The Sage Colleges

NURSING DEPARTMENT

BACCALAUREATE PROGRAM STUDENT HANDBOOK

2017-2018

THE SAGE COLLEGES
65 1st Street
Troy, New York 12180

TABLE OF CONTENTS

Program Accreditation

The Department of Nursing has earned a reputation for excellence. The Department is fully accredited by the New York State Bureau of Higher Education. The Department is also a member of the American Association of Colleges of Nursing, and the Council of Deans of Nursing of Senior Colleges and Universities in New York State. The Department has also received full approval from the Commission on Collegiate Nursing Education (C.C.N.E.) One Dupont Circle NW, Suite 30, Washington, DC, 20036, (202) 887 6791.

Affirmative Action and Title IX

Discrimination/Harassment Complaint Policy & Procedure For Students in full document College Catalog and summary in Appendix A

INTRODUCTION

Congratulations on having chosen Nursing as your major at The Sage Colleges (Russell Sage College (RSC) and School of Professional and Continuing Education (SPCE). We hope your experiences here will be exciting and challenging. To facilitate your progress through the program, faculty and students have compiled this handbook to guide you through academic planning and acquaint you with the Nursing Program Mission, College Mission & Philosophy, the faculty, program requirements and other department policies and procedures that faculty have established to guide students through the educational process. Also included is a section on awards and honors given to nursing students throughout their years at RSC. This handbook supplements the RSC catalog and student handbooks.

Please refer to this handbook throughout your time in the nursing program. By accepting admission into this program the student assumes responsibility for all professional behaviors, policies and procedures cited in this handbook, as well as those in the College catalog. This handbook is updated annually. Students are expected to review this document at regular intervals to be aware of these changes.

We are excited about the program that we offer in Nursing and are pleased that you have chosen to become a registered nurse. We wish you every success in your chosen career.

Nursing Department Faculty and Staff

DEPARTMENT OF NURSING

Organization of Department

Mission, Vision and Curricular Definitions

Goals of Baccalaureate Program

ORGANIZATION OF THE DEPARTMENT

The Nursing Department at The Sage Colleges (TSC) has three types of degree programs: The B.S., M.S., and D.N.S. Programs. The baccalaureate program has two components: The Pre-licensure Baccalaureate Program at Russell Sage College with a full-time or part-time option and a Post-licensure Baccalaureate Program for Registered Nurses (graduates from associate degree or diploma programs who wish to earn a baccalaureate degree through Sage College of Albany). The graduate program includes both graduate and doctoral studies. The Department has a Chairperson, a Director of the Graduate Program, and Directors of the Baccalaureate Program. (See Appendix B) Faculty may teach in one or both programs.

MISSION AND VISION STATEMENT

The Sage Colleges Nursing Department Mission
We prepare and empower dynamic leaders through the integration of arts and sciences for excellence in nursing practice, education, research, and community engagement across a global pluralistic society. To become individuals that will BE, KNOW, & DO MORE.

Our motto is that the Sage Nurse CARES and we get there by the following:
To Be
- Loving
- Kind
- Caring
- Compassionate
- Trusting
- Authentic
- Engaged
- Ethical
- A leader
- Spiritual

To Know
- Empirically
- Personally
- Aesthetically
- Ethically

To Do
- Integrating the theoretical frameworks of Patricia Benner and Jean Watson the Sage nurse CARES through the following practice:
    - C- Condition or Concept (understanding the human condition through a conceptual framework)
    - A- Assessment (critically and holistically assessing)
    - R- Restoration of health from the altered human condition and reducing risks for alterations through intervention, prevention, & health promotion
    - E- Education & Prevention
    - S- Safe and Stewardship

The Sage Colleges Nursing Department Vision
Achieve distinction and excellence in professional nursing education, practice, research, and community engagement. The Sage Colleges (TSC), Department of Nursing, strives to prepare nurses to practice in a variety of innovative health care settings within a context of rapid global and technological change. Baccalaureate and Graduate preparation provides the essential components of a nursing career in the challenging practice environment of nursing and health care.
Re-affirmed 5/16

<u>CURRICULAR DEFINITIONS</u>

Persons interact with the health care system as individuals, families, aggregates, or communities. Each person is a responsive, affiliative, reflective, and unique being with biological, psychological, social, spiritual, and cultural dimensions.

Health is a dynamic process in achieving the optimal level of function for the person and is the goal of the interaction among the person, nurse, and environment. The profession of nursing values and is obligated to promote, protect, maintain, and/or restore health. Health promotion includes therapeutic interventions that increase a person's level of well-being and contribute to self-actualization. Health promotion includes primary, secondary, and tertiary prevention activities that decrease a person's likelihood of becoming ill or prevent complications of illness. Health restoration interventions focus on facilitating a person's return to an optimal level of function. When this is not a realistic goal, interventions support the person in the process of dying.

The **nurse** is a health professional who interacts with the person for the achievement of health within the environment. Role characteristics of the nurse include clinical judgment, critical thinking, communications, leadership, professional commitment, and research. The nurse's domains of practice (Benner, 1984, p.46) include the helping role, teaching-coaching function, diagnostic and monitoring function, administering and monitoring therapeutic interventions and regimens, management of rapidly changing situations, monitoring and ensuring the quality of health care practice, and organizational and work-role competencies. Consulting is an added domain at the graduate level.

The **environment** is a complex system in which the nurse and person interact.

Therapeutic interventions: Direct or indirect actions that the nurse performs in partnership with the individual, family, or aggregate to achieve a desired outcome. The concern of nursing relates to human experiences and responses to birth, health, illness, and death. The domains of practice (Benner, 1984) are used as an organizing system to identify specific nursing interventions. Consistent with ANA (1996), at the baccalaureate level, interventions include either direct care of the client and/or management of the care environment with interdisciplinary collaboration. At the graduate level, interventions comprise components of specialization, expansion, and advancement. Interventions at the advanced practice level emphasize initiation or facilitation of treatment regimes in managing health for specific population, and system wide strategies for managing changing environments of health care. Nursing actions are guided by theory, research, scientific principles, established standards and protocols, practical knowledge, and the ability of

8

the nurse to engage in a caring relationship with the client. All of these sources of information come together in the nurse, who through a process of critical thinking, empathetic understanding of the client, and ethical commitment is able to design and execute unique, sensitive, appropriate, and sound therapeutic action.

Caring: In professional practice caring is viewed as a commitment to other (individuals, families, and communities) which serves to directly or indirectly promote health and wellbeing. Caring is demonstrated by compassion and competence in the use of nursing science based on interpersonal skill and technologies.

Wellbeing: A state of increasing integration and wholeness.

Communication: Transactions in which messages are transmitted and received and relationships are defined. Communication is conceived as multidimensional, inclusive of both content and process. Effective communication requires both an understanding of the multifaceted and reciprocal phenomena and skill in written, verbal, and non-verbal methods of its transmission.

