



**ST. JOSEPH SCHOOL OF NURSING**

**STUDENT HANDBOOK**

**2016 – 2017**

Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital

St. Joseph School of Nursing  
Marian Hall  
200 High Service Avenue  
North Providence, Rhode Island 02904

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## Welcome

The faculty and staff of St. Joseph School of Nursing extend their most sincere welcome to you as you enter the portals of your future Alma Mater.

This manual has been compiled to make your initial arrival a more enjoyable and successful one. We know it will serve as a valuable guide during your time in the school.

As a student nurse you will learn that nursing is a profession that is both a privilege and a responsibility, for at stake is the life, health, and happiness of human beings. You will find that inner growth and peace of mind comes from serving, not being served.

We as members of St. Joseph's Family extend to you wishes of health, happiness and satisfaction throughout your years here and those that follow.

God Bless You

Faculty and Staff

### **Non-Discriminatory Policy as to Students**

Saint Joseph School of Nursing admits students of any race, sex, religion, marital status, handicap, color, and national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of age, sex, race, religion, marital status, handicap, color, national and ethnic origin, creed, or political affiliation in administration of education policies, administration policies, scholarship and loan programs, and other school administered programs.

Inquiries concerning compliance with Title VI of the Civil Rights Act of 1964, Title XI of the Educational Amendments of 1972 regarding activities relating to ensuring non-discrimination in the admission and treatment of students, curriculum and course offerings, student policies and services and activities relating to insuring non-discrimination in employment policies and practices may be directed to:

Betty Sadaniantz DNP, RN  
Dean / St. Joseph School of Nursing  
200 High Service Avenue  
North Providence, RI 02904  
(401) 456-3050 Fax: (401) 456-3640  
[bsadaniantz@chartercare.org](mailto:bsadaniantz@chartercare.org)  
[www.nursingri.com](http://www.nursingri.com)

## **A Brief History of the School of Nursing**

A portion of the history of the school pin of St. Joseph School of Nursing reads as follows:

“The pin tells a wondrous story – This is a pin of pride, for it bears a proud heritage, sending its roots deep into the past and preserving to us the highest ideals of the age. It is a pin of humility, for it speaks of today’s commitment and dedication which we humbly petition to our patron to help us fulfill. It is a pin of faith and love, for it promises help to all who suffer and leads them to triumph above earthly pain in the cross of love.”

This description depicts in few words what St. Joseph School of Nursing and its graduates are all about.

Founded as a three year Diploma School in 1899 by the Sisters of St. Francis of Glen Riddle, Pennsylvania, “St. Joseph Hospital Training School for Nurses” became part of the only Catholic hospital in the state of Rhode Island, which had been opened in 1892. The first graduation occurred in 1902, with five nurses receiving diplomas. In the early part of the 1900s, the name of the school changed to St. Joseph Hospital School of Nursing.

In 1912, Rhode Island put into law the state’s first Nurse Practice Act, and soon after, St. Joseph’s received its first state approval as a nursing education program.

The year 1930 brought what could have been a major tragedy to the hospital had it not been for the keen eyes and nose of a student nurse who saw and smelled smoke just before six in the morning. A fire occurred in the laundry chute of the hospital, and the student quickly reported it to Administration, allowing for all 148 patients and all employees to be evacuated safely with no injuries.

By 1937, the Franciscan Sisters of Allegheny, New York took over the administration of the hospital and School of Nursing. Soon after this administrative change, World War II began and the Cadet Nurse Corps was established. Approximately forty-five students from the School of Nursing served in the war as part of the Nurse Corps, with fifteen ultimately losing their lives.

In 1951, a formal affiliation was signed with Providence College, allowing students from the school to take their biological and social sciences at the college. It was not until 1973 that students began receiving college credits for these courses, giving them a springboard to further their education.

The year 1954 saw the opening of Our Lady of Fatima Hospital in North Providence. Soon after opening, Our Lady of Fatima Hospital School of Practical Nursing was established and remained open until the late 1970s. By 1969, the decision was made by the diocese to merge both hospitals under the umbrella of St. Joseph Hospital – with a Providence Unit (at the former St. Joseph Hospital) and a Fatima Unit (at the former Our Lady of Fatima Hospital). Early in 1973,

St. Joseph Hospital School of Nursing moved to Marian Hall at the Fatima Unit. This move would mean sharing facilities with the LPN Program and both schools becoming commuter schools by September of 1976.

With the trend in nursing requiring further education for diploma graduates, the school entered into an articulation agreement with Salve Regina University in Newport in 1992. The university agreed to accept all of the graduates' nursing and science courses in transfer, allowing them an easier transition into the BSN Program. In 1995 the faculty voted to move the science courses out of Providence College, where there was no existing BSN program, and into Rhode Island College, where an established RN to BSN program afforded graduates a second option for transition towards pursuing a nursing degree.

The year 1995 also brought with it the start of a major curriculum change in the school. As a result of two major needs identified by the faculty, the curriculum was shortened, allowing more time off for students in the summer, and Community Health Nursing was added into the curriculum in order to prepare the students for nursing practice of the future. The new curriculum which began in 1996 gave the student exposure to the varied settings in which professional nurses practice their art. Classroom and clinical activities are structured to include group and individual assignments, student presentations and the use of the learning Resource Center, which is comprised of state of the art Nursing Arts and Computer Labs as well as a Health Sciences Library and an Audiovisual Lab. This design provided opportunities for students with a variety of learning styles.

In the early 2000s, St. Joseph Hospital and Our Lady of Fatima Hospital, while remaining separate entities, fell under the umbrella of St. Joseph Health Services of Rhode Island. As a result, the word "hospital" was dropped from the name of the school and St. Joseph Hospital School of Nursing became St. Joseph School of Nursing.

In 2008, a state wide initiative was undertaken by the schools of nursing in Rhode Island to identify "gaps" in the nursing programs. As a result of this initiative, two courses were added to the curriculum in 2012. Transition to Baccalaureate Nursing Education and Leadership and Management in Nursing are offered in the senior year, the credits of which would be accepted at BSN programs in Rhode Island to allow graduates of St. Joseph School of Nursing to continue their education.

In response to *the Institute of Medicine's Committee (IOM) on the Future of Nursing* recommendation that 80% of nursing professionals hold a bachelor's degree by 2020, St. Joseph School of Nursing entered into a collaborative partnership with Salve Regina University. A program was developed that would allow St. Joseph School of Nursing graduates to transition into Salve Regina University to complete the Bachelor of Science Degree in Nursing. This transitional track is elective and students can choose whether to follow it.

A major curriculum revision will be implemented in the Fall of 2016 for all new incoming students. This is the result of a directive from the Accreditation Commission for Education in



Nursing (ACEN) Board of Commissioners that all ACEN-accredited diploma nursing programs decrease program length to a maximum of 90 credit hours by July 1, 2016. St. Joseph School of Nursing contracted with a nationally recognized nurse educator consultant to assist the faculty in updating and revising the current curriculum.

Following a complete review of the curriculum, including tools and evaluative measures, the decision was made to modernize utilizing the framework identified by the Institute of Medicine report, *The Future of Nursing: Leading Change, Advancing Health* (2011), with quality and efficiency remaining the cornerstones. This curriculum is a modified concept-based model that will enhance the synthesis and application of entry level nursing knowledge and align with the new focus of the National Council Licensure Examination (NCLEX) exam. The program will be reduced from 146 credits to 77 total credits, of which 27 are general education pre-requisite credits and 50 are nursing credits. All students will complete all the college level general education courses prior to acceptance at St. Joseph School of Nursing. The nursing component will require four semesters of full time study, with increased emphasis placed in the areas of teamwork, collaboration, pharmacology, gerontology, and informatics. With these changes, the length of time in the program and financial burden for the students will be reduced, while students continue to benefit from seamless transition to baccalaureate programs via articulation agreements. During the transition period, the old and new curriculums will run concurrently, culminating with the graduation of the old curriculum and new curriculum classes of 2018 in May of 2018.

The student body of today is quite diverse, coming to the school with extra needs and problems such as family and employment responsibilities, and financial and time constraints. With this population, the faculty has become sensitive to the needs of the adult learner as well as to those with special learning needs. This is demonstrated by the change in the educational approach in the classroom as well as remedial opportunities and student support services.

St. Joseph School of Nursing has always been an integral part of its parent organization, from St. Joseph Hospital in the early years, to present Prospect CharterCARE SJHSRI, LLC d/b/a Our lady of Fatima Hospital. It is strongly supported by the Board of Trustees with administrative access through the Chief Nursing Officer. The program has provided states throughout the country and countries throughout the world with more than 2,675 competent professional nurses for 100 years, each carrying with them the pride and proud heritage of the pin they wear, along with the commitment, dedication, and excellence of the "St. Joe's Grad."

### **St. Joseph Cap**

The St. Joseph cap is surrounded by a legend that depicts the close ties nursing has with the guiding light of our lives – The Blessed Trinity. According to legend, the three points of our cap represent the Father, the Son, and the Holy Spirit. The back of the cap is worn with the right flap overlapping the left to symbolize right over wrong. The wings of the cap, so frequently worn pinned back, are more properly worn spread wide as a symbol of the dove of the Holy Spirit, which every nurse must carry in her heart as well as symbolically on her head.

As researched by the Class of 1965

Reviewed 05/16 BTS

### **The History of the Pin**

The pin tells a wondrous story – of life and love; of labor and charitable works; of faith and hope and sacrifice. Deeply rooted in the past, it inspires today devotion and steadfastness, yet bespeaks tomorrow in its promise.

'Tis founded on a cross. (The very word means Christ, for it derives from “chiros” which is chi (X) and ros (P) combined, the first two letters of Christus written Greek.) But this is a very special cross. It is made of gold, the most precious of metals and the most malleable, easily molded to man’s insistence. Four equal arms denote its outreach “to the four corners of the earth,” and terminate in the fleur-de-lis, a sign of the divinity. This cross condemns a spirit of self-righteousness and it exalts sacrifice for others. It is not the cross of sorrow but of triumph, of sacrifice and service for all mankind. In this sign the wearer proclaims a willingness to give of their life in labor for others as a sacrifice, a devotion, and consecration.

Each arm of the cross supports a white Madonna lily upon a field of royal blue. Blue – the color of the Blessed Mother, the symbol of peacefulness and the great depth of sea and sky. Blue – the ancient sign of royalty, a token of steadfastness and integrity – a fitting background for purity, the token of the lily.

Lilium candidum, emblem of the Blessed Virgin and Saint Joseph, as well as Saint Anthony of Padua, originated in Palestine where it grows freely and wild. The ancient valued it as food and medicine as well as for its beauty. They carried it with them, planted and cultivated it in gardens when they settled down in a land to which it was foreign. Cherished alike for its beauty and healing powers in salve, it was carried by travelers, soldiers, crusaders, and monks to the four corners of the earth. Its use was so widespread and so highly esteemed that it is not unreasonable to say “perhaps the lily may have provided sustenance for Our Lord Himself.” Certainly the Bible records how highly He esteemed its beauty. Purity, beauty, sustenance, and

healing, surrounded by peacefulness and grace, supported firmly upon the cross of service and consecration – these are noble foundations upon which to build.

The escutcheon proclaims commitment. A circular Greek shield symbolizing protection against misfortune bears upon its white obverse a Greek cross of red. Surrounding the shield is the motto “A Deo Salus” – Health is from God.

A girdle bearing the inscription “St. Joseph School of Nursing” binds these various symbols into a unique whole, giving it unity, purpose, and a singular identity. Thus it becomes a symbol of the competent, loving service which Saint Joseph nurses render wherever they serve mankind.

This is a pin of pride, for it bears a proud heritage, sending its roots deep into the past and preserving to us the highest ideals of the age.

It is a pin of humility, for it speaks of today’s commitment and dedication, which we humbly petition to our patron to help us to fulfill.

It is a pin of faith and love, for it promises help to all who suffer and leads them to triumph above earthly pain in the cross of love “in nomine patri, et filio et spiritu sancti...”

## CharterCARE

### Mission and Vision

CharterCARE's overarching goal is to ensure that the people of our communities can continue to choose acute hospital care in a community hospital...one that blends the best technology and clinical expertise with the personal care that has been the hallmark of our hospitals.

The affiliation of our hospitals through CharterCARE provides a much stronger foundation—financially, administratively and operationally—from which we can continue to provide high quality care to the communities we serve. This foundation includes 3,200 employed health professionals, an operating budget of \$330 million, and enjoys one fourth of the Providence market share.

### The CharterCARE Mission

The mission of CharterCARE Health Partners is to ensure that residents of Rhode Island receive exceptional quality care at the right time, in the right setting, with the utmost compassion and efficiency.

### The CharterCARE Vision

Our vision is to become the health provider of choice for residents of Rhode Island and the partner of choice for physicians and other health care providers, because we offer the best and most personalized patient experience at the best value.

Revised 05/16 BTS

## St. Joseph Health Services

### Mission Statement

The mission of St. Joseph Health Services of Rhode Island is to preserve, restore, and enhance the health of individuals and families we serve within our communities guided by our core values of respect, compassion, responsibility, teamwork, and patient safety, consistent with the healing ministry of the Catholic Church.

### Vision Elements

**Leadership** - We will be the preferred provider of community hospital-based healthcare in our service area.

**Centers of Excellence** - We will be identified as a leading provider of select inpatient and outpatient specialty patient care services.

**Focus on Access** - We will reduce service delivery barriers to care by developing responsive high value patient programs that meet the needs of the communities we serve.

**Respect for the Patient** - Our organization will respect the needs and seek the input of our patients and families with particular focus on the senior communities we serve.

**Mission-Driven** - Our Catholic sponsorship will guide us in the delivery of care in a patient-safe environment and the development of a culture receptive to the needs of our community by raising public awareness with a special emphasis on vulnerable and underserved individuals.

**Workforce Development** - The organization will develop a quality workforce through education, open communication, equitable treatment and a focus on accountability within a positive work environment.

**Improving the Patient Experience** - We will seek partnerships and affiliations that will assist us in continuing our mission and meeting the changing needs of the community.

**Partnership** - We will seek partnerships and affiliations that will assist us in continuing our mission and meeting the changing needs of the community.

**Responsible Stewardship** - We will pursue philanthropic support from our community to fulfill our mission and use the organization's resources in a responsible manner.

Revised 05/16 BTS

## **Our Lady of Fatima**

### **Mission Statement**

The mission of Fatima Hospital is to preserve, restore and enhance the health of individuals and families we serve within our communities guided by our core values of respect, compassion, responsibility, teamwork, and patient safety, consistent with the healing ministry of the Catholic Church.

### **Vision Elements**

#### **Leadership**

We will be the preferred provider of community hospital-based healthcare in our service area.

**Centers of Excellence**

We will be identified as a leading provider of select inpatient and outpatient specialty patient care services.

**Focus on Access**

We will reduce service delivery barriers to care by developing responsive high value patient programs that meet the needs of the communities we serve.

**Respect for the Patient**

Our organization will respect the needs and seek the input of our patients and families with particular focus on the senior communities we serve.

**Mission Driven**

Our Catholic sponsorship will guide us in the delivery of care in a patient-safe environment and the development of a culture receptive to the needs of our community by raising public awareness with a special emphasis on vulnerable and underserved individuals.

**Workforce Development**

The organization will develop a quality workforce through education, open communication, equitable treatment and a focus on accountability within a positive work environment.

**Improving the Patient Experience**

We will seek partnerships and affiliations that will assist us in continuing our mission and meeting the changing needs of the community.

**Partnership**

We will seek partnerships and affiliations that will assist us in continuing our mission and meeting the changing needs of the community.

**Responsible Stewardship**

We will pursue philanthropic support from our community to fulfill our mission and use the organization's resources in a responsible manner.

## **General Information**

### **Marian Hall**

All offices, including the Dean, Secretary/Registrar, and Financial Aid Services of the School of Nursing are located on the second floor.

