

## Information for Nursing Students

This section of the student handbook has been prepared to familiarize students with the philosophy and conceptual framework of the nursing program, and to provide other pertinent information. This handbook is a general guide to be used in conjunction with the college catalog, and Nursing Student Guide. Students should read these publications in order to be sure that they remain in good standing in the nursing program and the college.

### Philosophy

The nursing faculty welcomes a culturally diverse student population, and supports students in becoming eligible to sit for the licensing exam and becoming employed as a registered nurse. The nursing faculty supports the mission of Columbia-Greene Community College to devise and implement a quality educational program that is accessible to residents of the service area, and promotes life-long learning. Nursing faculty also supports the college mission of maintaining a caring environment that is dedicated to personal attention.

### The Nursing Faculty Believes That:

People are complex individuals functioning as an integrated whole within the context of the family, community, and environment. People have bio-behavioral needs that are basic to their well being. Individuals are in a dynamic state of growth and change, and have the ability to adapt to the influences placed upon them. Individuals are able to make decisions, and are able to collaborate in the decision making process related to their health care. Nursing is a discipline in which practice is based upon the application of the biological and behavioral sciences. Nurses utilize the nursing process to deliver care to the client, family, and/or systems. Nursing encompasses implementation of independent and collaborative care utilizing the interactive components of the health-illness continuum. Nursing education is composed of concepts and experiences that prepare the graduates to critically think and promote the highest level of wellness for consumers. The liberal arts courses are essential to the learners' comprehension of human nature. Nursing education will stimulate curiosity, creativity, intellect, and a desire to continue their educational program. The teaching-learning process in this integrated curriculum is an active, continuous process of acquiring knowledge, comprehension, and skill through study, instruction, investigation, and application. The faculty believes:

- The responsibility for learning is assumed by the student and facilitated by the faculty;
- Learning experiences are enhanced when the subject matter proceeds from the simple to the complex;
- An effective teaching-learning environment facilitates student learning and leads to personal and professional development;
- Learning is augmented when the subject matter is presented on a continuum from health to illness;
- The interrelatedness of basic human needs and commonalities of nursing care are strengthened by the integrated approach of the nursing program;
- Learning is an individualized process evidenced by change in behavior;
- Evaluation provides for ongoing review, revision, and reinforcement of the teaching learning process; and
- Learning is a life-long process.

The faculty believe that on completion of study, the graduate will practice as an associate degree graduate in a health care environment where there are established policies, guidelines, protocols, and resources for assistance and support. The competencies of the associate degree nurse include: assessment, clinical decision making, caring interventions, communication, teaching/learning, collaboration, managing care and professional behaviors. The AD nurse is prepared for the increasing number of geriatric consumers in our population. Nurses will function within ethical-legal parameters of their scope of practice. The curriculum at Columbia-Greene Community College prepares the graduate to function within the guidelines of the New York State Education Law, Article 139, Section 6902.

### **Statement of Purpose**

Completion of the Columbia-Greene Community College program in nursing leads to the degree of Associate in Science and prepares graduates to sit for NCLEX-CAT examination for licensure as a registered nurse. The nursing graduates are able to assume nursing responsibilities in a variety of health care settings such as: acute care, long-term care, and other community agencies. They are also qualified to seek admission to other institutions for continued study toward a baccalaureate degree in nursing.

### **Nurse Practice — NYS Education Law Article 139, Nursing**

6902. Definition of practice of nursing. The practice of the profession of nursing as registered professional nurse is defined as diagnosing and treating human responses to actual or potential health problems through such services as case finding, health teaching, health counseling, and provision of care supportive to or restorative of life and well-being, and executing medical regimens prescribed by a licensed physician, dentist, or other licensed health care provider legally authorized under this title and in accordance with the commissioner's regulations. A nursing regimen shall be consistent with and shall not vary any existing medical regimen.

## Code of Ethics for Nurses

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

## **Substance Abuse Policy**

The Division of Nursing supports the legal position regarding drugs including alcohol. The Division is opposed to the possession, consumption, provision, or sale of drugs that are considered illegal, unless prescribed by a physician, dentist, or otherwise legally authorized practitioner. Drugs, including alcohol, are not permitted on the College campus or in field agencies, with the exception of prescribed medications. Any student found possessing, consuming, providing, selling, or demonstrating any signs or symptoms of impairment due to consumption of such non-prescribed or prescribed drugs will be subject to suspension or expulsion from the program and will be referred for disciplinary action through normal College procedures. Students will be counseled and referred to appropriate agencies for assistance (New York State Regents Regulations, Section 6509. New York State Education Law Section 6510B).