Leadership: An empowering process that fosters growth in both the constituency and the leader. Leaders are visionary, inspire commitment, and influence change. Leadership can be applied at many different levels of system complexity: Individual, family, groups of clients, professional colleagues, organization, and the larger society.

Critical Thinking: "The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing or evaluating information." This information is "gathered from or generated by, observation, experience, reflections reasoning, or communication, as a guide to belief and action." (Work of the National Council for Excellence in Critical Thinking Instruction), (Paul, 1993, p. 110).

Curriculum Delivery

Starting fall 2017 all new students to the program will be taught using a Concept Based Curriculum (CBC).

Conceptual Learning

Conceptual learning is increasingly viewed as a major trend for the future of education—not in nursing alone, but across numerous disciplines. This belief is based on the premise that *concepts* can be used effectively as unifying classifications or principles for framing learning while knowledge increases exponentially (Giddens, 2016).

What is a *concept*? Simply stated, a concept is an organizing principle or a classification of information. A concept can be limited or complex in scope and can be useful as a basis for education from preschool through doctoral education. In advanced applications, concepts are considered building blocks or the foundation for theory (Giddens, 2016).

By gaining a deeper understanding of a core set of concepts, a student can recognize and understand similarities and recurring characteristics, which can be applied more effectively than memorized facts. Teaching conceptually turns traditional learning upside down, focusing on generalities (concepts) and then applying this understanding to specifics (exemplars), instead of

the traditional educational approach that focuses more heavily on content and facts. (Giddens, 2016)

Concept Based Curriculum

Using Giddens Concepts for Nursing Practice you will learn to make connections and see patterns that will help you understand the health care recipient (person), health and illness phenomenon (health), understand how the environment affects the two and also how you as an RN (nurse) will understand and manage care when you understand the concepts set forth in this program. As you learn a concepts you will be able to apply the elements of the concepts to every developmental level. For example when you learn about gas exchange you will understand what gas exchange is, how it affects the person that you are taking care of at any age, and what your role as the RN is in managing that condition or concept.   Lynn Erikson (2011) believes that when we structure education using concepts, the learner will be able to think critically, reflectively, and creatively. Sage wants our nurses to be critical, reflective, and creative thinkers. Your knowledge acquisition will occur through cognition, psychomotor and affective learning domains.

Please see the following website for an example of each domain
http://thesecondprinciple.com/instructional-design/threedomainsoflearning/

Goals of Baccalaureate Program

UPON COMPLETION OF THE BACCALAUREATE PROGRAM THE GRADUATE WILL:

- Demonstrate practice that reflects nursing and other disciplines, research and theoretical constructs, including caring, and Benners' domains of practice.

- Integrate knowledge of human diversity in interactions with clients, client systems, and colleagues in the provision of health care.

- Collaborate with the client/family/populations in designing and managing health care across the life span.

- Use critical thinking and evidence based practice to arrive at clinical judgments to protect and promote the optimal health of clients—individuals, families, and populations.

- Collaborate with clients and health care providers in the effective use of resources in planning for clients' health care needs within the fiscal and regulatory constraints of the current health care system.

- Utilize effective patterns and modes of communication, including interpersonal and informational technology, with client systems and within organizations.

- Demonstrate professional leadership behaviors in nursing practice and as a citizen in society.

- Incorporate knowledge of, environmental factors (social, cultural, economic, political, technological and global) on individuals, families, community, and nursing health care delivery systems.

- Promote continuing professional development and credentials relevant to societal needs.

- Demonstrate commitment to the Nurses Practice Act and to the professional value system based on the American Nurses Association's standards of care and code of ethics.

Revised 5/16

PROFESSIONAL BEHAVIOR
AND
EXPECTATIONS

- *Civility*
- *Professional Practice/Code Of Ethics*
  - o *Professional Conduct*
  - o *Academic Honesty*
  - o *Process for Responding to Academic Dishonesty*
  - o *Academic Appeals*
  - o *Nursing Department Protocol for Academic Grievances*
  - o *Clinical Misconduct/Non-Professional Behavior*
- *E-mail Policy for The Sage Colleges*

Civility

It is everyone's responsibility to create a positive learning environment in the classroom and clinical. The following guidelines are examples that your faculty will hold you accountable for that demonstrate civility and professionalism.

Take responsibility for your education
> Instructors are here to create a learning environment – whether or not you learn depends on your willingness to listen, ask appropriate questions, and do the work necessary to pass the course. Students are advised to limit employment hours to less than 15 hours a week and make their coursework their priority.

Accept that instructors' policies, procedures and teaching styles vary.
> Some instructors enforce attendance policies vigorously; others are more lenient. Assignments and learning activities are at the discretion of the instructor. Each instructor has the freedom and authority to set his or her course policies and guidelines.

Attend class/lab
> Students who attend all scheduled learning experiences, listen to the instructor, ask questions, and take good notes are more likely to pass with a higher grade. If you must miss a learning activity, contact your course faculty ahead of time to let him or her know that you will not be there.

Attend Clinical
> Attendance at clinical is mandatory for successful completion of the course. The only accepted clinical absences are for illnesses or family emergencies/losses. These hours will be made up prior to the end of the semester during the clinical makeup days and will incur a makeup fee.

Be on time
> The instructor will start class/clinical/lab on time and dismiss when appropriate. Walking in late disturbs everyone. At TSC and many places of employment, tardiness communicates lack of interest and lack of dependability. If you will knowingly be late, discuss this with your instructor ahead of time. Lateness greater than 15 minutes at a clinical site is not acceptable and you will be sent off the unit and will need to make-up clinical and pay the required fee.

Come to class/clinical/lab prepared – Turn your work in on time
> Complete assigned readings and learning activities before coming to class/clinical/lab. Be prepared to be an active participant in your learning.

Practice common courtesy

Remember that in college, as is every other area of life, politeness and respect count.
- Do not have private conversations with your neighbors during class/clinical/lab.
- Turn off cell phones and electronic devices. The noise is distracting to other students. If a necessary communication needs to occur during a class/lab/clinical, please discuss with faculty prior to the start of class and step out to be respectful of your classmates and the learning environment.
- Do not send text messages during class/clinical/lab.
- Respect all opinions. Others may have different ideas and opinions from yours, they may ask questions that you perceive to be "stupid," but they deserve the same level of respect from you as you wish from them.

If you are struggling with your coursework, seek assistance.

Your instructors are willing to assist you. However, there are many other ways to get help: Tutoring is available through the Academic Learning Center. Proofreading and paper critiquing is available at the writing center.