### **Classrooms**

Classrooms are located at the Salve Regina University Warwick Campus, 144 Metro Center Blvd, Warwick, RI 02882.

Two classrooms are located on the lower level of Marian Hall – Classrooms I and II. The Deblinger Classroom is located on the third floor of Marian Hall.

### **Commuter Room and Lounge**

A student lounge with a kitchen and vending machines is located at Salve Regina University, Warwick campus.

A student commuter room and lounge is located on the second floor of Marian Hall. A lounge area with vending machines is also located on the lower level outside of Classrooms I & II.

### **Computer Lab**

The Computer Lab is located on the second floor in Room 242/243 and is open Monday thru Friday, 8:00 a.m. – 8:00 p.m. Use of flash drives is prohibited.

Student Computer Lab is also available at Salve Regina University, Warwick Campus.

### **Nursing Skills Lab**

The Nursing Skills Lab is located in Classroom I at the School of Nursing. On certain occasions it may be necessary to utilize Room 258 located on the second floor. The Nursing Skills Lab is open Monday thru Friday, 8:00 a.m. – 4:00 p.m.

Salve Regina University, Newport Campus has a state of the art Nursing Skills Lab. This may be utilized for simulation experiences.

### **Health Sciences Library**

The facilities of the library are available for use by all students, staff, and physicians currently affiliated with Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital and St. Joseph School of Nursing. The main library is located at Our Lady of Fatima Hospital on the first

floor of Marian Hall, directly opposite the main entrance. The library is open Mon. – Fri., from 8:30 a.m. – 5:00 p.m. If you need assistance when the librarian is not present, or during off-hours, please leave a note, e-mail, or voice-mail message and the librarian will be happy to assist you as soon as she is available. The phone number is 456-3036. The fax number is (401) 752-8250, and the librarian's e-mail is [mzammarelli@CharterCARE.org](mailto:mzammarelli@CharterCARE.org). The library has a link on the internal hospital intranet page at <http://intranet/> and our public website URL is <http://fatimahospital.com/services/libserv.asp>

The library consists of reference books, circulating clinical texts, periodicals, and a limited number of audio-visual materials. The library's collections are accessible online through the Higher Education Library Information Network, (HELIN) website at: <http://library.uri.edu/search>. There are also two internet accessible personal computers and a photocopier for copying library materials.

The Librarian is here to assist with finding and loaning materials, interlibrary loan services, answering reference questions, making referrals, helping with research, performing database searches, or providing instruction and guidance in the use of various online information databases and services and in the general use of the library.

Reference books, bound periodicals, and reserve materials must be used in the library unless special permission is obtained from the librarian. (Such loans are not permitted during the school year). Books may be borrowed for a three week period and may be renewed if there is no demand for them. Individuals are limited to three books at a time. All books must be checked out or signed for.

Single issues of periodicals, except the most recent, may be borrowed for one week and may be renewed with the permission of the librarian. Only three periodicals may be borrowed by an individual at one time. All periodicals must be checked out or signed for. Please note that although periodicals can be checked out, it is usually better to simply photocopy whatever article(s) you need from the desired issue(s). Also note that in this age of the internet, the library has contracted with a number of online services which provide access to the full text of hundreds of journals, pamphlets, and texts. Please see the librarian to get URLs, user names, and passwords for these services.

You must have your hospital or student ID badge to checkout materials from the library.

No overdue fines are levied, however, in consideration of others, materials should be returned promptly.

If a book is damaged or lost, the person to whom the book is checked out to is responsible for paying the current cost of replacing it. Failure to return library materials is reported to Human Resources or to the Dean of the School. Failure to return overdue materials or compensate for lost materials will result in the School's holding back the student's grades and/or diploma.



Smoking is prohibited. However, eating and drinking is not forbidden, but should be controlled and kept to a minimum.

Generally, an atmosphere conducive to study should be maintained. However, study sessions and meetings can be arranged, at appropriate times, with the permission of the librarian. Please note that the library observes “Quiet Time” on Monday, Wednesday, and Friday from 9:00am – 12 noon and Tuesday and Thursday from 2:00pm – 5:00pm.

### McKillop Library

The McKillop Library supports the Salve Regina University community in developing lifelong skills in critical thinking, research, and information literacy, by providing distinctive collections, services, facilities, and programs. In addition to a conventional book and periodical collection of over 150,000 volumes, the library’s state of the art information system provides access to 46,725 electronic books, 40,249 full-text journals, and over 120 online databases. The library’s electronic resources are available from any location via the Internet. In addition, speedy access to over 6 million volumes held by ten academic libraries in the HELIN consortium is available to users with Salve Regina IDs with a click of the “request” button. The library has wireless internet access throughout the building and iTouch laptops that can be checked out. There is an electronic classroom for instructional purposes, study rooms for group study, and the “Bookends Café” for a quick snack.

### McKillop Library Hours:

Monday – Thursday	8:00 a.m. – 1:00 a.m.
Friday	8:00 a.m. – 6:00 p.m.
Saturday	10:00 a.m. – 6:00 p.m.
Sunday	Noon – 1:00 a.m.

### Bulletin Boards

Students are requested to read the appropriate Bulletin Boards and are responsible for any notices posted. These Bulletin Boards provide a communication medium for students and faculty. Students may post notices with the permission of an instructor or the Dean.

### Locations

1. The **Level One** bulletin board is on the second floor of Marian Hall beside the Secretary/Deans office. The **Junior Class** bulletin board is located in the main corridor next to room 245. The **Senior Class** bulletin board is located in the side corridor.
2. The **Financial Aid** bulletin board is located outside the Financial Aid Office, room 247.

### **Blackboard**

St. Joseph School of Nursing utilizes COURSEsites by Blackboard for electronic communication. The system allows students to access materials needed for lectures such as PowerPoint presentations and required readings and materials needed for clinical such as written assignments. Students are able to receive announcements regarding the School of Nursing and are also able to check and track grades for a particular course. Students are encouraged to check Blackboard daily.

### **Populi**

St. Joseph School of Nursing also utilizes Populi. Populi is an electronic college management system that tracks billing and academics and is also used to communicate with students.

### **Telephones**

Telephone calls of an emergency nature may be cleared through the School of Nursing. Students should not call each other, or receive calls or visitors when on duty.

### **Cell Phone and Mobile Devices**

See CharterCARE Health Partners Cell Phone and Mobile Device Policy

### **Cafeteria**

The cafeteria is located on the first floor of Our Lady of Fatima Hospital and is open during the following hours:

#### Meals Served:

##### Monday through Friday

6:30 – 10:00 am breakfast

11:00 am – 2:00 pm lunch

4:30 – 6:00 pm dinner

closed 4:00 – 4:30pm

##### Saturday and Sunday

9:00– 10:00 am breakfast

11:00 am – 2:00 pm lunch

4:30 – 6:30 pm dinner

Closed 2:00 – 2:30 pm

## Chapel

The School of Nursing is a Catholic school; however there is no discrimination on the admission of students on the grounds of religious belief.

The hospital chapel is available to students at all hours. The students have the opportunity for assisting at the Celebration of the Eucharist, frequenting the Sacraments, and/or private devotion.

Confessions are heard at the request of the individual by calling the chaplains.  
Our Lady of Fatima Hospital / 2<sup>nd</sup> Floor, ext. 3040

Holy Mass is celebrated daily in the Hospital Chapel at 12 noon, except Saturday.

The chapel is open 24 hours.

## Policy for Class Cancellation

**Purpose:** To assure integrity of the curriculum plan.

**Guidelines:**

- All cancelled classes will be made up prior to the written examination that covers the material presented in class.
- The School Dean will be notified of all cancelled classes and given a plan for making up the cancelled class.
- Except in extreme emergencies, the plan will be developed prior to the cancellation of class.

**Inclement Weather:**

- **Classes and/or Clinical** will only be cancelled when road conditions or weather are life threatening.
- **Guidelines for cancellations will include:**
  - Weather reports
  - State police
  - Area Colleges and Universities
  - If classes are not cancelled and the student feels that traveling poses a serious threat, that student must make the judgment whether or not to travel to class or clinical.

**Cancellation Procedure:**

- 1] Broadcasted – Radio
  - 63 WPRO
- 2] Broadcasted – Television
  - NBC channel 10 (Providence)
  - CBS channel 12 (Providence)
- 3] If a Faculty Member is Unable to Travel
  - Clinical – will call students, nursing units and school office to cancel
- 4] Online
  - [www.turnto10.com](http://www.turnto10.com) – go to “Weather” then Closings & Delays
- 5] Consult Blackboard site and Populi for posted announcements regarding cancellations.
- 6] Text message available through Blackboard and Populi.

Revised 06/16 BTS

**Telephone Directory**  
**St. Joseph Health Services of Rhode Island**

School of Nursing  
Main Office / Administrative Secretary / Registrar: Theresa Britto  
456-3050 / 3051

Betty Sadaniantz [bsadaniantz@chartercare.org](mailto:bsadaniantz@chartercare.org)  
Dean 456-3054

Jeffrey Megargell [jeffrey.megargell@chartercare.org](mailto:jeffrey.megargell@chartercare.org)  
Student Accounts Representative [jmegargell@heag.us](mailto:jmegargell@heag.us)  
456-3057

Chris Wilson [chris.wilson@chartercare.org](mailto:chris.wilson@chartercare.org)  
Financial Aid Representative [cwilson@heag.us](mailto:cwilson@heag.us)  
456-3057

Faculty

Jennifer Berube / 3488 [jennifer.cassidy@chartercare.org](mailto:jennifer.cassidy@chartercare.org)  
Deb Campo / 3052 [deb.campo@chartercare.org](mailto:deb.campo@chartercare.org)  
Ellen Conway / 3055 [ellen.conway@chartercare.org](mailto:ellen.conway@chartercare.org)  
Mary Jean Croft / 3061 [mcroft@chartercare.org](mailto:mcroft@chartercare.org)  
Kathleen Delfino / 3058 [kdelfino@chartercare.org](mailto:kdelfino@chartercare.org)  
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Lori Kasher / 3488 [lori.kasher@chartercare.org](mailto:lori.kasher@chartercare.org)  
Terri Legare / 3427 [tlegare@chartercare.org](mailto:tlegare@chartercare.org)  
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Catherine Rose / 3687 [crose@chartercare.org](mailto:crose@chartercare.org)  
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Revised 06 16 BTS

### **Facts about the Program**

St. Joseph School of Nursing offers a program leading to a diploma in nursing. Graduates of the program are eligible to take the national licensing examination for Registered Nurses.

The School of Nursing offices, skills labs, computer lab, and meeting rooms are located in Marian Hall on the campus of Our Lady of Fatima Hospital in North Providence, Rhode Island. St. Joseph School of Nursing classes are held at the Salve Regina Campus in Warwick, Rhode Island.

In 2013, St. Joseph School of Nursing entered into a Progression Model with Salve Regina University. A student of the School of Nursing can opt to take courses at Salve Regina University concurrently with St. Joseph School of Nursing courses. After graduation from St. Joseph School of Nursing and passing the NCLEX examination, the student would be able to obtain a BSN from Salve Regina University.

Revised 05/16 BTS

### **Philosophy**

In alignment with the Judeo Christian philosophy which recognizes the diversity and personal worth of every individual, we believe nursing is a dynamic process that is directed toward the holistic care of individuals, families, and communities. The integration of the art and science of nursing fosters professional caring of the whole person within physical, psychological, sociological, cultural, and spiritual aspects. Nursing care provides the unique function of assisting others in the performance of activities contributing to maintenance, promotion or restoration of health, or to a peaceful death, within the context of the caring environment.

We believe nurses are leaders that cultivate a spirit of community, teamwork, and partnership by collaborating with, empowering, and advocating for others. It is the role of the professional nurse to respect varied patient values, preferences, and expressed needs as part of the therapeutic nurse/client relationship in the care of diverse patients individually, and in the broader context of their support systems and community. Nurses are responsible for promoting the safety of those entrusted in their care with emphasis on maintaining contemporary nursing knowledge. We believe in the integration of current nursing knowledge, based on current evidence, while utilizing technology and informatics to support quality outcomes, clinical decision making and coordination of care.

We believe, by utilizing the humanistic perspective, the adult learner is the center of the St Joseph School of Nursing program. In this way, we recognize the necessity of the educational process to incorporate commitment, accountability, and collaboration of both the student and faculty within the educational environment maximizing the learner's potential. We respect the individual students' unique viewpoints, life experiences, and backgrounds that contribute to

their abilities, needs, and educational goals. Students are expected to take an active role in their education and professional development by assuming responsibility for their own learning, with faculty as facilitators providing the direction of the educational experience. We believe learning results in a change in the adult learners' knowledge, attitudes, and values leading to the mastery of technical skills, knowledge application, and decision making.

Graduates of the St Joseph School of Nursing program will be prepared to practice nursing in such a manner that values human individuality, and the unique learning and human needs that arise in the various stages of development. We believe our graduates will have a comprehensive perspective from which to adapt and respond to the evolving needs of society and of the health care system, while practicing in a variety of settings across the continuum of care. Graduates will be prepared to accept the responsibility of the lifelong commitment to nursing's professional values, professional development, and learning. Additionally, graduates will assume accountability for promoting and optimizing health, preventing illness and injury, and alleviating suffering of individuals, communities, and populations served.

We believe this philosophy is supported by the adherence of core values fundamental to nursing. These include safety, patient-centered care, informatics and technology, evidence-based practice, quality improvement, teamwork and collaboration, and professionalism.

### Core Concepts

The SJSON organizing framework is derived from the following core concepts:

- Safety
- Patient centered care
- Informatics and technology
- Evidence-based practice
- Quality improvement
- Teamwork and collaboration
- Professionalism

Additionally, spirituality and cultural concepts are integrated throughout the curriculum, as in the 2016 NCLEX test plan.

<b>Semester One</b>			
Fundamentals I 5 credits 7.5 weeks Theory 3/Clinical 2cr= 90 hrs	Fundamentals II 5 credits 7.5 weeks Theory 3/Clinical 2cr=90 hrs	Gerontology 2 credits 15 weeks, 2 hours/week No clinical	Pharmacology I 1 credit 15 weeks, 1 hr/wk No clinical
Intro to organizing framework	Basic principles of med admin	Normal aging process	Pharmacodynamics/ pharmacokinetics
Intro to nursing process	Informatics	Cultural, psychological, physical	Dosage calculation by dimensional analysis
Role of the nurse			
Basic safety interventions	Meeting human needs	Common health problems (falls)	Safety – 6 rights, national safety standards
Communication principles	Basic head to toe assessment	Polypharmacy	
Basic Psychomotor skills		SPICES (sleep, problem eating, incontinence, etc)	
<b>Semester Two</b>			
Adult Health 1A 4 credits 7.5 weeks Theory 3/Clinical 1cr=45 hrs	Adult Health 1B 3 credits 7.5 weeks Theory2/Clinical 1 cr=45 hrs	Mental Health 3 credits 15 weeks Theory 2/Clinical 1 cr=45 hrs	Pharmacology II 2 credits 15 weeks No clinical
Adult In illness: Acute care, community care	Perioperative care: Community based and acute care	Therapeutic communication	Psychoactive meds
Communication	Intro to collaborative care	Mental status assessment	Meds for common disorders
Common chronic health problems	Transition care management	Common disorders: community and inpatient care	Antiemetics, pain relief, insulin. antihypertensives
Focused assessments	Rehab	Transition management	Safety



<b>Semester 3</b>		
Adult Health II 5 credits 15 weeks Theory 3/Clinical 2cr=90 hrs	Maternal Child Health 6 credits 15 weeks Theory4/Clinical 2 cr=90 hrs	Pharmacology III 2 credits 15 weeks No clinical
Complex adult health problems (pancreatitis)	Developmental stages	Adult health meds
Acute and chronic	Perinatal care	Maternal child meds
Variety of settings	Genetics	
One or two patients	Common complications	
Collaborative management	Common childhood health problems	
Quality improvement		
<b>Semester 4</b>		
Adult Health III 9 credits 10 weeks Theory 6/Clinical 3 cr=135 hrs =13 hours per week	Transition 3 credits 5 weeks Theory 1/Clinical 2 cr=90 hrs	
Emergent	Clinical capstone precepted 4 to 6 adult pts	
Disaster & mass casualty	Weekly seminar	
Multi System care of adults	Applications of leadership and management concepts	
Principles of leadership and management	Case studies	
Delegation and supervision		

## **New Graduate Outcomes**

### Role Specific Graduate Competencies:

Safely carries out responsibilities of an entry level professional nurse in acute, chronic, or community health care settings utilizing evidence based practice.