## **Crime Statistics**

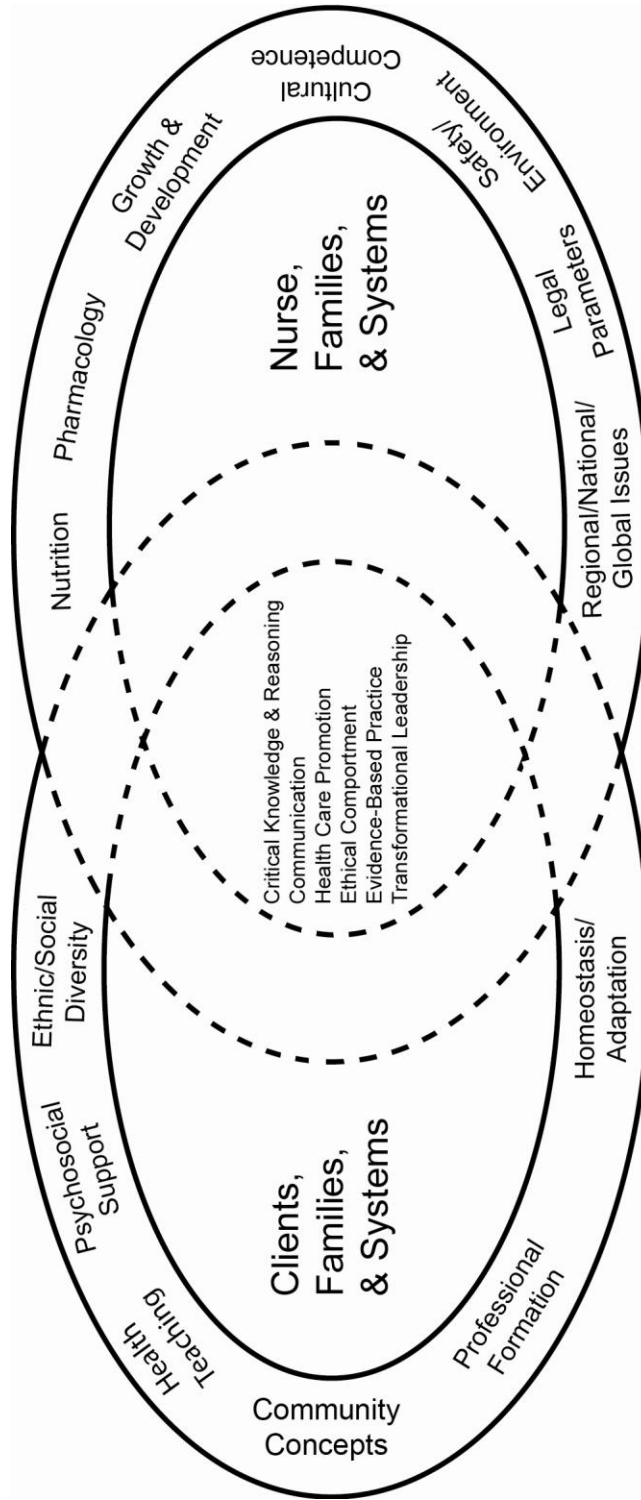
Columbia-Greene Community College provides information relating to crime statistics and security measures to prospective students, matriculated students and employees. This information is available in the Security Office, Vice President and Dean of Students and Enrollment Management Office, and the Vice President and Dean of Administration Office.

## **Conceptual Framework**

The conceptual framework of the C-GCC nursing program is health-illness continuum. Health is defined as ever-changing growth towards fulfilling an individual's potential, considering individual needs, abilities, and challenges. Illness is an adaptive response to internal and external stimuli that may result in disequilibrium. Once the individual's health needs are identified, the nurse utilizes the nursing process in assisting the person to attain, maintain, or regain health or proceed to a peaceful death.

The health-illness continuum is the context in which the nurse-client reciprocal interaction occurs. The key elements include critical knowledge and reasoning, communication, health care promotion, ethical comportment, evidence based practice and transformational leadership. The curriculum threads enhance the nurse-client relationship in the context of health-illness continuum by providing a foundation for a program design. These threads are placed in a shared sphere encompassing the client and the nurse because of the impact on both. These threads include: Homeostatis/ adaptation, nutrition, pharmacology, growth and development, safety/environment, legal parameters, health teaching, psychosocial support, community concepts, professional formation, cultural competence, ethnic/social diversity and regional, national, global issues. The charge for the curriculum design comes from the program philosophy, program outcomes, and current trends in nursing. The acquisition of knowledge enables the Columbia-Greene Community College nursing graduate to care for individuals throughout the life span.

**Conceptual Framework  
Interactive Components of the Health-Illness Continuum**



## **Program Outcomes**

Upon completion of the Columbia-Greene Community College nursing program, graduates will have the following skills:

### **CRITICAL KNOWLEDGE AND REASONING**

1. Demonstrate critical reasoning in application of safe nursing care.
2. Analyze complex health data to develop nursing judgments.
3. Exercise clinical reasoning and engage in situated cognition as the clients' conditions evolve.
4. Conceptualize the client's health as dynamic according to the health-illness continuum.