DEPARTMENT OF NURSING

PROFESSIONAL PRACTICE/CODE OF ETHICS

Students are to act professionally and practice nursing following the American Nurses' Association (ANA) Standards of Clinical Practice, (2013) the American Nurses' Association Code of Ethics (2015) and the State Nurse Practice Act (2010, 2015). The Department of Nursing holds students to these standards in the classroom and clinical setting. Any violation of these standards and /or codes can result in course failure at the time of occurrence and may result in dismissal from the nursing program.

Nursing courses provide an opportunity to build on moral responsibility as it relates to nursing care of clients, families, and communities. This is operationalized through accurate documentation, maintenance of confidentiality, safety, and accountability. The Nursing Department supports the American Nurses' Association Code for Nurses and the ANA Standards of Clinical Nursing Practice. The ANA Code for Nurses include 11 statements based on the ethical principles of autonomy, beneficence, non-maleficence, justice, veracity, and fidelity. The Department seeks to embed these principles into students' clinical and academic practice in order that they are prepared to meet the Standards of Clinical Nursing Practice**.**

When a violation is alleged, faculty responsible for courses or clinical supervision/internships will contact the designated faculty or program directors as soon as possible after the incident for faculty to discuss appropriate action. If it is determined that the potential for dismissal exists, the faculty or program directors will then initiate the Academic Standards Committee process, which includes notifying the student in writing that such process has begun. At this point, if a student requests to withdraw from a course after an incident, which is alleged to violate the Department's Code of Ethics, a "W" grade will *not* be possible.

PROFESSIONAL CONDUCT

Students are representatives of The Sage Colleges as well as nursing and are to act professionally in all aspects of their education experience including classroom, clinical and community settings. Particularly in the clinical setting, following the stated dress code as indicated in this handbook is expected. Additionally, a student who is unable to attend a clinical or observational experience is expected to notify faculty and supervising nurses as appropriate. Not calling and not showing up at a clinical experience is unacceptable and considered unprofessional practice and may result in course failure.

It is inappropriate and considered unprofessional behavior to ask faculty for extra points or extra credit to raise a course grade. Grades are determined and clarified at the start of each semester in the course syllabi. Any variation on the grading is considered unethical.

Students having concerns about a course should discuss them first with the faculty member teaching the course, then the Director of the Nursing Program. Not discussing concerns with the faculty teaching the course is considered unprofessional. It is inappropriate to seek additional points or extra credit to improve your overall grade earned. If appropriate resolution has not been

reached, discussion may be initiated with the Department Chair and finally the Dean of Russell Sage College or the Sage Colleges School of Professional and Continuing Education dependent upon program.

Every effort will be made to resolve the situation closest to the level of the problem. Official appeals for exceptions to college and departmental academic policy should be discussed with the Academic Advisor and the Directors.

All communication with students, faculty, administrators, Sage staff, patients/clients, and health care professionals and colleagues will be conducted with mutual respect, appropriate voice tone and volume and the absence of profanity, inappropriate gestures and expressions. (Per College and Department Policy of the Student Conduct Code as delineated in the Sage Student Handbook.)

Communication modes include but are not limited to:
- o Class Interactions
- o Class Presentations
- o Clinical and Lab Settings
- o Sage External Community Encounters (i.e. Students Services, Convocations)
- o Verbal (i.e., voicemail, classroom and clinical, individual and group presentations)
- o Written (i.e., e-mail, Moodle, Sage Advisor, scholarly papers [see Academic Honesty statements below], clinical documentation and assignments)

Failure to communicate appropriately may constitute Unprofessional Behavior and subject to disciplinary action.

Written Work or Presentations:
Plagiarism/cheating is an increasing issue in all colleges. The definition of plagiarism (the use of another's ideas) generally written – without explicit credit is not taken lightly. Faculty are using the screening program, Turnitin.com to check on plagiarism. Papers with writing that reads like a textbook/article or are very different in style from a student's own work are likely to be scrutinized if not given credit as a quote or summary of another author.

The Nursing Department uses the APA's Publication Manual, 6th edition as the current style guide. Students are to closely follow guidelines for when and how to correctly quote/summarize or refer to authors in their assigned written work. (E.g., use of spacing, italics, periods, commas, and abbreviations.) Guidelines for many APA issues are found in the 6th edition manual in chapter 6, Crediting Sources, p.169. Plagiarism (principle 6.01, p.170. Also see reference examples in chapter 7 of the APA Manual, 6th Edition.

Testing:
The Nursing Department has strict policies on testing. Removal or attempt to remove questions (e.g., quizzes, tests,) from a class or taking an image of online quizzes or exams is prohibited and is considered academic dishonesty and will have severe consequences.

Any violation of professional conduct will be subject to the conditions outlined in the Department of Nursing Student Handbook and The Sage Colleges Student Handbook. Records of violations will be kept in student folders.

Testing will be conducted on Exam Soft. This is a secure testing site. An additional fee will be required.

CLINICAL MISCONDUCT/NON-PROFESSIONAL BEHAVIOR

The following are examples of clinical misconduct/non-professional behavior:

a. Providing nursing care in an unsafe or harmful manner: including performing a procedure incorrectly and/or without faculty/nurse guidance; negligently, willfully or intentionally doing physical or mental harm to a client. Failing to document care accurately and completely.

b. Disrespecting the privacy of a client in direct violation of HIPAA: this includes using sufficient information about a client (full name, last name or patient information of any sort that could identify the patient) in written assignments that will be removed from the clinical area such that the patient could be identified; discussing confidential information in inappropriate areas, discussing confidential information about a patient with third parties; and referencing or discussing patients on social networking sites and devices.

c. Falsifying patient records or fabricating nursing care or patient experiences: this includes fabrication in written materials and verbal reports for the clinical area as well as written material and verbal reports. It also includes fabrication or exaggeration of the number of hours reported as being completed for clinical experience.

d. Failing to report error or omission in treatment or medication: failure to report the error or omission to the appropriate people including nursing staff on the unit and clinical instructor.

e. Engaging in behavior that is contradictory to professional decorum such as exhibiting aggressive or intimidating behavior (e.g., profanities, threats, loud talking, rudeness, verbal coercion) toward or in the presence of faculty, staff, peers, patients/clients or agency personnel.

f. Attending capstone clinical without providing/submitting the student and preceptor work schedule.

CARES Guidelines for Practice Model © for clinical

All undergraduate nursing students are expected to follow the CARES guidelines for practice.

