearing phases of the life cycle. The students learn to apply the nursing process to meet the needs of families along the health-illness continuum. Students apply the nursing process in primary, secondary, and tertiary levels of prevention. Clinical experiences include nursing care of the antepartal, intrapartal, and postpartal woman and her newborn, well and hospitalized children, and their families. Health teaching activities occur in various health care settings. Evidence based nursing interventions are applied in providing care in family centered clinical settings.

PREREQUISITES: NUR 3740, 3540
CO-REQUISITE: NUR 3942

NUR 3942: Family Centered Nursing Process (2)

2 semester credit hours: class/lecture

Analyzes the family system as it responds to stressors throughout the life cycle. A variety of approaches to family analysis are considered. Students apply the nursing process in studying the roles, functions, values, and communication patterns within family. Teaching-learning principles are implemented in completing a health-teaching project in the community.

PREREQUISITE: NUR 3740, NUR 3540;
CO-REQUISITE: NUR 3940 & 3941

NUR 4340/4341: Community Focused Nursing (6)
6 semester credit hours: (3) class/lecture; (3) learning laboratory/clinical

Synthesizes nursing and public health principles as applied to assessing, promoting and preserving the health of populations. Assists students to conceptualize the complexities of community dynamics (cultural, economic, political, and social) as they impact on the health of the community. Students apply the nursing process in primary, secondary, and tertiary levels of prevention. Evidence based nursing interventions are applied in providing care across the health care continuum in the community clinical setting.

PREREQUISITES: NUR 3940 & 394, NUR 3942.
CO-REQUISITE: NUR 4351, NUR 4532

NUR 4351: Psychiatric/Mental Health Nursing (6)
6 semester credit hours: (3) class/lecture; (3) learning laboratory/clinical.

Develops knowledge and skills in applying the nursing process with individuals and families experiencing stressors affecting psychosocial needs. Students expand previous knowledge of human behavior and interpersonal relationships. Behavior is viewed on a continuum from healthy, adaptive responses to unhealthy, maladaptive responses. Therapeutic use of self as a nursing approach is emphasized in providing care in day treatment and inpatient settings. Students investigate selected mental health issues and analyze professional roles within the context of primary, secondary, and tertiary levels of prevention.

PREREQUISITES: NUR 3940, 3941, NUR 3942.
CO-REQUISITE: NUR 4340 & 4341, NUR 4532

NUR 4532: Senior Seminar I (1)
This course will assist the student in preparing for the National Council License Exam for Registered Nurses (NCLEX-RN). The student will be required to complete content modules and attend computerized practice sessions in preparation for a culminating computerized exit examination and success on the NCLEX-RN examination

PREREQUISITES: NUR 3940, 3941, NUR 3942.
CO-REQUISITE: NUR 4340 & 43441, NUR 4351

NUR 4940: Complex Medical Surgical Nursing (6)

6 semester credit hours: (3) class/lecture; (3) learning laboratory/clinical

This course provides a framework for the student to assist individuals, families and groups in adapting to complex stressors. Emphasis is placed on the development of critical thinking and critical judgment while using the nursing process to assist clients to meet their biophysical and psychosocial needs. Health teaching activities and research findings are incorporated into nursing care.

PREREQUISITES: NUR 4340, 4351, NUR 4532
Co-Requisite/Prerequisite: NUR 4941, NUR 4540, NUR 4533

NUR 4941: Nursing Leadership (6)

6 semester credit hours: (3) class/lecture; (3) learning laboratory/clinical

Focus on the leadership process and development of the leadership role of the professional nurse. Students apply the nursing process in primary, secondary, and tertiary levels of prevention. Students analyze leadership and management functions, characteristics, styles and roles. Interpersonal communication, staff development, change theory and assertiveness skills are applied.

PREREQUISITES: NUR 4340, 4351, 4532
CO-REQUISITE: NUR 4940, NUR 4540 NUR 4533

NUR 4540: Trends and Issues in Health Care (2)

2 semester credit hours class/lecture

This course increases the student's ability to synthesize the knowledge, skills, concepts, and theories essential for effective professional nursing practice. Students examine nursing issues which affect clients and health care systems. Consideration is given to the impact of cultural, economic, ethical, legal, political, professional, and social issues upon nursing practice.

PREREQUISITES: NUR 4340, NUR 4351, NUR 4532
CO-REQUISITES: NUR 4940, 4941, NUR 4533

NUR 4533: Senior Seminar II (1)

1 semester credit hour: class/lecture

This course will assist the student in preparing for the NCLEX-RN examination. The students will be required to complete content modules in preparation for a culminating computerized examination.

PREREQUISITES: NUR 4340, NUR 4351. NUR 4532
CO-REQUISITES: NUR 4940, 4941, NUR 4533

NUR 0999: Independent Study (1-3)

Students may pursue supervised projects on topics they find especially interesting for one, two, or three credit hours. Advance arrangement and permission of the Division of Nursing director is required.

PREREQUISITES: Junior or Senior Status and permission of the instructor of the Independent Study and approval from the Director of Nursing.

IV. Academic Information and Policies

Division of Nursing Academic Requirements
The general academic requirements of the college are published in the College Catalog and in the Undergraduate Academic Regulations of American International College. Please read these publications and familiarize yourself with the regulations.

In addition to the most current AIC Academic Regulations, the Division of Nursing requires that you achieve:

1. A grade of at least C+ in all nursing courses

2. A grade of at least C+ in the following non-nursing prerequisite courses:
    - BIO 1200/1201 Anatomy and Physiology I/II
    - BIO 1300 Microbiology
    - CHE 1210 General Organic and Biological Chemistry
    - ENG 1201/1601 English Composition/Advanced 1st Year Composition
    - ENG 1202/1602 Analytical Writing/Advanced 1st Year Composition and Literature
    - PSY 1401 General Psychology I
    - SOC 1100 Introduction to Sociology
    - PSY 2450 Developmental Psychology

3. A grade of at least C in the following general education courses:
    - ENG 2213 Public Speaking
    - PSY 2302 Statistics
    - SPA 1100 Spanish for the Health Professions

4. A minimum cumulative GPA of 2.5 to remain in good standing.

Grading of Nursing Courses

A grade of C+ is the minimum passing grade in all nursing courses. All finals administered in the Division of Nursing will be cumulative. In those nursing courses, which have both a theory and a clinical component, each component will be evaluated separately. Final course grades will be based on the AIC grading standards set in the Academic Regulations (see below). **There will be no rounding of final course grades.** The theory portion will be graded as a standard College course. The clinical component may be evaluated on a pass/fail basis.

A failure in either the clinical or theory component will be regarded as a failure for the course. If a student does not achieve a 77 or a C+ in a nursing course and the student meets the re-admission criteria, that nursing course may be repeated once. However, subsequent failure to achieve a 77 or C+ in that course or any other course designated nursing (NUR) will result in dismissal from the nursing major.

Dosage Calculation Policy

Students must pass the Dosage Calculations course requirements of NUR 2540 & 2541: Introduction to Professional Nursing to progress into NUR 2840: Fundamentals of Professional Nursing Practice and NUR 2756: Pathophysiology/Pharmacology II to remain in the nursing program.

Students are expected to meet the dosage calculation requirements for each clinical nursing course.

Grading for Nursing Courses, per the most current AIC Academic Regulations are as follows:

Grade	Percentage
A	≥ 93.00
A-	90.00 – 92.99
B+	87.00 – 89.99
B	83.00 – 86.99
B-	80.00 – 82.99
C+	77.00 – 79.99
C	73.00 – 76.99
C-	70.00 – 72.99
D+	67.00 – 69.99
D	63.00 – 66.99
D-	60.00 – 62.99
F	< 60.00

Incomplete Work

A grade of incomplete may be applied to work of acceptable quality when the course work has not been completed because of illness or other legitimate reasons. It is never applied to work, which, up to the time a grade is to be given, is of failing quality. An incomplete grade in either a nursing course or nursing pre-requisite course must be converted to a letter grade no later than one week prior to the start of the next sequential nursing course unless otherwise specified by the course coordinator. A contract for the incomplete must be completed in compliance with Registrar policy. Students who do not make up incomplete work within the specified time will receive a failing grade.

Note: The Registrar's office requires documentation of an incomplete and plan for course completion from the faculty member and the student.

Professional Conduct

Nursing is a profession based on moral and ethical principles and practices, as well as maintaining confidentiality at all times. Therefore, students are held to the high standards of a professional at all times, whether on campus or in the clinical setting (Appendix B: Standards of Professional Behavior).

Civility in all interactions is an expected professional behavior and is defined by Clark (2010): An authentic respect for others that requires time, presence, willingness to engage in genuine discourse and intention to seek common ground. Civility matters because treating one another with respect is requisite to communicating effectively, building community and creating high-functioning teams. Without civility, we miss opportunities to really listen and understand other points of view.

Clark, C. (2010). *Why Civility Matters*. Retrieved from:
https://www.reflectionsonnursingleadership.org/features/more-features/Vol36_1_why-civility-matters

For more information on Cynthia Clark's work on *Why Civility Matters,* please visit: **https://www.reflectionsonnursingleadership.org/features/more-features/Vol36_1_why-civility-matters**

Students are expected to actively engage in their learning, to treat each other and faculty with respect, to demonstrate an eagerness to learn, and to seek solutions (through proper channels) to problems as they arise.

Each student contributes to and shares the responsibility for the reputation of the AIC nursing program in the College and in the community. This responsibility includes being receptive to suggestions made by others for modifying one's

behavior in order to further the positive image of the program. It also includes being willing to let another student know, in a constructive way, if his/her behavior could be improved.

Bullying

Bullying defined by Edwards & O'Connell (2007) as: "verbal unpleasantness, the threat of violence or painful physical contact, being on the receiving end of rumors and vicious gossip" will not be tolerated.

Edwards, S.L. & O'Connell, C. F. (2007). Exploring bullying: Implications for nurse educators. Nursing Education in Practice, doi: 10.1016/j.nepr.2006.03.004.

Types of bullying include:
- Using offensive language
- Sexist, racist, or patronizing remarks
- Telling racist, sectarian or sexually suggestive jokes
- In inappropriate or intimate questioning, uninvited or unwelcome behavior
- Derogatory statements
- Offensive remarks
- Name calling
- Language that belittles another person
- Spreading malicious rumors or hurtful gossip
- Malicious or hurtful letters or e-mails
- Explicit threats of violence
- Unnecessary touch or closeness
- Stalking
- Slander
- Shouting at another person
- Intimidation

"Bullying" is the severe or repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of:
- causing physical or emotional harm to the other student or damage to the other student's property
- placing the other student in reasonable fear of harm to self or damage to property
- creating a hostile environment at school for the other student
- infringing on the rights of the other student at school

- materially and substantially disrupting the education process or the orderly operation of a school.

