Baker College
School of Nursing
Undergraduate Nursing Program Handbook 2018-2019
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Baker College Undergraduate Program Information: Nursing Major

This handbook contains information regarding the academic policies and procedures that govern the Baker College undergraduate nursing program. Please read this handbook and keep it with your school records for easy reference. By signing the back page, you are acknowledging that you have read this handbook and that you understand the material presented. Please feel free to contact any of the nursing program staff members if you have any questions or concerns about this information or about the undergraduate nursing programs.

BAKER COLLEGE NURSING PROGRAM MISSION STATEMENTS

Mission
The mission of the Baker College School of Nursing is to prepare graduates who are lifelong learners with the core knowledge and skills needed to provide competent, holistic nursing care in a diverse and ever-changing health care environment. The curricula are designed to assist students to become critical thinkers with clinical reasoning skills who also understand the moral, ethical, cultural, and global dimensions of the issues they confront in an ever-evolving health care system.

Vision
The vision of the Baker College nursing programs is to encourage undergraduate nursing students the opportunity for professional growth by the acquisition of knowledge, and skills needed to function in healthcare settings that are responsive to individual and community needs as professional nurses. These individuals will develop into leaders of research, practice and administration within the healthcare environment.

Philosophy
The School of Nursing of Baker College embraces a commitment to The Theory of Human Caring, as described by Dr. Jean Watson, in the preparation of individuals for the professional practice of nursing. “Caring is the moral ideal of nursing whereby the end is protection, enhancement, and preservation of human dignity” (Watson, 1999). This commitment to caring integrates throughout the entire Nursing programs of study and is demonstrated by the dedication of faculty to students’ growth through learning.

Through an approved program of study, faculty serve as role models, and provide student feedback through continuous assessment, thus preparing students with an undergraduate degree or certificate in nursing. Upon graduation, students are prepared to better meet the needs of clients in a dynamic global community. The program provides quality education for the nurse caregiver through preparing the students to practice effectively within the healthcare system, to meet the ever-changing demands of the health care community, to provide continuing health care education, and to engage in caring relationships with clients.
The contemporary health care environment highlights continuous quality improvement, patient safety initiatives, and evidence-based care as foundational to the practice of nursing. The Baker College School of Nursing Faculty continually examines evolving practice environments to ensure consistency with current healthcare standards. The Baker College nursing programs utilize the American Nurses Association Standards of Nursing Practice and Professional Performance, The Quality and Safety Education for Nurses (QSEN) competencies, the National League for Nursing (NLN) Educational Competencies, the Commission on Collegiate Nursing Education (CCNE), and the Michigan Board of Nursing Administrative Rules to derive concepts central to the program curriculum.

This philosophy is congruent with the mission and vision of Baker College to provide quality higher education that enables graduates to be successful throughout challenging and rewarding careers. Nursing is a career that requires lifelong learning in a dynamic health care system, and this program of study provides an academic foundation for further nursing education. The curriculum fosters a learning environment preparing caring nurses committed to professional and personal values and responsibility.

The contemporary health care environment highlights continuous quality improvement, patient safety initiatives, and evidence-based care as foundational to the practice of nursing. The Baker College Nursing Faculty continually examines evolving practice environments to ensure consistency with current healthcare standards.

**Program Details/ Recommendations**

**Student Rights and Responsibilities**

The undergraduate nursing track has additional requirements that involve increased costs for students. The tuition rate for nursing classes is higher than for regular Baker College classes due to the need for smaller class sizes, increased contact hours and more faculty hours. The per credit tuition rate is published in advance of the start of nursing courses. Students will need to purchase equipment and uniforms that will be used throughout the nursing program. Additionally, students are required to purchase course support testing programs that are utilized throughout the nursing program. Some of these items are sold through the Baker College bookstore and financial aid funds are available to assist with payment.

The nursing requirements, schedules and clinical will be communicated with students via Baker College Emails. It is the student’s responsibility to check email, attend information meetings and to keep contact information up to date.

The post licensure nursing track tuition is determined by the Online campus and is consistent with undergraduate courses. For other student rights and responsibilities, please refer to the Baker College Student Handbook.
Students Health and Immunization Requirements: Immunizations must align with specific clinical agency policy.

Students are financially responsible for all immunizations, tests, and titers needed for the nursing program requirements. Prior to beginning the nursing practicum courses the following information must be submitted via ACEMAPP:

1. Baker College Health Information Form which includes emergency contact information and affirmation that the student's immunizations are complete.

2. Tuberculosis Testing
T.B. skin test, serological test or chest x-ray results must be submitted on an annual basis. Students must not have active or communicable tuberculosis. (documented 2 step once and then standard TB test annually as applicable to the individual student)

3. Varicella-Zoster Testing
Provide documentation to verify immune status via serologic testing or documentation of immunization.

4. Measles, Mumps and Rubella Immunization
Students born after December 3, 1956 must submit a valid immunization record documenting administration of this required immunization (MMR) and/or verification of immune status for measles and rubella via serologic testing.

5. Tetanus/ Diphtheria / Pertussis Immunization
Student must submit a valid immunization record documenting a primary series and booster dose (Tdap) within the previous ten (10) years.

6. Hepatitis B Immunization Series
Student must submit documentation of having received or in the process of receiving the Hepatitis B immunization series. Although this is an optional immunization, Baker College School of Nursing feels strongly that all students should be protected prior to clinical activities and possible exposure. A lack of the Hepatitis B series may prevent the student from access to some clinical site placement.

7. Influenza Vaccine
Most clinical locations require nursing students and staff to obtain an annual flu vaccine. This requirement will be enforced to enable nursing students at Baker College to be placed in clinical rotations. Failure to meet this requirement may result in loss of clinical placement and failure to meet course objectives.

*Students will receive information on their specific campus requirements for immunization documentation that may vary from the above.*
**Immunization Exemption**

If certain immunizations conflict with the student’s religious beliefs or are medically contraindicated, the student should submit a statement of the same to the campus Nursing Program Director. The student should also submit a valid immunization record of other administered immunizations. Clinical agencies may refuse students who do not have all current immunizations. This may affect clinical assignments and could result in inability to complete the program.

Some clinical agencies may have additional health requirements for students other than those listed in this handbook. Students will be notified of those facilities requiring additional immunization/vaccines prior to the practicum start date.

Post Licensure track BSN students are expected to follow the immunization requirements of the clinical sites where they will complete their practicum.

**Criminal History and Background Requirements**

A criminal background check is required on each student prior to entering the professional track of the nursing program from state, federal, and sexual offender databases and additionally as required by clinical sites.

Students having certain felony convictions or certain misdemeanors are not allowed in the clinical settings by law, and therefore, will not be accepted into the nursing program. The Michigan Board of Nursing may deny RN Licensure to an applicant who has been convicted of a crime or is addicted to drugs or alcohol.