C	***Condition (concept)*** • What condition or problem is your client experiencing • What is the pathophysiology of the condition • What are the risk factors or potential causes that lead to the condition • What are the potential consequences of this condition to your client • What other concepts should be considered • What personal experiences do you have with this condition • What assumptions can you make about the condition • What is the desired condition that you would like to see for your patient

A	***Assessment***
	• Developmental considerations
	• Health History
	    o Past medical
	    o Family
	    o Psychosocial
	    o Culture/spirituality
	    o Adherence
	    o Functional ability
	    o Review of symptoms
	        ▪ Identifying risk factors
	• Physical assessment
	    o VS
	    o Pain
	    o Diagnostics
	    o I/O
	    o 60 second assessment
	    o Mental Status
	        ▪ A-appearance
	        ▪ B-behavior
	        ▪ C-cognition
	        ▪ T-thought process
	    o Skin, Heart & PV, Lungs and Abdomen
	    o Use the patient condition and potential consequences of the condition to help guide your focused system assessments
	    o Assess how the condition is affecting the clients ADLs & functional patterns
	• What are the desired findings that you expect for your client
	• What is the present findings related to your client

R	***Restoration Plan*** (returning client to optimal health) • Nursing Diagnosis (alteration of functional health) o Based on data collection r/t condition and assessment

	• Interventions to consider for this condition
	    ○ Pharmacological & Parenteral Therapies
	    ○ Non-pharmacological
	• Management of Care
	    ○ Prioritize your care
	        ▪ Level 1
	            • Airway problems
	            • Breathing problems
	            • Cardiac/circulation problems
	            • Vital sign concerns (e.g., high fever)
	        ▪ Level 2
	            • Mental status change (e.g., confusion, decreased alertness)
	            • Untreated medical problems requiring immediate attention (e.g., a person with diabetes who has not had insulin)
	            • Acute pain
	            • Acute urinary elimination problems
	            • Abnormal laboratory values
	            • Risks of infection, safety, or security (for the patient or for others)
	        ▪ Level 3
	            • Health problems that do not fit into the previous categories (e.g., problems with lack of knowledge, activity, rest, family coping)
	    ○ Basic care and comfort
	    ○ Keep the patient at the center of the care you provide (mind, body, & spirit)
	    ○ Caregiver (who is providing care with you (client's family and friend) & how can you support them and include them in the plan)
	    ○ Palliative care considerations or end-of-life planning (when applicable)
	    ○ Leadership-what leadership role do you take with the care of this client
	    ○ Delegation (UAP and LPN/LVN)
	• Ethical issues related to care and plan of care
	    ○ See provisions of ethics in nursing below (ANA)
	• The use of technology and informatics related to care of the client
	• Evidence-based practice used in the care of the client
	    ○ Guidelines
	    ○ protocols
	• Evaluation of the effectiveness of the plan

E	***Education & Prevention***
	• Educate your client on the following related to the current condition
	    ○ Pathology of the condition, Interventions and Management of Care related to the condition
	    ○ Prevention measures related to the condition
	        ▪ Primary
	        ▪ Secondary
	        ▪ Tertiary
	    ○ Health Promotion strategies
	    ○ Discuss the importance of adherence to regimen

S	***Safety & Stewardship***
	• Consider safety and protection measures that need to be taken with your client related to this condition
	    o Hand hygiene
	    o Asepsis
	    o Environmental
	        ▪ Bed position and side rails
	        ▪ Call bell placement
	        ▪ Room placement
	        ▪ Equipment safety and position
	        ▪ Home environment
	    o Communication (SBAR)
	    o Collaboration
	    o Health Care Quality initiatives used in the care of the client
	    o Secondary prevention measures
	        ▪ Braden Scale
	        ▪ Fall risk Scale
	• How did you demonstrate fiscal responsibility related to the care of your client
	    o Improve quality of care, reduce waste, and increase profitability
	    o Did you effectively and efficiently use your time

Reflective practice to be considered related to theory

Patricia Benner
Benner's Domains
Helping Role

1. The Teaching and Coaching Function
2. Diagnostic and Patient Monitoring Function
3. Effective Management of Rapidly Changing Situations
4. Administering and Monitoring therapeutic interventions and regimens
5. Monitoring and ensuring the quality of health care practices
6. Organizational work role competencies

Jean Watson
Watson's Caritas Factors
Guidelines for putting Love/Heart-Centered Caring practice into action:

1. Practicing loving-kindness and equanimity within context of caring consciousness.
2. Being authentically present and enabling, and sustaining the deep belief system and subjective life world of self and one-being cared for.
3. Cultivating one's own spiritual practices and transpersonal self, going beyond ego self.
4. Developing and sustaining a helping-trusting, authentic caring relationship.
5. Being present to, and supportive of the expression of positive and negative feelings.
6. Creatively using self and all ways of knowing as part of the caring process; engaging in artistry of caring-healing practices.
7. Engaging in genuine teaching-learning experience that attends to wholeness and meaning, attempting to stay within other's frame of reference.
8. Creating healing environment at all levels, whereby wholeness, beauty, comfort, dignity, and peace are potentiated.

9. Assisting with basic needs, with an intentional caring consciousness, administering 'human care essentials,' which potentiate alignment of mind-body-spirit, wholeness in all aspects of care.
10. Opening and attending to mysterious dimensions of one's life-death; soul care for self and the one-being-cared for; "allowing and being open to miracles."

Questions to be considered
What was your role in the care of the client?
What domains did you utilize?

American Nurses' Association (ANA)
ANA's Provision of ethics related to 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.

Objectives for CARES Guidelines for Practice Model© for Clinical

C	***Condition (Concept)*** ***Objectives*** • Student will be able to integrate liberal arts education into the understanding of the condition (concept) • The student will integrate and utilize previous nursing coursework to assist in developing and understanding of the condition (concepts) • The student will be able to summarize the pathophysiology of the condition (concept) • The student will be able to identify and explain the risk factors or potential causes of the condition (concept) • The student will be able to identify and explain the potential consequences of this condition (concept) as it relates to the client experiencing the condition (concept)

A	***Assessment***
	• The student will be able integrate and utilize previous nursing coursework to explain, demonstrate, and apply a holistic assessment as it relates to the condition (concept)
	    o Developmental considerations
	    o Health History
	    o Physical assessment

R	***Restoration Plan*** (returning client to optimal health)
	• The student will be able to interpret the findings of the holistic assessment to develop a nursing diagnosis or diagnoses for the client experiencing the condition
	
	• The student will be able to utilize the nursing diagnosis to develop a plan of care for the client that integrates and utilizes previous nursing coursework focusing on the following:
	    o Interventions & treatments
	    o Management of care
	    o Identifying potential and existing ethical considerations
	    o Use of informatics
	    o Use of evidence-based practice
	• The student will be able to identify the successful outcome of the restorative plan or identify the need for alteration of the plan and re-evaluation
	• The student will be able to demonstrate effective communication of the plan of care to the patient, family and other disciplines involved in the patient's care.
	• The student will integrate theoretical frameworks into the plan and care of the client (always consider Benner and Watson) but encourage the use of other frameworks

E	***Education & Prevention*** • The student will integrate and utilize previous nursing coursework in the development of a teaching plan. • The student should be able to develop a teaching plan for their client as it relates to the condition (concept) that includes: o Pathology of the condition, Interventions and Management of Care related

	to the condition
	   ○ Prevention
	   ○ Health Promotion strategies
	   ○ Adherence to regimen
	• The student should be able to demonstrate teaching of the client as it relates to the condition (concept)

S	***Safety & Fiscal responsibility*** • The student will be able to explain, apply and demonstrate safe practice and safe care of the client utilizing the QSEN competencies for safety and the integration and utilization of previous nursing coursework • The student will be able to explain and demonstrate fiscal responsibility related to the care of your client.