Collaborates within the interdisciplinary healthcare team to meet the physical, psychosocial and spiritual needs of the patient with emphasis on effective implementation of the nursing process.

Provides patient centered care to a diverse array of patients and families in initiating measures to maintain and achieve the highest level of wellness.

Demonstrates accountability for personal and professional growth through lifelong learning.

Accepts ethical and legal responsibilities inherent in the practice of nursing.

Uses information and technology to communicate, manage knowledge, prevent error and support decision making.

Continually assess and participate in Quality Improvement measures to achieve optimal patient outcomes.

## **Program Outcomes**

### **Performance on Licensure Exam**

- The program's three-year mean for the licensure exam pass rate will be at or above the national mean for the same three year period.

### **Program Completion**

- 80% of students will complete the program within 150% of the full-time length of the program (4.5 years old curriculum, 3 years new curriculum).

### **Graduate Program Satisfaction –**

- At least 40% of new graduates will respond to the new graduate survey.
- 80% of new graduates will state satisfaction with the program by responding on a likert scale.

### **Employer Program Satisfaction –**

- At least 40% of employers will respond to the new graduate survey.
- 80% of employers will state satisfaction with new graduate by responding on a likert scale.

### **Job Placement Rates**

- 80% of new graduates will secure employment within 6 months of graduation.

**Curriculum Plan, Old**

**First (Freshman) Level**

<b>Fall Semester (17 Weeks) (August – December)</b>	<b>Total</b>	<b>Theory</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credits</b>
<u>Nursing 100</u> Introduction to the Art And Science of Nursing	270	86	-	184	12
<u>Nutrition 100</u> Basic Nutrition and Medical Nutrition Therapy	45	45	-	-	3
<u>Health 1060*</u> Dosage Calculation for Medication Administration	45	45	-	-	3
<u>Biology 1010*</u> Human Anatomy	90	45	45	-	4
<b>Spring Semester (17 Weeks) (January – May)</b>					
<u>Nursing 101</u> Introduction to Therapeutic Concepts and Skills	270	86	-	184	12
<u>Pharmacology 101</u> Essentials of Pharmacology For Nursing	54	54	-	-	3
<u>Biology 1020*</u> Human Physiology	90	45	45	-	4
<u>Psychology 100A** or Psychology 2010*</u> General Psychology	45	45	-	-	3
<b>Summer Session (6 Weeks) (May – June)</b>					

<u>Biology 2210*</u>	90	45	45	-	4
Introduction to Microbiology					

<b>Total Year Hours / Credits</b>	<b>999</b>	<b>496</b>	<b>135</b>	<b>368</b>	<b>24</b>
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### Second (Junior) Level

#### **Fall Semester (17 Weeks) (August – December)**

<u>Nursing 200</u>	453	187	-	266	21
Psychiatric/Mental Health And Medical/Surgical Nursing					

<u>Sociology 110A** or Sociology 1010*</u>	45	45	-	-	3
General Sociology					

#### **Spring Semester (17 Weeks) (January – May)**

<u>Nursing 201</u>	459	201	-	258	22
Adult Medical/Surgical Nursing across Acute Care And Community Settings					

<u>Psychology 2030*</u>	45	45	-	-	3
Developmental Psychology					

<b>Total Year Hours / Credits</b>	<b>1002</b>	<b>478</b>	<b>-</b>	<b>524</b>	<b>6</b>
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### Third (Senior) Level

#### **Fall Semester (17 Weeks) (August – December)**

	<b>Total</b>	<b>Theory</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credits</b>
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<u>Nursing 300</u>	406	182	-	219	19
Parent Child Health Nursing					

<u>Nursing 310</u>	30	30	-	-	2
Transition to Baccalaureate Nursing Education					

<u>Nursing 328**</u> Ethics	45	45	-	-	<b>3</b>
<b>Spring Semester (17 Weeks)</b> <b>(January – May)</b>					
<u>Nursing 301</u> Comprehensive Nursing	476	222	-	254	22
<u>Nursing 311</u> Leadership & Management In Nursing	45	45	-	-	<b>3</b>
<b>Total Year Hours / Credits</b>	<b>1002</b>	<b>529</b>	-	<b>473</b>	<b>8</b>
<b>Total Curriculum Hours</b>	<b>3003</b>	<b>1503</b>	<b>135</b>	<b>1365</b>	<b>38</b>

\*Courses taken at Community College of Rhode Island

\*\*Courses taken at Salve Regina University

The term “credit” assigned to nursing courses is for grading and/or financial purposes

### **College-Based Courses – Old Curriculum – Juniors and Seniors 2016 – 2018**

It is the responsibility of the student to become aware of the academic policies of the colleges.

Once enrolled at St. Joseph School of Nursing, all students must take physical and social science courses at the college contracted by the School of Nursing unless approved by the curriculum committee. See policy related to taking courses at a non-affiliated college.

Students may not drop any courses without prior discussion with the Dean of the School of Nursing. The Dean will formally drop the course or direct the student to formally drop the course at the Registrar's office of the respective college.

**Students must abide by attendance policy of the college.**

**Students must achieve a final grade of "C" or above in all required college courses.**

All level college-based courses must be completed with an official transcript or grade sheet on file prior to entry into the next level and graduation from the school. If a student receives a failing grade in any of the college-based courses he/she must meet with the Level Chairperson and the Dean of the School of Nursing.

### St. Joseph School of Nursing Plan of Study effective Fall 2016

Pre-requisites		Pre-requisites		Semester 1		Semester 2		Semester 3		Semester 4	
Course	Cr	Course	Cr	Course	Cr Cl	Course	Cr Cl	Course	Cr	Course	Cr
Anatomy	4	Physiology	4	NUR 1010 Fundamentals 1	5 90	NUR 1050 Adult Health 1A	4 45	NUR 2010 Adult Health 2	5 90	NUR 2040 Adult Health 3	9 135
Math	3	Microbiology	4	NUR 1020 Fundamentals 2	5 90	NUR 1060 Adult Health 1B	3 45	NUR 2020 Maternal Child Health	6 90	NUR 2050 Transition to Practice	3 90
General Psychology	3	Developmental Psychology	3	NUR 1030 Gerontology	2	NUR 1070 Mental Health	3 45	NUR 2030 Pharmacology 3	2		
English	3	Elective	3	NUR 1040 Pharmacology 1	1	NUR 1080 Pharmacology 2	2				
<b>Total Credits</b>	<b>13</b>		<b>14</b>		<b>13</b>		<b>12</b>		<b>13</b>		<b>12</b>
<b>Total Clinical Hours</b>					<b>180</b>		<b>135</b>		<b>180</b>		<b>225</b>
<b>Total Program Clinical Hours</b>											<b>720</b>
<b>Total Program Credits</b>											<b>77</b>

Cr: credits

Cl: clinical hours

Total Gen Ed Credits – 27

Total Nursing Credits – 50

Accepted by faculty 06 26 15/ 10 19 15 BTS

Revised 10 20 15/BTS

Revised 04 19 16 BTS

Reviewed 06/16 BTS



## St. Joseph School of Nursing Grading System – Old Curriculum

### Definition:

A uniform method of grading students to be used by all instructors.

### Objective:

To provide a consistent, uncomplicated, reliable method of grading all students.

### Grading of Exams by Faculty:

Item analysis will be used to evaluate the validity of all examination questions.

### Policies:

A final grade for classroom and clinical achievement is given to the student at the end of each course.

A passing **grade of 73%** is required in both theory and clinical components.

Letter grades with their numerical value, shall be used as per the chart on the next page

In addition, the following marking system and statements are used to assist in evaluating clinical achievement.

### Key:

<b>Outstanding</b>	<b>90 – 100</b>	<b>4.0 – 5.0</b>	<b>A</b>
<b>Good</b>	<b>80 – 89</b>	<b>3.0 – 3.9</b>	<b>B</b>
<b>Satisfactory</b>	<b>73 – 79</b>	<b>2.3 – 2.9</b>	<b>C</b>
<b>Unsatisfactory</b>	<b>60 – 72</b>	<b>2.0 – 2.2</b>	<b>D</b>
<b>Failure</b>	<b>Below 60</b>	<b>0-0.9</b>	<b>F</b>

### Criteria:

<b>Outstanding</b>	Consistent, skillful, and safe performance with early and progressive independence.
<b>Good</b>	Meets all clinical outcomes with limited guidance.
<b>Satisfactory</b>	Meets all clinical objectives with ongoing guidance.
<b>Unsatisfactory</b>	Inconsistent in meeting clinical outcomes and minimal standards for practice.
<b>Failure</b>	Does not minimal standards for practice.

<b>Commendable</b>	A+	100	5.0	
		99	4.9	
		98	4.8	
	A	97	4.7	
		96	4.6	
		95	4.5	
		94	4.4	
		93	4.3	
	A-	92	4.2	
91		4.1		
90		4.0		
<b>High Satisfactory</b>	B+	89	3.9	
		88	3.8	
		87	3.7	
	B	86	3.6	
		85	3.5	
		84	3.4	
		83	3.3	
	B-	82	3.2	
		81	3.1	
		80	3.0	
	<b>Satisfactory</b>	C+	79	2.9
			78	2.8
77			2.7	
C		76	2.6	
		75	2.5	
		74	2.4	
	73	2.3		
<b>Unsatisfactory</b>	C-	72	2.2	
		71	2.1	
		70	2.0	

D+	69	1.9
	68	1.8
	67	1.7
D	66	1.6
	65	1.5
	64	1.4
	63	1.3
	62	1.2
	61	1.1
	60	1.0

## St. Joseph School of Nursing Grading System – New Curriculum

### Definition:

A uniform method of grading students to be used by all instructors.

### Objective:

To provide a consistent, uncomplicated, reliable method of grading all students.

### Grading of Exams by Faculty:

Item analysis will be used to evaluate the validity of all examination questions.

### Policies:

A final grade for classroom and clinical achievement is given to the student at the end of each course.

A passing **grade of 73%** is required in theory components. The clinical component is pass/fail. Students must pass both theory and clinical components in order to progress to the next semester.

Letter grades with their numerical value, shall be used as per the chart on the next page

In addition, the following marking system and statements are used to assist in evaluating clinical achievement.

### Key:

<b>Outstanding</b>	<b>90 – 100</b>	<b>3.6 – 4.0</b>	<b>A</b>
<b>Good</b>	<b>80 – 89</b>	<b>3.0 – 3.5</b>	<b>B</b>
<b>Satisfactory</b>	<b>73 – 79</b>	<b>2.3 – 2.9</b>	<b>C</b>
<b>Failure</b>	<b>Below 73</b>	<b>0.0 – 2.2</b>	<b>F</b>

### Clinical Criteria:

#### Pass

- Consistent, skillful, and safe performance with early and progressive Independence, or
- Meets all clinical outcomes with limited or ongoing guidance.

#### Fail

- Inconsistent in meeting clinical outcomes and minimal standards for Practice, or
- Does not meet minimal standards for practice.

**St. Joseph School of Nursing  
North Providence, RI**

**Grade Points\* Old Curriculum**

**Grade Points** determine the student's general average and are a measure of the amount of work done, as **credit** is a measure of the amount. Credits are based on the amount of contact hours in a course, using the following formula:

One credit for each 15 hours of lecture  
One credit for each 30 hours of clinical practice / laboratory

**Grade points are given for courses taken as part of the curriculum at St. Joseph School of Nursing. Those courses that are part of the curriculum and are accepted in transfer will not be assigned grade points.**

Grade points are not given for those courses challenged by the student.

**Method of Assigning Grade Points**

St. Joseph School of Nursing

Letter	Quality Point
A+	4.5
A	4.25
A-	4.0
B+	3.5
B	3.25
B-	3.0
C+	2.5
C	2.25
C-	2.0
D	0.0

**Procedure used by Populi for Recording Grade Points**

Letter grade is posted on Populi

- Record only the final grade.
- Populi automatically calculates the grade points located in the last column on the students transcript.

- At the end of the semester, the points are totaled and are divided by attempted hours to arrive at the semester GPA.
- Populi will then calculate the Cumulative GPA.

Populi multiples grade points (GP), assigned by the School of Nursing to the letter grade, by earned hours (EH) to establish student's overall Grade Points.

- Student receives a B in a course that has a total of 270 hours
- B = 3.25 grade points
- $3.25 \times 270 = 887.5$  points awarded for the course

To establish the end of the semester GPA\*

- **Add** the total grade points
- **Add** the total earned hours
- **Divide** total grade points by total earned hours to arrive at semester GPA.
- In the event that the student fails the course, no grade points are earned; however, attempted hours will be included to calculate the students GPA.
- Total points for the semester / total hours = GPA

\*Used only for financial aid and award computation

**St. Joseph School of Nursing  
North Providence, RI**

**Grade Points\* New Curriculum**

**Grade Points** determine the student's general average and are a measure of the amount of work done, as **credit** is a measure of the amount. Credits are based on the amount of contact hours in a course, using the following formula:

One credit for each 15 hours of lecture  
One credit for each 45 hours of clinical practice / laboratory

**Grade points are given for courses taken as part of the curriculum at St. Joseph School of Nursing. Those courses that are part of the curriculum and are accepted in transfer will not be assigned grade points.**

Grade points are not given for those courses challenged by the student.

**Method of Assigning Grade Points**

St. Joseph School of Nursing

Letter	Quality Point
A	4.0
A-	3.75
B+	3.5
B	3.25
B-	3.0
C+	2.75
C	2.5
C-	2.3
F	0.0

**Procedure used by Populi for Recording Grade Points**

Letter grade is posted on Populi

- Record only the final grade.
- Populi automatically calculates the grade points located in the last column on the students transcript.

- At the end of the semester, the points are totaled and are divided by attempted hours to arrive at the semester GPA.
- Populi will then calculate the Cumulative GPA.

Populi multiples grade points (GP), assigned by the School of Nursing to the letter grade, by credit hours (CH) to establish student's overall Grade Points.

- Student receives a B in a course that has a total of 3 credits
- B = 3.25 grade points
- $3.25 \times 3 = 9.75$  points awarded for the course

To establish the end of the semester GPA\*

- **Add** the total grade points
- **Add** the total credit hours
- **Divide** total grade points by total credit hours to arrive at semester GPA.
- In the event that the student fails the course, no grade points are earned; however, attempted hours will be included to calculate the students GPA.
- Total points for the semester / total credits = GPA

\*Used only for financial aid and award computation



### Method of Assigning Credits to Nursing Courses – Old Curriculum

#### Formula

- One credit is given for each 15 hours of theory
- One credit is given for each 30 hours of clinical practice
- Add credit of both components for course credit
- Th. Credit + Cl. Credits = Course Credit

Course	Th. Hours	Cl. Hours	Th. Credit	Cl. Credit	Course Credit
Nursing 100	86	184	5.7	6.1	12
Nursing 101	86	184	5.7	6.1	12
Nursing 200	187	266	12.4	8.8	21
Nursing 201	201	258	14.4	8.0	22
Nursing 300	182	219	12	7.3	19
Nursing 301	222	254	14	8.0	22
Nursing 310	30		2		2
Nursing 311	45		3		3

### Method of Assigning Credits to Nursing Courses – New Curriculum

#### Formula

- One credit is given for each 15 hours of theory
- One credit is given for each 45 hours of clinical practice
- Add credit of both components for course credit
- Th. Credit + Cl. Credits = Course Credit

Course	Theory Credits/hours	Clinical Credits/hours	Course Credits
NUR 1010	3/45	2/90	5
NUR 1020	3/45	2/90	5
NUR 1030	2/30	n/a	2
NUR 1040	1/15	n/a	1
NUR 1050	3/45	1/45	4
NUR 1060	2/30	1/45	3
NUR 1070	2/30	1/45	3
NUR 1080	2/30	n/a	2
NUR 2010	3/45	2/90	5
NUR 2020	4/60	2/90	6
NUR 2030	2/30	n/a	2
NUR 2040	6/90	3/135	9
NUR 2050	1/15	2/90	3

## **Honors and Awards**

### **Dean's List**

A student in good standing who at the end of the semester has attained a grade of 90% or above in all courses will be placed on the Dean's Honors List. A list will be posted at the completion of each semester on the level bulletin board.