<table>
<thead>
<tr>
<th>Item of Service – varies by program and/or clinical site</th>
<th>Average Range of Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Students are responsible for all costs associated with background, drug screens, immunizations, etc. *** **</td>
<td></td>
</tr>
<tr>
<td>Background Check</td>
<td>$20 - $50</td>
</tr>
<tr>
<td>Drug Screening – If required by clinical site</td>
<td>$25 - $40</td>
</tr>
<tr>
<td>Fingerprinting – If required by clinical site</td>
<td>$68 - $100</td>
</tr>
<tr>
<td>Immunizations/Titers – Required. Varies by student’s past immunization history</td>
<td>Varies</td>
</tr>
<tr>
<td>Immunization Tracking</td>
<td>$15-$25</td>
</tr>
<tr>
<td>Clinical placement Service-If required by program or Clinical Site</td>
<td>$10-$25</td>
</tr>
<tr>
<td>Standardized Assessment Exam Required</td>
<td>$50-$75</td>
</tr>
<tr>
<td>Basic Life Support/CPR/First Aid Training-Required</td>
<td>$50-$125</td>
</tr>
<tr>
<td>Other program associated costs-Varies by program</td>
<td>Varies</td>
</tr>
</tbody>
</table>
Health Insurance

Students enrolled in the Baker College School of Nursing must have health insurance during the time in which they are in any clinical/practicum experiences.

Professional Liability

Pre-licensure nursing students are held to the same legal standards as registered nurses. Professional liability insurance that covers students and faculty during the Baker College academic related clinical experiences will be provided by the college. This does not prevent students from obtaining their own professional liability insurance if they choose to do so.

Post-licensure nursing students are expected to purchase individual professional liability insurance prior to registering for the practicum courses. Student academic advisors are able to assist students with this requirement.

Blood Borne Pathogens (BBP)

BBP Training will be given to each undergraduate student prior to clinical assignments. Reinforcement of the BBP training will be incorporated into lab and other selected courses. (See campus specific information for procedure for completing this requirement).

As a protection against HIV/HBV infection and transmission, nursing students, faculty, and staff practice standard precautions, which are regularly updated and revised by the Center for Disease Control (CDC). All nursing students, faculty and staff have the responsibility to maintain and share the current knowledge regarding these guidelines.

Latex Allergies

The goal of the Baker College School of Nursing is to provide a latex safe environment for workers and students. However, because latex can be found in a variety of products (erasers, wallpaper, paint, computer terminals, etc.), it is almost impossible to ensure a latex free environment. Students with a history of latex allergies or students with a history of allergic reactions should notify their instructors in laboratory courses where latex exposure may occur. If a student suspects that they are experiencing a latex allergy while attending Baker College, they should notify the class instructor as well as their program director.

Students with latex allergies should consult with their personal health care provider regarding the impact of this allergy on health careers and treatment options.

Because latex exposure may be unavoidable in certain occupations, students developing serious reactions to latex may not be able to complete their chosen program at Baker College. Baker College will make all reasonable accommodations to provide latex free products for students who request them.
Registered Nurse Licensure

Post licensure nursing students are expected to maintain an unencumbered licensure as a registered nurse throughout their enrollment in the Baker College nursing program.

Basic Life Support (BLS) Certification Requirements

Nursing students are required to obtain and maintain Basic Life Support (BLS) for Healthcare Providers certification from the American Heart Association.

Undergraduate nursing students are responsible for submitting written documentation of current Healthcare Provider BLS certification to be maintained in their academic file. Nursing students may be required to provide their clinical facility with a current BLS certificate when requested. Nursing students will not be allowed to attend their clinical practicum courses without current BLS certification.

Health Insurance Portability and Accountability Act: (HIPAA)

HIPAA training will be provided to all undergraduate students. Individual clinical agencies may also require students to participate and complete HIPAA training as it relates to that facility. Violation of HIPAA policies may result in dismissal from the program and/or civil or legal actions against the student. Nursing students must adhere to the Baker College social networking policy as stated in the Baker College student handbook.

Ethical Care Responsibilities

Nursing students and faculty are expected to provide quality and dignified health care to every patient regardless of his or her social status, race, ethnic background, or diagnosis. Students and faculty are expected to apply legal and ethical principles to the caring practice of nursing in a culturally diverse society. Client confidentiality is an essential element of ethical care.

Confidentiality

The principle of confidentiality is one of the central, ethical responsibilities of all health professionals and will apply in all circumstances. Confidentiality regarding HIV/HBV status of nursing students, faculty and staff shall be strictly maintained pursuant to federal and state laws. Confidentiality regarding patient care and information must be strictly upheld. Individual clinical sites may require students and faculty to sign confidentiality statements. Breach of confidentiality policies may result in student failure of the clinical experience and failure of the course. Additional breaches will result in dismissal from the nursing program.

Professional Conduct

Baker College nursing students are also held accountable to a code of professional behavior. Key components of these standards and behavior will be presented and discussed in Nursing Fundamentals and throughout the nursing program.
Students will address their instructors (didactic and clinical) as Dr., Mr., Mrs., Ms. or Miss at all times while in the nursing program.

See Baker College handbook for additional professional conduct policies.

**Email Communications**

1. Nursing faculty and staff at Baker College will only accept and respond to email communications generated from the Baker College server. You must have an active Baker Email Account
2. You may expect an email response within 1 business day unless indicated by automatic email response
3. Students are expected to check their Baker email on a daily basis for important communications, updates, and course changes.

**Student Participation in Committees**

Student participation in committees is encouraged by program standards. Two student representatives (one senior and one junior from the undergraduate program) are encouraged to participate on the Curriculum, Assessment, and Technology & Resources Committees. These students are to be elected by their cohort body. Any student interested in a Committee appointment should contact their campus nursing program director.

A Baker College School of Nursing, Student Affairs Committee, is also available to interested students.

Other committees will be available for student participation as designated per campus and approved by the Program Director.

**Outside Employment**

Nursing courses are very demanding of students' time and energy. It is recommended that Baker College pre licensure nursing students limit outside employment while enrolled in nursing courses.

Conflicts with outside employment work schedules are not considered sufficient reason for changes in nursing course schedules, academic or clinical assignments.

**Academic Advisement**

Nursing faculty advise and assist students in most academic matters. Nursing students receive proper guidance in fulfilling the Baker College Nursing Program requirements, formulating professional career objectives and coping with the usual challenges encountered in the academic environment.

In non-academic matters, faculty may refer students to other sources of information and/or assistance. Academic advisement related to a specific Baker College nursing course rests with the individual course faculty and students should contact that instructor.
for guidance related to specific course issues and/or concerns.

**Class Schedules**

Baker College, the Dean of the School of Nursing, along with the Program Director of Nursing reserve the right to change nursing course schedules and/or cancel nursing courses at any time. Should it be necessary to change schedules, students will be notified via Baker email, mail or telephone. Students should check the Baker College student handbook on policies related to inclement weather. Any additional information will be provided by the campus Program Director of Nursing.

**Attendance**

**Didactic, Lab, Simulation Attendance**

The professional portion of the undergraduate nursing track at Baker College is demanding and requires the student to be focused and committed. Students are expected to attend all theory, lab, and clinical course work and will need to spend many hours in self-directed study and preparation each week. Students are to be on time. Tardiness is considered unprofessional behavior. Students are completely responsible for all content presented in nursing classes, laboratory, simulation and clinical practicum experiences regardless of their attendance.

Students are directed to inform faculty in advance, whenever possible, of their absence from nursing classes, laboratory, simulation experiences, and examinations resulting from illness, or other special circumstances. A minimum of (one) hour notice is required for nursing classes, laboratory, simulation experiences, and examinations. Students who are absent from one (1) or more regularly scheduled classes, clinical practicum experiences, and/or learning laboratory experiences, including simulation experiences in a single nursing course may receive a course grade of “W” (Withdrawal) or “F” (Failure) if no arrangement has been made with faculty.