THE SAGE COLLEGES
NURSING DEPARTMENT
UNSAFE POLICY AND PROCEDURE

POLICY:

An unsafe occurrence is an event or situation in which the student demonstrates behavior or makes decisions which actually or potentially harms a client or violates standards of professional conduct. TSC shall not knowingly assign to a facility, nor permit to continue in assignment, any student who poses a direct threat to health or safety of others.

An action is considered Unsafe when the patient, patient's family, student, faculty, health care agency, or college is placed in jeopardy. Every student in the program is expected to act in a safe and ethical manner consistent with the ANA Code of Ethics for Nurses. Unsafe practice in the clinical area may result in a grade of "F" for the course regardless of the student's grade on the theoretical portion of the course.

1. Unsafe practice includes:
   a. Failure to practice within the guidelines of:
      i. Russell Sage College Nursing Student Handbook
      ii. The American Association of Colleges of Nursing: The Essentials of Baccalaureate Education for Professional Nursing Practice
      iii. New York State Nurse Practice Act
      iv. ANA Code of Ethics, including Professional Standards, Policy and Practice (as first introduced in Nursing 201)
      v. Procedures of the health care agency
2. Specific examples may include, but are not limited to:
   a. Non adherence to six rights of medication administration
   b. Abandonment of patient, i.e. leaving unit without reporting off to staff nurse and faculty member
   c. Lack of accountability and responsibility
   d. Failure to respect the individual client, health team member, faculty, and self
   e. Practicing the profession while the ability to practice is impaired by alcohol, drugs, physical disability or mental disability. However, any student with a disability who can safely perform the essential functions of his or her clinical position with or without a reasonable accommodation shall not be deemed to be engaging in an unsafe practice.
   f. Negligence in patient care.
   g. Failure to report changes in client's condition or plan of care.
   h. Substantiated act(s) of patient abuse, either physical or verbal
   i. Inappropriate handling or touching of clients. .
   j. Failure to observe isolation procedures and/or use appropriate personal protective equipment (PPE) and infection control measures.
   k. Failure to adequately document and/or report nursing care given.
   l. Inadequate preparation for assuming responsibility for client care.
   m. Violation of HIPAA regulations (i.e. breach of clients' confidentiality).

PROCEDURE:

1. Students will be informed verbally by their clinical instructor as soon as s/he becomes aware of an unsafe action.

2. A written statement on the Unsafe Occurrence Form (Appendix C) describing the unsafe occurrence will be given to the student.
3. The documentation of the unsafe occurrence will be reviewed by the Academic Standards Committee within 5 business day from the time of the report.
4. Academic Standards Committee will make a recommendation.
5. A letter will be sent to the student regarding recommendation of the Academic Standards Committee.
6. A student will be dismissed from the nursing program if she/he receives:
    a. Two (2) unsafe occurrences in one semester.
    b. Three (3) unsafe occurrences while enrolled in nursing program.

ACADEMIC HONESTY

Academic honesty is a core value at The Sage Colleges and is a necessary element to the learning process. It is also fundamental to the atmosphere of inquiry and intellectual curiosity that TSC seeks to foster. It is an assumption that learning is taken seriously by students and that the academic work that students produce is a direct result of the commitment of the student toward learning as well as the personal knowledge gained. As part of the Student Code of Conduct that all students are responsible to uphold, the following is the section related to academic integrity.

Academic Dishonesty/Misconduct
Academic dishonesty and misconduct violate the essential mission of an academic institution. Academic dishonesty and misconduct in any of its forms will not be tolerated at The Sage Colleges. Examples of academic dishonesty/misconduct include:
- Using material not authorized by the instructor to complete an exam;
- Knowingly doing another person's academic work;
- Presenting the written ideas, representations, or words of another without citing the appropriate sources;
- Failing to cooperate in the investigation of any student being accused of academic dishonesty/misconduct.

Academic Dishonesty/Misconduct Definitions:

- Cheating: Obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to: lying; copying from another's test or examination; discussion at any time of answers or questions on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions; allowing someone other than the officially enrolled student to represent same. Cheating includes, but is not limited to:
  - use of any unauthorized assistance in taking quizzes, tests, or examinations;
  - consulting or copying from any source beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - the acquisition, without permission, of tests or other academic material belonging to a member of TSC community;
  - disclosing, distributing ,making accessible, or improperly accessing confidential information acquired in the conduct of course work, on- or off-campus employment, internships, field placements, or serving as a research assistant;
  - failing to obtain Institutional Review Board (IRB) approval before beginning any research, including surveys or questionnaires, with human subjects, or failing to comply with IRB requirements;

o   unauthorized use of computer equipment or software.

● Plagiarism: The act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references; i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following:
   o   the submission of a work, either in part or in whole completed by another;
   o   failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another;
   o   failure to use quotation marks (or other means of setting apart, such as the use of indentation or a different font size) when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality;
   o   use of another's project or programs or part thereof without giving credit.

● Multiple Submissions: submitting substantial portions of the same academic work for credit more than once without authorization.

● Complicity in academic dishonesty/misconduct: intentionally helping or attempting to help another commit an act of academic dishonesty/misconduct; unauthorized collaboration on any academic work.

● Abuse of Materials: damaging, destroying, stealing, or in any way obstructing access to library or other academic resource material or academic record.

● Alteration: changing or attempting to change a grade or signature given by an instructor.

Process for Responding to Academic Dishonesty/Misconduct
1. A faculty member may take any of the following disciplinary actions when a student engages in an act of academic misconduct:
   a.   A written reprimand;
   b.   A zero or "F" on the assignment(s) involved;
   c.   A "F" in the class involved;
   d.   Revocation or a change of grade.

Any sanction, other than those listed here, may be issued by the institution only, not by an individual faculty member. A faculty member imposing discipline on a student for academic dishonesty/misconduct should take the following steps:
   a.   Determine whether it is more likely than not that the student is responsible for academic dishonesty and/or misconduct.
   b.   Faculty members are encouraged to consult with the accused student in an effort to informally address the alleged academic dishonesty/misconduct.
   c.   Notify the accused student of the charge of academic dishonesty/misconduct. The student should be notified in writing with a copy to the Academic Dean and the Dean

of Students. The written notification should include a brief description of the alleged misconduct that forms the basis of the charge, the sanction to be imposed (limited to the four (4) penalties listed above), and a description of the appeal options available to the student.