"Cyber-bullying" is bullying through the use of technology or any electronic means. "Hostile environment" is a situation in which bullying causes the educational environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education and create an abusive school environment.

Reporting
Faculty and staff including but not limited to educators, administrators, support staff and the secretary will immediately, but no later than the end of the next day, report any instance of bullying or retaliation that has been witnessed or of which the staff member has become aware. The report should be made to the Director of Nursing, who will forward the concern to the Dean of the School of Health Sciences and the Vice President of Student Affairs will be notified. Students may also directly report instances to the Vice President of Student Affairs. Please refer to the most current AIC Student Handbook for information on the Student Code of Conduct and the Student Judicial Review Process.

Whistle Blower
The Whistle Blower: Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying is prohibited. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment in connection with filing a complaint or assisting with an investigation under this policy.

Communication
Communication is a key aspect of teaching and learning. Nursing faculty regularly maintain office hours in addition to their clinical, classroom and college duties. If questions arise about course responsibilities or expectations, students should seek clarification from their faculty members. Many nursing courses are team taught, therefore nursing faculty meet with colleagues to insure equality and fairness in the syllabus and course expectations. Students should realize that there are major individual variations in learning styles, in teaching styles, and in the procurement of skills. For that reason, nursing faculty individualize how they work with each student. Nursing faculty are solely responsible for all evaluations and for the assignment of grades.

Students are required to check Outlook 365 e-mail and individual course workspaces daily for current information and updates.

Social Media

The use of social media such as Facebook, YouTube, SnapChat, Instagram, Twitter, Allnurses.com, blogs, etc. provide the ability for students to communicate with and receive support from their peers. However, students need to be aware that publishing information on these sites may be public for anyone to see and could be traced back to them as individuals.

Nursing students are preparing for a profession which provides services to the public and expects high standards of behavior. Therefore, the student should remember that confidential information related to individuals or agencies must not be disclosed. HIPAA guidelines must be followed at all times. Information concerning clients/clinical rotations must not be posted in any online forum or webpage.

Students are legally responsible for anything that may be posted in social media forums. Any student found to have revealed:

- confidential information regarding a patient
- slanderous/libelous statements about students/faculty/or patients
- information related to clinical experiences

via any social media will be subject to dismissal from the nursing program. (Please review the Massachusetts Board of Regulation in Nursing Policy in Appendix B)

Email Policy

Use of Email

Outlook 365 is the required means of communication at AIC and should be used exclusively to communicate with faculty. Official email communications are intended to meet the academic and administrative needs of the campus community. The College has the right to expect that such communications will be received and read in a timely fashion. To enable this process, the College ensures that all students in credit-bearing courses can access a standardized, college-issued email account throughout their academic years at AIC via Outlook 365. The student should note that all non-AIC Outlook 365 email will not be recognized. Any email that is perceived as threatening in any manner is a federal offense which will be treated as such.

Expectations about student use of email

Students are expected to check their AIC Outlook 365 email on a frequent and consistent basis in order to remain informed of College related communications. (There are many computer stations and labs placed around campus for free student use, including the nursing student computer lab in the

Lissa building) Students have the responsibility to recognize that certain communications may be time critical. "I didn't check my email" or "my mailbox was full" or stuck in spam/clutter/junk, are not acceptable excuses for missing official College and Division of Nursing communications via email.

Appropriate use of student email

Users should exercise extreme caution in using email to communicate confidential or sensitive matters and should not assume that email is private and confidential. It is especially important that users are careful to send messages only to the intended recipient(s), especially when using the "reply" command during email correspondence. Finally, although many users regard email as being like a telephone in offering a quick, informal way to communicate, users should remember that emails can be stored, copied, printed, or forwarded by recipients. Users should not write anything in an email message that they would not feel just as comfortable putting into a memorandum or face to face discussion.

Faculty/Instructional Academic Staff Expectations and Educational Uses of Class Email Lists

Since faculty and instructional academic staff determine how email is used in their classes, they can require students to check their email on a specific or more frequent basis. Other forms of communication may be course specific.

Faculty Response to email

Faculty should respond to student inquiries, requests, and concerns via Outlook 365 email by the end of the next business day (this excludes weekends, holidays, and semester breaks). Students are recommended to seek face-to-face contact in situations that require immediate assistance and follow through on the part of the faculty. Any communication of a sensitive nature should be conducted in a face-to-face environment, as available/prudent, between the student and faculty member.

Use of digital devices

Cell phones/mobile devices or other smart technology devices that collect and store data are to be turned off and put away during class, unless instructed to do otherwise by the faculty in class. If you are experiencing a personal emergency situation that requires your phone to be on, you must inform the professor before each class and your phone must be set to vibrate.

Laptops/netbooks

Use of laptops/netbooks to take notes is allowed as long as their use does not interfere with your attention to class or the attention of classmates (e.g., noisy typing or distractions). Students are not to use class time to check email, surf the net (unless part of a class assignment), or engage in social networking (e.g., IM, Facebook, Instagram, Twitter etc.). Students who violate this requirement will not be allowed to use a digital device for note taking.

Course Assignments

Course assignments are expected to be submitted on the designated date/time. Unless prior agreement has been made between the student and the faculty, assignment(s) submitted after the due date are subject to penalty as specified in the individual course syllabus.

Attendance, Absences and Tardiness

American International College Academic Regulations identify the College Class attendance policy as:

- Each member of the faculty will decide the impact a student's absence may have on the student's grade and make that impact clear to all students in the course syllabus.
- Student-athletes participating in competition are responsible for requesting permission from their professors to miss a class in accordance with Athletic Department procedures found in the Student Athlete Handbook.
- Students participating in other co-curricular and extracurricular activities are responsible for informing the instructor in advance of the anticipated absence.

Attendance is expected for the entire scheduled class and clinical laboratory assignment in the Division of Nursing. Course specific attendance expectations will be detailed in the individual course syllabi. Students must notify faculty of any absence from class or learning laboratory prior to the scheduled time. Failure to notify faculty of an absence constitutes an unexcused absence. Faculty reserves the right to deduct points from the final course grade due to unexcused or excessive absenteeism. (See individual course syllabus.) Attendance for all clinical experiences, including orientation, is expected in order to meet the clinical objectives of each clinical course (see Clinical Attendance policy in Nursing Student Handbook). Failure to make up clinical time may result in a clinical failure.

Make-up for absences

Make-up assignments for illness and absence will be determined on an individual basis in collaboration with the course coordinator and the student. The faculty reserves the right to assign alternative experiences in the case of any absence, including for clinical.

Tardiness

Students are expected to attend all classes and clinical laboratory assignments. Students should be present and prepared for class at the designated time. Tardiness is not an acceptable behavior. Students are expected to contact the faculty when they will be late for class.

At the discretion of the faculty, students may be asked not to enter the classroom until the scheduled break. Students should expect that this behavior will be addressed privately with the student. Variations on this policy will be clearly stated on the individual course syllabi.

Faculty reserve the right to refuse access to the classroom once the class is in session. The faculty reserves the right to assign additional and or alternative expectations in the case of tardiness to class or clinical experiences.

Absence from Laboratory Appointments

Laboratory evaluation appointments should be canceled as soon as possible in advance by notifying the faculty involved. Make-up for absences will be determined on an individual basis between the student and faculty member(s) involved. The faculty reserves the right to assign alternative assignments in the case of absence, even with prior faculty notification. Failure to complete alternative assignments for missed clinical or learning laboratory may result in clinical failure.

Classroom Expectations

Nursing faculty have carefully scheduled and constructed lecture content. The student is responsible for all content missed in case of absence including lecture handouts.

Blackboard Learning Management System

It is expected that students will access class workspaces via My AIC, unless otherwise instructed by the course coordinator. It is the student's responsibility to contact the AIC IT Help Desk, in the event that the workspace does not appear on the student's desktop or with AIC technology issues or concerns.

Confidentiality and Recording of Lectures

Frequently faculty use patient examples from practice to illustrate concepts during lectures. Therefore, confidentiality is of key importance and must be honored. Lectures may only be recorded in class with the permission of individual faculty members. Again, confidentiality must be maintained. Recorded lectures are for individual use only. If recording is allowed the student should be unobtrusive in the use of equipment. If a faculty member elects not to allow taping, that request must be adhered to.

Classroom Behavior Policy

Adopted from the most current AIC Academic Regulations

Policy Statement

Students at American International College are expected to exhibit behavior in the classroom that is conducive to the learning of all students in the class. In the absence of modifications explicitly announced by an Instructor, these expectations should be understood to be standard, such as:

- being on time so as not to be disruptive
- remaining for the entire class period unless early dismissal has been approved by instructor
- attending to course-related responsibilities only during class time
- being respectful of the instructor, other students, and the learning process

Failure to comply with these expectations may result in the student's dismissal from a particular class meeting or for the remainder of the semester.

Mechanism for Dismissal and Person Empowered to Execute Dismissal

- Any particular class meeting – Instructor
- Remainder of the Course – Course Coordinator in conjunction with the Director of Division of Nursing or Dean of the School of Health Sciences.

Appeals Procedure

The current appeals procedure is adopted directly from the most current AIC student handbook and Undergraduate Academic Regulations.

Students may appeal in writing to the Executive Vice President of Academic Affairs (EVPAA), followed by a hearing with the following in attendance:

- Student
- Instructor
- Course Coordinator
- Dean/Director of School/Division
- EVPAA

A final decision will be made by the EVPAA within five working days of the appeal.

Academic Integrity

The ability to trust is vital and at the heart of the nursing profession. Behaviors practiced while in school are best predictors of behaviors practiced in the clinical setting. For that reason, the Division of Nursing will strictly adhere to the Academic Integrity Policy, found in the most current Academic Regulations of the American International College and described in the AIC Student Handbook and detailed below.

Policy on Student Academic Integrity: Statement, Scope and Intent

American International College is firmly committed to students understanding the value of their education. The value of one's education is compromised if the integrity of the grading system is violated, as is the case when academic dishonesty is tolerated. To this end, it is necessary to assure that students honestly represent their work. The student has full responsibility for the content and integrity of all academic work. It is every student's responsibility to be familiar with the Academic Integrity Policy of the College. Neither ignorance nor misunderstanding of the policy excuses violations of academic integrity.

The standard at American International College is that students are to perform their own academic work according to the standards set by faculty members, departments, schools and the college. Academic dishonesty, including cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted.

It is the intent of the Academic Integrity Policy to define academic dishonesty, provide appropriate sanctions, to provide procedures that impose sanctions which are fair and realistic, to provide safeguards for any student suspected of academic dishonesty, and to coordinate the policy with the procedures of the Student-Faculty Appellate Court.