**Clinical Attendance**

Students are expected to make the appropriate and necessary arrangements in his or her work schedule and personal life in an effort to meet the clinical requirements. Unavoidable absences due to such events as an illness or family emergency, death in the family or severely ill family member sometimes occur. Students must document the reason for missing clinical including a note from the health care provider, funeral home, or court for jury duty or a court appearance. Time away from clinical for job training or orientation, family events or vacations, or other personal events are not acceptable reasons for missing clinical and are considered unexcused. A minimum of 2 (two) hours notice is required for clinical practicum absence.

Any and all excused missed clinical time must be made up within one week, according to availability of faculty. The manner in which clinical hours will be completed is to be determined by the Nursing Director and/or Clinical Coordinator and Lead Course
Faculty. If the student is not available to attend the scheduled make-up session or does not attend, it will be considered a second clinical absence. Students who are absent for 20% or greater of clinical hours in a course will be considered to have failed the clinical experience and thus fail the course. Leaving early for any reason or attending only a portion of a clinical day constitutes an absence for the entire clinical day.

Failure to meet these attendance expectations may affect a student’s ability to meet program requirements and could result in failure of the program.

**Clinical Practicum Experiences**

Undergraduate nursing students must report to their assigned clinical rotation on time, in specified uniform and prepared for their patient assignment(s). Students must have a minimum of an 8-hour rest period before caring for patients. Faculty have discretion to remove any student from the clinical experience if they are deemed by faculty to be unprepared and considered a risk to safe patient care.

Clinical hours associated with each course contribute meaningfully to the ability of the student to meet learning outcomes and become competent practitioners in the delivery of nursing care. The student enrolled in a clinical course is responsible for:

- attending all scheduled clinical, simulation and lab sessions on time
- contacting the instructor and clinical coordinator 2 hours prior to the start of the session if unable to attend clinical.
- providing own transportation to and from the assigned clinical agency
- abiding by the existing rules and regulations of the assigned clinical agency
- consistently appearing neat, clean, and well-groomed at all times and being fully prepared mentally and physically to carry out the patient care assignment.

1. Every attendance deviation during a clinical rotation MUST be addressed by the clinical coordinator regardless of the reason.

2. Failure of clinical course results after 20% of time missed.

3. ALL missed clinical time MUST be accounted for and made up to ensure clinical hours meet the expectations of the State Board of Nursing. Arriving late or leaving the clinical early is considered an absence.

4. Students needing adjustments in clinical schedule MUST meet with the clinical coordinator ASAP. Adjustments will be made ONLY if the clinical coordinator is able to accommodate the request.

The nursing faculty reserves the right to require a student to repeat a clinical course and/or complete additional clinical time when, in the opinion of the clinical instructor, the performance of the student or the time the student has been absent from clinical makes it impossible to accurately assess the student’s attainment of the course outcomes and
competencies. Additionally, the student may be required to complete additional assignments due to the absence from clinical at the discretion of the clinical instructor.

Make-up requirements are to be completed in person and to equal amount of missed clinical time. Sample activities from which the faculty can include are:

- Simulation lab
- V-Sim, Shadow Health, Kaplan Case Studies (to be completed on campus)
- Alternate clinical day

Simulation experiences are considered the same as clinical experiences. All policies and expectations for clinical experiences are the same for simulation experiences. This includes but is not limited to dress code, pre-simulation assignments and preparations, professional behavior, etc.

**Clinical Practicum Requirements**

Students will be required to purchase their own:

1. Stethoscope
2. Bandage scissors
3. Watch with a second hand
4. Penlight

All required health data must be submitted by the stated deadlines or students will not be allowed to participate in clinical.

All nursing students are required to have a criminal background check through Certified Background Check prior to registration of 1st semester classes. Information will be provided to the student with his/her acceptance letter to the program. According to Michigan Public Acts 27, 28, and 29 of 2006 prohibited offenses and/or mandatory exclusions for specified time periods for offenses may prohibit your participation at clinical sites.

All students must obtain a clearance from the Michigan Central Registry prior beginning clinical.

Disclosure statements by the student will be required for semester thereafter. If students have any history of misdemeanors during the past two years or if students have any felonies that might impact their ability to be allowed to attend clinical practicum, please contact the Program Director of Nursing immediately.

A Drug Screen must be completed at designated location and time prior to the first clinical rotation. Nursing students who have been on program probation will be required to repeat the drug screen upon re-entry to the program.

The Baker College School of Nursing or the clinical site may require a random drug
screen based on behavior exhibited by the student. A student believed to be under the influence of drugs or alcohol will be referred for a drug screen and temporarily suspended from clinical work until the results of the drug screen are reported. Failure of a student to present at the designated time/place for this random drug screen is considered a positive result with dismissal from the program.

Students are responsible for any incurred costs that results from their inability to complete clinical because of drug screens, fingerprinting, and Central Registry clearance.

**Transportation**

1. Clinical practicum experiences will generally occur at a variety of health care facilities that are within a 50-mile radius from the campus.
2. Some clinical sites may be further than 100 miles away.
3. Reliable transportation is absolutely necessary to assure prompt arrival to all clinical assignments. Have a backup solution planned in advance in case your primary transportation option is not functioning on a given day.
4. In the event an overnight stay is required for practicum experiences, the cost will be at the student’s expense.

**Smoking Policy**

1. While on campus refer to Baker College Smoking Policy.
2. Use of tobacco or smoking related products is not allowed while at the clinical site.
3. Use of tobacco or smoking related products in your car is not allowed at the clinical site.
4. If the student smells like smoke, the student will be dismissed from the clinical site for the day and will be required to make up the absence.

Tobacco and smoking-related products are defined as any type of tobacco product or product intended to mimic tobacco products or the smoking or vaping of any other substances. This includes but is not limited to cigarettes, cigars, cigarillos, smokeless tobacco, electronic cigarettes, pipes, bidis, and hookahs.

**Nursing Faculty Absence**

Students are required to wait at least thirty (30) minutes for course faculty who are late or absent from regularly scheduled nursing classes, learning laboratory, simulation experiences, clinical practicum experiences, or examinations. Students should contact the Director of Nursing or the Director of Academic Affairs if an instructor does not show up for an on campus class. Students should contact the Nursing Clinical Coordinator or Program Director if nursing faculty are absent for off campus clinical courses. Students are not permitted to perform patient care activities until nursing faculty arrive.
**Dress Code**

All nursing students are expected to project a professional image. Unless otherwise specified, the following guidelines must be adhered to during all clinical practicum experiences and/or on campus experiences. If a nursing students reports for clinical practice or skills lab, or simulation experience and is not in keeping with the dress code, the student will be sent home from clinical or skills lab/simulation and this will be recorded as a missed clinical day. If the student reports to the classroom and is not in keeping with dress code, the student will be given a written student warning for noncompliance to dress code.

All students will wear Baker uniforms and lab coats with the Baker logo. All items of uniform clothing must be neat, clean and pressed. Baker uniforms and lab coats will be worn for skills labs/simulation and clinical practicum. A name tag identifying the wearer’s title and status as a Baker College nursing student is worn at all times during clinical.

Failure to comply with dress code will result in a written warning and referral to the Program Director of Nursing or Nursing Clinical Coordinator.

**Didactic and general education classes:**

Students are asked to dress in conventional attire that exhibits good taste. In incidences of unsuitable dress, faculty or staff may request that the student leave the classroom or facility. ALL students are expected to project a professional image. Professional attire is determined by Baker College nursing faculty.