2. If the violation warrants consideration of a more severe remedy, the faculty member should contact the Associate Vice President for Student Life and Dean of Students to file formal charges and request the initiation of the student conduct hearing process.

3. In cases where more than two students are involved in the same alleged violation, the faculty member **must** forward the case directly to the Vice President for Student Life. The Vice President for Student Life will review the matter and determine if it is of an extraordinary nature. After review, the Vice President for Student Life will either refer the case back to the faculty member for immediate action, or refer it to a Student Conduct Board. **In either case, the assignment of final grades is determined by the faculty member**. As with all other grades, the academic appeal process is available to a student who wishes to question the grade assigned.

4. If the matter is referred to a Student Conduct Board, the faculty member and the College will serve as co-complainants and the matter will move forward as described in the Student Code of Conduct.

5. In the case of repeat academic dishonesty/misconduct, the Academic Dean of the College may contact the Associate Vice President for Student Life and Dean of Students to request that charges be filed against the student. The Dean of the College may serve as co-complainant in any resulting Student Conduct Board Hearing.

APPEALS

1. If a student wishes to appeal a grade assigned by a faculty member, based on a finding that the student engaged in academic dishonesty/misconduct, the student may utilize the academic appeals process.

The process is as follows:
- The student should submit a formal written appeal, with rationale, within 2 business days of receiving the decision from the faculty member to the department chair/program coordinator in the subject area. The department chair/program coordinator has 10 days to make a decision on this appeal.
- If the student is not in agreement with the decision from the department chair/program coordinator, they may appeal, within 2 business days, to the Dean of the College in which the course resides. The Dean has 10 days to make a decision on this appeal.
- If the student is not in agreement with the decision from the Dean, a final appeal may be made, within 2 business days, to the Provost of The Sage Colleges.

2. If a student wishes to appeal a sanction imposed through the Student Conduct Board Hearing process, the student may utilize the appeals process set forth in the Student Conduct Code in Section V, D.

NURSING DEPARTMENT SPECIFIC APPEAL PROCESS

Nursing Academic Standards Process:

When any unsafe/unprofessional behavior or academic dishonesty occurs, the student will be notified through the Professional Integrity Form (Appendix B). The sanction given on the form can be appealed. The appeal process is as follows:

a.   The student prepares a statement appealing to the Program Director explaining the behavior within two (2) business days.
b.   The Program Director convenes a meeting of the Academic Standards Committee of the Nursing Department, which is composed of faculty members. This committee will meet within five business days of the incident or as soon thereafter as is reasonably possible under the circumstances to determine whether dismissal from the program or other sanction/consequence is warranted.
c.   Students who wish to appeal the decision of the Academic Standards Committee should do so in writing addressed to the Chair of the Department of Nursing within two (2) business days.
d.   The Chair will review the appeal and refer it to an ad hoc committee of the faculty for consideration. The student will be informed of the result of the appeal in a timely manner.
e.   The student may appeal this decision and prepare a statement of appeal to the Dean of the College explaining the behavior within two (2) business days. The student will be informed of the result of the appeal in a timely manner.

f.   The student may appeal this decision and prepare a statement of appeal to the Provost of the College explaining the behavior within two (2) business days.

During this time the student may continue in all other theory courses, including the theory components of another clinical course, but may not continue in the clinical component of other courses until the Academic Standards Committee has met and made its determination. The student will then be notified in writing of the Department Academic Standards Committee determination. A student has the option to request a "W" in any or all of the other courses. If a student fails clinically, the student can not withdraw from that course.

References:
- The Sage Colleges Department of Nursing Student Handbook
- American Nurses' Association Standard of Clinical Nursing Practice
- American Nurses' Association Code of Ethics for Nurses
- New York State Nurse Practice Act
- Article 139 of New York Education Law and Part 64 of the Commissioner's Regulations

E-MAIL POLICY FOR THE SAGE COLLEGES

E-MAIL POLICY FOR THE SAGE COLLEGES
Sage considers Sage Gmail (username@sage.edu) the exclusive vehicle for official college e-mail communication. As such, username@sage.edu will be considered the official e-mail address for writing and forwarding electronic correspondence. All users are expected to regularly check their Sage e-mail account (on Gmail) and to acknowledge messages in a timely manner. In addition to general College notices, faculty members frequently use the College's e-mail system to notify and correspond with members of their classes. It is recommended that students frequently access their College assigned e-mail account for information. Any electronic business conducted with the College must be done via a sage.edu account.

In addition to this change in communication policy, The Sage Colleges is delighted to announce the online e-service called SageAdvisor. You can access the following information online, only through your MySage account:

- Account summary
- Grades
- Grade point average by term
- Transcript
- Academic evaluation (formerly Degree Audit)
- Class Schedule

SageAdvisor is a web based tool that will provide a wide spectrum of institutional services and information that will be provided within MySage and available to you when you need them. These services are categorized into three user groups: Students, Faculty/ Advisors, and Employees. Your personal information and services can be accessed in the areas that reflect your role(s) at The Sage Colleges.

If you need help with your password, please call the helpdesk at (518) 244-4777. Passwords can also be reset in the libraries or computer labs (you will be asked to show photo ID). For assistance with technical or operational issues (such as options not working or pages are loading with errors) you may also call or e-mail the helpdesk (helpdesk@sage.edu). Questions regarding content or information within certain options should be directed via email: sageadvisor@sage.edu.

Baccalaureate Program
Academic Planning

Advisement and Registration
Various Academic Matters
Calculating your Nursing GPA
Attendance Policy for the Nursing Program
Transportation
Student Resources
Wellness Center
Financial Aid

ADVISEMENT AND REGISTRATION

Nursing Faculty Advisors are assigned by the Associate Dean for Academic Advising and are found on your academic evaluation or Sage Advisor.

Advisement

- Each student is assigned a nursing faculty advisor who assists the student in academic planning. Upon admission to the nursing program, students receive a program plan which identifies required courses.
- It is ultimately the responsibility of the **STUDENT** to be familiar with all academic requirements for graduation when planning the academic program and verify the progress towards graduation.
- Each student must be aware of the all-college general education requirements, academic standards, and policies regarding transfer credit, and institutional credit (i.e., 45 credits must be from Sage).
- The names of the advisors are found on Sage Advisor, see Program Evaluation or Student Profile. Students should meet with their advisor at least once each semester. Appointments can be made by contacting the faculty advisor. Each advisor posts available office hours. Each student should retain a current copy of her program plan. Changes in the program plan MUST be approved by the faculty advisor. Failure to obtain faculty approval may result in delayed progression! Faculty advisors can assist students who are experiencing academic difficulties and should be utilized as resource for the student.
- Course registration may occur only after meeting with the faculty advisor and a student is "cleared" to register.
- Registration is then completed online via Sage Advisor by the student.