Definitions

"Cheating" means to present as one's own, the work of another either by false representation of the work as one's own or concealment of the fact that it is not one's own. "Cheating" includes but is not limited to:
- obtaining, retaining, or using partial or whole copies of examinations, tests, or quizzes before these are distributed for student use
- using notes, textbooks, smart technology media/devices or other devices that collect, store or transmit data in examinations, tests and quizzes (except as expressly permitted)
- obtaining or using confidential information about examinations, tests or quizzes other than released by the instructor
- using or exchanging information during examinations, tests and quizzes, other than expressly permitted by the instructor
- presenting data or other material gathered by another person or group as one's own
- falsifying experimental data or information
- having another person take one's place for any academic performance without the specific knowledge and permission of the instructor
- cooperating with or assisting others to do one or more of the above, or,

The Division of Nursing recognizes that falsifying documents including signing an attendance sheet for another student constitutes "cheating".

"Plagiarism" means to take and present as one's own, a significant portion of the ideas of works of another or to present as one's own, an idea or work derived from an existing source without full and proper credit to the source or the ideas or works. "Plagiarism" includes but is not limited to:
- the copying of words, sentences, paragraphs, and even ideas directly from the work of another person without proper credit.
- the copying of illustrations, figures, photographs, drawings, models, or other visual and non-verbal materials (including recordings) of another without proper credit
- the presentation of work prepared by another in final or draft form as one's own sources (e.g., purchased research papers).

In addition, the Division of Nursing faculty believes that the nursing major requires particular elements of accountability on the part of all students in preparation for professional career responsibilities. Therefore, each student is accountable for his/her own work in preparing academic, clinical and laboratory assignments. Acts of cheating or plagiarism on any assignment will result in an automatic zero (0) grade for that assignment; and depending on the seriousness of the offense, may result in further action up to and including dismissal from the nursing major. Students may be required to submit written assignments through Safe Assign in Blackboard. A percentage of 25% or higher are considered high risk for plagiarism.

A student may appeal using the Appeals of Academic Administrative Sanctions process as described above, the most current AIC student college Handbook and/or the Undergraduate Academic Regulations. The most current college handbook and the undergraduate Academic Regulations can be found directly on the "my AIC" student portal.

Class Scheduling Policy

Class times are established through the registrar's office and published via the AIC course schedules. These class times are based on minimum allotted time per credit per established academic criteria. Faculty reserves the right to alter class times to accommodate for added exam administration time, exam review and other related class activities. These alternative times will be published in the course calendar by the course coordinator. Additional times may be added based on course needs Students will be notified through Blackboard as soon as possible ahead of time. Students who may have concerns over altered published schedules should discuss their concerns with the course coordinator.

Student Protocol for Taking Exams, Exam Review, and Exam Make-up

Attendance is required for all exams, whether face-to-face or computerized, as scheduled. It is the student's responsibility to notify the course coordinator of an absence prior to any exam for an exam to be rescheduled. Any unexcused absence for an exam may result in a zero.

Students must notify the course coordinator of an absence from an exam prior to the scheduled time. Absences from exams should be for extreme circumstances and must be approved by the faculty prior to the administration of the exam. Failure to notify the faculty of an absence constitutes an unexcused absence. An alternative format exam may be provided as specified by individual course syllabi.

Students will not discuss exam items with fellow students who have not already completed the exam. Evidence of sharing information about an exam may result in a zero for the exam.

Grades for exams will be posted within 7 days following the date of the exam in a place to be identified by the course coordinator.

Written/Computerized exams delivered in Face-to-Face environment
The Scantron is the official grading tool for all written exams. Answers on the test booklet are not graded unless otherwise specified. All students will be asked to sign an Academic Integrity Statement for each exam.

Students are expected to be present when the test begins. Students are not allowed to enter the exam room after an exam begins. Tardy students should address this issue with the faculty at the end of the exam. Students will not be permitted to leave the room until he/she has completed the exam, unless in the case of an emergency. Proctoring faculty must be notified. Only one student at a time may be excused.

- Students will not be allowed to wear any hat that has a visor.
- All electronic and smart technology devices must be turned off and stored in an area designated by course faculty.
- There should be no materials other than pencils, erasers and faculty-approved calculators. All book bags etc. should be stored in an area designated by faculty.
- Students will not be allowed to share/borrow calculators or any other items during exams.

- Only one student should approach the faculty desk at a time for questions or to return their exam upon completion.
- A student who completes the exam must leave the classroom after the exam and cannot return to the classroom until the class resumes.

Computerized exams delivered in a remote/digital environment

Students are expected to be present in the online environment when the exam begins. Students are expected to follow the exam guidelines and instructions set by the course faculty. Students should have an environment free of personal electronic devices, such as tablets and cell phones. All students must abide by the Academic Integrity Policy of the College and the Division of Nursing.

Students are advised to have a stable internet connection and appropriate and updated internet browser when taking computerized exams. If technology issues arise during the exam, the student is to notify the course faculty immediately.

Exam Make-up
Exam make-up should take place within 24-48 hours of scheduled exam, or as otherwise arranged by course coordinator or designee. Students who are absent due to a medical concern will be required to provide written documentation by a healthcare provider.

The faculty reserves the right to administer any rescheduled exams in an alternative format (i.e., new exam, essay, short answers, or oral).

Exam Review
Exam reviews will occur within a two- (2) week period following an exam. For a Face-to-Face exam review, the student will be provided with his/her Scantron sheet if applicable.

Students are not permitted to take notes, photographs or recordings during an exam review. Use of smart technology devices is prohibited.

If a student is unable to attend an exam review, then the student has one week to schedule a separate review time with the appropriate faculty. Once the 2-week time period following the exam has passed, no further reviews of exams will be provided.

Faculty reserve the right to cancel test review for any reason deemed appropriate by the faculty. Reasons may include but are not limited to, disrespect, unprofessional behavior, or suspicion of academic dishonesty.

There will be no "end of the semester cumulative exam reviews." There is no formal review of the final examination, however students can view their exam and/or Scantron, if applicable, for accuracy upon request and arrangement of individual appointments.

Program Fee
There is a Program Fee for nursing courses with a clinical component. These fees are applied to support of clinical supervision in addition to learning lab expenses.

Academic Probation
Any student experiencing academic difficulties is encouraged to access AIC campus supportive services including those of the Center for Academic Success as detailed in Appendix A.

As outlined in the most current Undergraduate Academic Regulations, students will be considered to be on Academic Probation at any point in their academic career when their Cumulative Grade Point Average (CGPA) is below the level required at that point in their academic career as indicated in Chart I below. A part-time student will be considered on Academic Probation if, after completing 15 semester hours of credit at AIC, their CGPA is below that in Chart I below.

Chart I:

Total Term Hour Credits* Attempted	Minimum CGPA Required to Avoid Academic Probation
1-30	1.81
31-60	1.93
61 or more	2.00

*Includes P-F credits and transfer credits (Updated October 28, 2013)

Students placed on Academic Probation will be given written notice that their CGPA must improve if they expect to continue and/or graduate. They will be urged to consult the Director of their program, the Office for Student Development, and with their advisor on their future plans.

Probation for performance issues

The faculty reserves the right to place any student on a probationary status if that student's performance merits this action. Such probationary status will include written criteria, as described in a teaching/learning agreement, which must be satisfactorily met within a specified time period in order for the student to remain in the nursing program.

Dismissal, Failure, Withdrawal, Leave of Absence, and Readmission

Policies are adopted directly from the most current AIC Undergraduate Academic Regulations.

Dismissal

After 2 consecutive semesters on probation, the student's file will be subject to review by a committee appointed by EVPAA. After review, the committee will recommend action to the EVPAA for a student whose academic performance is considered to be sufficiently unsatisfactory as to warrant dismissal from the college. These students may then be dismissed from….(a nursing student whose academic CGPA is below a 2.5 or performance is considered to be sufficiently unsatisfactory may be dismissed from) student status by action of the EVPAA.

Mandatory Withdrawal

The faculty reserves the right to require the withdrawal of any student based on health, conduct, clinical or academic performance. Failure to provide updated CORI/SORI, immunization, CPR, annual clinical learning modules as per Western Mass Clinical Placement Grid, and clinical requirements as designated by any facility, will result in a mandatory withdrawal from all courses with a clinical component.

Voluntary Withdrawal from a Course

According to the most current AIC Undergraduate Academic Regulations, a student may elect for various reasons to voluntarily withdraw from a course. A grade of "W" (Withdrawal) is assigned when a student withdraws at any point prior to the 60% mark of the semester as identified on the academic calendar, from a course. Such a student earns no credit for the course, and the grade is not used in calculating the Cumulative Grade Point Average. No withdrawals are permitted past the specified date. Nursing students who withdraw from any nursing course must return to retake the course the next time it is offered. Failure to return within a year will require the student to repeat all previous clinical courses in order to maintain safe and current nursing practice. A nursing student may withdraw from one course one time and be eligible to return to retake the course. Additional

withdrawals in other nursing clinical courses will require the student to retake all clinical nursing courses to maintain patient safety and currency of practice.

Voluntary Withdrawal from the college and Leave of Absence defined by the most current Undergraduate Academic Regulations of American International College

Voluntary Withdrawal

A student who has chosen on his/her own accord to separate from the separate from the college

- An undergraduate student who voluntarily withdraws must notify the Dean of Students Office at the time of the withdrawal

Leave of Absence (LOA)

A temporary hiatus from all coursework for an approved period of time, granted upon written request who allows the student to interrupt continuous enrollment without having to apply for re-enrollment and without changing conditions of their academic program.

- LOA may be granted for one (1) semester. Students must apply in writing to the EVPAA for any extensions.
- Students may apply for a LOA through the end of the withdrawal period, as published on the Academic Calendars. If the LOA petition is received prior to the end of the add/drop period, all the coursework will be dropped off the student's transcript. When an LOA petition is received after the add/drop period and during the withdrawal period (60% of the semester), all the coursework will be marked with a "W" on the student's transcript. After the end of the withdrawal period (60% of the semester), students may apply for a Leave of Absence for the subsequent semester.
- Students are responsible for all financial obligations when taking a Leave of Absence from the College. Students should always check with a Financial Aid advisor and with Student Accounts to see what financial ramifications they may incur
- Students must fill out the Leave of Absence petition with guidance from their advisor.

Please review the most current Undergraduate Academic Regulations for more information on LOA.

Request for Readmission

A student who is dismissed from the nursing program through failure, mandatory withdrawal, or voluntary withdrawal may submit a written request for readmission to the Nursing Faculty. The request must include a review of issues that interfered with successful completion of the course and a plan the student has put in place to assist in future success. Upon recommendation from the faculty and on a space available basis, the student with a GPA of 2.5 or above may be allowed to repeat one failed nursing course. The student's reapplication form must be received the semester before the course is offered.

Request letters must be received in the Division of Nursing by September 15 for readmission to spring semester courses and January 15 for fall semester courses. The student will be notified in writing by May 10th, or December 10th respectively.