**Detailed Clinical and Lab Dress Code Requirements:**

*Although freedom of expression is acceptable in many venues, Baker Nursing Students must consider and respect patients’ values and opinions.*

1. Socks must be worn with Baker Uniform

2. Shoes:
   a. Solid-colored white, gray or black rubber-soled shoes
   b. Clean and in good repair
   c. NO Open-back, clogs, sandals, open-toed shoes, or canvas/fabric shoes

3. Hair:
   a. Neat, clean conservative style and of natural color (NO pink, green, purple, yellow, orange, blue)
   b. Kept off the collar with no hanging loose ends
   c. NO decorative hair pieces or ornaments (including feathers)

4. Beards, sideburns, and mustaches neat and trimmed. Not to exceed 2 inches from jawline, otherwise beards must be covered with hair net or mask.
5. Nails: Neatly trimmed to a length that will not interfere with safe hygienic nursing care.
6. No nail polish
7. No acrylic/gel or artificial nails
8. Jewelry:
   a. May wear
      i. One small earring per ear lobe that does not dangle
      ii. One ring (i.e. wedding set or engagement ring without sharp settings that may cause injury when providing care)
      iii. Nursing and Health Promotion pins (i.e. breast cancer ribbon, lamp pin)
      iv. Plain watch with second hand (iPhone watches are NOT allowed)
   b. To ensure safety and proper hygiene, other jewelry is not permitted.
      i. No additional visible body piercing jewelry or decorations
      ii. No facial piercings including but not limited to nose rings, eyebrow rings, tongue rings, etc.
9. Tattoos must be covered at all times while in lab or at clinical
10. No perfume, cologne, or strong fragrances are to be worn during clinical.
    a. Patients may have sensitivities or allergies and the odor may be nauseating to acutely ill patients.

Audio/Video Recording and/or Photographic or Electronic Devices

In keeping with the Baker College social networking policy, nursing students must obtain permission from individual faculty, or letter from Learning Support Services, for the use of audio/video recording and/or photographic devices in the classroom and/or learning laboratory/simulation settings. Students have the right to audio record for personal use a lecture or mini-lecture within a course session but must inform the instructor. Students are required to gain authorization from the instructor and/or Dean to video record a course session for personal use. Such devices must not disrupt classroom lectures/discussion or interfere in any way with others’ learning opportunities. Students are required to turn off and put away these devices if requested to do so by the faculty. Use of cell phones or electronic devices (including smartwatches) is prohibited in the clinical setting. Use of electronics, personal cell phones with clinical apps, are allowed in post conference only for clinical support such as use of drug apps under instructor supervision.
**Letters of Recommendation**

Nursing students who are in need of letters of recommendation for job opportunities, scholarships and awards must make their request to a faculty member with specific instructions in writing regarding the focus and timelines for the recommendation. Faculty members, advisors and the director of the program have the right to accept or decline this request. In addition, faculty and staff must abide by the Baker College’s policy regarding letters of recommendation which limits the amount and type of information that can be released regarding the student and their academic history. Students should allow a minimum of one week for preparation and processing of these recommendations.

**Scholastic Standing**

Students applying to or enrolled in the nursing program should refer to the Baker College catalog and/or student handbook for those policies applicable to general education courses. The scholastic standing policy described herein applies only to nursing courses, applicable to all nursing students.

**Baker College Nursing Students**

A Baker College nursing student is defined as any individual currently enrolled in any academic offering of the Baker College School of Nursing.

**Full-time Student Status**

Full-time status of nursing students is determined by enrollment for twelve (12) or more undergraduate credits in any regular semester session.

**Part-time Student Status**

Part-time status of nursing students is determined by enrollment for six (6) or more undergraduate credits in any regular semester session.

**Nursing Program Academic Standing**

Good academic standing is based upon academic and clinical performance and progress. Students are notified by the Program Director of Nursing at their assigned campus or advisor if they are no longer in good academic standing.

Students must successfully pass the didactic portion of the course with a minimum of an 80% and a passing grade in the lab/clinical portion of the course to pass the course and progress in the program.

Students performing below satisfactory levels of proficiency as outlined by the program will receive a written warning notice. The written warning notice states the problem(s), outlines measures needed for improvement and sets a deadline for compliance as well as encouragement for the student to seek academic counseling or other assistance.
Evaluation and Examinations

Evaluation and examinations are inherent in the teaching-learning process. Nursing students are tested and otherwise evaluated in a variety of settings including the classroom, learning laboratory and during clinical practicum experiences. Course exams build on previous knowledge as well as new information. The pre licensure nursing student must obtain an average of 75% on proctored tests/final examination prior to calculation of final grade. All exams are taken on the Baker College LMS (Canvas). The College nursing course syllabi will clearly indicate:

1. The number and types of examination
2. Any other evaluation methods
3. Specific grading criteria/rubrics used in each course
4. Rounding of grades will ONLY apply to overall course grade (not testing average).

A variety of national nursing achievement examinations are administered in certain nursing courses. Additionally, upon completion of the Baker College Nursing Program, undergraduate pre licensure students will be required to take a comprehensive national nursing assessment examination and online specialty examinations. The inclusion of these examinations is intended to:

1. Give additional feedback to students regarding specific essential nursing content
2. Be used as diagnostic tools to assist students in preparing for national licensure/certification examination
3. Serve as evaluation tools for the nursing program.

Baker College pre licensure nursing students will be clearly informed as to when national achievement examinations are included as course requirements. These examinations may be included as a part of the grade within a given course.

Baker College nursing students will be responsible for the cost of these examinations when required and are given specific price and registration information at the time of scheduling. Preparation for the NCLEX certification examination will be included throughout the program. Specific reviews for this examination will be included within the curriculum offered in the last term of the program. An additional NCLEX review seminar may be offered to students at the completion of their program to assist with final preparation for this statewide licensing examination.

Exam Review Policy

Students are expected to review the Baker College Honor Code which includes the responsibility to maintain examination security at all times. Examples of violations of examination security include but are not limited to using cell phones or other electronic
devices to take photos of exams, verbally sharing exam questions with other students and/or removing exams from the classroom.

**Grading System**

Courses that include a theory, lab, simulation experiences, and/or clinical component require the students to pass all components of the course. Theory grade must be 80% or above, clinical, simulation and lab where applicable, must attain a PASS based on meeting ALL course outcomes.

Students not passing one or more of the components (theory, lab, including simulation, or clinical) will receive a grade of 79% (C+) or their theory grade whichever is lower. Any student not meeting these criteria MUST repeat ALL components of the course regardless of prior performance.

*Students must achieve an 80% to earn a passing grade in the nursing courses.*

*Course exams build on previous knowledge as well as new information. All assignments must be completed to receive a grade in the course.*

*Example: Student passes clinical, but fails theory and/or lab, will be required to repeat all course components. No credit for prior work will be applied to the repeated course.*

Students’ grades are subject to change only in the event of a clerical or calculation error or to change an incomplete to a letter grade. A nursing faculty member wishing to change a grade must submit the recommended change to the Director of Nursing. A change of grade occurs only under extraordinary circumstances and the reason must be stated on the change of grade form. See Baker College handbook for incomplete grade policy and grading scale.

**Social Networking Policy**

Course information of any kind (materials, pictures, events, etc.) including information from clinical work sites, cannot be shared or discussed on any social network or electronic account outside of those required by the instructor for class participation. Violation of this policy may result in expulsion from the college. See also the current social media policy for Baker College.