Planning Your Courses:

- You will be notified via MySage email to make an appointment to review your individualized program plan with your assigned advisor, and plan to bring your program plans, degree audits, (program evaluations), and your tentative schedule. Be sure to notify your advisor if you cannot keep an appointment. Appointments for the Undergraduate Directors can be made through the secretary (518) 244-2231.
- On the day of appointment, bring your:
  - Current program evaluation (degree audit)
  - Tentative course choices for the following Fall and Spring semesters
- Meet with advisor to:
  - Plan schedules and verify program plan
  - Complete and sign registration planning form.
  - Remember you are required to follow the specified sequence in nursing courses.
  - Discuss any academic issues, concerns, and successes.
  - Sign awareness of health clearance information required dates for all clinical courses.

o **Reminder: The student is ultimately responsible for the accuracy and completeness of their program plan.**

Registration:
- You must have provided Castlebranch with all immunization records and physician clearance (physical). Please refer to requirements clinical course pg 37.
- You must have arranged for payment of future courses and met payment plans for previous semesters.
- Be sure that your advisor "clears" you for on-line registration.
- RSC nursing student will register for the "L-01" lab/clinical section for all clinical and lab courses. The Program Director will place you in your lab/clinical section. You will be notified which section you were assigned to when the class meets.
- SPCE nursing student will register for specific lab/clinical sections.
- Meeting with advisor is not registration, and will **NOT** "hold'' spots in classes – particularly non-nursing classes. *You must maintain contact with your advisor <u>AND</u> the program director regarding your registration plans if actual registration is delayed for any reason.
- Registration is on a first come, first serve basis. Failure to register on line in a timely manner will risk being closed out of your class choices and may delay completion of program.
- If you have been advised to register for a nursing class and the selected clinical does not appear to be available continue/remain registered for the class portion.
- If you are pursuing a minor course of study, in addition to the Nursing major, you are responsible for communicating with your minor advisor as well as your Nursing major advisor. You need to complete a minor request form, to be assigned a minor advisor.
- Students in the SPCE nursing program must request permission to take graduate level (500+) courses from the Director of the Graduate Program after meeting with their faculty advisor.

Plan Payment:
- For financial aid, call the Financial Aid Office (518) 244-2341 for Russell Sage College.
- For special payment plans, call the Business Office at (518) 244-2200.
- Full time students pay tuition for 12 or more credits of study.
- Part time nursing majors pay one standard rate per credit hour. Full time study is twelve or more credits.

ACADEMIC MATTERS

EFFECTIVE as of Fall 2017-2018 Academic Year:
Students are required to attain and maintain a nursing GPA of 3.000. In order for a student to enroll in Nursing courses, a Nursing GPA of 3.000 is required. If the Nursing GPA of 3.000 is not attained the student will be placed on probation and not progress in the Nursing sequence and not progress in the Nursing sequence. The student will be provided a single semester to increase their Nursing GPA to the required 3.000. If the required GPA is obtained, the student will be allowed to progress in the Nursing sequence and come off-probation. If the Nursing GPA is still below the required 3.000. The student will be dismissed from the Nursing program. Please refer to courses cited in the NSG GPA calculation on page 31.
For example: A student has taken all their required support courses and are registered for NSG 201, NSG 207 and NSG 212 but their GPA is less than the required 3.000. They will be placed on probation and provided recommendations of courses to take or repeat to improve their Nursing GPA. They can not progress and will need to withdraw from their Nursing courses.

Matriculation
Students are considered matriculated once they have been accepted into RSC basic nursing program or RN-BS nursing program. Students must be matriculated into the nursing major prior to registering for Nursing 201 or Nursing 331.

Maintenance of Matriculation
In order to maintain matriculation in the undergraduate nursing program, a student's overall and nursing GPA must be 3.000 or greater.
- Students may not enroll in any nursing course without a cumulative nursing major GPA of 3.000 or higher.
- Students not enrolled in nursing courses, but in the nursing program, and do not have a 3.0 nursing major GPA will receive an early warning.
- Student progress in the program is reviewed at the end of each semester by the program's undergraduate Academic Standards Committee. Students who do not meet 3.000 nursing major GPA requirement may be placed on program probation and will not be permitted to progress in the nursing sequence.
- Failure to meet academic standards and/or probation requirements may result in dismissal from the Nursing program. (i.e., Students will be required to select a different major, if they wish to continue at Russell Sage).
- A student must receive a grade of "C" or higher in all Nursing courses.

Nursing Academic Standards
Students are responsible for being familiar with the academic standards for nursing as outlined in the appropriate College Catalog and the Nursing Department handbook. Should a student's GPA fall below 3.000 OR a grade of C- is earned in ANY nursing course, a Nursing Academic Standards Committee meeting will occur to review student records. This Committee will make a recommendation to the Director of the Nursing program and the student will receive a letter informing them of the decision. Should the student wish to appeal this decision, the following process should be followed:

- o The student should submit a formal written appeal, with rationale, within 2 business days of receiving the decision from the faculty member to the department chair/program coordinator in the subject area. The department chair/program coordinator has 10 days to make a decision on this appeal.
- o If the student is not in agreement with the decision from the department chair/program coordinator, they may appeal, within 2 business days, to the Dean of the College in which the course resides. The Dean has 10 days to make a decision on this appeal.
- o If the student is not in agreement with the decision from the Dean, a final appeal may be made, within 2 business days, to the Provost of The Sage Colleges.

General Policies:
- See pp. 14-23 for information on Clinical Misconduct/Non-Professional Behavior
- A Nursing GPA of 3.000 and a grade of C or better in all nursing courses is required for progression in the nursing sequence.
- Students may **only repeat one nursing course** throughout the nursing program. *This supersedes the college policy of repeating no more than three previously passed courses while enrolled in a program leading to a Bachelors.*
  For example, if a student was unsuccessful in obtaining better than a C in a nursing course, the student may repeat that nursing course one time. (For example, if a student received a "D" in NSG 212, they may repeat NSG 212 ONE TIME to change the grade.) This will be the **ONLY** nursing course that the student can repeat in the nursing program.
- Per college policy, students may repeat NO MORE than THREE previously passed courses while enrolled in a program leading to a Bachelor's.
  - o Credits and grade points for the first grade will be deleted from the cumulative record, while the grade itself will remain on the transcript and the repeat noted. The course information will be listed in the usual manner the second time it appears on the transcript. Generally, the course should be repeated in the first semester that it is subsequently offered. However, it may be repeated any time prior to graduation. No matter which grade is higher, the most recent grade counts in figuring the cumulative grade point average.
  - o In situations where a student has repeated a course previously taken for a letter grade at RSC, the grade replacement may not be used to remove term probation from the semester in which the course was previously taken.
  - o Students CANNOT repeat using the P/F option to replace a grade. However, a student who has failed a course using the P/F option may elect to retake the course for either a grade or a P/F option. The retaken P/F course counts as an additional use of the P/F option.
  - o All course repeats MUST be taken at Sage. In the event that a student's program of study is jeopardized due to the lack of course offerings at Sage, students may seek approval of the Program Coordinator/Department Chair to take the course elsewhere. The sequence of certain programs may not allow multiple retakes. Consult your Program Coordinator/Department Chair for further details. Students should seek approval of their advisor prior to pre-registration, as the sequence of their program may be affected by the need to re-take a course. RSC students should note that 30 of their last 45 credits must be in residence and, therefore, they are not eligible to take courses outside of Sage without the permission of the Dean. **Please note that only credits–not grades–transfer.**