Students will not be readmitted to the nursing program for any of the following circumstances:
- Failure of two (2) nursing courses.
- Previous refusal of a request for readmission.
- Failure to enroll in a clinical course the next time the course is offered.
- Failure to meet program contract requirements in any course

In the event that a student questions the Dismissal, Failure, Withdrawal and Readmission Policy, the student may enter the Appeals Policy process as discussed in this Student Nurse Handbook Nursing Student Handbook and/or in the most current Undergraduate Academic Regulations of American International College.

Due to the rapid changes in the delivery of health care and to ensure patient safety the amount of time a student is out of the nursing program, for whatever reason, must be limited. All returning students who have left the program must enroll in and complete the appropriate required nursing course the next time it is offered, excluding summer.

Any student returning from an absence of 12 months or greater needs to return to the first nursing course, NUR 2840: Fundamentals of Professional Nursing.

Grade Appeals/Student Complaints Process

The Division of Nursing provides a procedure for the constructive and timely resolution of serious grievances academic or other matter. Resolution of such grievances should involve all parties working cooperatively and respectfully to

obtain mutually agreed solutions. The grievance process first strives for mediated outcomes and only moves to directed outcomes when such efforts at mediation fail. All parties should seek resolutions at the lowest possible administrative level.

Students are encouraged but are not required to seek an informal resolution to their complaints regarding academic issues. Any student has the right to present a complaint/grievance related to the nursing program following the appeals procedure based on an academic question if the student believes that he/she has been treated unfairly in the grading of a didactic or clinical course, including the evaluation of clinical performance.

According to the most current AIC Undergraduate Academic Regulations, the appeals process provides an opportunity for the student to initiate a review of a perceived injustice in the fail determination of a course grade Appeal is available only for review of alleged arbitrary or capricious grading. "Alleged arbitrary or capricious grading" as used herein, is limited to one or more of the following.

- The instructor failed to notify students in a clear and timely manner as to the basis for grade determination
- The assignment of a final grade deviates substantially from the instructor's previously announced standards
- The grade is assigned on some basis other than the student's performance in the course
- There is demonstrable evidence of discrimination or prejudice in the final grade assignment
- There was a demonstrable error in calculating the grade.

A grade appeal is not appropriate when a student simply disagrees with the faculty member's judgment about the quality of the student's work. Appeals are for grades received in a course, not for those received for individual assignments (though individual assignments may nonetheless be the basis of disputing the course grade). Appeals are for course grades after the end of the term. Appeals are not accepted in anticipation of course grades or because of final scheduling. A course grade must be based on evidence of the student's academic performance. The student must have access to the evidence; the instructor must explain and interpret the evidence to the student. A single evaluative standard must be applied to all students in a course section. It is also expected that grades be determined in accordance with written guidelines provided by the instructor.

Formal Complaints related to the nursing program

Grade appeal

In the event that a student questions the faculty member's clinical evaluation, grading for the didactic portion of a class, or the grade for a didactic class, the student must take the following steps:

Informal Appeal/Complaint: With the Professor

1. The first appeal is an informal one made to the professor of the course. This should be made by the end of the Add/Drop period of the following term. The student should bring all evidence of academic work, the course syllabus and well-thought out reasoning why this grade was incorrect to this meeting. If the professor agrees that the grade assigned for the course is incorrect, then he or she will submit a Change of Grade form to the Registrar within five class days.
2. In the event that the faculty member is not available, either because he or she is on leave, sabbatical or no longer employed by the College, the student may appeal to the Director of Nursing by the end of the Add/Drop period of the following semester.
3. If concerns remain after meeting with the faculty member, the student may elect to initiate the formal appeals process.

Formal Appeal: With the Director of Nursing

1. The formal appeal is initiated within one week of meeting with the faculty member. This appeal is initiated with the Director of Nursing. The student will complete and submit the Grade Appeal Form, available through My AIC portal under the Registrar.
2. The Director will consult, separately, with the student and with the faculty member. The Director will make a written decision to support the faculty member or a recommendation to the faculty member in support of the student's position within one week of meeting with both parties.

Formal Appeal: With the Dean of Health Sciences

1. The formal appeal is initiated within one week of meeting with the faculty member. This appeal is initiated with the Dean of the school which offers the course, not the Dean of the student's major.
2. The Dean will consult, separately, with the student and with the Director/ faculty member.
3. The Dean will make a written decision to support the faculty member or a recommendation to the faculty member in support of the student's position within one week of meeting with both parties.

If concerns remain after meeting with the Dean and the faculty member, the student may initiate a final appeal with the Executive Vice-President of Academic Affairs. (EVPAA)

Final Appeal: With the EVPAA

1. The student must initiate the final appeal within one week of receiving the Dean's decision.
2. The EVPAA, in consultation with the Dean, the faculty member, and the student, will make a final written decision to support the faculty member or a recommendation to the faculty member in support of the student's position on the grade appeal within two weeks of its initiation.

Timing

1. All parties involved in the appeals process must adhere to the timeline delineated in this policy.
2. While this policy is designed to resolve any disputes in as short a time as possible, there may be a time when a student wishes to have the process completed prior to the start of the following semester. The process can be accelerated in this case, provided that the student initiates the informal appeal as soon as possible.
3. In extreme circumstances, the Dean may extend the timeline, at his/her discretion

Non grade complaints

Formal complaints related to programmatic issues or non-grade related course issues should be submitted in writing to the Director of Nursing. The protocol for this process is the same as that defined for a grade appeal found in the most current Undergraduate Academic Regulations of the College which can be located on the my AIC student portal.

Once the appeal is reported, the problem will be resolved in a timely manner, no later than the beginning of the following semester.

Transferring Credit Policy

Refer to the most current Undergraduate Academic Regulations for the most current policy. This can be found on the my AIC student portal.

Transfer of Students into Nursing Courses

Students must have a G.P.A. of 2.5 or above and meet the American International College Division of Nursing admission requirements as defined in the college catalog in order to transfer into the American International College Nursing Program from other institution of learning prior to the beginning of NUR 3740.

Due to the program's unique content, students are only permitted to transfer into the American International College Nursing Program from other institutions of learning prior to the beginning of NUR 3740 Adult Medical-Surgical Nursing. All transfer students must enter the next time an appropriate AIC clinical nursing course is offered, or within 12 months of their last clinical nursing course. Those students transferring to AIC after greater than a 12 months' period of time must enter at the NUR 2840: Fundamentals of Professional Nursing level.

AIC student change of major to nursing

AIC students from another major may request transfer to the Nursing major through the admissions office. The student's AIC transcript will be evaluated along with those of other transfer students for acceptance to the nursing major. Students my contact the administrative assistant for the Dean of the School of Health Sciences for information about this process. Student applications for internal transfer are reviewed by a faculty committee.
(Admissions 205-3565)

Policies for Transferring or Returning Students

Requirements for students returning or transferring into NUR 3740 (Adult Medical-Surgical Nursing):
- Successfully demonstrate (validate) safe and effective nursing skills of NUR 2840 (Fundamentals of Professional Nursing)
- Completion of validation skills by June 30th
- Present a written plan for continued academic success

Requirements for students returning to NUR 3940 (Family Centered Nursing)
- Successfully demonstrate (validate) safe and effective nursing skills of NUR 3740 (Adult Medical Surgical Nursing)
- Completion of validation skills by the end of the fall semester as arranged with the course coordinator

- Present a written plan for continued academic success

Requirements for students returning to NUR 4340 Community-Focused Nursing
- Register to repeat NUR 4532 Senior Seminar I
- Present a written plan for continued academic success

Requirements for students returning to NUR 4351 Psychiatric Mental Health Nursing
- Register to repeat NUR 4532 Senior Seminar I
- Present a written plan for continued academic success

Requirements for student returning to NUR 4940 Complex Medical Surgical Nursing
- Successfully demonstrate (validate) safe and effective nursing skills of NUR 3740 (Adult Medical Surgical Nursing)
- Present a written plan for continued academic success
- Register to repeat NUR 4533 Senior Seminar II

Standardized Examination Policy

The Division of Nursing uses standardized exams to assess student progress within the program. These exams are intended to assess learning at each of the program levels and a grade may be calculated and included as part of course grades.

The goal of these exams is to provide the students with a sense of their progress towards eventual NCLEX-RN success following graduation. The students are counseled based on their achievement on the exams. Remediation will be a requirement of this process.

Writing Across the Curriculum Policy

Formal written assignments (term papers, clinical case studies, etc.) are to be typewritten according to an approved style. Unless otherwise specified, students are to use the American Psychological Association (APA) style. Students should use the most current version of the APA manual available, if applicable.

American Psychological Association (2020). Publication Manual of the American Psychological Association (7th ed.). Washington DC: American Psychological Association.

References for formal written papers should consist of professional journal articles published within the last five- (5) years. The number and types of references are

course specific and are included in the course guidelines. Refer to the course and paper guidelines for minimum number of required professional nursing journals.

The student has both the right and the responsibility to seek faculty consultation in preparation of formal paper assignments. The paper, as submitted, is the final paper with no rewrite option.

Students are expected to demonstrate correct use of APA format, writing style, references, spelling, and grammar. These expectations will not be included in the point distribution for formal paper grades during the second semester junior year and throughout senior year. Instead there will be a maximum 10-point deduction for improper APA format and 10 points for writing style. Additionally, All students receiving a grade below 77 will be referred to the Writing Center for assistance in writing their next paper in a nursing course.

In the event of a formal paper grade below 77%, the student has the right to request a blind review by a second nursing faculty member, designated by the course coordinator. The final grade for the paper will be based on collaboration of both faculty members who have read the paper. No further changes to this final grade will be made.

Resources for APA formatting can be found:
- AIC Writing Center: https://my.aic.edu/ICS/Academics/Center_for_Academic_Success/Noonan_Writing_Center/
- http://apastyle.apa.org/
- https://owl.purdue.edu/owl/purdue_owl.html

Across the Curriculum Guidelines for Referencing
- Students at the baccalaureate level should be using scholarly nursing journals for references. The use of textbooks should be only as secondary or supportive information. Textbooks will not be considered as part of the number of required references.
- Encyclopedias and dictionaries such as Taber's are considered inadequate as references in scholarly papers.
- References for formal written papers should consist of professional, peer-reviewed nursing journal articles published within the last five- (5) years. The number and types of references are course specific and are included in the course guidelines.
- Acceptable articles used as references in formal papers must come from scholarly, peer-reviewed journals. The purpose of a scholarly journal is to

report on original research, theory, or evidence-based practice. Articles in scholarly journals always include reference citations in the article as well as a list of all references used at the end of the article. Scholars or researchers in the field are usually the authors of the article. A peer- reviewed journal means that the articles are reviewed by peers who are experts in that particular field prior to acceptance for publication.