**Academic Honor Code**

Students are encouraged to review the Baker College Undergraduate Catalog for specific information on the Baker College Honor Code.

**Student Handbook and Baker College Policies**

Students are encouraged to review the Baker College Student Handbook for specific information on Baker College policies.

**ADA Statement**

Baker College is committed to addressing the needs of students who meet the criteria
for special accommodations. It is the College’s policy to comply fully with federal and state laws, including Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 (ADA), regarding students with disabilities. Information concerning the College’s policies and procedures related to disability can be found in the Student Handbook and on the Baker College website.

**Academic Appeal Process**

Students are encouraged to review the Baker College Undergraduate Catalog for specific information on the Academic Appeal Process.

**Progression in the Nursing Program**

Pre-licensure students cannot progress to the next nursing level if less than a B- was received in any NUR class of the previous nursing level; student must apply for readmission. (Refer to readmission policy for details).

**Essential Functions/Technical Requirements**

The curricula leading to degrees in Nursing from the Baker College School of Nursing require students to engage in diverse and complex experiences directed at the acquisition and practice of essential nursing knowledge, skills, and functions. Combinations of cognitive, affective, psychomotor, physical and social abilities are required to acquire the knowledge and skills needed to perform the varied roles of nurses. In addition to being essential to the successful completion of the requirements of a nursing degree, these skills and functions are necessary to ensure the health and safety of patients, fellow students, faculty and other health care providers.

The following standards comprise the five core professional nursing competencies. In addition to academic qualifications, the School of Nursing considers these personal and professional qualifications essential for entrance to, continuation in and graduation from its nursing degree programs.

*Students who seek disability accommodations should contact the College Campus Department of Disability Services. The Department of Disability Services will determine a student’s eligibility for accommodations and will recommend appropriate accommodations and services.*

**STANDARDS A. Visual, Auditory and Tactile**

- Ability to gather data from written reference materials (including, without limitation, illustrations), oral presentations, demonstrations, observations of a patient and his/her environment and observations of procedures performed by others.

- Ability to perform health assessments and interventions; observe diagnostic specimens; and obtain information from digital, analog and waveform representations of physiologic phenomena to determine a patient’s condition.
B. Communication

- Ability to communicate, including ability to ask questions and receive answers, with accuracy, clarity, efficiency and effectiveness with patients, their families and other members of the healthcare team. This includes: expressive and receptive oral and nonverbal communications, such as interpretation of facial expressions, affect and body language.

- Communications (expressive and receptive) include: oral, hearing, reading, writing, and computer literacy.

- Mastery of both written and spoken English, although applications from students with hearing or speech disabilities will be given full consideration. In such cases, use of a trained intermediary or other communication aids may be appropriate if this intermediary functions only as an information conduit and does not serve integrative or interpretive functions.

C. Motor

Sensory and Motor Students must have sufficient sensory and motor function to perform a physical examination using palpation, auscultation, percussion, and other diagnostic maneuvers. In general, this requires sufficient exteroceptive sense (touch, pain, and temperature), proprioceptive sense (position, pressure, movement, stereognosis, and vibration), physical strength, and motor function. Students should be able to execute motor movements to provide general care and to competently use patient care equipment (such as intravenous monitors, sterile equipment, catheters).

D. Behavioral, Interpersonal and Emotional

- Ability to relate to colleagues, staff and patients with honesty, integrity and non-discrimination.

- Capacity for the development of a mature, compassionate, respectful, sensitive and effective therapeutic relationship with patients and their families, including sufficient emotional and intellectual capacity to exercise good judgment and complete patient care responsibilities promptly and professionally.

- Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism and to maintain a high level of functioning in the face of taxing workloads and stressful situations.

- Ability to participate collaboratively and flexibly as a member of a healthcare team.

- Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes, as well as applicable laws and regulations governing the nursing profession.

- Openness to examining personal attitudes, perceptions and stereotypes which may negatively affect patient care and professional relationships.
E. Cognitive, Conceptual and Quantitative

- Ability to exhibit behavior and intellectual functioning which does not differ from acceptable professional standards.
- Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis.
- Ability to gather data, develop a plan of action, establish priorities and monitor treatment plans and modalities.
- Ability to comprehend three-dimensional and spatial relationships.
- Ability to learn effectively through a variety of modalities, including, but not limited to, classroom instruction, small group discussion, individual study of materials, preparation and presentation of written and oral reports, and use of computer-based technology.

These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the program at Baker College. These standards are not conditions of admission to the program. Persons interested in applying for admission to the program should review this information to develop a better understanding of the physical abilities and behavioral characteristics necessary to successfully complete the program. The college complies with the requirements and spirit of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, the College will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.
Academic Status - Probation, Withdrawal, Dismissal, Re-entry

**Nursing Program Warning/Notice of Concern/Early Alert**

Program Warning/Notice of Concern/Early Alert is given to a pre-licensure nursing student who is obtaining less than a B- grade by week eight or beyond in any nursing course. Students will receive a Notice of Concern from their instructor. Students are encouraged to meet with their instructor to identify a plan for improvement to allow students the opportunity to achieve the minimum grade of B- by the completion of the course.

**Nursing Program Probation**

Pre-licensure students are placed on probation when they are not successful in completing a nursing course and will remain on probation until graduation. Reasons for probation may include, but are not limited to: earning a failing grade (below B-) in a nursing course(s) during a semester or they were granted a leave of absence up to one year. Nursing students who are placed on probation should see their Program Director of Nursing as soon as possible following notification of their probation status.

Nursing students, who are on probation, other than for voluntary leave of absence, must seek approval from the Program Director of Nursing to represent the College in any student organization or committee or hold office in any student organization.

**Nursing Program Dismissal**

Pre-licensure nursing students may be dismissed from and not allowed re-entry into the nursing program due to, but not limited to any of the following issues:

1. Recurrent unsatisfactory academic progression (i.e. failure of 2nd NUR course)
2. Unsafe clinical practice as evaluated by nursing faculty
3. Breach of HIPAA compliance
4. Improper professional behavior
5. Absenteeism/tardiness
6. Substance abuse (prescription/non-prescription)
7. Program or course withdrawal if already on academic probation (i.e. student has already re-entered the program once, violation of social networking policy, etc.)

**Policy and Procedure on Nursing Student Transfer between Campuses**

Students may transfer between campuses, either for a limited period (a semester / a year) or permanently. Campus transfer approval is a School of Nursing-specific matter and will be approved by the campus DONs. The Procedure and Application Form includes the process and deadline dates for applications, as well as the timescales within which campuses should process transfers.
Since the decision to permit a transfer between campuses is a matter of campus situation, students will not have grounds for appeal if a transfer application is not approved.

**Student wishes to transfer**

- Student discusses transfer, both in written statement and face to face conversation with the current campus Nursing Director. Director of Nursing explains academic criteria, differences between campuses.
- Student is advised of Application Form, deadlines and approval process
- Student contacts her/his Funding Body re: eligibility if it is applicable (e.g. ADN to BSN)

**Application Form Process**

- Student completes Application Form and submits to DON at current Campus
- Current Campus indicates approval/non-approval on Form. If non-approval, student is informed of reason/s
- If approval is given, current Campus DON sends form to transferring Campus DON
- Transferring Campus DON indicates approval/non-approval on Form. If form indicates non- approval, student is informed of reasons

**Approved Transfers**

- If transfer is approved, Application Form is returned to current Campus DON
- Current Campus DON
  - Writes to student about decision and next steps (e.g. sending student file)
  - Student will follow up with process of transferring campus of study at the current campus
- Transferring Campus writes to student, including information on: enrollment, accommodation if applicable

**At Transferred Campus**

- School puts in place required academic orientation at the campus (if there is any difference between campus regulations e.g. student parking, campus hours, dress code, etc.).