### **COMMUNICATION**

5. Utilize communication techniques to effectively manage and advocate for needs of clients, families and systems.
6. Appropriately delegate care.
7. Empower clients to advocate for their health care values.

### **HEALTH CARE PROMOTION**

8. Incorporate theoretical knowledge of biological and behavioral sciences and humanities in the provision of nursing care.
9. Incorporate evidence-based practice to perform technical nursing skills according to agency criteria.
10. Apply the nursing process to assist the client attain, maintain or regain health, or proceed to a peaceful death.

### **ETHICAL COMPORIMENT**

11. Engage in values clarification and ethical decision making in order to provide patient-centered care.
12. Practice within the legal-ethical parameters of the profession which include accountability and responsibility for one's actions.
13. Manage client care throughout the life span utilizing the process of collaboration, client advocacy and respect for diversity.

### **EVIDENCE-BASED PRACTICE**

14. Identify, implement and evaluate safe standards of nursing practice.
15. Utilize appropriate technology in order to optimize client care.
16. Utilize evidence-based research when developing a plan of care.

**TRANSFORMATIONAL LEADERSHIP**

17. Demonstrate initiative, autonomy and professional behavior when functioning as a member of the health care team.
18. Appropriately utilize time management when prioritizing and delegating nursing care.
19. Effectively collaborate with the multidisciplinary team.
20. Recognize the value of learning as a continual life process.

**BASED ON PROGRAM OUTCOMES, GRADUATES' SUCCESS WILL BE MEASURED BY:**

1. A minimum of 60% of the students entering NU 101 will graduate from the program.
2. Graduate passing rate on the NCLEX will be equal to, or above, the New York State and national passing rate.
3. 100% of graduates seeking employment will be able to find employment in nursing within six months after graduation.
4. A minimum of 80% of the graduates will rate program satisfaction as satisfactory or above.
5. A minimum of 80% of employers will rate graduate performance as satisfactory or above.

## **Nursing Awards**

The following awards are available to students graduating from the nursing program, and are presented at the Pinning Ceremony held each May.

### **Quinn Award**

1. The student selected must exhibit caring toward clients, as well as colleagues;
2. The student selected must exhibit commitment toward preserving the dignity of the client while implementing care;
3. The student selected must exhibit empathy - capable of perceiving the reality of the other as a possibility for oneself;
4. The student selected must focus interest from one self to the concern of the client/family/or colleague;
5. The student selected must exhibit behaviors that are varied, flexible, and creative while promoting quality care standards;
6. The student selected must relate to others with respect and understanding of differences in values and beliefs;
7. The student selected must strive to find common ground, areas to share, and minimizes conflict;
8. The student selected must demonstrate knowledge and application of care and professional commitment;
9. The selection is made by nursing faculty in April based on the above criteria.

### **Caggianelli Award:**

1. The student selected will be graduating from the nursing program.
2. The student selected must demonstrate outstanding knowledge and skill in medical-surgical nursing, and plan to seek employment in the medical-surgical field.
3. Selection is made by nursing faculty in April based on the above criteria.

### **Dr. Joseph Bellamy Science Award:**

1. The student selected will be graduating from the nursing program.
2. The student selected must demonstrate interest and excellence in the sciences.
3. The award is presented by the CMH Auxiliary in honor of Dr. Joseph Bellamy.
4. Selection is made by nursing faculty in May based on the above criteria.

### **Dr. Joseph Bellamy Research/Teaching Award:**

1. The student selected will be graduating from the nursing program.
2. The student selected must demonstrate interest and excellence in research and/or teaching.
3. The award is presented by the CMH Auxiliary in honor of Dr. Joseph Bellamy.
4. Selection is made by nursing faculty in May based on the above criteria.

**Lisa Belknap-Pearson Award:**

1. Student must be a Columbia County resident graduating from the nursing program.
2. Student must have a GPA of 3.0 as of the fall semester prior to graduation.
3. Student must submit a letter outlining involvement in volunteer activities by March 1st.
4. Selection is made in April by nursing faculty, based on the above criteria.

**Joan Tompkins Columbia Memorial Hospital / Columbia –Greene Community College Nursing Scholarship:**

1. The student selected will be graduating from the nursing program with a minimum GPA of 3.25.
2. The student selected must be a US Citizen of at least one year and a resident of Columbia or Greene County for at least one year.
3. The recipient must demonstrate prominent documentation skills and outstanding positive interaction with his or her patients.
4. The award will be presented by Sharon Tedford, in honor of her mother, Joan Tompkins.
5. Selection is made by the Nursing Faculty in May, based on the above criteria.