

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 diverse 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 clinically reason in order to 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 education. The teaching-learning process in this integrated curriculum is an active, continuous acquisition of knowledge, skills, and ethical comportment. These are acquired through study, instruction, analysis, and application of evidence-based practice. The faculty believes the following:

- 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 occurs when faculty coaching of students leads to professional formation.
- 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 is 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.
- 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: human flourishing, nursing judgment, professional identity, and spirit of inquiry. 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 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.

American Nurses Association

Code of Ethics for Nurses

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 population.
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 action 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 roles and 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 protect 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.

Substance Abuse Policy

Drugs, including alcohol, are not permitted on the College campus or in clinical 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

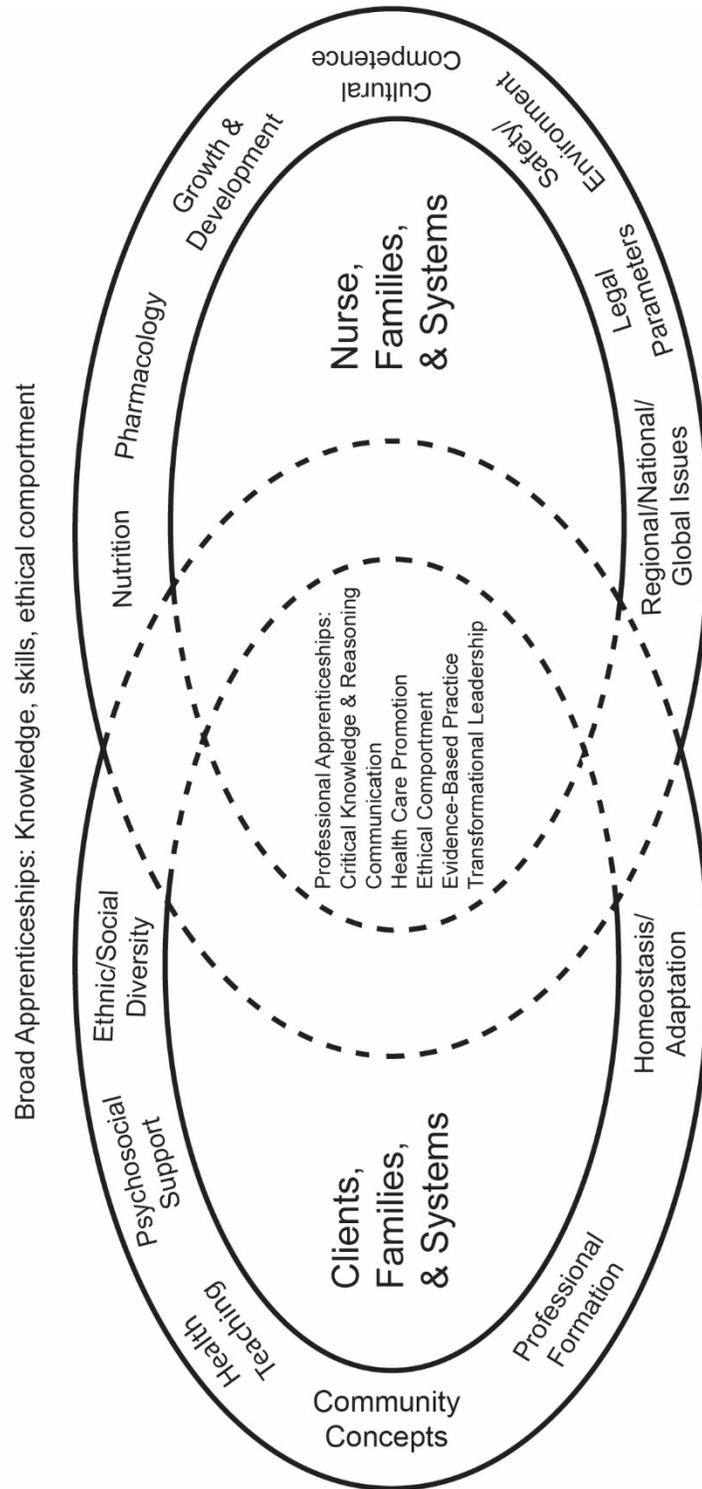
Columbia-Greene Community College provides information relating to crime statistics and security measures to prospective students, matriculated students and employees. This information is available in the Security Office, Vice President and Dean of Students and Enrollment Management Office, and the Vice 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 broad apprenticeships include: knowledge, skills, and ethical comportment. The professional apprenticeships include critical knowledge and clinical reasoning, communication, health care promotion, ethical comportment, evidence based practice and transformational leadership. The curriculum elements enhance the nurse-client relationship in the context of health-illness continuum by providing a foundation for program design. These elements are placed in a shared sphere encompassing the client and the nurse because of the impact on both. These elements include: homeostasis/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 Student Learning Outcomes

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

CRITICAL KNOWLEDGE AND CLINICAL 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 client -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 lifespan 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.

PROGRAM OUTCOMES:

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. 90% of graduates seeking employment will be able to find employment in nursing within six months after graduation.
4. A minimum of 90% of the graduates will rate program satisfaction as satisfactory or above.
5. A minimum of 90% 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
- Caggianelli Award
- Columbia Memorial Health Auxiliary Science Award
- Columbia Memorial Health Auxiliary Research/Teaching Award
- Lisa Belknap-Pearson Award
- Joan Tompkins Columbia Memorial Health / Columbia –Greene Community College Nursing Scholarship
- Mavis and John Caggianelli Nursing Award
- Dorothy Charles Memorial Kindness in Nursing Award
- Kaija and Kieron Gavlik Nursing Award
- Rita Wood Kraljevich RN Award
- Zach Swart Nursing Award
- The Sandy Speenburgh Award
- The Elizabeth Gould Pin Award