**Re-Entry to the Nursing Program Policy**

   **Academic Issues** Students who obtain less than 80% in any nursing class are disqualified from the program and must reapply for re-entry to the campus Program Director of Nursing where they are registered. Students must meet all pre-requisite
requirements for each NUR course prior to registration.

Failing two NUR courses within a single semester will be considered one failure. Any single course failure thereafter will result in dismissal from the nursing program. Students are allowed one re-entry into the nursing program.

Medical

If a student withdraws from the nursing program because of medical reasons, a current letter from the health care provider attesting to the student’s ability to resume a professional nursing course load must be submitted. The medical clearance letter to return to school must state that the student is able to perform all Essential Function/Technical Requirements without restrictions as noted in the Program Information document.

Withdrawals

If a student withdraws from the nursing program for reasons other than academic issues such as medical illness in the family, financial reasons, etc. they will follow the re-entry guidelines in this document. Students can only withdraw from a specific course once.

Catastrophic events

• The catastrophic event (major life event) will be defined by the student
• Student must withdrawal from ALL nursing courses at the time of the “crisis”. (Even if the student is currently passing).

  Example: Student cannot withdraw from some of the nursing classes and not others. It is all of the classes or none of the classes.
• The withdrawal from all courses would be considered the first withdrawal/failure

Other

Students dismissed for a clinical violation/incident(s) or violation of professional behavior/conduct are not eligible for re-entry.

Re-entry into the nursing program is not a guarantee. It is based upon availability of clinical space, faculty, and successful completion of the re-admittance process.

The re-entry process is as follows:

1. The student submits a letter addressed to the Program Director of Nursing at the campus where they are requesting re-entry for the desired semester. See chart below for deadlines. The typed letter must include:

   a. The last semester attended in the nursing program
b. Reasons for withdrawal, dismissal, or failure in the program

c. Reasons why the student desires to be re-entered

d. The circumstances which have changed to indicate that the student will be successful in completing the nursing program if re-entered

e. Self-evaluation of progress achieved from action plan developed after last semester attended

2. The student must arrange a meeting with Program Director of Nursing from the campus in which re-entry is being requested after submission of above described letter.

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<tr>
<th>SEMESTER TO RE-ENTER REQUESTED</th>
<th>DEADLINE TO SUBMIT REQUEST</th>
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<tr>
<td>Fall Semester</td>
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<td>Spring Semester</td>
<td>1st Monday in October</td>
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<td>Summer Semester</td>
<td>1st Monday in March</td>
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Letters received in the office after the application deadline will not be considered for re-entry until the following semester (nursing cohorts begin Fall/Spring semesters).

3. The student will meet with the Program Director to create an individualized learning plan. Individualized learning plan may include review modules, skills review, simulation, or assigned Kaplan resources.

4. The student may need to repeat a random drug screen if they were not enrolled for more than one semester if drug screens are required by the clinical affiliates at that campus.

5. If a student is out for more than one semester, the background check must be repeated.

6. If a student is out for more than one semester they must meet with the Advisory Department and the Baker College re-entry policy would apply.

7. The student must provide proof that immunizations are current such as influenza and TB testing.

8. The student must provide proof that their American Heart Association BLS card for Health care providers is current.

9. The Program Director of Nursing will grant final approval of re-entry of the Student.
**Nursing Program Withdrawal**

If a student withdraws from the nursing program, the student must notify their campus Program Director of Nursing in writing as well as follow the Baker College policy pertaining to course withdrawal.

If a student does not attend classes for more than two weeks and has not contacted the campus, the attendance withdrawal policy will be in effect and is noted as a withdrawal. Nursing faculty or the Program Director will attempt contact by email, phone call and letter via contact information listed on their student record.

Withdrawal from the nursing program is limited to one (1) withdrawal. Only one (1) re-entry is allowed for course failures or withdrawals.

**Post Licensure Students**

Post licensure BSN students will follow the policies and procedures as outlined by the Online campus specific to withdrawal, dismissal and, class participation.

**Requirements for Graduation**

Students must pass all Nursing Courses (NUR) with a B- (2.7) or better in order to graduate with an undergraduate degree as a Nursing Major from Baker College. A minimum grade of B- (2.7) is required for Health Science Courses (SCI, HSC). A minimum grade of C (2.0) is required for general education courses. Students must have a Grade Point Average (GPA) of B- (2.7) to graduate from the Baker College, School of Nursing.

The Baker College School of Nursing determines the course requirements for graduates from its program. Upon the recommendation of the Baker College nursing faculty and subject to the approval of the Baker College Board of Regents, academic degrees are awarded to students successfully completing all requirements for graduation specified by their program of study.

**Nursing Licensure – Pre Licensure Students**

After successful completion of an approved program of study for nursing, an individual must take the licensing exam (NCLEX) and pass it in order to receive a license to practice nursing in Michigan or any other state. The exams are scheduled at various times and locations throughout the state. The campus Program Director of Nursing will obtain the forms that need to be filled out and submitted in order for graduates to be allowed to schedule the exam. These forms will be completed at a meeting with the Program Director of Nursing in the last semester of the program.

The Michigan Board of Nursing can deny a license to an applicant if any of the following are true:

1. The applicant has been convicted of a criminal offense in a court of competent jurisdiction.
2. The applicant is habitually intemperate in the use of alcoholic beverages.
3. The applicant is addicted to, or has improperly obtained, possessed, used or distributed habit-forming drugs or narcotics.
4. The applicant is guilty of dishonesty or unethical conduct.
5. The applicant has violated or aided or abetted others in violation of any provision of this act. If you have any questions about your situation, please call the Board of Nursing at (517) 335-0918.

People To Know

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Lesley Morgan</td>
<td>Dean of School of Nursing</td>
<td><a href="mailto:lesley.morgan@baker.edu">lesley.morgan@baker.edu</a></td>
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<td></td>
<td>Director of Nursing</td>
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Appendix A Program Information Baccalaureate of Science: Nursing Major

Program Description
The goal of the Baker College School of Nursing pre-licensure baccalaureate nursing program is to provide students a course of study in professional nursing which combines humanities and sciences with the theory and practice of nursing. Students will acquire knowledge and skills needed to function as professional nurses in healthcare settings that are responsive to individual and community needs. These individuals will develop into leaders of research, practice, education, and administration within the healthcare environment.

Accreditation Status
The BSN program at Baker College is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC, (202) 887-6791

BAKER COLLEGE NURSING PROGRAM MISSION STATEMENTS

Program Outcome Progression
The course sequence progresses from basic knowledge and skills, wellness care, and less complicated care situations to care of patients with special needs and complex health situations, and on to leadership and management of patient care.