### **Honor's Recognition**

A student in good standing who at the end of the semester has attained a grade of 87% or above in all courses will be placed on the Honor's Recognition List. A list will be posted at the completion of each semester on the level bulletin board.

## **Graduation Policy**

To be eligible for graduation the student must have successfully achieved the curriculum objectives. In addition, all financial obligations to the School and Health Science Library must be met prior to graduation.

## **Graduation Awards**

Each candidate for awards will be considered in relation to scholastic achievement in St. Joseph School of Nursing based on course and/or clinical performance.

### **Mother Mary Evangelist Certificate of Achievement**

Awarded for nursing ability and professional leadership by the Alumni Association of St. Joseph School of Nursing.

### **Faculty Certificate of Merit Awards**

#### **Valedictorian**

Awarded to the student who has the highest overall average.

#### **Salutatorian**

Awarded to the student who has the second highest overall average.

#### **Medical/Surgical Nursing**

Is awarded to the student who has the highest average in the combined theory and clinical grade in Medical/Surgical Nursing for Levels II and III (old curriculum, class of 2017).

**Psychiatric Nursing**

Is awarded to the student with the highest average in the combined theory and clinical grade in Psychiatric Nursing (old curriculum, class of 2017).

**Parent Child Health Nursing**

Is awarded to the student with the highest average in the combined grade in theory and clinical in Parent Child Health Nursing (old curriculum, class of 2017).

**ST. JOSEPH SCHOOL OF NURSING (SJSON) AND SALVE REGINA UNIVERSITY (SRU)  
TRANSITIONAL TRACK PROGRAM OF STUDY – Old Curriculum**

The program of study below shows the requirements for students electing the SJSON-SRU transitional track. Those courses bolded are required for the Salve Regina University B.S. in Nursing program. Students following this track could complete the B.S. in Nursing in one additional year following attainment of the St. Joseph School of Nursing diploma with a cumulative GPA of 2.7 or higher and an RN license.

<b>Year 1 – Semester 1</b>		<b>Semester 2</b>	
Nursing 100	Intro to Art & Science of Nursing	12	
			Nursing 101 Intro to Therapeutic Concepts and Skills 12
Nutrition 100	Basic Nutrition & Medical Nutrition	3	
			BIOL 1020 Human Physiology* 4
BIOL 1010	Human Anatomy*	4	
			Pharm 101 Essentials of Pharmacology for Nurses 3
HEAL 1060	Dosage Calculations*	3	
			<b>NUR 210A Informatics 3</b>
<b>ART</b>	<b>Visual &amp; Performing Arts</b>	<b>3</b>	
<b>Year 1 – Summer 1</b>		<b>Summer 2</b>	
BIOL 2210	Microbiology*	4	
			PSY 100A Introduction to Psychology 3
<b>Year 2 – Semester 1</b>		<b>Semester 2</b>	
Nursing 200	Psychiatric/Mental Health & Medical/Surgical Nursing	21	
			Nursing 201 Adult Medical/Surgical Nursing Acute & Community Settings 22
SOA 110A	General Sociology	3	
			PSY Developmental Psychology 3

<b>Year 2 – Summer 1</b>			<b>Summer 2</b>		
<b>SPA 111A</b>	<b>Elementary Spanish I</b>	<b>3</b>	<b>SPA 112A</b>	<b>Elementary Spanish 2</b>	<b>3</b>
<b>Year 3 – Semester 1</b>			<b>Semester 2</b>		
Nursing 300	Parent Child Health	19	Nursing 301	Comprehensive Nursing	22
Nursing 310	Transition to Baccalaureate Nursing Education	2	Nursing 311	Leadership and Management in Nursing	2
Nursing 328A	Ethics	3			
<b>STA 201A</b>	<b>Statistics</b>	<b>3</b>	<b>NUR 450A</b>	<b>NCLEX PREP <i>Optional</i></b>	<b>1</b>
<b>Year 3 – Summer 1</b>			<b>Summer 2</b>		
<b>GST 150A</b>	<b>Portal: Seeking Wisdom</b>	<b>3</b>	<b>ENG 150A</b>	<b>What it Means to be Human</b>	<b>3</b>

### **SALVE REGINA UNIVERSITY – BACHELOR OF SCIENCE IN NURSING**

St. Joseph School of Nursing students who maintain a minimum overall 2.7 grade point average at the conclusion of three years and successfully earn an RN license will be offered admission into Salve Regina University's Bachelor of Science in Nursing degree program. Below are the remaining requirements for the B.S. Nursing degree for those who followed the above plan of study.

<b>Year 4 – Semester 1</b>			<b>Semester 2</b>		
<b>NUR 332A</b>	<b>Holistic Health Assessment</b>	<b>3</b>	<b>RTS</b>	<b>Religious &amp; Theological Studies Requirement</b>	<b>3</b>
<b>NUR 336A</b>	<b>Research &amp; Evidence Based Practice</b>	<b>3</b>	<b>NUR 436A</b>	<b>Aging and End of Life</b>	<b>3</b>
<b>RTS 210A</b>	<b>Christianity and Dialogue</b>	<b>3</b>	<b>NUR 437A</b>	<b>EXP LRN: Aging and End of Life</b>	<b>3</b>

<b>PHL 220A</b>	<b>Philosophy &amp; Responsibility</b>	<b>3</b>	<b>NUR 444A</b>	<b>Public Health, Community, and Disaster Response</b>	<b>3</b>
<b>ENG</b>	<b>Literature Requirement</b>	<b>3</b>	<b>GST 450A</b>	<b>The Capstone Experience</b>	<b>3</b>
<b>Service Learning***</b>		<b>1</b>			

\*\*\*Service Learning may be completed any semester

**ST. JOSEPH SCHOOL OF NURSING (SJSON) AND SALVE REGINA UNIVERSITY (SRU)  
TRANSITIONAL TRACK – SAMPLE PROGRAM STUDY**

The proposed program of study below shows the requirements for students electing the SJSON-SRU transitional track. Those courses shaded in blue are required for the Salve Regina University B.S. in Nursing program. Students following this proposed plan of study complete the B.S. in Nursing following attainment of the St. Joseph School of Nursing diploma with a cumulative GPA of 2.7 or higher and an RN license.

**Year 1 - Semester 1****Semester 2**

Nur1010	Fundamentals 1	5	Nurs1050	AH 1A	4
Nur1020	Fundamentals 2	5	Nur1060	AH 1B	3
Nur1030	Gerontology	2	Nur1070	Mental Health	3
Nur1040	Pharm 1	1	Nur1080	Pharm 2	2
ART	Visual & Performing Arts Requirement (SRU Track)	3	HIS	History	3

**Year 1 - Summer 1****Year 1 – Summer 2**

SPA 399A	Spanish (SRU)	3	SPA 399A	Spanish (SRU)	3
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**Year 2 – Semester 1****Semester 2**

Nur2010	AH 2	5	Nur2040	AH 3	9
Nur2020	MCH	6	Nur2050	Trans to Practice	3
Nur2030	Pharm 3	2	STA201A	Statistics (SRU Track)	3
PHL 225	Quest for the Ultimate	3			

**Year 2 – Summer I****Summer 2**

PHL	Philosophy	3	ENG	Literature	3
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## SALVE REGINA UNIVERSITY – BACHELOR OF SCIENCE IN NURSING

St. Joseph School of Nursing students who maintain a minimum overall 2.70 grade point average at the conclusion of two years and successfully earn an RN license will be offered admission into Salve Regina University's Bachelor of Science in Nursing degree program. Below are the remaining requirements for the B.S. Nursing degree for those who followed the above plan of study.

### Year 3 – Semester 1

### Semester 2

NUR 332A	Holistic Health Assessment	3	RTS	Religious & Theological Studies Requirement	3
NUR 336A	Research & Evidenced Based Practice	3	NUR 436A	Aging and End of Life	3
RTS 225A	The Quest for the Ultimate	3	NUR 437A	EXP LRN: Aging and End of Life	3
NUR 216A	Nursing Informatics		NUR 444A	Public Health, Community, and Disaster Response	3
NUR 446A	Leadership and Management	3	GST450A	The Capstone Experience	3
Service Learning ***		1			

\*\*\* Service Learning may be completed in the fall or spring

## **Student Rights and Responsibilities**

The primary aim of the Saint Joseph School of Nursing is to provide a quality educational experience. Within the framework of this commitment, the School grants certain rights to, and requires certain responsibilities from, each student in the education community, so that every student may pursue his/her educational goals in an environment free from unreasonable constraint.

The primary right and responsibility of students is to exercise and cherish the discipline of learning and the freedom to learn. Faculty share in this responsibility by creating the appropriate opportunities and conditions in the classroom, in the clinical area and in all aspects of the school for the responsible use thereof.

Infraction of the rules and regulations made known to the School of Nursing authorities, Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital, the State of Rhode Island, or the Federal Government are addressed with the student and may lead to disciplinary action.

### **Bill of Rights and Responsibilities for Students of Nursing**

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991), and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic Freedom; students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.

5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behaviors which it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available to every student.

15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.

16. Students have the right to belong or refuse to belong to any organization of their choice.

17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.

18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.

19. Dress code, if present in school, should be established with student input in conjunction with the school Dean and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.

20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

22. Freedom to the Appeal Process

#### **Freedom to the Appeal Process**

The appeal process provides students of St. Joseph School of Nursing with a systematic way to resolve academic and non-academic problems, assuring fair and equitable treatment and protection of the rights of all students.

**It is expected that all students with such appeals will proceed through each stage in the order outlined.** Due process for students and faculty alike depends on the cooperation of everyone involved in the process.

**The appeal process should be initiated within two weeks of the incident in question and no later than two weeks after the end of a semester.**

### **Appeal Process**

1. Discuss the problem frankly and sincerely with the instructor involved, in order to arrive at a constructive solution whenever possible. If a satisfactory solution is not reached in this manner.....
2. Present the problem to the chairperson of the level involved. The chairperson will review the problem with the student and with the instructor involved, considering all the facts in the matter. If the student is not satisfied with the solution reached in this manner.....
3. Present appeals through a request to meet with the Performance Review Board. Student representatives serving on the committee may be present at the request of the student involved. Student appealing has the right to express his/her perception of said incident(s). The committee considers all the facts in making a decision. If the student is not satisfied with the solution reached in this manner.....
4. Present the facts to the Dean of the School of Nursing, who will meet with the student, level chairperson and instructor involved in order to investigate all the facts. The Dean then makes the final decision in the matter.

***\*For non-academic problems disregard step 3 above.***

### **Complaints about the Program**

Students may file formal complaints about the St. Joseph School of Nursing program in writing to:

Accreditation Commission for Education in Nursing (ACEN)  
3343 Peachtree Road NE, Ste. 850  
Atlanta, GA 30326  
(404) 975-5000 or 1-800-669-9656

## **Student Records**

The permanent record of every student admitted and matriculated is kept ad infinitum. This record includes but is not limited to the application for admission, transcript of theory and clinical practice, and the health record. The privacy and confidentiality of all student records shall be preserved except as required by law.

### **Maintenance of Student Records**

Official student academic records and other files shall be maintained only by appropriate staff. Transcripts of academic records shall contain only information about academic status. Current student information concerning academic records shall be kept in the School of Nursing Registrar's office.

### **Health Record**

The health record of every student is kept on file in the Employee Health Department.

### **Financial Aid Record**

The financial aid record of every student is kept five (5) years from the last day of the award year. Records involved in any audit are kept until resolution of the audit is complete. The financial record includes the ledger card, financial transcripts from previous programs, financial aid award, and a record of academic progress.

### **Access to Student Records**

Access to students' records is guaranteed every student as provided for in the Family Educational Rights and Privacy Act (FERPA), and the current guidelines covering its enactment. Students eighteen years of age or over are privileged to view their file and can determine to whom to release their records. A faculty member shall be available to student as resource to interpret data within student file. The student and faculty member shall sign a form indicating a review of record has taken place.

### **Transcript Request**

Transcript release, or other record data, shall only be made following a written request signed by student or graduate of this program. Allow up to a two week period for release of official transcript and one week for unofficial transcript.

**Transcripts are free of charge while enrolled in the program. Upon graduation all transcripts are at a ten dollar (\$10.00) fee.**

Revised 06/16 BTS

### **Cardiopulmonary Resuscitation Requirement**

All entering students must complete the American Heart Association Basic Life Support for Health Care Providers (AHABLSHCP) and submit a copy of the completion card within the first week of school. Competence must be demonstrated every two years by all students by attending an up-date of the Healthcare Provider Course offered at surrounding hospitals and agencies. Competence is evidenced by submission of a course completion card to the Nursing Skills Lab instructor every two years.

A student may not participate in any clinical experience without meeting this requirement.

## ETHICS

Saint Joseph School of Nursing has adopted the following policy regarding ethics. In preparation for licensure as a registered nurse, students are expected to uphold the standards set forth in the Rhode Island Nurse Practice Act regarding honesty, competency, conduct and moral integrity. In keeping with these standards, the School of Nursing Faculty and Staff have established certain definitions and policies. They are as follows:

1. Cheating will be defined as intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
2. The proctor of the exam/exercise will determine cheating. As it is the responsibility of each member of the School of Nursing community – students, faculty, administration and staff – to bring forth observations or documentation of cheating, input may be received by the proctor from any member of the School of Nursing community.
3. Plagiarism is defined as submission of another's work, in whole or in part, as one's own.
4. The instructor(s) involved in reading/grading the assignment will determine plagiarism. As above, input may be received from any member of the School of Nursing community.
5. Disciplinary Measures: Cheating or Plagiarism. This issue will be severely dealt with up to and including dismissal.
6. The following applies to the use of drugs or alcohol:
  - Any student appearing in the clinical area under the influence of drugs or alcohol (as indicated by their behavior, admission or input from any member of the School of Nursing community or medical facility community) will be immediately dismissed from the clinical area. That student will see the Dean of the School of Nursing immediately.
  - Possession, use or distribution of illegal drugs, of prescription drugs illegally obtained or of alcohol by any student is prohibited. Any infraction of this rule will result in dismissal from the program.



## **Code of Conduct**

All students are responsible for their own behavior. It is expected that students conduct their activities in a professional manner, upholding the standards as set forth in the Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital Code of Conduct Policy in the Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital Corporate Compliance Manual.

Conduct which does not comply with this code is not condoned or acceptable and may result in disciplinary action (see policy in Corporate Compliance Manual on Remedies and Sanctions for Violating the Code of Conduct). See Academic Honesty Policy.