- Nursing articles should be based on nursing practice, theory, or research. Articles should be relevant to the topic and used to support and explain the paper concepts. Do not include a discussion of opinions, editorial commentary, or letters to the editor.
- Online references should be obtained from reputable sites. In general, sites should end in the URL of *.edu*, *.org*, or *.gov*. Sources ending in *.com* and *.net* represent commercial enterprise and are intended for promoting and advertising and therefore should not be used as references in scholarly papers. Wikipedia is an example of an unacceptable source.

For more information on evaluating online & digital resources, visit:

https://owl.purdue.edu/owl/research_and_citation/conducting_research/evaluating_sources_of_information/evaluating_digital_sources.html

V. Nursing Skills Laboratory and Learning Resource Center Information

Nursing Skills Learning Resource Laboratory
Most nursing courses require some scheduled and independent use of the Nursing Skills Laboratory and Learning Resource Center. The Laboratory and Resource Center will be available for the practice of nursing skills and the review of audiovisual and other resource materials.

At times, these rooms will be booked for the use of students in a particular course. A faculty member will be available by appointment for evaluation of skills. The student is expected to have completed the appropriate modules and to have practiced with the equipment prior to nursing skill validation appointments.

Nursing Laboratory Hours
Lab hours are posted on the lab door and in Blackboard for the Nursing Learning Laboratory. No exceptions will be made unless an appointment has been made in advance and approved by lab coordinator.

Please be aware that the lab may close without prior notification, closure will be posted in Blackboard (BSN organization site).

The Nursing Laboratory allows the student the opportunity to practice nursing and psychomotor skills before client contact. We offer a wide variety of mannequins, patient simulators and diagnostic instruments to facilitate skills practices. A designated lab coordinator is available to assist as needed.

Services Provided by AIC Laboratory
- Copies of Spanish for Healthcare Professionals are available for students use and may be signed out. Please see the policy for Short Term Equipment Loan
- Multimedia: Academic/course related videos are stored in the nursing lab. CDs and DVDs cannot be removed from the building; they must be viewed in the laboratory. computers are available for your convenience
- Lab Equipment Loan Out: Certain diagnostic equipment is available for overnight loan. Equipment may not be reserved in advance or removed from the center without proper checkout from staff or faculty. Please see our policy for Short Term Equipment Loan

Policy for short term equipment loan
Students may sign out equipment that is essential for class, however, prior notice and authorization is required from lab coordinator or another course faculty. Students will be financially responsible for damaged or lost equipment. Failure to meet this financial responsibility may result in the withholding of course grades.

Nursing Lab Computers
There are two (2) computers available; both are equipped with Microsoft Office Word, Excel, and PowerPoint. All are able to play DVDs and have the ability to save files on a student's flash drives/memory stick.

Policy for Computer Use
- You will be asked to leave the lab immediately if you are using a computer in an inappropriate manner. (Ex: viewing pornography, illegally downloading material, etc.)
- Students who need to use a computer for educational purposes will have priority over others if there is a wait to use the computers.
- Please LOG OUT if you are going to leave your computer unattended, this ensures your privacy. It is your responsibility. No exceptions. If you leave

the lab area, you are giving up your computer, and will have to wait in line if there is a waiting list when you return.

- DO NOT change any of the computer settings OR install software.
- It is illegal to copy or distribute software and its documentation without the permission of the copyright owner. If you are caught copying or downloading copyrighted software, legal action will be taken against you.
- If you are planning to save your work, you must bring in your own computer flash drive. We will not provide one for you.
- The lab will not be responsible for loss of data, damage, loss of personal items, or personal injury. It is your responsibility to maintain periodic backups of your data.

Students are asked not to try and fix any equipment malfunctions themselves and to immediately seek the assistance of a lab coordinator. This is to prevent the student from being liable for damages to the equipment if it breaks.

Rules & Polices for Nursing Laboratory Utilization: General Lab Use
- Nursing students currently enrolled in the nursing program at AIC are the only persons authorized to be in the Nursing laboratory. Family, including children, and friends, are not to accompany students to the lab.
- Students are required to adhere to the clinical dress code for all required validations and simulation experiences.
- Use of the lab is restricted to the posted supervised hours only.
- All students using the nursing laboratory must sign in on the form designated for this purpose.
- Students are expected to reassemble and wrap kits borrowed from or used in the lab.
- Students are also expected to tidy up their study/practice areas prior to leaving the lab.
- Coats and book bags are to be placed in the designated cabinets provided in the lab.
- Students with specific medical conditions or allergies need to alert the lab coordinator in advance to ensure that proper precautions are taken. AIC will not be responsible for any injuries that occur in the lab.
- There is to be no eating, drinking, eating of candy, or gum chewing in the lab. There are no exceptions.

For effective use of the nursing laboratory all special skill sessions are to be scheduled by appointment. For validation practice, a sign-up sheet will be posted on the door in order to control the number of students that are in the lab at any

given time. This ensures that designated personnel are able to help the students as needed. Nursing faculty may schedule a one-to-one teaching session at any time, this takes priority.

- At least twenty-four hours advance reservation is necessary for use of mannequins.
- At NO point in time will students be permitted to use mannequins without supervision by faculty or staff. Damage resulting from improper use or abuse of equipment will be the financial responsibility of the user.
- Any student causing a disturbance will be asked to leave the nursing laboratory by authorized personnel. Failure to abide by this policy may result in denial of future lab use.
- If unsure about how to operate a piece of equipment, ask for assistance from lab personnel.
- Malfunctioning of equipment should be immediately reported to the lab coordinator.

*The lab coordinator reserves the right to limit the use of all equipment and supplies.

Use of the Nursing laboratory signifies that you agree to all lab rules and policies. Failure to comply with any of the rules or policies will result in dismissal from the laboratory.

VI. Clinical Information and Policies

Health Information
A student will not be allowed to start attending nursing courses with a clinical component (class or clinical) without the following:

Required Documentation
- Current health form including
- Documentation of updated immunizations
- Yearly tuberculin Mantoux test)
- Current CPR Certification
- Yearly Massachusetts CORI and/or SORI
- Yearly National Background Check by My Certiphi
- Massachusetts Health Nurse Registry Aide check
- Urine Drug screening

- Annual clinical learning modules as per Centralized Clinical Placement (CCP)
- Other requirements as per facility

Health Credentials

All nursing students are to provide a copy of required documentation to the clinical coordinator. In addition, all nursing students are to have a completed health form and immunization record on file in the Student Health Services.

Additionally, students are to sign a release of information form so that the Division of Nursing can share health information with the clinical agency prior to the beginning of clinical. When in the clinical agency, nursing students are expected to be in good health and be able to physically perform all the necessary tasks. Should there be a change in health status during the school year, the student is responsible for reporting this to his/her advisor and/or course coordinator.

All student information will be maintained in compliance with Health Insurance Portability and Accountability Act of 1996 (HIPPA) guidelines.

Immunizations

Nursing students are required to demonstrate protection against the diseases identified in the CCP as identified in Appendix E. This includes:

- Varicella (Chickenpox)
- Mumps, Rubeola (Measles), Rubella (German measles)
- Tetanus, Diphtheria & Pertussis (whooping cough)
- Annual influenza vaccine.

Acceptable proof of the immunity is either by way of official documentation of having received the vaccine, through a positive titer, or physician's office documentation of having had the disease. Health records including information about immunizations records must be updated and completed yearly. Forms are available in the Division of Nursing

Effective September 1, 2000, the Massachusetts Department of Public Health requires that all health science students, full-time and part-time, undergraduate and graduate must have 3 doses of Hepatitis B. Serologic proof of immunity is required. It is also highly recommended that all students receive a Meningococcal vaccine.

In cases (for example: religious or physical conditions) when students choose not to have these immunizations, a form documenting this is available at the AIC Student Health Services.

A student who refuses the flu vaccination must complete the declination documentation and must be aware this may create conflicts with clinical placements. If there is a conflict with clinical placement related to flu or other vaccinations, it is the student's responsibility to secure an appropriate experience and this may result in additional student fees

Tuberculin Testing
All nursing students are required to have a Mantoux test every year. The test is available through the AIC Student Health Services and arrangements are made to screen all students at the end of their sophomore and junior year. Students must be clear for TB screening throughout the clinical schedule and so screening should be completed in May as part of this. If a student has had a positive Mantoux, then he/she has to have a negative chest x-ray within the last 3 years and/or 6 months of INH treatment documented by a physician. However, since some clinical facilities/institutions have different requirements pertaining to positive Mantoux tests, students must follow and be in compliance with the policy at the facility/institution. All students who are entering clinical at for the first time will be required to provide evidence of a 2-step PPD.

T-Spot or QuantiFERON-Gold are acceptable.

Pregnancy
For the safety of all those concerned, a student should notify their clinical instructor if they suspect they may be pregnant or are confirmed pregnant.

Once a pregnancy is confirmed, the student must provide written approval for participation in clinical activities from their obstetrical health care provider. Students must also comply with each clinical agency's personnel policy regarding the length of time permissible to work during a pregnancy as well as the clinical agency's policy regarding pregnancy and patient care.

The student must realize that some clinical experiences are associated with risks to the pregnant student and/or the unborn child. Students are encouraged to weigh the risks prior to clinical participation.

Cardiopulmonary Resuscitation (CPR) Certification

Nursing students are expected to hold a current CPR certificate through the American Heart Association. Prior to all clinical courses, each student must show evidence of cardiopulmonary resuscitation (CPR) certification. If a student's CPR certification expires, it is the student's responsibility to maintain current certification. A photocopy of a student's CPR certification is the evidence required for verification. No student will be allowed in the clinical setting without current certification.

Criminal Offender Record Information (CORI) and/or Sexual Offender Record Information (SORI) and a National Background Check

To comply with the Commonwealth of Massachusetts's regulations, many clinical facilities require a criminal background record check as a condition for using that facility for educational purposes. The check is a computerized search to determine if an individual has convictions, outstanding warrants or pending complaints. A yearly CORI and National Background check is required of all AIC health science students.

In cases where any of the above is identified, clinical placement may not be possible.

Drug Screen as per health care facility requirements.

The AIC nursing program maintains a no tolerance policy regarding substance abuse. Each clinical health care facility reserves the right to require a negative drug screen prior to entry into that facility. Failure to undergo this test, or a tampered with urine sample will result in dismissal from the nursing program. If the initial drug or alcohol screen is positive, the student must submit to a second urine screen. A student may repeat the screen one time at their own expense. If the result is positive a second time, they are dismissed from the course. If the drug/alcohol screen comes back positive and a valid prescription exists, which is verified and the student is under the current treatment of a licensed medical professional, the test result will be deemed negative.

Clinical Skills Validation Policy

Validation examinations for clinical nursing skills are required for certain nursing courses in order to assist the student in becoming a safe practitioner.

NUR 2840: Fundamentals of Professional Nursing Practice

There will be a midterm and a final clinical nursing skills validation. If the student does not pass the validation exam during the scheduled appointment time, the student will have a second opportunity to pass the exam at a time scheduled by the

course coordinator. If the student does not pass the validation on the second attempt, the student will participate in continued remediation with the Learning Resource Coordinator to achieve success. Failure to successfully complete the remediation and validation will prevent the student from attending clinical, which will result in course failure.