The learning of students in this program will progress:
1. From uncomplicated care situations to complex and multisystem care scenarios
2. From basic skills to complex technical skills.
3. From application of basic assessment of the adult patient to assessment of patients in a wide range of specialty environments and complex acute and chronic medical-surgical conditions.
4. From health promotion through the lifespan to health care that promotes an optimal state of wellness.
5. From needing assistance with problem-solving and clinical reasoning skills to an independent ability to solve patient care health situations.
6. From following leaders in nursing care situations to application of leadership skill.
7. From community health awareness to application of the nursing process within community health settings.
8. From awareness of research to utilizing research in provision of evidence-based care.
See appendices for specific terminal nursing program outcomes and descriptions of the progression of nursing courses.

**CURRICULUM OUTCOMES MODEL**

The Baker College Baccalaureate Degree Program utilizes the American Nurses Association Standards of Nursing Practice and Professional Performance, The Quality and Safety Education for Nurses (QSEN) competencies, the Commission on Collegiate Nursing Education (CCNE), and the Michigan Board of Nursing Administrative Rules to derive concepts central to the program curriculum.

**Terminal Program Outcomes for the Bachelor of Science Degree Nurse**

Graduates of the BSN program will:

1. Synthesize knowledge from a liberal arts education as the basis for decision making in nursing practice.
2. Apply the nursing process to manage the diverse needs of individuals, families, and communities in diverse environments using a holistic and patient-centered approach.
3. Illustrate the importance of health promotion, disease, and injury prevention to improving population health.
4. Use and manage information technology to communicate and provide safe and effective patient care.
5. Use evidence-based research to guide nursing practices.
6. Apply theories of leadership and management to provide quality patient care and patient safety.
7. Investigate current issues in health care politics, finance, and regulatory environments to guide nursing practice and client care.
8. Use inter-professional communication and collaboration for improving patient health outcomes.
9. Create an environment that includes professional values and behaviors, a professional code of ethics, professional standards, and legal statutes as they relate to the nursing practice.
10. Recognize the importance of lifelong learning and professional career development in the field of nursing.

Following is a brief description of the progression of nursing course work across levels and across the six semesters of the nursing program.

**Level 1 – (Semester 1):** The first semester presents fundamental concepts and skills for nursing practice and formation of health assessment skills and techniques. The student at this level is introduced to the nursing process and there is a focus on guiding the
student into the professional nursing role. Clinical experiences may be provided in a variety of settings including long-term care and/or acute care settings. Patient safety and infection control measures are emphasized along with the concept of evidence-based practice and methods to promote information literacy. Jean Watson’s theory of Human Caring is introduced and students begin to integrate this theory into patient care situations.

**Level 2 – (Semester 2):** In the second semester, students continue to develop critical thinking and clinical reasoning skills in an acute care medical-surgical environment. Students are also introduced to health promotion concepts and developmental stages across the lifespan. Medication administration and more complex nursing skills are introduced. Demonstration of professional behavior and further socialization into the nursing role is emphasized and expected. Growth in the areas of communication and collaboration with other health care disciplines is also evaluated.

**Level 3 – (Semester 3 and Semester 4):** In the third and fourth semester, students further develop their nursing knowledge and skills by learning to correlate key concepts and curricular threads to specialty populations including obstetrical, pediatric and mental health patients in a variety of health care settings. In addition, further exposure to medical-surgical concepts occurs with an emphasis on gerontology and chronic illness in the adult population. Students are expected to more consistently demonstrate understanding and competency in all areas. Caring principles, use of theory and research in the application of the nursing process, evidence-based care, quality and safety and the application of the nursing process are further integrated to provide patients with comprehensive, holistic, and patient-centered care. Consistent demonstration of professional behavior is expected. Concepts of leadership and legal and ethical principles are more thoroughly explored at this level.

**Level 4 – (Semester 5):** In the fifth semester of the nursing program, concentration is placed on achievement of optimal health outcomes for target populations and selected vulnerable subgroups within the community. Students further develop their nursing knowledge and skills by learning to correlate key concepts and curricular threads to specialty populations in a variety of health care settings. Students must demonstrate an ability to apply community health and nursing principles in the care of individuals, families and selected vulnerable subgroups within a community setting.

**Level 5 – (Semester 6):** In the sixth semester of the nursing program, students continue to develop critical thinking and clinical reasoning skills in an acute care medical-surgical environment. Students provide nursing care in a variety of health care settings, including critical care, emergency, and peri-operative settings, with an emphasis on provision of competency in all major program areas as the student begins the transition to an independent practitioner. Students must demonstrate an ability to consistently provide care that is safe, patient-centered, holistic, collaborative, and evidence-based.
Integration of all program threads and processes should be consistently demonstrated and understood. Further development of nursing leadership occurs through identification of personal leadership style and values, in relation to professional standards, the nursing code of ethics, effective communication and leadership theories and models. Students also begin preparation for professional licensure and the NCLEX-RN. Demonstration of higher levels of analytical and critical thinking and clinical reasoning in the clinical setting are evaluated and modeled. Preparation for entry into practice as a professional nurse is emphasized.

**Program Details/Recommendations**

In addition, the nursing profession adheres to the American Nurses Association Code of Ethics for Nurses as follows:

1. *The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.*

2. *The nurse’s primary commitment is to the patient, whether an individual, family, group, community or populations.*

3. *The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.*

4. *The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes actions consistent with the obligation to promote health and to provide optimal care.*

5. *The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.*

6. *The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.*

7. *The nurse, in all settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.*

8. *The nurse collaborates with other health professionals and the public to promote human rights, promote health diplomacy, and reduce health disparities.*

9. *The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.*

Academic Status- Probation, Withdrawal, Dismissal, and Completion

Completion of the Nursing Program Pre licensure nursing students are required to complete their academic nursing program within four (4) years of beginning enrollment in their first nursing course, following admission into the nursing program. Students seeking an extension must apply to the Program Director of Nursing at their assigned campus in writing.
Appendix B Program Information Baccalaureate of Science: Nursing Major RN to BSN

Program Description
The goal of the Baker College School of Nursing post-licensure baccalaureate nursing program is to provide students a course of study in professional nursing which combines humanities and sciences with the theory and practice of nursing. Students will acquire knowledge and skills needed to function as professional nurses in healthcare settings that are responsive to individual and community needs. These individuals will develop into leaders of research, practice, education, and administration within the healthcare environment.

Accreditation Status
The BSN program at Baker College is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC, (202) 887-6791

See appendices for specific terminal nursing program outcomes and descriptions of the progression of nursing courses.

CURRICULUM OUTCOMES MODEL

Terminal Program Outcomes for the Bachelor of Science Degree Nurse

Graduates of the BSN program will:

1. Synthesize knowledge from a liberal arts education as the basis for decision making in nursing practice.

2. Apply the nursing process to manage the diverse needs of individuals, families, and communities in diverse environments using a holistic and patient-centered approach.

3. Illustrate the importance of health promotion, disease, and injury prevention to improving population health.

4. Use and manage information technology to communicate and provide safe and effective patient care.

5. Use evidence-based research to guide nursing practices.

6. Apply theories of leadership and management to provide quality patient care and patient safety.

7. Investigate current issues in health care politics, finance, and regulatory environments to guide nursing practice and client care.

8. Use inter-professional communication and collaboration for improving patient health outcomes.

9. Create an environment that includes professional values and behaviors, a professional code of ethics, professional standards, and legal statutes as they relate to
the nursing practice.