### **Corporate Compliance Program**

Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital is committed to a continuing effort to maintain principles of ethical business conduct. As such, the Board of Trustees, Administration and Senior Management of Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital has deemed it essential that the organization adopt a hospital-wide Corporate Compliance Program. The purpose of this Program is to ensure that Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital conducts its operations and provides services in a manner consistent with its Mission Statement, Charitable Purposes and in compliance with all applicable Federal Requirements for reporting, investigating, monitoring and responding to potential, threatened or actual violations of federal or state laws/regulations. The program is also intended to serve as a vehicle for Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital on an ongoing basis, to educate its employees and police itself, in order to prevent any violations in these areas from occurring and/or to minimize the impact, exposure or liability of any such violations. The United States Department of Justice has strongly urged health care entities to adopt such a program.

The Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital Corporate Compliance Program is managed under the auspices of the Corporate Compliance Officer and the Corporate Compliance Committee reporting to the President/CEO and the Audit Committee of the Board of Trustees. The Corporate Compliance Officer can be contacted by calling 456-3311. The Corporate Compliance Office with the assistance of the Corporate Compliance Committee and the Hospital's contracted agency, The Network, will develop and maintain an overall Corporate compliance Program with departments developing their own specific Corporate compliance Plans. Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima's Corporate Compliance Program will be reviewed with each employee during hospital-wide orientation and during the

mandatory annual departmental education program. Any employee, who becomes aware of any violation or potential violation of any Corporate Compliance Policy or any federal or state law, must report this situation to their supervisor and/or the Corporate Compliance Officer. Any employee who is aware of a violation or potential violation and does not report it to their supervisor or the Corporate Compliance Officer may be subject to corrective action.

In addition, Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital maintains a 24-hour Corporate Compliance "Hot Line" where employees may anonymously report potential violations of the law or corporate Compliance policies. The Hot Line is not a complaint line nor is it to be used for disputes with supervisors. However, when used and accessed responsibly, it can be an effective mechanism to address potential, apparent or actual violations of the law or the Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital Corporate Compliance Policies. The 24-hour Corporate Compliance Hot Line number is 1-877-668-1995. The Corporate Compliance Officer's number is 456-3311. Any questions about the Corporate Compliance Program can be addressed to the Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Corporate Compliance Officer.

The Hospital's Code of Conduct, Corporate Compliance confidentiality and Nondisclosure Agreement and Corporate Compliance Background and Sanction Screening Policies can be found on the Hospital's Intranet site. It is the responsibility of every employee to conduct themselves in a manner consistent with the Hospital's Code of Conduct policy and Corporate Compliance policies.

## Attendance Policy

The nursing faculty recognizes that academic success is tied to regular attendance. Students are expected to attend all class sessions, laboratories, and clinical experiences. Class attendance includes lectures, exam preparation days, exams, and exam reviews. Clinical attendance includes practicums on assigned units, off-site rotations, pre and post conferences, and Nursing Arts Laboratory days. There are no excused absences.

### Absences

- **Illness:** In accordance with hospital and school policies, any student who is absent three consecutive days due to illness, whether classroom or clinical, must provide a doctor's note on the day of return to school.
- **Classroom:** If a student will be absent from a lecture day, they must call the School of Nursing office prior to the scheduled hours.
- **Exams:** If a student is absent on an exam day, they must contact the instructor to arrange a make-up exam to be administered within one week of the original exam date.
- **Clinical:** If a student will be absent from a clinical experience, they must call the clinical unit, the School of Nursing office, and the clinical instructor prior to the scheduled hours. After one clinical absence, the student is required to meet with the clinical instructor to develop a written and signed plan to compensate for the absence. In the event that the provisions of the contract are not met, the student will be referred to the Performance Review Board.
- **Nursing Skills Laboratory:** If a student will be absent from a Nursing Skills Laboratory day, they must call the School of Nursing office and the Nursing Skills Laboratory instructor prior to the scheduled hours. The student must schedule a make-up for the missed experience within 2 days. Students may not be allowed to attend clinical experiences until this is completed, at the discretion of the Nursing Skills Laboratory instructor.

### Inability to meet attendance requirements

If a student cannot meet the attendance requirements for any reason, the student must withdraw from the program.

### Clock Hour Rules

In addition, for junior and senior students during academic years 2016-2017 and 2017-2018, who are following the three year curriculum plan, the following "clock hour" rules apply:

- The student must complete 2703 hours in order to be eligible to graduate. This is 90% of the total 3003 hours in the program.
- Attendance will be taken at all scheduled lectures, exam preparation days, exams, exam reviews, clinical experiences, and Nursing Arts Laboratory days.
- Attendance will be taken at the beginning of each lecture and upon return from break. Students are expected to be on time for lectures. A student who is 16 minutes or more late will be counted as absent for that attendance cycle. A student who does not return from break will be counted as absent for the second attendance cycle.
- The percentage of hours that the student is present is maintained on Populi.
- School closings and/or delays may also place the student at risk for not meeting the 90% attendance requirement.

Revised 03 23 16 BTS

Approved with Revisions 05 02 16 BTS

## Examination Policies

### Comprehensive Testing

Mandatory comprehensive examinations at various points in the curriculum will better prepare our students for success in taking the NCLEX-RN examination. It will also enable the School of Nursing to compare our students with other students throughout the country, identify weaknesses in students' knowledge. Comprehensive testing validates curriculum and correlates predictability of graduates' success in the NCLEX-RN exam.

Students will be required to take nationally normed tests throughout the curriculum and to make a satisfactory score on such tests. These Standardized Specialty Tests are designed and administered by the Assessment Technologies Institute (ATI). In the last semester/quarter of the curriculum, students will be required to take the ATI Comprehensive Exam and make a satisfactory score on such exam prior to graduation.

### Academic Assistance Days

Academic Assistance Days are scheduled prior to unit exams whenever possible at the discretion of level faculty. The purpose of an Academic Assistance Day is to make available to the student more study time in which to master theoretical content. The faculty recognizes that the mastery of theoretical content enhances clinical performance. Students in academic jeopardy may be required to utilize on-site School of Nursing library and computer laboratory resources as well as instructor tutorials during this time.

### Mathematical Testing for Student Nurses

- As medication administration is a major part of the RNs duties, it is imperative that all nursing students be able to administer medication in a competent and safe manner. The ability to calculate dosages is an integral part of this process and each student must be able to demonstrate proficiency in this area prior to being allowed to administer medications in the clinical setting.
- To assure that all levels follow same guidelines in assuring that each student has the mathematical background to administer medications safely.
  1. Testing will be done upon entry to Nursing 200, Nursing 300, and Nursing 301 (old curriculum) and N1050 and N2010 (new curriculum).

2. Each student must pass the test with a score of 90% or better in order to remain in the course.
3. The use of school issued calculators will be allowed.
4. In the event the student achieves less than 90% the student will be required to remediate with an instructor.
5. The student will have two weeks from the time of the first test to pass the test.
6. Students will not be allowed to give medications on clinical until the test is passed.
7. Failure to pass the test on the third try will result in dismissal from the School.

### **Make Up Examinations**

Students who are unable to take scheduled examinations, including the mandatory Comprehensive Examinations, must notify the school and make arrangements with the chairperson of that level to set up an alternate date to take the examination. Make up examinations will be taken within one week of the missed examination or a grade of zero will be given. At the discretion of the individual instructor, this examination may be the same or an alternate examination.

There will be no repeat examinations for grades below a seventy three (73).

### **Examination Review**

The examination review is conducted to allow each student an opportunity to review the examination questions, answers and grades for that examination. It identifies to the student exactly which question(s) was missed and the correct answer for that question(s). The review will take place within one week of the exam. After the exam review, if a student feels that a question marked wrong should be marked right a "Student Test Item Appeal Form" located on the School of Nursing website under the Student Handbook must be filled out and submitted to the instructor for review. A maximum of 5 days after the initial exam review will be allowed for the student to review the exam. After 5 days the grades are closed and the exam is filed.

## Student Dress Code Class and School Functions

Students are required to be professionally dressed at all times when attending school functions. This includes when on hospital or school property as well as that of affiliating agencies. Students are required to follow both the Hospital Personal Appearance & Dress Code Policy and the School of Nursing Dress Code Policy.

### Fatima Hospital and Marian Hall

- Hospital identification badge is to be worn at all times while on hospital property.
- The following items of clothing are not acceptable:

Sweat suit	Blue denim clothing
Stretch pants	Sleeveless shirts, etc. without jacket
Mini skirts	Tee shirts with inappropriate sayings
Shorts	See-through fabric
Tank tops	Split skirts

- Any student inappropriately dressed will be denied entrance and expected to return when appropriately dressed.

### Student Uniform Dress Code – Clinical Policies

#### Miscellaneous

- **Caps** – worn at school ceremonies only.
- **Hair** – neat and off the collar.
- **Make-up** – only minimal amounts acceptable. No perfumes or colognes.
- **Tattoos** – must not be visible.

#### Uniform

- Uniforms are to be clean, pressed and fit properly.
- School chevron must be worn on the left sleeve.
- Hospital issued badge is to be on person at all times.
- White or blue long sleeved jerseys may be worn under uniform top.
- Uniforms are to be worn only when going directly to and from clinical.

**Jewelry**

- Two earrings per ear; small post earrings only
- Watch with second hand
- Wedding ring is acceptable
- No additional jewelry will be tolerated

**Fingernails**

- Short, clean and may have light or colorless nail polish only
- No artificial or acrylic nails allowed on clinical units

**Footwear**

- White or black leather shoes or white or black leather sneakers polished and in proper repair
- Clogs, without backs, and sandals are not permitted
- Shoelaces must be clean and white
- White ankle length socks must be worn under uniform pants.

**Warm Up Jacket**

- Only the warm up jacket may be worn with the uniform
- Lab coats must be worn when picking up assignments in clinical areas and when assigned to field work

**Eating**

- No eating or drinking in classrooms, computer lab, NAL, AVL, corridors, elevators or in hospital setting except in designated areas.

**Cell Phones / Pagers / Texting**

- Not to be used during class/clinical/labs
- Use of these devices may lead to disciplinary action.
- See electronic device use policy.

**Protective Eyewear**

- Protective eyewear must be brought to every clinical experience (first pair provided by the school)
- See protective eyewear policy



**Smoking**

- Smoking is prohibited in all areas of the hospital and its adjacent buildings including the parking lot behind Marian Hall.
- Students are expected to exhibit professionalism while in uniform, i.e. no smoking
- Students who smoke within the Hospital or Marian Hall or in the parking lot will be subject to disciplinary action.

**Graduation Dress Code**

- White nurses shoes or sneakers in good repair, no high heels.
- Hair must be up off the collar.
- Stud earrings only.
- Moderate makeup.

**St. Joseph School of Nursing  
Drug-Free School and Communities Act  
Amendments of 1989**

Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital and affiliating agencies, in accordance with the “Drug Free Schools and Communities Act Amendments of 1989”, has issued the following statement regarding its programs to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. Students or employees not complying with this standard will be subjected to St. Joseph School of Nursing/**Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital sanctions.**

**Drug and Alcohol Prevention Policies**

Saint Joseph School of Nursing has adopted policies and programs to prevent alcohol abuse and unlawful possession, use or distribution of alcohol and controlled substances/illicit drugs by St. Joseph School of Nursing faculty, staff and students. All members of the SJSoN are expected to fulfill their obligations and responsibilities pursuant to institutional policy, federal, state and local laws and regulations.

This document contains information about the school policies, applicable legal sanctions, and School sanctions regarding available counseling, treatment, or rehabilitation programs.

**School Sanctions**

A student or employee who is in violation of St. Joseph School of Nursing policies on drugs and alcohol shall be subjected to sanctions in accordance with Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital policies and procedures. Disciplinary action involving drug and alcohol violations by student may result in suspension or dismissal from the school. Cases involving employees will result in disciplinary sanctions up to and including termination.

If sufficient evidence is presented to the use, possession, or distribution of illicit drugs or alcohol on school property by:

- A. Employee of Prospect CharterCARE SJHSRI, LLC d/b/s Our Lady of Fatima Hospital**  
The Vice President of Human Resources of Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital will proceed to implement Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital “Drug Free Workplace Policy”. If the

student is an employee of Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital he/she may be terminated by the St. Joseph School of Nursing.

#### **B. Student attending St. Joseph School of Nursing**

The Dean of the School of Nursing after informing the Chief Nursing Officer will notify the student in writing of the disciplinary action to be taken because of the violation of the policy on drug and alcohol abuse. The student may request a formal hearing after receiving said notice. If the student fails to request a hearing within three [3] business days, then the disciplinary action is final.

If the student requests a hearing, the hearing board comprised of the Dean of the School, two faculty members and one Administrative Representative, will notify the student of the date the hearing will take place. In all cases, the hearing board's decision will be final.

The Vice President of Nursing will be notified of the Board's decision. The Dean of the School with the knowledge of the President of the hospital will notify the student in writing of the Board's decision.

It is unlawful for individuals who have not attained the age of 21 to purchase, possess, or consume alcoholic beverages. It is also unlawful to deliver alcoholic beverages to a person under the age of 21, or misrepresent oneself as having attained the age of 21 to procure alcoholic beverages. There are no exceptions to these laws that are applicable to students at St. Joseph School of Nursing.

Under state and federal law, it is unlawful, except as expressly authorized by law, to manufacture, distribute, dispense, or possess with intent to manufacture, distribute, or dispense, a controlled substance/illicit drug. More severe criminal sanctions are assessed in instances where a person 18 years of age or older unlawfully distributes a controlled substance/illicit drug to a person under 21 years of age (federal law) or 18 years of age (state law).

#### **Health Risks**

Alcohol use, even in low doses, can significantly impair judgment and coordination. Low to moderated doses increases the incidents of aggressive acts, including spouse and child abuse. Moderate to high doses can severely alter a person's ability to learn and remember information. Very high doses can cause respiratory distress and death. Repeated use can lead

to dependence. Sudden cessation of use can produce withdrawal symptoms and can be life-threatening. Long term use of large quantities can lead to permanent damage to vital organs such as the brain and liver. Women who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. In addition, research indicates that children of alcoholic parents are at greater risk of becoming alcoholics.

The abuse of drugs/controlled substances can result in a wide range of health problems. Illicit drug use can result in drug addiction, death by overdose, death from withdrawal, seizure, heart problems, liver disease, and chronic brain dysfunction. Other problems associated with illicit drug use include psychological dysfunctions such as memory loss, thought disorders (i.e. hallucinations, paranoia, psychosis) and psychological dependency. Women who use drugs during pregnancy may give birth to infants who are drug addicted and may have health complications.

### **Legal Sanctions**

Illegal manufacture, possession, delivery, and use of a controlled substance and alcohol are a violation of federal, state, and/or local laws. Penalties range according to type of substance, amount in possession and/or penalties/sanctions.

### **Controlled Substances**

- Manufacture, deliver, or possession with intent to manufacture or deliver a controlled substance: Imprisonment up to term for life and/or a \$10,000 to \$500,000 fine for violators respecting Schedule I and II controlled substances: Imprisonment up to term 20 years and/or a fine up to \$40,000 for violators respecting Schedule III and IV controlled substances (RIGL 21-28-4.01)
- Possession of controlled substances in absence of valid prescription: Imprisonment for not more than 3 years and/or a \$500 to \$5,000 fine for violators respecting Schedule I, II, III, IV, and V controlled substances (RIGL 21-28-4.01)

### **Alcohol**

- Possession by a minor: For a first offense a fine of \$100 - \$500; for a second offense a fine of \$200 - \$500; for third and subsequent offenses a fine of \$300 - \$500 (RIGL 3-8-10).

- Purchasing alcohol for or furnishing alcohol to a minor: A violator shall be guilty of a felony and subject to imprisonment not exceeding 6 months and/or a fine not exceeding \$1,000 (RIGL 3-8-11.1, 11.2).
- Misrepresentation of age: First offense, mandatory \$100 to \$500 fine; second offense. Mandatory \$250 to \$500 fine; third and subsequent offenses, mandatory \$500 to \$1,000 fines (RIGL 3-8-6). An additional penalty that may be imposed is the suspension of the violator's driver's license or privilege to drive.