Prior to the clinical experience in NUR 3740: Adult Medical Surgical Nursing, and NUR 4940: Complex Medical Surgical Nursing

A cumulative clinical nursing skills validation is required. If the student does not pass the validation during the scheduled appointment time, the student will have a second opportunity to pass the validation at a time scheduled by the course coordinator. If the student does not pass the validation the second time, the student will be placed on a teaching/learning agreement and will be addressed on an individual basis and could result in a clinical course failure.

Dosage Calculation Skills Validation

A dosage calculation validation quiz will be administered at the beginning of each semester, prior to beginning the clinical experience. A grade of 90% is required. If a student is unsuccessful, remediation will be required. The student must achieve a 90% on another dosage calculation validation quiz. If the student does not pass the dosage quiz the second time, the student will be placed on a teaching/learning agreement and will be addressed on an individual basis and could result in a clinical course failure.

Clinical Attendance and Absence

Clinical attendance is mandatory for all clinical experiences. Each student must notify the clinical instructor and the clinical agency, at least one hour prior to the scheduled clinical assignment, of any absence or expected lateness. Failure to notify the unit and/or the instructor will result in a teaching/learning agreement and may progress to a clinical failure.

Make-up assignments for illness or other absence will be required for all absences. The length and make-up requirements will be determined on an individual basis between the student and the faculty member(s) involved. Absences impede the achievement of course objectives and may result in clinical failure as noted in course syllabus.

Clinical Reassignment of Students

Prior to the beginning of each clinical rotation, assignments to the clinical unit and instructor will be officially posted. Barring extreme circumstances, there will be

no changes in the posted assignment as this would be educationally unsound. Students requiring a change will need to submit a formal written request to the course coordinator, although this does not guarantee the request will be granted. The change will be made at the discretion of the course coordinator and nursing faculty.

Evaluation of Student Clinical Practice

The Division of Nursing and students enrolled in the nursing program at AIC have the responsibility to protect the public through safe professional practice. Patient safety is the utmost component of the nursing curriculum. The faculty is obligated to protect the patients and insure effective quality care for families in every clinical situation. Students are expected to develop knowledge and skills related to professional nursing care and to exercise good judgment. Therefore, the faculty is responsible for making professional judgments with respect to each student's ability to perform in a safe and effective manner. Removing a student from a clinical setting may result in a clinical failure.

Evaluation of clinical is based on three key components
1. Clinical Preparation
2. Clinical Performance
3. Safe Student Practice in the Clinical Area.

Clinical Preparation

In most instances faculty will post clinical assignments for students prior to the clinical experience. Students are expected to arrive at the clinical site prior to beginning the clinical experience in order to adequately prepare. This preparation would include review of the patient's chart, assessment of patient needs, and initial plan for nursing care. Additional preparation may be specifically required in some circumstances. Students are under the guidance of the clinical faculty and therefore, students should not be on the clinical units without faculty presence, unless otherwise instructed.

Students are responsible for their own transportation to, within, and from clinical agencies.

Clinical Preparation Warnings

Lack of clinical preparation constitutes unsafe clinical practice as specified by the clinical evaluation tool. Any student who is unprepared for clinical, is at risk of failing to meet the clinical objectives. This may result in clinical failure and thus, a course failure.

Clinical Evaluation and Grading

Clinical performance is evaluated by a faculty clinical instructor in order to assess the student's clinical ability and the achievement of clinical objectives. Clinical grading is based on a pass/fail grading system. In order to pass a course, students must achieve a grade of pass in all clinical/learning laboratory experiences.

- Pass indicates that the clinical work is satisfactory. Accuracy and/or understanding are frequently displayed. Specific instruction and guidance may be required initially; thereafter, the student performs accurately with general supervision. Nursing care is safe and effective. Meets course objectives satisfactorily.
- Fail indicates that the clinical work is not satisfactory. Accuracy and/or understanding are sometimes displayed. Specific instruction and guidance are repeatedly required. Performance is inconsistent, incomplete, erroneous or unsafe unless directly supervised. Some objectives may be met, but not all.

Each Clinical Evaluation Tool has identified starred (*) behaviors, which are considered critical behaviors and must be maintained at all times during the clinical experience in order to pass. Failure to perform at a satisfactory level for all starred behaviors constitutes unsafe clinical practice. This may result in clinical and thus, a course failure. Any student who is placed on a clinical learning agreement for issues in clinical will remain on this contract for the remainder of the course and possibly, the remainder of the curriculum

Health Insurance Portability and Accountability Act (HIPPA)

It is the legal and ethical responsibility of every nursing faculty member and student to maintain confidentiality and abide by laws relative to privacy regardless of form. Such confidentiality requirements apply in both the classroom and clinical context. Violation of the HIPAA policy will constitute a clinical failure.

Safe Student Practice in Clinical Settings

A student whose pattern of behavior is found to be unsafe may be.at risk of failing the clinical component of the course, and thus failing the course.

Definition of Safe Student Practice in Clinical Settings

The student's behavior must follow the legal and ethical codes of nursing. Students promote the actual or potential well-being of patients, health care workers, and self in the biological, psychological, sociological, cultural, and spiritual realms; demonstrate accountability in preparation, documentation, and continuity of care; as well as show respect for the rights of individuals.

Indicators used as guidelines for evaluation safe practice

Regulatory: The student practices within the boundaries of the Commonwealth of Massachusetts Nurse Practice Act, the guidelines and objectives of the Division of Nursing, and follows the rules and regulations of the health care agency.

Examples of unsafe practice may include, but is not limited to, the following:
- Presenting for clinical practicum under the influence of drugs and/or alcohol.
- Functions beyond the boundaries of the Nurse Practice Act.

Ethical: The student practices according to the American Nurses Association Code of Ethics, Standards of Practice, and the Commonwealth of Massachusetts Nurse Practice Act and the National Council of State Boards of Nursing Code of Good Moral Character.

Examples of unsafe practice may include, but are not limited to, the following:
- Refusing a patient assignment based on client's race, culture, religion, sexual preference, or diagnosis.
- Inappropriate practice in any assigned activity including the sharing of clinical information.
- Cheating (see policy in the Nursing Student Handbook and AIC Undergraduate Academic Regulations)

Biological, Psychological, Social, Cultural, and Spiritual Realms: The student's practice attempts to meet the total needs of the human system from a biological, psychological, sociological, cultural, and spiritual standpoint.

Examples of unsafe practice may include, but are not limited to, the following:

- Failures to display stable mental, physical or emotional behavior (s), which may affect others' well-being.
- Failure to follow through on suggested referrals or interventions to correct deficit areas which may result in harm to others
- Acts of omission/commission in the care of clients, such as (but not limited to) physical abuse, placing in hazardous positions, conditions, or circumstances, mental or emotional abuse, and multiple medication errors.
- Interpersonal relationships with agency staff, co-workers, peers, and faculty resulting in miscommunications, disruption of client care and/or unit functioning.
- Lack of physical coordination necessary for carrying out safe nursing procedures.

Accountability: The student's practice demonstrates continuity in the responsible preparation, documentation, and promotion of continuity in the care of clients.

Examples of unsafe practice may include, but are not limited to, the following:
- Attempting activities without adequate orientation or theoretical preparation or appropriate assistance.
- Dishonesty.

Human Rights: The student's conduct shows respect for the individual, client, health team member, faculty, and self, including but not limited to the innate, legal, ethical, and cultural realms.

Examples of unsafe practice may include, but are not limited to, the following:
- Failure to maintain confidentiality of interactions.
- Failure to maintain confidentiality of records
- Dishonesty in relationships
- Incivility in communications with patients, the healthcare team, faculty, and peers

Procedure Relating to Unsafe Student Clinical Practice
The following actions will be taken when a faculty member identifies behaviors that indicate unsafe student clinical practice which warrant removal from the clinical site. Any student behavior demonstrating unsafe practice in the clinical setting may result in immediate failure of the clinical rotation.

1. The student is immediately removed from the clinical site and is to see the course coordinator as instructed.

2. The student will be referred to the appropriate on-campus supportive services if appropriate (Appendix A: Supportive Services)

3. The student has the right to appeal this action by following the Appeals Policy as set forth in Undergraduate Academic Regulations and the Appeals Procedure in this Nursing Student Handbook.

Impaired Student Performance

The Faculty of the Division of Nursing at American International College concurs with the Commonwealth of Massachusetts Board of Registered Nursing in relation to nursing students who are impaired by alcoholism, drug abuse, and or emotional illness. This philosophical position is as follows:

- We recognize that alcoholism, drug abuse, and emotional illness are diseases and should be treated as such.
- We are aware that personal and health problems arising from these diseases can affect a student's academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patient in his or her care.
- We believe that nursing students who develop these diseases can be helped to recover.
- We agree that is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness.
- We acknowledge that confidential handling of the diagnosis and treatment of these diseases is essential.

Procedure for Impaired Student Performance

Any behavior observed by faculty which may be potentially dangerous to a client's health and safely is cause for clinical failure

- The student is immediately removed from the clinical site. Should a student be removed from the clinical area for this reason, a meeting between the student, instructor, and course coordinator will take place.
- The instructor will notify the course coordinator, and the Director of the Division of Nursing in which any other behavior, which would be grounds for discipline by the Commonwealth of Massachusetts Board of Registered Nursing and may result in course failure.
- The student will be referred to the appropriate on-campus supportive services if appropriate.
- The student has the right to appeal this action by following the Appeals Policy as set forth in Academic Regulation XI. C. and the Appeals Procedure in this Nursing Student Handbook.

Uniform Dress Code

A nursing uniform is to be worn, in accordance with the uniform policy, for all clinical assignments. In some circumstances other clothing is appropriate. As much as possible, the uniform is worn only to, in, and from the clinical agency. Protective eyewear, bandage scissors, and a stethoscope are required.

The Nursing Uniform

Students are expected to purchase their own uniforms to be worn for clinical experiences. Approved white uniform tops with black uniform/scrub pants or skirt to be worn in selected clinical settings. Yoga, athletic or jogger style pants are not allowed.

Uniform guidelines include the following:
- Long sleeve tops under uniform top should be white or black. No writing on undershirts is allowed
- No sheer or see-through fabric
- Uniforms should be clean and properly fitting
- Comfortable, white or black non-absorbent shoes will be worn. Shoes should be kept clean and polished at all times. No open back or Croc style shoes are permitted
- White/black socks or hose as appropriate will be worn.
- Name pin identifying your school and yourself as a student nurse must be worn on your upper left chest. This pin is purchased through the college. This is mandated by state law.
- Religious attire/dress and grooming and will adhere to Division of Nursing black and white uniform policy as above.

The AIC uniform and identification as an AIC student nurse should only be worn when performing responsibilities related to course requirements.