10. Recognize the importance of lifelong learning and professional career development in the field of nursing.

**Program Details/Recommendations**

In addition, the nursing profession adheres to the *American Nurses Association Code of Ethics for Nurses* as follows:

1. **The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.**

2. **The nurse’s primary commitment is to the patient, whether an individual, family, group, community or populations.**

3. **The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.**

4. **The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes actions consistent with the obligation to promote health and to provide optimal care.**

5. **The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.**

6. **The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.**

7. **The nurse, in all settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.**

8. **The nurse collaborates with other health professionals and the public to promote human rights, promote health diplomacy, and reduce health disparities.**

*The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.*

Appendix C Program Information Associate of Science: Nursing Major

Program Description

The goal of the Baker College School of Nursing pre-licensure associate nursing program is to provide students a course of study in professional nursing which combines humanities and sciences with the theory and practice of nursing. Students will acquire knowledge and skills needed to function as professional nurses in healthcare settings that are responsive to individual and community needs. These individuals will develop into leaders of research, practice, education, and administration within the healthcare environment.

BAKER COLLEGE NURSING PROGRAM MISSION STATEMENTS

Program Outcome Progression

The course sequence progresses from basic knowledge and skills, wellness care, and less complicated care situations to care of patients with special needs and complex health situations, and on to leadership and management of patient care.

The learning of students in this program will progress:

1. From uncomplicated care situations to complex and multisystem care scenarios
2. From basic skills to complex technical skills.
3. From application of basic assessment of the adult patient to assessment of patients in a wide range of specialty environments and complex acute and chronic medical-surgical conditions.
4. From health promotion through the lifespan to health care that promotes an optimal state of wellness.
5. From needing assistance with problem-solving and clinical reasoning skills to an independent ability to solve patient care health situations.
6. From following leaders in nursing care situations to application of leadership skill.
7. From community health awareness to application of the nursing process within community health settings.
8. From awareness of research to utilizing research in provision of evidence-based care.

See appendices for specific terminal nursing program outcomes and descriptions of the progression of nursing courses.
CURRICULUM OUTCOMES MODEL

Terminal Program Outcomes for the Associate Degree Graduate Nurse

Graduates of the ADN program will:

Upon successful completion of the Baker College Nursing Program:

1. The graduate will exhibit critical thinking and clinical reasoning behavior through formulation, provision, prioritization and evaluation of patient-centered care in promoting optimal patient outcomes across the continuum of care.

2. The graduate will initiate and prioritize basic to advanced therapeutic interventions that are safe, evidence-based, holistic, and that are reflective of a transpersonal caring philosophy.

3. The graduate will consistently access and evaluate information independently and utilize this information to communicate and deliver safe, effective, and collaborative patient care.

4. The graduate will compare and contrast the needs of various cultural groups with an awareness of and respect for the values and beliefs of patients and their families; and will recognize global issues and events that impact personal and local health care.

5. The graduate will model effective interpersonal, written, and therapeutic communication principles in patient and interdisciplinary collaborative interactions.

6. The graduate will collaborate and communicate as a member of an interdisciplinary health care team to provide patient-centered care in promoting optimal patient outcomes.

7. The graduate will emulate and model professional nursing behaviors and consistently provide safe and effective patient care based upon standards of the nursing profession.

8. The graduate will integrate the principles of patient-centered care that include customer service, quality and safety, collaboration, and holistic principles.

The following is a brief description of the progression of nursing course work across levels and across the 3 years of the nursing program.

Level 1: The first level presents fundamental concepts and skills for nursing practice and formation of health assessment skills and techniques. The student at this level is introduced to the nursing process and there is a focus on guiding the student into the professional nursing role. Clinical experiences may be provided in a variety of settings including long term care and/or acute care settings. Patient safety and infection control measures are emphasized along with the concept of evidence-based practice and methods to promote information literacy. Additionally, in the first semester students develop their nursing knowledge and skills to the specialty populations of mental health patients in a variety of inpatient and outpatient settings. The student is introduced to the
eight curricular threads and integrated processes as they relate to caring for the adult patient. Jean Watson’s theory of Human Caring is introduced and students begin to integrate this theory into patient care situations.

**Level 2:** In the second level, students continue to develop critical thinking and clinical reasoning skills in an acute care medical-surgical environment. In addition, further exposure to medical-surgical concepts occurs with an emphasis on gerontology and chronic illness in the adult population. Students further develop their nursing knowledge and skills by learning to correlate key concepts and curricular threads to the specialty populations of including obstetrical and pediatric patients. Students are also introduced to health promotion concepts and developmental stages across the lifespan. Medication administration and more complex nursing skills are introduced. The eight program threads and integrated processes are further explored and integrated with expectations for application and movement toward competency. Demonstration of professional behavior and further socialization into the nursing role is emphasized and expected. Growth in the areas of communication and collaboration with other health care disciplines is also evaluated.

**Level 3:** In the third level of the nursing program, students further develop their nursing knowledge and skills. Students will provide nursing care in a variety of health care settings with an emphasis on provision of competency in all major program areas. Students must demonstrate an ability to consistently provide care that is safe, patient-centered, holistic, collaborative, and evidence-based. Integration of all program threads and processes should be consistently demonstrated and understood. Students begin preparation for professional licensure and the NCLEX-RN. Demonstration of higher levels of analytical and critical thinking and clinical reasoning in the clinical setting are evaluated and modeled. Preparation for entry into practice as a professional nurse is emphasized. Students at this level are expected to more consistently demonstrate understanding and competency in all areas of the curricular threads and integrated processes. Caring principles, evidence-based care, quality and safety and the application of the nursing process are further integrated to provide patients with comprehensive, holistic, and patient-centered care. Consistent demonstration of professional behavior is expected. Concepts of leadership and legal and ethical principles are more thoroughly explored at this level.

**Program Details/Recommendations**

In addition, the nursing profession adheres to the *American Nurses Association Code of Ethics for Nurses* as follows:

1. *The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.*

2. *The nurse’s primary commitment is to the patient, whether an individual, family, group, community or populations.*
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes actions consistent with the obligation to promote health and to provide optimal care.

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7. The nurse, in all settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to promote human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.


**Academic Status- Probation, Withdrawal, Dismissal, and Completion**

Completion of the Nursing Program Pre licensure nursing students are required to complete their academic nursing program within three (3) years of beginning enrollment in their first nursing course, following admission into the nursing program. Students seeking an extension must apply to the Program Director of Nursing at their assigned campus in writing.
Undergraduate Degree in Nursing Acknowledgment Form Baker College School of Nursing Handbook

I have received the Baker College Undergraduate Nursing Program Handbook 2018 - 2019. I understand that I am responsible for the information it contains regarding the Nursing Program.

I further understand that it is my responsibility to contact an advisor or Campus Nursing Program Director if I have any questions regarding admission into, remaining in, or re-entering my program.

I agree to abide by the policies and requirements as stated in this handbook.

I understand that I must abide by the professional ethics and standards accepted by professionals and technicians in my individual career choice. Confidentiality of health care information is a must. Dress code, personal conduct, and professional attitude will be addressed by individual program directors.

The policies and procedures within the Baker College School of Nursing handbook are subject to change to better meet educational needs. Any changes will be communicated to the student. I understand that I am responsible for any changes that are made to the School of Nursing handbook.

I understand that I will need to undergo a criminal background investigation in order to enter and complete the Nursing Program. I further understand that a criminal background check and fingerprinting will be required by the State of Michigan prior to taking the NCLEX licensing exam.

________________________________________  _______________________________________
Print Name                                          Student Number

________________________________________  _______________________________________
Student Signature                   Date

________________________________________  _______________________________________
College Representative               Date