### **Alcohol and Drug Counsel / Treatment Programs**

NRI Services, Inc  
Woonsocket, RI 02895  
401-235-7120

Community Counseling Center, Inc  
160 Beechwood Avenue  
Pawtucket, RI 02860  
401-727-3157

Mental Health Services of  
Cranston/Johnston/Northwestern RI, Inc  
1516 Atwood Avenue  
Johnston, RI 02919  
401-273-8756

Parents Against Drugs D/B/A  
Directions Drug Abuse Treatment  
1071 Main Street, P.O. Box 425  
West Warwick, RI 02893  
401-828-6373

East Bay Mental Health Center  
Two Old County Road  
Barrington, RI 02914  
401-246-1195

Lodge at Wallum Lake  
Zambarano Hospital  
Pascoag, RI 02859  
401-568-1770

Smith Hill Center  
110 Ruggles Street  
Providence, RI 02908  
401-455-3880

Marathon House  
131 Wayland Avenue  
Providence, RI 02906  
401-321-4250

## Electronic Device Use in the Classroom / Clinical Setting

**Overview:** The School is committed to educationally sound uses of technology in the classroom and preventing technology from becoming disruptive to the learning environment.

The use of electronic devices in classroom/clinical for non-class related purposes (including but not limited to sending and receiving email, communicating by instant messenger programs, browsing the Internet, playing computer games, watching movies, and working on assignments for other classes) can be distracting and degrade the classroom experience. Thus, school policy prohibits the use of all electronic devices, including laptops in the classroom / clinical setting for non-class related purposes.

Students, at the discretion of the Instructor, may use computers and other electronic devices during a class only for note-taking. All electronic devices must be off or in silent mode during clinical, class lectures, quizzes, examinations, and NAL experiences.

Except for the use of electronic devices to communicate health and/or safety-related emergencies, no student shall use any electronic device (including but not limited to a computer, cell phone, smart phone, MP3 player, iPhone, iPod, pager, PDA, electronic recording device, etc.) during clinical / class / examinations / NAL to:

1. Access email
2. Access instant messaging services
3. Access the internet
4. Engage in any electronic communication, or
5. Make a video or audio recording of clinical / class activities

Instructors, for pedagogical reasons, may further restrict or prohibit the use of computers and other electronic devices in their classrooms.

Instructors have the discretion, in dealing with individual students who violate this policy, to further restrict or entirely ban them from use.

No student shall use any electronic device during any examination. Prior to the examination, all electronic devices will be turned off or placed in silent mode and left with the proctor of the exam.

## Social Media Policy

Social Media is a powerful communication tool that may have significant impact on personal, professional, and organizational reputations. There are numerous sites that can be used such as Twitter, Facebook, MySpace, You-tube and LinkedIn. Students are liable for anything that is posted on a social networking site. Know and follow fair use laws, copyright laws, code of ethics, HIPAA regulations, good conduct guidelines of being a professional, and representative of the School of Nursing and Health System. Do not provide any confidential or proprietary information. Be respectful of your audience. You are not permitted to post material that is obscene, threatening, harassing, abusive, slanderous, hateful, embarrassing, or unlawful.

### Best Practices:

- Think twice before posting.
- Be respectful of your audience or potential audience.
- Photographs should represent how you want the public at large or future employer to view you as a person.
- Respect all laws.
- Do not use logos or images without permission.
- Protect confidential and proprietary information (classroom and clinical).
- Follow code of conduct guidelines.
- Identify your views as your own.
- Do not have the illusion that anything you say or do is private.

A situation that comes to the attention of the School will be reported to Corporate Compliance. A disciplinary decision will be made by the faculty or the Corporate Compliance Department of the Hospital.

## Financial Aid

The mission of the Office of Student Financial Aid is to assist students and their families in funding educational costs at St. Joseph School of Nursing. We are willing to assist in removing financial barriers that would otherwise prevent students from achieving their educational goals. In addition, we strive to deliver high quality services with professional competency and concern. Respect for the dignity of students and the privacy of confidential information is central to our mission, and we are dedicated to the privacy of confidential treatment of all applicants.

Applicants seeking financial assistance are able to apply for state, local and federal aid. All applicants MUST complete the Free Application for Federal Student Aid (FAFSA) form. To access the FAFSA online, please go to [www.fafsa.ed.gov](http://www.fafsa.ed.gov) St. Joseph School of Nursing school code is 006591.

### Federal Pell Grants

These are federal entitlement grants and amounts can change yearly. For 2016-2017 award year (July 1, 2016 to June 30, 2017), the maximum award is \$5,815. Eligibility is determined by the Department of Education calculation, using a national formula determined by completing the Free Application for Federal Student Aid (FAFSA). The amount you qualify for will depend on:

- Your *financial aid*
- Your cost of attendance
- Your status as a full-time or part-time student, and
- Your plans to attend school for a full *academic year* or less.

You may not receive Federal Pell Grant funds from more than one school at a time. For further information on the Federal Pell Grant program, please visit:

<https://studentaid.ed.gov/sa/types/grants-scholarships/pell>

### Federal Direct Loans

Eligibility for subsidized Federal Direct Loans is based upon financial need as determined by the Financial Aid, using information from the FAFSA.

- The US Department of Education pays the interest on a Direct Subsidized Loan
  - While you are in school at least half-time,
  - For the first six months after you leave school (referred to as a *grace period\**), and
  - During a period of *deferment* (a postponement of loan payments).

\*Note: If you received a Direct Subsidized Loan that was first disbursed between July 1, 2012, and July 1, 2014, you will be responsible for paying any interest that accrues during your grace



period. If you choose not to pay the interest that accrues during your grace period, the interest will be added to your *principal* balance.

Unsubsidized Federal Direct Loans, which do not require financial need, have an interest charge during both the in-school and grace periods

**Annual loan limits are as follows:**

- \$5,500 for freshman, but only \$3,500 can be subsidized
- \$6,500 for juniors, but only \$4,500 can be subsidized
- \$7,500 for seniors, but only \$5,500 can be subsidized

Financially independent undergraduate students may apply for an additional unsubsidized loan of up to \$4,000 in the freshman and junior years and \$5,000 in the junior and senior years.

**Aggregate Loan Limits:**

- \$31,000 for undergraduate dependent students, but no more than \$23,000 can be subsidized.
- \$57,500 for undergraduate independent students, but no more than \$23,000 can be subsidized.

For further information on the Federal Direct Loan programs, please visit:

<https://studentaid.ed.gov/sa/types/loans>

**Federal DIRECT Parental Loans for Undergraduate Students (PLUS)**

Federal Direct PLUS Loans allow parents of dependent undergraduate students to borrow up to the full cost of attendance less other student aid. There is no need requirement for the PLUS loan, but parents must pass a credit review in order to qualify for the loan. Repayment may be deferred for up to six months after the student is no longer enrolled at least half-time. However, interest does accrue on the loan and is capitalized into the loan principle before repayment begins.

**Private Agencies and Organizations**

Additional sources of financial aid include employers, unions, and community organizations. Information on private scholarship programs may be obtained from high school guidance counselors and through reference publications in many local libraries. Scholarship search database programs are also available for free use on the internet. A good web site to start with is [www.finaid.org](http://www.finaid.org).

The school encourages students to take the initiative in applying for outside financial assistance. Whenever possible, outside assistance will be used first to reduce the loan components of the School financial aid package if adjustment is necessary.

### **Grants / Scholarships (No Repayments)**

- **St. Joseph School of Nursing Alumni Grants** are for full time students, who are in good academic standing with financial need. St. Joseph School of Nursing Alumni Association awards these funds on a yearly basis to eligible students.
- **Grants / Scholarships are awarded as available.**

**Applicants needing additional information about the financial aid process should contact the Financial Aid Staff at the School of Nursing.**

### **Refund Policy**

The School follows the Fair and Equitable Refund Policy as mandated by federal aid regulations for all financial aid recipients. Student financial aid recipients who withdraw or are dismissed from the School may expect all or part of their financial aid to be returned to the appropriate aid program depending on the official date of withdrawal or dismissal.

#### **Pro Rata Refund for First Time Students**

If it becomes necessary for a First-Time Student\* to withdraw or if he or she is dismissed before the completion of 60% of the enrollment period, he or she may be eligible for a *pro rata* refund. The refund will consist of any unearned tuition and fees and other School charges, less any charges owed by the student at the time of withdrawal or dismissal. Students will be charged an administrative fee of the lesser of 5% of total charges assessed to the student, or \$100. All reasonable attempts to implement the refund policy will be made based on all information available at the time of the student's withdrawal.

\*First-Time Students are defined as those who have not previously attended classes at this School or at another institution.

#### **All Other Students**

The refund for all other students will consist of tuition charges assessed in proportion to the length of the student's enrollment, less any tuition charges owed by the student, from the first day of classes to the date of withdrawal or dismissal, in the following manner:

<b><u>If Student Withdraws:</u></b>	<b><u>% of Refund</u></b>
Before classes begin	100%
Week One (1)	80%
Week Two (2)	60%
Week Three (3)	40%
Week four (4)	20%
After fourth Week	No Refund

Students are not eligible for a refund after the 4<sup>th</sup> week of enrollment. School fees and miscellaneous charges, including textbooks, are not refundable.

### **Student Financial Assistance (SFA) Title IV Program Refund Policy**

If a student is eligible for a refund and he or she was receiving financial assistance under any Title IV Aid Program, a portion of the refund must be returned to the appropriate Title IV Program from which the student received funds.

The SFA portion of a refund will be distributed to the various programs from which the student received assistance in the following order:

- Federal Direct Loans
- Federal Pell Grant
- Other Title IV Student Assistance Programs

Any remaining funds are returned to the student.

### **New Policy: Refund Return of Title IV Aid**

Requires that if a recipient of Title IV assistance withdraws from an institution during a payment period or a period of enrollment in which the recipient began attendance, the institution must calculate the percentage and amount of Title IV assistance the student did not earn and return those funds to the Title IV programs. (Complete copy and explanation of the law can be obtained in the Financial Aid Office)

### **Overpayment Policy**

When a student withdraws before the fifth week of classes, the student may be required to pay a portion of any cash disbursement received for non-institutional expenses. This only applies to students who have received Federal Pell Grant funds. Non-institutional costs are food, supplies, transportation, clothing and personal expenses. The allowance for supplies is considered used at the start of the payment period.

In determining whether a student received an overpayment, this institution will subtract from the cash disbursed to the student the amount the student has used for non-institutional costs for the time enrolled. This amount will be calculated on a weekly basis according to the

information provided in the student budgets. If all refunds were considered used, there would be no overpayment.

Repayment will be made to the Federal Pell Program in proportion to the original award not to exceed the amount the student received from the program. A student owing a repayment to Pell will be unable to receive any further financial aid for future enrollment periods unless repayment arrangements have been made with the Financial Aid Office.

## **Satisfactory Academic Progress (SAP) Policy**

To receive federal financial aid for attendance at St. Joseph School of Nursing, students are required to make academic progress toward completion of a degree or certificate. Satisfactory progress for a clock hour program (old curriculum) is evaluated at the point when the student successfully completes the scheduled clock hours for each academic year. Satisfactory progress for a credit program (new curriculum) is evaluated at the end of each academic year. Below are the detailed requirements that must be met and a description of the consequences if they are not met. This policy applies to all federal and state aid programs, including Pell Grant, Federal Stafford Loan, PLUS Loan, and the Rhode Island State Grant program.

### **Requirements**

To be considered eligible for the financial aid programs named above, a student must be meeting all of the following conditions:

#### **Qualitative – Grade Point Average**

- Certificate students must maintain a cumulative grade point average (GPA) of at least 2.3 or higher at the end of the evaluation period.

#### **Quantitative – Pace of Progress – Old Curriculum**

- All students must successfully complete all scheduled clock hours, excluding any allowance per the institution's missed class policy, to stay on pace with the Maximum Time Frame requirements.
- Scheduled clock hours are the hours a student is actually scheduled to attend each payment period (each semester or year).
- The clock hours associated with transfer credit are not included in the calculation of Pace.
- Grades of incomplete are counted as scheduled but not completed. If a student subsequently completes the course requirements and wants to request a recalculation of the percentage completed, he/she must notify the Financial Aid Office.

#### **Maximum Time Frame**

- All students must complete their program requirements within 150% of the time it normally takes to complete the certificate program (as measured in weeks).

**Suspension/Termination**

A student's financial aid eligibility will be suspended or terminated if either of the following occurs:

- The student failed to meet either or both the Qualitative and Quantitative standards at the time of the annual SAP review; AND/OR
- The student has attempted 150% of scheduled weeks required for the certificate program.

**Appeal**

A student whose financial aid eligibility was terminated may submit an appeal to the designated program Dean.

- An appeal must be written or typed and must describe why the student failed to make progress during the year, what has changed in the student's situation that would allow the student to demonstrate satisfactory academic progress at the end of the probationary period and a copy of an academic plan that has been developed with and signed by the student's Dean.
- Reasons for an appeal may include: death of a relative, injury or illness of the student, or other special circumstances.

**Probationary Period**

A student whose appeal is approved will have financial aid eligibility reinstated on a Probationary basis for one payment period (semester). The student may continue to receive financial aid during this Probationary Period, but must meet the regular SAP standards or be making progress under an approved academic plan by the end of the Probationary Period. A student who fails to make progress under the approved academic plan will be financial aid suspended.

**Re-establishing Eligibility**

A student who failed to make progress during the Probationary Period may re-establish his/her financial aid eligibility after meeting the following conditions:

1. Enroll at the student's own expense until both the Quantitative and Qualitative SAP standards are met, while not exceeding the Maximum Time Frame.

**Notification**

Students will be sent written notification if their status changes as a result of the SAP evaluation.

## Student Enhancement Program

### Description

A system of services offered throughout all levels that provides the student with both academic and personal assistance.

### Pre- Admission

Admissions and Recruitment Committee members provide assessment and guidance with an analysis of potential predictors of success in the nursing program. This analysis includes:

- Pre-nursing examination scores
- Admission criteria
- Length of time since applicant has been enrolled in any sort of academic program
- Personal interview as warranted

### Throughout Enrollment

- Counseling Services: See “Guidance and Counseling Program”
- Academic Assistance
  - Students are allowed to tape lectures at the discretion of faculty.
  - Optional readings and online resources for test taking and study skills are available.
  - The Learning Resource Center (NSL / Computer Lab / AV Lab) is available to students to refine nursing skills and critical thinking skills.
  - Additional tutoring is offered by available faculty as well as peers who are willing and doing well in courses.
  - Student study groups are facilitated and encouraged.
  - “Academic Assistance Days” may be provided prior to exams as the academic schedule allows. Students with grades of less than 73% may be required to be on school grounds to take advantage of assistance available.
  - Students who present documented proof of learning disabilities will receive accommodations recommended by an appropriate licensed professional that are within the limitations of the school’s resources according to the Americans with Disabilities Act.
  - ATI Comprehensive Testing Program.
  - Senior level students are prepared for NCLEX by:
    - An explanation of the exam by a representative of the Rhode Island Board of Nursing or a faculty member.

- Standardized testing that identifies the student's areas of strength and weakness.
- Information regarding NCLEX review courses.

### **Referrals**

- Students with severe test anxiety are provided with appropriate referrals.
- When a student presents with a crisis out of the realm of faculty, counselor's referrals are made to appropriate resources following guidelines in the counseling program.
- Students with spiritual issues are referred to the Pastoral Care Department at St. Joseph Health Services of Rhode Island.
- The Employee Health Services are available for all health related issues.
- Students may be referred to the Employee Assistance Program, "unum."



## Students with Disabilities Policy

The School of Nursing strives to assist students with disabilities to achieve academic success. Services for students with disabilities are offered in accordance with the Americans With Disabilities Act and include support services, advisement, and referrals. The Chairperson as the contact person for students with disabilities endeavors to make students aware of the opportunities and resources available to them. The School of Nursing and the faculty are committed to providing reasonable accommodations that are within its ability to provide and which will assist students in the successful completion of the program. Students with learning disabilities must have their disabilities documented by the appropriate licensed professional in order to receive special classroom or clinical accommodations to meet the student' needs.