If/when entering a facility other than for clinical experience students are not to wear clinical attire. Plain white scrub jackets with school shoulder patch only may be worn over the uniform when giving care (no other outerwear may be worn). The course syllabus includes uniform guidelines for the experience. (The shoulder patch is available at the Bookstore.)

R.N. students may wear their school pins if they desire. In selected clinical areas (i.e., community health nursing and psychiatric nursing) other attire may be appropriate. The course syllabus includes uniform guidelines for each experience.

Jewelry

A watch with a second hand should be worn at all times. Rings are limited to one per hand and simple plain bands are preferred. Small studded earrings are acceptable and limited to two (2) per ear. Earrings with hoops or dangles should not be worn. No other jewelry is permitted. Additionally, no other visible body piercing is allowed in the clinical setting.

Tattoos or Body Art

No visible body tattooing is allowed in the clinical setting.

Hygiene

The hair should be kept clean and away from the face. No non-naturally occurring hair color is allowed. It must also be worn up if it falls on or below the collar.

Fingernails should be kept clean and short. Absolutely no artificial fingernails of any type will be permitted. Nails should be free of nail polish.

- According to the Center for Disease Control (CDC), 1 out of every 31 hospital patients has at least one healthcare associated infection (2019).
- The CDC guidelines also address long-standing issues such as healthcare personnel avoiding the use of artificial nails and keeping natural nails less than one quarter of an inch long if they care for patients at high risk of acquiring infections. The full CDC report is available at http://www.cdc.gov/handhygiene/.

Make-up should not be excessive. Good personal hygiene is expected. Perfume/Fragrance is not to be worn at any time.

Cell Phone Use and Personal Phone Calls

Cell phone use for personal reasons is absolutely not permitted in the clinical setting. Additionally, personal phone calls are not permitted within the clinical setting, on clinical time. Use of cell phones during clinical time may result in a clinical failure.

Inappropriate use of cell phones in the clinical setting is not allowed. Additionally, personal phone calls are not permitted while on the clinical unit. Students with personal concerns about the ability to be contacted or to make personal phone calls while in clinical should consult with their clinical instructor.

Gum Chewing

Gum chewing is not allowed in the clinical setting.

Giving or receiving of gifts

To maintain professional boundaries, giving or receiving of gifts between students and patients is an unacceptable professional behavior potentially creating a perception of conflict of interest. Therefore, the giving or receiving of gifts between students and patients is not allowed.

Failure to adhere to any of the above clinical policies will result in disciplinary action.

Inclement Weather

If the college schedules a delayed opening, clinical will follow the adjusted schedule as planned.

If the college is closed due to inclement weather, clinical is cancelled.

In the case of anticipated inclement weather where it is unknown if the college will be delayed or closed, the course coordinator will communicate with the clinical faculty and students in a timely manner regarding the plan of action.

It is the responsibility of the student to make individual decisions regarding safe travel and notify clinical faculty and course coordinator prior to the beginning of the clinical shift.

VII. Division of Nursing Activities and Honors

Division Committees

The nursing faculty strongly encourages nursing students to become active in the Division of Nursing committees. The student perspective is especially valued in regard to curriculum and student policy development and revision. There are student-designated positions on the following Division of Nursing committees:

- Nursing Faculty Committee: One junior and one senior student representative is selected to participate.

- Curriculum and Evaluation Committee: One junior and one senior student representative is selected to participate.

Student membership on these committees is for one year.

Student Organizations

Student Nurses Association

This is an on campus, independent, student managed organization sponsored by the Student Government Association. The American International College Student Nurses Association's purpose is to assume responsibility for contributing to nursing education in order to provide for the highest quality of health care. Also, to provide programs representative of fundamental interests and concerns to nursing students. Finally, to aid in the development of the whole person, including his/her professional role, and his/her responsibility for health care of people in all walks of life.

All nursing students are encouraged to become members of the local, state, and national organizations. Information can be found about the National Student Nurses Association at www.nsna.org.

Sigma Nursing Honor Society International

In May 2006, the AIC Honor Society became part of the Beta Zeta At-Large Chapter of Sigma Nursing Honor Society International. This at-large chapter includes University of Massachusetts Amherst and Elm's College, and Westfield State University.

Each year Beta Zeta sponsors meetings, programs, and a conference focusing on nursing research. Students are always welcome and encouraged to attend.

Candidates for membership must have completed at least one-half of the required Nursing component of the baccalaureate curriculum, have a GPA of at least 3.0 on a four-point scale, and rank in the top 35% of the nursing class. An annual induction ceremony is held for both junior and senior candidates every fall. Students may seek information about Beta Zeta at Large through the AIC counselor.

Honors and Awards

College Dean's List
Full time students earn a place on the Dean's List for outstanding scholarship. To earn a place on the Dean's List a student must have attained at least a 3.30 semester grade point average with no grade lower than a C-. Grades earned by retaking courses for a new grade will not qualify a student for Dean's List designation for a given semester.

Division of Nursing Honors and Awards
College Undergraduate Academic Honors
In order to qualify for honors recognition, a student must have taken a minimum of 45 semester hours of credit at AIC. Students who have completed 60 semester hours of credit at AIC are ranked in their class. No honors or rank in class will be determined for the second bachelor's degree.

Awards bestowed upon students by the Division of Nursing at the College's Academic Award Night are:
- Lillian C. Solomon Award
- Spirit of Nursing Award
- Leadership in Nursing Award
- Outstanding Junior Nursing Award

The Nursing Faculty determine the recipient of awards by written vote.

Lillian C. Solomon Award

The Division of Nursing has established the Lillian C. Solomon Award for Distinctive Undergraduate Academic Achievement in Nursing. This award is to be given to a graduating pre-licensure senior and a graduating RN to BSN senior at the College's Undergraduate Academic Awards night. To be eligible for this award, the student must:

- Have a cumulative grade point average of 3.43 or higher at the end of the fall semester, senior year.
- Achieve the terminal objectives of the nursing program.
- Complete graduation requirements by the end of the spring semester, senior year.

Spirit of Nursing Award

The Spirit of Nursing Award is given to the senior nursing student who exemplifies the essence of nursing care when working with clients and colleagues and is awarded when this quality is outstandingly demonstrated.

Leadership in Nursing Award

The Leadership in Nursing Award is given to the senior nursing student who exemplifies extraordinary leadership qualities both in the Undergraduate Academic and clinical/community settings and is awarded when these qualities are outstandingly demonstrated.

Outstanding Junior Nursing Award

The Outstanding Junior Nursing Award is given to the junior level student with the highest earned grade point average after completing 45 credits.

Pinning Ceremony

The Division of Nursing pin is bestowed on all graduating nursing students during a Pinning Ceremony that traditionally occurs the day before commencement. The nursing pin was designed by the American International College Retired Artist-in-Residence, Alvin Paige. Attire for the Pinning Program is defined as the baccalaureate gown for the ceremony.

Students will assist in identifying the keynote speaker, class speaker, and video representation of class experiences. Planning begins in the fall of the senior year and is under the direction of the nursing faculty.

VII. NCLEX-RN Licensure Examination

National Council Licensure Examination - Registered Nurse (NCLEX-RN) is the examination which when passed entitles the graduate of an approved nursing program to practice as a "registered nurse." This examination is designed to test knowledge, skills, and abilities essential to the safe and effective practice of nursing at the entry level.

Eligibility to take the examination in Massachusetts is based on:
- Graduation from a Board of Registration approved nursing program
- "Good moral character" based on licensure policy 00-01 of the Commonwealth of Massachusetts Board of Registration in Nursing*
- Payment of the required fees.
- Completion of dementia/Alzheimer training

*The Board of Registration in Massachusetts requires that any student who has a court record or who has been convicted by a court of law to file additional papers. Any student who thinks that this might affect them should be in contact with the Director of the Division of Nursing.

Since April 1994, the NCLEX-RN has been administered using Computerized Adaptive Testing (CAT).

Students who expect to take the NCLEX-RN for registration in a state other than Massachusetts should contact the Board of Nursing Registration in that state for license requirements specific to that state.

Procedures for Requesting Special Accommodations
Testing accommodations for otherwise qualified candidates can be provided only with the authorization of the state board of nursing
- Request information from your board of nursing concerning its requirements for requesting testing accommodations. This should be done before submitting NCLEX examination registration
- Make a request for accommodations to the state board of nursing. Your request must comply with requirements established by the state board of nursing for candidates requesting testing accommodations
- Send the request to the board of nursing as early as possible so that, if approved by the board of nursing, the special accommodations can be made in a timely manner

IX. Appendix A: American International College On-campus Student Support Services & Student Resources

Health & Counseling Services

<u>Health Services</u>

Dexter Health Services is located in Mallary Hall, 144 Wilbraham Road. A registered nurse provides walk-in service from 8:30 A.M. to 4:00 P.M., Monday through Friday. Pamphlets, brochures, and videos concerning common health issues are available. Licensed providers are on campus for personal consultation or a regular basis and is on-call for emergencies at all other times. Gynecological exams are available once a month.

Telephone: 413-205-3248
 Fax: 413-205-3512

For more detailed information, please see the My AIC portal:
https://my.aic.edu/ICS/Campus_Life/Dexter_Health_and_Counseling/

<u>Fitness Center</u>

The Sylvia Falconer Health and Fitness Center is a fitness and recreational center designed to give you a space and equipment for a good workout. It's open to students, faculty, and staff. Located in the lower level of the Butova Gymnasium, the center is equipped with state-of-the-art exercise machines, including a 15-station Nautilus circuit, free weights, Stairmaster, rowing ergo meter, treadmill, and stationary bicycles. There's also a sauna where you can relax after exercising and complete locker rooms where you can shower and change.

Telephone: 413-205-3524.

<u>Student Counseling Center</u>

The Dexter Counseling Center offers a broad range of programs and services to assist students in coping with life's challenges and stresses. The Counseling Center is located on the 2nd floor of Mallary Hall and is open from Monday to Friday from 8:30 A.M. to 4:00 P.M. Visits are free of charge and appointments can be made directly with center staff. The Center provides confidential services for

individual students experiencing personal and/or academic problems. The Center also offers individual career counseling services. Group counseling services are many and include personal growth, career choice, learning styles, study skills, time management, and stress reduction.

Telephone: 413-205-3248
Fax: 413-205-3512

For more detailed information, please see the my AIC portal:
https://my.aic.edu/ICS/Campus_Life/Dexter_Counseling_Center/

Center for Academic Success

The Center for Academic Success recognizes that each student is unique and has different strengths and challenges. CAS responds to each student's individual needs with programs to help them get the most out of their college experience. The Center includes: Advising Center, Academic Resource Center, ACE Program, Tutoring Program, Noonan Writing Center, Developmental Education, and International Student Life.

The center is located in the lower level of the Shea Memorial Library and is open Monday-Friday, 8:30 am-4:30 pm.