### Guidelines for Substantiation of Need for Learning Accommodations

#### Purpose

This guideline is designed to inform qualified students with disabilities of the appropriate information and documentation required to validate a disability and the applicant's current need for accommodations. This documentation is required under section 504 and the American Disabilities Act (ADA).

#### Basic requirements for disability documentation

St. Joseph School of Nursing believes proper documentation is fundamental to the eligibility of testing accommodations and for the requested accommodations to be implemented. To be eligible for accommodations the student must have a physical or mental condition that substantially impacts on the students' daily life.

When applying for testing accommodations it is best to submit documentation at least four weeks prior to the commencement of classes, as outlined in *the St. Joseph School of Nursing Policy for Accommodations for Students with Disabilities*.

To be eligible for testing accommodations a student must have a documented disability. The documentation should meet St Joseph School of Nursing's documentation guidelines listed below and describe the functional limitations of the disability.

#### Guidelines for documentation

Documentation must:

1. **State the specific disability**, as diagnosed. Diagnosis should be made by a person with appropriate professional credentials, should be specific, and, when appropriate, should relate the disability to the applicable professional standards, for example, DSM-V.

2. **Be current.** In most cases, the evaluation and diagnostic testing should have taken place within five years of the request for accommodations. For psychiatric disabilities, an evaluation update must be within six (6) months of the request for accommodations. For visual disabilities, documentation should be within two years, and for physical/medical, an update must be within one year from the time of the request.
3. Provide relevant **educational, developmental, and medical history**.
4. **Describe the comprehensive testing and techniques** used to arrive at the diagnosis. Include **test results with subtest scores** (standard or scaled scores) for all tests.
5. **Describe the functional limitations.** Explain how the disability impacts the student's daily functioning and ability to participate in the test.
6. Describe the **specific accommodations** being requested on tests, including the amount of extended time required or the maximum amount of time the student can be tested in a day, if applicable. State why the disability qualifies the student for such accommodations on tests.
7. Establish the **professional credentials of the evaluator** (for example, licensure; certification; area of specialization).

### **Acceptable Credentials of Evaluator**

Professionals conducting assessments, rendering diagnoses of learning disabilities, and making recommendations for appropriate accommodations must be qualified to do so. Comprehensive training and direct experience with an adolescent and adult learning disability population is essential.

The name, title and professional credentials of the evaluator, including information about license or certification (e.g. licensed psychologist) as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated in the documentation. For example, the following professionals would generally be considered qualified to evaluate specific learning disabilities provided that they have additional training and experience in the assessment of learning problems in adolescents and adults:

- clinical or educational psychologists,
- school psychologists,
- neuropsychologists,
- learning disabilities specialists,
- medical doctors, and
- other qualified professionals.

Use of diagnostic terminology indicating a learning disability by someone whose training and experience are not in these fields is not acceptable. It is of utmost importance that evaluators are sensitive and respectful of cultural and linguistic differences in adolescents and adults during the assessment process. It is not considered appropriate for professionals to evaluate members of their families. All reports should be on letterhead, typed, dated, signed and otherwise legible.

## Important Notes

- Accommodations are not retroactive, and are only valid from the date that they are granted through to the end of the academic calendar year.
- English as a second language is not recognized for protection under the ADA, as it may coexist with a learning disability.
- An Individual Education Plan (IEP) is not sufficient documentation, as postsecondary education presents different demands than high school education, and in some cases the nature of the disability may change
- Individual “learning styles”, “learning differences”, “academic problems” in and of themselves do not constitute a learning disability.
- It is the student’s sole responsibility to make the necessary arrangements for the evaluation, testing and payment for the necessary documentation required to validate the need for any type of accommodation.
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## References

National Center for Learning Disabilities (NCLD) and the Association on Higher Education And Disability (AHEAD). (2005). *Guidelines for Documentation of a Learning Disability in Adolescents and Adults*. Retrieved from [http://www.ldonline.org/article/Guidelines for Documentation of a Learning Disability in Adolescents and Adults?theme=print](http://www.ldonline.org/article/Guidelines%20for%20Documentation%20of%20a%20Learning%20Disability%20in%20Adolescents%20and%20Adults?theme=print)

Rhode Island Department of Elementary and Secondary Education. (2009). *Rhode Island Criteria and Guidance for the Identification of Specific Learning Disabilities*. Retrieved from [http://www.ride.ri.gov/Special\\_Populations/Programs\\_Services/SLD%20Guidance%2051110%20\(2\).pdf](http://www.ride.ri.gov/Special_Populations/Programs_Services/SLD%20Guidance%2051110%20(2).pdf)

U.S. Department of Education, Office for Civil Rights. (2007). *Protecting Students With Disabilities: Frequently Asked Questions About Section 504 and the Education of Children with Disabilities*. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/504faq.html>

U.S. Department of Education, Office for Civil Rights. (2007). *Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities*. Retrieved from <http://www2.ed.gov/print/about/offices/list/ocr/transition.html>

U.S. Department of Justice (1993). *The Americans with Disabilities Act Title II Technical Assistance Manual*. Retrieved from <http://www.ada.gov/taman2.html>

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Reviewed 06/16 BTS

<b>St. Joseph Health Services of Rhode Island</b>		TITLE:		Number
<b>HOSPITAL POLICY AND PROCEDURE</b>		Policy for Accommodations for Students with Disabilities		
Coverage				Source
				Approved 3/3/2014
Date Issued	Date Effective	Supersedes	Distribution	Page
3/3/2014	3/3/2014	-		<b>1</b> of 3

Students of St. Joseph School of Nursing (SJSON) with properly documented disabilities may be eligible to receive reasonable accommodations for testing on a case-by-case basis. Students who have current (Current = 5 years or less) and complete documentation of their disability from a qualified, licensed, and impartial physician, psychologist, clinical nurse specialist, or other appropriately qualified specialist may be eligible for accommodations.

Academic success is more likely if ALL accommodations are in place within the first two weeks of the semester. We recommend that students make their requests for accommodations at least four weeks in advance of when the accommodations are needed. All accommodations and services must be requested with reasonable advanced notice. The Saint Joseph School of Nursing (SJSON) has the responsibility to maintain confidentiality of the evaluation and may not release any part of the documentation without the student's informed and written consent.

Reasonable accommodations are adjustments to the learning environments that allow qualified students with documented disabilities to have equal access to the courses and program at the SJSON. However, accommodations do not change the core elements of a course and the program, or provide an undue advantage to the student using them. Students with disabilities must still complete the academic requirements with the same degree of mastery as the students without disabilities. By modifying the non-essential elements of a course and the program, accommodations for testing provide qualified students with disabilities the opportunity to learn by removing barriers.

It is in the student's best interest to submit current documentation, prior to the beginning of classes, so that appropriate and reasonable accommodations can be made. The effectiveness of accommodations requires an independent effort from the student to accept certain responsibilities for planning, managing, monitoring, and communicating accommodations needs. Students are encouraged to refer to the Saint Joseph School of Nursing's *Guidelines for the Substantiation of a Disability and the Need for Testing Accommodations*, for the information and documentation needed to validate the need for accommodations for testing. Accommodations will not be provided without the appropriate supporting documentation.

Documentation submitted to St. Joseph School of Nursing must contain a comprehensive assessment including, when possible, clearly defined recommendations for accommodations.

These documents should clearly indicate:

- a. the student has a disability (physical or mental impairment that substantially limits a major life activity) and
- b. because of the disability the student needs the specific accommodation (there should be a direct connection).

Accommodations are not retroactive, and are only valid from the date that they are granted and for a period of five (5) years. Accommodation documentation must be re-submitted each year, to the appropriate level chairperson, while the student remains enrolled at St. Joseph School of Nursing, regardless if changes have been made. The level chair will meet with the student prior to the beginning of each semester, to develop an individual student academic plan.

Documentation of the disability needs to be updated every five (5) years for a learning disability and six (6) months for psychiatric disabilities. For visual disabilities, documentation should be within two (2) years, and for physical/medical, an update must be within one (1) year from the time of the request.

In the event documentation supporting a disability submitted to St. Joseph School of Nursing is found to be insufficient, the student will be notified in a timely manner of what additional documentation the student will need to provide.

The SJSON may deny requested accommodations that reduce academic standards, alter the fundamental nature of the course or program, are unreasonably expensive or impossible to administer. The final determination for providing appropriate and reasonable accommodations rests within the Saint Joseph School of Nursing. While the Americans with Disabilities Act protect the civil rights of qualified students with disabilities, it also affirms their right to refuse any accommodation. Students are in control of their academic career and civil rights, and can make their own choices. If a student does not request accommodations and performs poorly without them, the student must then live with the consequences.

#### References:

National Center for Learning Disabilities (NCLD) and Association on Higher Education And Disability (AHEAD). (2005). *Guidelines for Documentation of a Learning Disability in Adolescents and Adults*. Retrieved from [http://www.ldonline.org/article/Guidelines for Documentation of a Learning Disability in Adolescents and Adults?theme=print](http://www.ldonline.org/article/Guidelines%20for%20Documentation%20of%20a%20Learning%20Disability%20in%20Adolescents%20and%20Adults?theme=print)

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## **Student Support Services**

In addition to the academic program, a variety of services are provided to assist the students in fostering personal growth and enhancing well-being. These services include:

- Guidance and Counseling
- Health
- Financial
- Student Enhancement
- Student Senate

### **Guidance / Counseling Program**

The Guidance/Counseling Program is designed to assist the student to realize his/her personal and professional potential. Preparation for a professional career in nursing entails many pressures that a student must face; among these are greater responsibility, increased academic pressure, social adjustments, personal independence and acclimation to the health care environment and to the care of patients.

Guidance begins prior to entrance through the Admissions / Recruitment Committee.

Through the Admissions Committee a screening process is used at the time of selecting students who appear to possess the abilities to meet the demand of the program.

Upon entering the school, guidance/counseling is available to assist students to realize their potential and to enter the important and demanding profession of nursing.

### **Purposes**

- 1] Assists the students in accepting the added responsibilities and demands commensurate with scholastic achievement, clinical experience, personal responsibility, spiritual endeavors and the socialization process.
- 2] Provides a climate in which the students may mature, develop to their fullest potential, increase personal worth and self-esteem as well as increase efficiency and productivity.
- 3] Explores with students ways to achieve greater knowledge and understanding of herself/himself, with an objective appraisal of abilities and limitations and a critical evaluation of how these may be corrected and improved.

## Areas of Focus

- 1] **Academic:** deals primarily with the school curriculum, study habits, individual skills such as reading and any other matters pertaining directly to the course of instruction offered by the school.
- 2] **Personal:** deals specifically with the various adjustments the student will be required to make during her/his enrollment in school. It would also involve bringing about increased maturity, improved decision making, ways of setting and achieving specific goals, methods of recognizing and avoiding areas of conflict and the avoidance and reduction of anxiety.
- 3] **Professional:** the assistance given the student in the following ways:
  - Helping the student to become aware of the requirements for making progress in their profession, including further education.
  - Re-evaluating the appropriateness of the nursing profession as a career.
  - Assisting with job placement following graduation.

The Guidance Counseling Program provides access to guidance counseling. The Student Support Services Committee assists in the review of the program policies.

## Policies

- 1] Inherent in the relationship between the student and instructor is the element of counseling, comprising contacts under any circumstances and of varying degrees.
- 2] **Referral Resources**
  - Faculty member of student's choice
  - Chaplain, pastoral care team
  - Private psychiatrist
  - Private psychologist
  - Mental Health and counseling centers located in the surrounding community or near the student's home
  - Other specialists as may be needed depending on the reason for referral
  - unum
  - Student Services at Community College of Rhode Island
  - Student Services at Salve Regina University

## Implementation

This program is explained to students during school orientation. Students may seek the faculty member of their choice when counseling is needed. The program also provides the student with an opportunity to seek out the other resources identified above. Confidentiality and the rights of the person are maintained.



## Emergency Counseling Referral

St. Joseph School of Nursing recognizes that students may need professional support at times of crisis in their lives. This policy sets forth the procedure by which students may access this assistance.

### Procedure

1] School of Nursing Administration, individual faculty and/or student determine that the student is in need of outside referral.

2] Dean or faculty member, with the student's permission, unum for the student to obtain immediate **confidential** advice, counseling or referral to effective help. The student may contact the program on their own without the assistance of faculty. **However, they must tell the person who answers the phone that they are a student at the school which is an affiliate of Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital.**

- A professional Case Manager will help to identify the problem(s), establish a plan of action and identify treatment/counseling resources most appropriate to meet the student's needs.
- There is **no cost** for the services of unum, no matter how often the student uses them.

3] The unum Case Manager will serve as the student's personal consultant, making all appointments and arrangements for the initial referral, and continue to follow up on the student's plan of action.

- If the student requires ongoing professional services of private clinicians or programs, the Case Manager will determine the services according to the student's medical coverage. If the student does not have mental health coverage, the Case Manager will work with the student to negotiate a sliding scale or extended payments.

unum  
Employee (Student) Assistance  
1-800-854-1446

## Employee Health Services

### General Information

Our Lady of Fatima Hospital  
Employee Health Clinic/Corporate Care  
Located in the ACC  
Monday through Friday / 7:30am to 4:00pm  
456-3434

Employee Health Services at Prospect CharterCARE SJHSRI, LLC d/b/a Our Lady of Fatima Hospital are provided for the convenience of students who become ill or are injured while on the job. Students requiring a visit due to illness should not utilize employee health as their primary care provider, but rather for care that is episodic in nature. Students must register in Central Registration if lab work or x-rays are required.

### Preventive Services

- Pre-entrance immunizations, titers, or x-rays required for medical clearance can be performed at Our Lady of Fatima Hospital and must be paid for at the time of service. Incoming freshman students must have their health assessment at the Fatima Employee Health Clinic and provide proof of immunizations as required by the RI Department of Health for Health Care Workers.
- Immunizations given when a student is exposed to patients having illnesses that dictate preventative care will be billed to the student's insurance.
- PPD's and Flu shots will be provided free of charge to students.

### Sick Visits

- When a student is sick or has been subject to an occupational exposure (ex. sharps injury, bloodborne pathogen exposure, latex reaction) they can be seen at Employee Health. They may be evaluated in the ED if outside of Employee Health hours. Any services will be billed to the student's own insurance.
- The clinic reserves the right to direct students to their primary care provider for conditions deemed inappropriate for the scope of practice of the Employee Health Clinic.
- For students ill with infections, please consult policy **EMPLOYEE HEALTH CLINIC** number **03-711-24 (E3)** online.
- Students with chest pain(s) or other life threatening conditions should present immediately to the emergency department at Our Lady of Fatima Hospital.

**On the Job Injury**

- Report to the Health Clinic or Emergency Room if Health Clinic is closed. The incident report is completed online in the RL 6 reporting system.
- Injury will be evaluated by the Nurse Practitioner/Physician.
- Student may either be cleared return to duty or be sent home.
- The student has the option of visiting a physician of her/his choice at the physician's office. (Refer to private health insurance policy regarding payment). A return to work letter is necessary and must state if there are any limitations.

**The following will be strictly enforced:**

- All students are required to submit proof of health insurance on a yearly basis.
- Any student who does not have current health insurance cannot attend clinical.
- Any student who has an incomplete health record cannot attend class or clinical.
- Any student who becomes ill during school hours is to be assessed at the Employee Health Clinic.
- Any student who is ill at home and unable to attend class/clinical must notify the appropriate areas every day. A voice mail may be left after school office hours at 401-456-3050 or 3051.
- Clinical Days: Notify the Clinical Unit and the School of Nursing office one hour prior to assigned time.
- Class Days: Notify the School of Nursing office by 8:30 a.m.
- Any student who is ill at home for three days or longer must see their primary care physician (PCP) or in the absence of a PCP, an appointment with the Corporate Care Physician may be requested. Before returning to class/clinical a return to work letter must be submitted to Employee Health and the school office.
- Failure to abide by any of the above policies will result in the inability to return to class or clinical.

## **Nursing Skills Lab**

The student learns clinical nursing skills in the Nursing Skills Laboratory. Course work is presented in self-instructional modules, which assist the student in developing competency in skills needed to care for the patient. Laboratory sessions are assigned to give students an opportunity to gain “hands on” experience with clinical skills. Skills are presented and practiced in the lab before the start of hospital experience. This time is considered clinical time. Nursing instructors and the Nursing Skills Lab (NSL) instructor are available to facilitate learning on an individual basis. For additional assistance, the student should contact the NSL instructor.

### **Policies**

- No food, drinks, or gum chewing allowed.
- The use of cell phones in the lab is prohibited.
- Hair must be neat and off the collar.
- Comfortable clothing should be worn. A loose-fitting short sleeve shirt, pants, socks and comfortable shoes are recommended for practice and demonstration of skills. The dress code must be followed.
- The lab hours are 8 a.m. to 4 p.m. Monday through Friday.
- Attendance is mandatory and will be checked throughout the day.
- Call the school if you are going to be absent from lab or late to a lab session.
- Labs must be made up with the NSL instructor within one week of the missed lab.
- No shoes allowed in bed.
- Conversation should be quiet.

The Nursing Skills Lab located at Salve Regina University, Newport Campus, may also be utilized for simulation experience at faculty discretion.

## **Student Computer Laboratory, Marian Hall**

### **Policies**

- Every student that uses this laboratory has the right to a comfortable safe learning environment.
- This area will be kept clean of articles that may cause an accident.
- There will be no food, drinks, or anything that would cause damage to the computers.
- Noise will be low enough so students can do their work without interruption.
- Loading, deleting or copying software are grounds for disciplinary action.
- Use of flash drives is prohibited.
- Use of cell phones for taking pictures of the computer screen is prohibited.
- Hours for the Computer Lab are 8:00am – 8:00pm Monday-Friday.
- Any malfunctioning equipment must be reported to the Help Desk and Information Services Department at ext. 3537 immediately.

### **Student Computer Lab, Salve Regina University, Warwick Campus**

St. Joseph School of Nursing students are able to utilize the computer lab located at Salve Regina University, Warwick Campus. Policies of Salve Regina University related to this computer lab can be found at the location and must be strictly adhered to.

## **Class Organization and Activities**

### **By Laws for Class Organizations**

#### **Purpose**

- Promotion of social growth of students through extracurricular activities.
- Provides experiences and responsibilities inherent in group process.
- Group projects relative to human basic needs in the community are focused on at Thanksgiving and Christmas.

#### **Functions**

- Organization of class activities

#### **Membership**

- All class members

#### **Officers**

- President [also serves on Student Senate]
- Vice President [also serves on Student Senate]
- Secretary
- Treasurer

#### **Student Representation on Faculty Standing Committees**

- One major function of each faculty committee is to research trends in nursing education and assure a quality education for our students. In order to accomplish this, it is vital that each committee have a student representative.
- One student and one alternate from each level are elected on a volunteer basis to sit on each of these committees as a representative of their class. The purposes and functions of each committee will be explained by the Faculty Class Advisor at the beginning of the school year. Students are encouraged to participate in those committees of interest to them.
- Curriculum Committee
- Performance Review Board
- Learning Resources Center Committee
- Student Senate

## **Meetings**

- Each class shall meet at least twice per year. The first meeting is held late September/ early October for the purpose of electing officers and student representatives. Additional meetings may be called by the class advisor or class president as needed.
- The Faculty Class Advisor must be present during all class meetings.
- The rules contained in Robert's Rules of Order / Newly Revised shall govern class meetings.
- Minutes shall be taken by the class secretary.

## **Student Senate**

### **Purpose**

- To evaluate student support services and make recommendations to the Faculty Organization as needed.

### **Functions**

- Reviews and provides input for the Student Handbook.
- Reviews and evaluates Health Program and Policies.
- Reviews and evaluates the Guidance/Counseling program and policies.
- Reviews and evaluates Financial Aid Services.
- Reviews and evaluates Student Enhancement Program.

### **Membership**

- Dean / School of Nursing [ex officio]
- Senior Class Advisor / Chairperson
- Class Advisors
- Student Representatives [class presidents]
- Financial Aid Advisor
- One selected non-officer from each class

### **Meetings**

- The committee shall meet twice a year in the Fall and Spring.
- Additional meetings may be called by the Chairperson of the committee at the request of the Dean, faculty, or students.



### **Bereavement Policy**

Students may be granted a Leave of Absence when a death occurs in the immediate family. Immediate family is defined as: Mother, Father, Spouse, Sister, Brother, Children.

- A. A maximum of three continuous, consecutively scheduled school days is allowed. The time period starts with the date of death. If the services are held beyond the initial three days, the student may reserve one of the days to attend the services.
  
- B. One scheduled work day – day of the service – is allowed for the death of a grandparent, grandchild, current mother-in-law or father-in-law, current brother-in-law or sister-in-law.

### **Leave of Absence**

**A requested leave of absence will only be granted under emergency situation\*, at the discretion of the Dean of the School.** In order to exercise this option, the student must be in good academic standing, possessing grades of seventy three (73) or above in theory as well as clinical at the time he/she requests the leave of absence. The maximum length of time is not to exceed 180 days within a twelve (12) month period. The student will submit a required leave of absence form to the Dean of the School prior to the leave of absence. Failure to do so will result in automatic dismissal. Placement upon return from the Leave of Absence will be at the discretion of the Dean and the level faculty who are involved in the course and clinical rotation. Failure to return from a requested leave of absence on the scheduled date without notifying the Dean of the School results in automatic dismissal.

\*Emergency situations include, but are not limited to military leave, family/personal long term illness, and pregnancy.

### **Return From a Leave of Absence**

All students will be required to notify the School of Nursing in writing at least three (3) months prior to return from a Leave of Absence. Students returning from a Leave of Absence must show proof of current CPR Certification to their level chairperson within one week of return. Students must also report to Employee Health prior to the start of classes.

**All students returning from a Leave of Absence will be required to do mandatory NAL (Nursing Skills Lab)**

## Academic Warnings

Students in academic jeopardy may be notified of specific clinical and/or theory deficits via a written warning from level faculty. Warnings serve to notify the student that grades are unsatisfactory at the time the warning is written. Warnings are generally given at mid-semester, but may be given at any time before the end of a course. Because of the dynamic nature of the nursing process, it is possible for a student to fail a course without ever having received a warning.

Academic Warnings are signed by the student, instructor and the level chairperson, dated, and stamped confidential. The original copy is kept in the student's academic record, and a duplicate copy is given to the student.

### **Academic Warnings are issued when:**

The theory grade average is less than seventy three (73)

### **Clinical Warnings are issued when:**

The clinical grade average is less than seventy three (73) on one or more clinical behavioral outcomes.\*

**\*Clinical behavioral outcomes** are defined by the level faculty and are identified to the student at the beginning of each semester. These areas may be related to, but are not limited to, safety, nursing process, clinical preparation, medication administration and scientific rationale.

A student's final clinical grade is the average grades received on all course objectives. Any student who receives a final clinical grade of seventy three (73) or greater which includes a grade of less than seventy three (73) on any clinical behavioral objective(s), will not have satisfactorily met course requirements and will appear before the Performance Review Board. (Refer to Clinical Probation Policy)

Any student who achieves a final clinical grade and/or theory grade of less than seventy three (73) will be dismissed from the program.

### Performance Review Board Process

- 1] Level chairperson and/or faculty member involved notifies chairperson of committee regarding student and problem.
- 2] Meeting arranged by committee chairperson.
  - Depends on urgency of problem and schedule of next regular meeting.
- 3] Committee members, level chairperson, presenting faculty member, student representative (if the student being presented wishes student representation present) and student involved are notified of meeting.
  - Student involved is given the option of appearing before the committee.
  - Should faculty member presenting student be a committee member, he/she will relinquish voting power to an alternate.
  - There will be a voting committee member from the same level as the student presented.
- 4] Level chairperson and the faculty member presenting student and student having problem(s) present case(s) to committee including:
  - evaluation, anecdotal with specific incidents
  - theory grades
  - Performance Review Board form (if applicable)
  - Counseling Note (if applicable)
  - additional pertinent information
- 5] Questions from committee members may be posed to the faculty member and/or the student.
- 6] The presenting faculty member and the student will leave the room. The committee discusses the situation and action to be taken, (e.g. probation, remediation, or dismissal). The decision will include the criteria the student must achieve while on probation.
- 7] Vote on decision by committee (includes students on committee).
- 8] The student (if present), faculty member and level chairperson are asked to rejoin the meeting and are given the decision of the committee. The committee chairperson will write the decision and designate a time to meet with the student to review and sign the document. One copy is given to the student and one copy is placed in the student's file.
  - If the student is not present he/she is notified to meet with the committee chairperson to be told of decision.

9] The records are maintained by the chairperson of the Performance Review Board.

10] The faculty of St. Joseph School of Nursing reserves the right to bring any student to the Performance Review board whose health, personal conduct\*, and/or academic record does not, in the judgment of the faculty, foster the practice of professional nursing.

11] In the event referral to the Performance Review Board is made for reasons cited in #10 above, a Performance Review Board Form\*\* must be completed by the referring faculty member and given to the Chairperson of the Performance Review Board prior to the scheduling of a meeting. The chairperson will review the matter and determine whether or not the issue meets guidelines for review by the Performance Review Board.

12] Minutes of the meeting will be taken by Board members who will be appointed on a rotating basis by the Board Chairperson. Students will be identified in the minutes by their initials only. A copy of the Performance Review Board Referral Form and Counseling Note (located in the appendix) will be kept in a confidential file held by the Level Chairperson.

\*Personal conduct includes, but is not limited to, violation of the School of Nursing's code of Ethics or Code of Conduct, violation of the Hospital's Corporate Compliance Honor Code, unsafe clinical practice, and/or disregard for the rules and regulations set forth in the Student Handbook.

\*\*Performance Review Board Referral Form and Counseling Note are located in the appendix of the Faculty Manual.

**Process By Which A Student  
Comes To Performance Review Board**

1] The Instructor identifies a student who is not meeting one or more of the clinical outcomes at a satisfactory level, and/or grades the student below a 2.3 (73). Examples of Clinical Outcomes include but are not limited to:

Scientific Rationale  
Clinical Preparation  
Medication Administration  
Safety  
Nursing Process  
Professionalism & Leadership

2] The Instructor gives the student a written warning listing areas graded at an unsatisfactory level and/or below 2.3 (73). The warning states the date by which the student must improve their performance or he/she will be brought to the Review Board.\*

- The Instructor and Level Chairperson sign the warning.
- The student signs the warning.
- The student receives a copy of the warning.
- A copy of the warning is reviewed by the Dean and then placed in the student's academic record.

3] The Instructor gives the student a Clinical Performance Guide with suggestions on how he/she may improve his/her clinical performance in the areas graded at an unsatisfactory level and/or below 2.3 (73)

- The student signs the Clinical Performance Guide.
- The instructor signs the Clinical Performance Guide.
- The student receives a copy of the Clinical Performance Guide.
- A copy of the Clinical Performance Guide is reviewed by the Dean and then placed in the students' academic record.

4] If the student brings the grade(s) up and/or performance improves to a satisfactory level as required in the allotted amount of time, the student does not go to the Review Board. The warning remains on file.

- 5] If the student does not improve performance to a satisfactory level and/or the **clinical behavioral outcome is below 2.3 (73)**, the student will be taken to the Review Board.
- 6] If the student does not bring the grade(s) up in the allotted amount of time, and **the total clinical rotation grade is above 2.3 (73) and the clinical behavioral outcome is below 2.3 (73)**, the student is notified that he/she will be brought to the Review Board.
- 7] The student with a learning disability will be informed that the committee will be made aware of the learning disability. This is done so that the committee has all the facts available to make an informed decision. The student will be asked prior to the meeting if they want student representation.
- 8] If the student is placed on clinical probation for the next rotation, the instructor is to complete an entire mid-rotation clinical evaluation on the student with particular emphasis on the area(s) of weakness previously identified. This evaluation is to be shared with the chairperson of the Review Board as an update.
- 9] If the student does not successfully complete the requirements of clinical probation, his/her resignation will be required, as there are no consecutive probations.
- 10] The faculty of St. Joseph School of Nursing reserves the right to bring any student to the Review Board whose health, personal conduct,\* and/or academic record does not in the judgment of the faculty, foster the practice of professional nursing.

\*Personal conduct includes, but is not limited to, violation of the School of Nursing's Code of Ethics or Code of Conduct, Academic Honesty Policy, violation of the Hospital's Corporate Compliance Honor Code, unsafe clinical practice, and / or disregard for the rules and regulations set forth in the Student Handbook.

### Clinical Probation Policies

Probation policies apply to the student who attains a satisfactory clinical evaluation but exhibits major weaknesses within that evaluation which must be corrected.

The instructor(s) who have identified these major weaknesses within a clinical evaluation will present the student to the Performance Review Board for consideration of probation.

All students on probation will receive a clinical evaluation from the instructor to whom the student is currently assigned half way through the next clinical rotation. **There will be no consecutive clinical probation. If the cause of probation is successfully addressed,** the involved student will receive a letter signed by the Performance Review Board Chairperson and the Dean of the School of Nursing that the probation period had been successfully completed. A copy of this letter will be placed in the student's file. **If the cause for probation is not successfully addressed,** the student's resignation will be required. If the student refuses to resign, he/she will then be dismissed in accordance with the dismissal Policy. (Refer to Dismissal Policy) No student may be on probation more than twice during the entire program. No student can be advanced from one level to the next on probation.



### **Dismissal**

Dismissal is defined as the action of faculty to terminate the enrollment of a student.

The Performance Review Board of St. Joseph School of Nursing has the right to terminate the enrollment of any student whose health, personal conduct or academic record does not, in the judgment of faculty, foster the practice of professional nursing. Personal conduct includes, but is not limited to, violation of the School of Nursing's code of Ethics or Code of Conduct, violation of the Hospital's Corporate Compliance Honor Code, unsafe clinical practice

Students failing any course will be dismissed. Students may be eligible to reapply. In extenuating circumstances, leaves of absences may be granted by the Dean.

### **Withdrawal**

Withdrawal is defined as the voluntary resignation by the student.

The student must provide written notification on the designated form to the Dean of the School. Students may apply for re-admittance through standard admission procedure.

## **CRIME AWARENESS AND CAMPUS SECURITY**

Our Lady of Fatima Security Department is committed to ensuring that students, faculty, staff and visitors are safe while on campus. Please see security report/policies listed below.

Annual Security Report

Hospital Policy – Parking Regulations

Hospital Policy – Freedom from Harassment

Hospital Policy – Workplace Violence Prevention and Management

Hospital Policy – Social Media

Hospital Policy – Internet Access Use

Violent Incident Report Form

### **Additional Policies**

St. Joseph School of Nursing faculty, staff, and students must adhere to all policies of Prospect/CharterCARE/SJHS/Fatima Hospital. These include (but are not limited to) policies and procedures for the following:

- Evacuation
- Confidentiality of Patient and Employee Information and HIPAA Compliance
- Code of Conduct
- Corporate Compliance
- Non-Retaliation
- Conflict of Interest Disclosure
- Gift and Entertainment Policy
- Infection Control
- Safety
- Security
- Hazardous Materials
- Dress Code

The most current policies and procedures may be accessed at:

<http://cc-shrpt1/sites/SJHS/Policies%20and%20Procedures/Forms/AllItems.aspx>