Telephone: 413-654-1440

For more detailed information, see my AIC portal:
https://my.aic.edu/ICS/Academics/Center_for_Academic_Success/

Advising Center
The mission of Center is to engage students in the development of meaningful educational plans in pursuit of their life goals. Advisors work with freshmen, sophomores, and incoming transfer students to explore all aspects of their academic journey through a collaborative mentoring relationship. AIC practices a shared model of advising in which students transition from a Professional Advisor to a Faculty Advisor as rising juniors. The Director for Academic Advising works closely with faculty and department leaders, along with the Faculty Senate appointed Committee on Academic Advising, in order to fulfill the campus-wide mission for Advising. The Center is located in Shea Memorial Library, Lower Level.

Telephone: 413-654-1440 or Advising.Center@aic.edu.

Academic Coaching Center (Academic Resource Center)
The Academic Coaching Center, formally called the Academic Resource Center (ARC) assists students in identifying the resources and services that will make their educational experience at AIC successful, satisfying, and rewarding. ARC staff provide information and direct support with study skills, time management, note taking and test taking. Students, who experience academic difficulties, receive an early warning or find themselves on probation should contact ARC to develop an academic improvement plan.

ARC also coordinates tutoring services; serve as liaisons with faculty advisors and the Writing Center and help support instructors in APEX courses.

For more detailed information, see the my AIC portal:
https://my.aic.edu/ICS/Academics/Center_for_Academic_Success/Academic_Resource_Center/

The Noonan Writing Center
The Noonan Writing Center is a free service that offers one-on-one tutoring, and small group conferences on various aspects of the writing process, by appointment, or on a drop-in basis to students throughout the college. Students can bring writing assignments from any course to the Writing Center. Students and tutors work together on various aspects of writing: brainstorming, thesis development, outlining, organizing, formatting, structure, and mechanics. The Noonan Writing Center provides support to students who wish to improve their writing skill within the content areas. All tutors are CRLA certified.

Hours are Monday – Friday (8:30am – 4:30pm) with extended hours on Wednesdays, until 7:30pm.

Summer hours may vary so be sure to check the my AIC portal

To schedule an appointment, call 413-654-1441 or visit the my AIC portal below

For more detailed information, see the my AIC portal:
https://my.aic.edu/ICS/Academics/Center_for_Academic_Success/Noonan_Writing_Center/

ACE Program

The American International College Core Education (ACE) Program is a federally funded program designed to assist qualified undergraduate students with personal growth and professional development. The ACE mentors and advisors work closely with students to assist them in adjusting to college life, explore educational and career opportunities, develop study skills, and get involved with campus activities. Staff also helps students in preparing for life after graduation. Services include academic advising and support, advocacy, career development, financial aid counseling, outcomes assessment, and mentoring.

Telephone: 413-205-3104

For more detailed information, see the my AIC portal:
https://my.aic.edu/ICS/Academics/Center_for_Academic_Success/AIC_Core_Education_(ACE)/

Tutoring Program

The Tutoring Program is a free peer-based program designed to provide assistance in small groups to support undergraduate students enrolled at American International College. It provides support in a variety of courses and disciplines. Our tutors must meet strict qualifications and undergo a rigorous training. The Tutoring Program at American International College has been certified by the College Reading and Learning Association's (CRLA) International Tutor Training Program Certification.

Telephone: 413-654-1731

For more detailed information, please see the my AIC portal:
https://my.aic.edu/ICS/Academics/Center_for_Academic_Success/Tutoring_Center/

 Developmental Education

The mission of developmental education is to assist the needs of American International College learners and to prepare them for college-level courses while empowering them to attain their academic goals. The primary focus of the department will be to help students develop their skills and achieve success in developmental courses such as English composition and mathematics.
The Developmental Education program works in partnership with academic departments and service programs to assure AIC students will be able to: receive appropriate placement in courses that best meet their needs; identify and use college resources; improve and strengthen basic skill development; use writing for

learning, communicating, and thinking critically; apply successful group and independent learning strategies; create positive attitudes and confidence towards learning

For more detailed information, see the my AIC portal:
https://my.aic.edu/ICS/Academics/Center_for_Academic_Success/Developmental_Education/

International Student Life
The Office of International Student Life facilitates the admittance of non-immigrant students to the college and supports their education and development to enable them to achieve their academic, professional and personal goals. ISL provides advocacy, advice and counseling regarding immigration, cross-cultural interaction and personal matters. ISL promotes an environment conducive to international education and intercultural awareness by offering educational programs and cultural experiences.

The Office of International Student Life is located in the Schwartz Campus Center, Room 213C and is open Monday-Friday from 9:00am-4:00pm.

Telephone: 413-205-3236

For more detailed information, see the my AIC portal:
https://my.aic.edu/ICS/Campus_Life/International_Student_Life/

Center for Accessibility Services and Academic Accommodations
The mission of the Center for Accessibility Services and Academic Accommodations (CASAA) is to create an accessible, inclusive, sustainable learning environment where disabilities are recognized as an aspect of diversity that is integral to the campus community and to society. The Center collaborates with all members of the institution's diverse community to ensure that all aspects of campus life - learning, working and living - are universally accessible. The department provides resources, training and direct services to ensure people with disabilities may have a greater opportunity to achieve their goals.

Telephone: 413-205-3037

For more detailed information, see the my AIC portal:
https://my.aic.edu/ICS/Campus_Life/Center_for_Accessibility_Services_and_Academic_Accommodations/

Saremi Center for Career Development

The primary mission of the Saremi Center for Career Development Office is to promote, coordinate, and provide services to assist students with career guidance and current job search strategies. The staff provides individual career counseling to assist students in exploring and setting career goals. It also assists seniors in establishing a credential packet including reference letters, current resume, college transcripts, licenses, awards, and other pertinent information. This packet is kept on file in the office and is made available at student request to prospective employers. Services provided by the center are available to students throughout their years at AIC and to alumni.

Center hours are Monday – Friday from 8:30am – 4:30 pm. The office is located in the Campus Center, on the 1st floor between the Colaccino living room and the bookstore.

Telephone: 413-205-3237

For more detailed information, visit the my AIC portal:
https://my.aic.edu/ICS/Campus_Life/Saremi_Center_for_Career_Development/

Financial Aid

The personnel of the Financial Aid Office are available to assist students in all of the financial aspects of higher education. The Financial Aid Office publishes a comprehensive description of all policies related to financial aid in a Financial Aid Handbook that is available to students and/or parents upon request.

Telephone: 413-205-3259

Shea Memorial Library

Mission Statement

Shea Memorial Library supports the mission of American International College through the provision of information resources and services. In this role, the library plays an integral part in the learning process by providing the entire academic community with access to information for fulfilling research requirements, course work assignments, professional development, and intellectual growth.

The library is a valuable resource for conducting course projects. The library has a number of databases for accessing the latest research findings. If you need assistance in research or course projects that require library use, contact the information Librarian for assistance.

Telephone number: 413-205-3225

Email the reference librarians directly for research questions: reference@aic.edu

For more detailed information, see the my AIC portal:
https://my.aic.edu/ICS/Library/Home.jnz

X. Appendix B: Standards of Professional Behavior

Massachusetts Board of Registration in Nursing:
Use of Social Networking by Nurses

The use of electronic social media by health care providers is an emerging issue confronting regulatory boards, employers, nursing education programs and professional organizations. In recent months, the Board has reviewed cases involving allegations of nurses who have inappropriately posted patient-related information or images on social networking media such as Facebook. The Board takes this opportunity to remind nurses that they are responsible and accountable for, as outlined at 244 CMR 9.03:

• Safeguarding patient information, privacy and confidentiality from any person or entity, or both, not entitled to such information;
• Safeguarding a patient's dignity and right to privacy;
• Sharing appropriate patient related information only as required by law or for the protection of the patient as authorized by law;
• Establishing and observing professional boundaries with respect to any patient with whom he or she has a nurse/patient relationship;
• Continuing to observe professional boundaries with his or her former patients who may be vulnerable by virtue of emotional status, age, illness or cognitive ability;
• Not initiating or maintaining a nurse/patient relationship that is likely to adversely affect the
nurse's professional judgment; and
• Not engaging in conduct that fails to conform to accepted standards of nursing practice or in any behavior that is likely to have an adverse effect on the health, safety or welfare of the public.

XI. Appendix C: Western Massachusetts Clinical Requirements for Student and Faculty

Academic Year 2020 -2021

Western Massachusetts healthcare facilities and schools involved in the implementation of the Massachusetts Centralized Clinical Placement System have agreed to the following process for tracking student and faculty clinical requirements:

Schools are required to track the agreed upon Western MA Clinical Requirements for all nursing students and faculty. They are required to keep the information readily accessible. Note: It is the schools' choice if they decide to track using a database or paper files. The recommendation is to use a database.

Facilities will accept the agreed upon Standard Verification Letter instead of requiring individual student/faculty paperwork. The letter should be printed on school letter head, signed by an authorized administrator and include the name and number of the CCP contact. (see template)

After a clinical rotation has been scheduled, the standard verification letter must be received prior to the start of the rotation

The school will produce evidence of the clinical requirements at the facilities request within 24 hours for exposure or regulatory review.

It should be noted that in addition to the standard verification letter provided to facilities for specific clinical rotations, there may be requirements that schools must meet on an annual basis. For example, every year Trinity Health Of New England requires a physical copy of a school's Certificate of Insurance (COI).

These requirements will be reviewed on an annual basis and updated if required. Schools of Nursing should be updated no later than April regarding changes that will affect students in the upcoming academic year.

For additional information or proposed changes to the requirements, please contact Peta-Gaye Porter, Program Manager at the MassHire Hampden County Workforce Board at pporter@masshirehcwb.com.

View the most current clinical requirements by clicking the following link:
https://aicedu.sharepoint.com/:b:/s/AICNursingDocuments

XII. Appendix D: Signature Page

RECEIPT OF NURSING STUDENT HANDBOOK 2020-2021

My signature on this receipt confirms that I am aware that the AIC Nursing Student Handbook is available on MyAIC and posted in the Blackboard space for my courses. The provisions of the Nursing Student Handbook are not to be considered irrevocable contract between the student and American International College or the student and the Division of Nursing. The handbook has attempted to present information regarding the requirements of the nursing major, progression, policies and programs of the Division of Nursing in as current and accurate form as possible. This does not preclude the possibility of changes taking place during the academic year. If such changes occur, I understand they will be publicized through Blackboard and on MyAIC and will be included in the next edition of the AIC Nursing Student Handbook. This receipt will be kept in my file until graduation.

I understand that it is my responsibility to read the entire handbook and to be familiar with the Division of Nursing Policies within.

I understand that any questions I may have regarding any aspect of the handbook should be directed to the nursing faculty for clarification.

_____
(Student Name) Print

_____
(Student signature)

_____
(Date)