- o Repetition of coursework for which credit has been granted may jeopardize financial aid eligibility. It is the STUDENT'S RESPONSIBILITY to understand the consequences of repeating courses on her own financial aid situation. Students with questions regarding the impact of course repeats on student financial aid should consult the Office of Student Services. (College Catalog, Academics Grading.)
- It is a policy of the Nursing Department that failure in the clinical component of a course constitutes course failure.
- A student must pass any medication math quiz/test with 100% accuracy within 3 opportunities as determined by the individual course faculty. If the student is unsuccessful, this constitutes failure of the lab/clinical portion of the course, which in turn constitutes failure of the entire course. Remediation of math skills is available via the College and Nursing Department to help ensure the student's success.
- Repeated clinical courses include both theory and clinical components. In each course, a syllabus is distributed at the beginning of the semester. Requirements for successful completion of the course are stated in the syllabus. It is the student's responsibility to become familiar with course and clinical requirements.
- A student who has not taken a college nursing clinical course for one year or more must successfully validate prior clinical course work before continuing in the clinical sequence. The validation must be completed and passed a minimum of one week prior to the semester in which the next clinical course is scheduled. There is a charge for this validation.

DEPARTMENT OF NURSING POLICY STATEMENT ON
PROBATION AND DISMISSAL PROBATION

Pre-licensure Baccalaureate Program: Prior to the sophomore/junior nursing sequence (N201, N207, N212), if the cumulative **nursing** GPA is below 3.000, the student will be placed on probation. In the subsequent semester, while on probation, (in order to raise the **nursing** GPA to 3.000 or above) the student may take or retake any required support course, (as per college policy), or previously completed nursing course but may not progress in the nursing course sequence. A nursing course may not be repeated more than one time. Transfer equivalent courses may not be taken to improve a student's GPA per financial aid.

Post-licensure RN-BS Baccalaureate Program: After completion of the RN bridge courses N331, N332, if the cumulative nursing GPA is below 3.000 in any semester, the student will be placed on probation. In the subsequent semester, while on probation, (in order to raise the nursing GPA to 3.000 or above), the student may take or retake any required support course, (as per college policy), but may not progress in the nursing course sequence. Transfer equivalent courses may not be taken to improve a student's GPA per financial aid.

Dismissal

Failure to maintain a nursing GPA of 3.000 in **any** subsequent semester following probation will result in dismissal from the nursing major. Failure to maintain a nursing GPA of 3.000 at the completion of the program will result in failure to graduate from the nursing program.

Calculating Nursing GPA

The nursing GPA includes all required support courses taken at Sage and all nursing courses taken at Sage. The quality points for each completed course grade is multiplied by the number of credits the course is worth. All the multiplied points are added up and divided by the total number of credits completed.

The following support courses are included in the nursing GPA: PSY101, PSY202/208, SOC350, 1 SOC/ANT course, CHM103/111 or Physics 101, BIO 213 or BIO201 and 202, BIO208 and SCI120.

*Only those courses that were taken at The Sage Colleges will be calculated in the Nursing GPA. Transferred course grades are not revealed or utilized in that calculation.

GPA Table

Grade	GPA	Grade Range	
		Low	High
A+	4.0	97	100
A	4.0	93	96
A-	3.7	90	92
B+	3.3	87	89
B	3.0	83	86
B-	2.7	80	82
C+	2.3	77	79
C	2.0	73	76
C-	1.7	70	72
D+	1.3	67	69
D	1.0	63	66
D-	0.7	60	62
F	0	0	59

GPA Calculation Example:

Course	Credits	Grade	Quality Points	
NSG 201	4	B	3	12
NSG 207	4	B+	3.3	13.2
NSG 212	4	B+	3.3	13.2
Total:	12			38.4

38.4/12 = 3.2 GPA

Attendance Policy For The Nursing Program

Attendance at all classes, college and clinical laboratories is expected. Students should also refer to the TSC Catalog regarding attendance. Absences or lateness may jeopardize a student's standing in the course or nursing program and will be evaluated on an individual basis by the faculty. This may include a deduction of points from the final course grade per individual faculty discretion.

The following are acceptable reasons to remain home from a clinical learning experience:
(fever, sore throat, persistent cough, nausea, vomiting, diarrhea, unexplained rash, conjunctivitis and open draining wounds.) Work obligations are not excused absences. After the extended absence, illness or Emergency Department visit, documentation needs to be provided for re-admission to full and active duties (this will include class, lab and clinical.)

Extended illnesses causing long absences, which cannot be made up **during the regular semester** will require the student to withdraw from the course, and retake the course, or request a grade of Incomplete from the course faculty (See College Policy for Incomplete grade policy and procedures.)

> **Incompletes:** An incomplete grade ("I") **MAY** be assigned by faculty under the following criteria/ circumstances:
> 1. Student has completed a significant portion of assigned work (typically 60-90%) **AND**
> 2. Student **REQUESTS** an incomplete from faculty and develops contract with a plan and reasonable timeframe to finish all coursework **(preferably prior to following semester, no later than 8 weeks into following semester.)**

Clinical Makeup

If a clinical make-up day is required based on unexcused absence or tardiness (late to clinical as indicated in course syllabi), plans for faculty coverage and payment and timing can be arranged ($250.00/day). If less than ½ of course is completed – student should consider withdrawing from class. Course work handed in late can result in reduction of grade/point as per faculty course policy as stated in course syllabus. Course work handed in after an incomplete request is granted must meet deadlines agreed to in the incomplete contract or again be subject to any grading penalties outlined in course syllabus. Revision of contract plan and timeliness are at the discretion of the faculty.

Transportation

Students are responsible for providing their own transportation to and from clinical facilities. Clinical facilities are located throughout the Capital Region and nearby counties, placements are based on optimal experience for students. Students need to schedule their responsibilities (family, work, classes, etc.) so that attendance requirements are met.

Leave Of Absence

If you do not plan to register for courses for two semesters, you need to apply for a Leave of Absence through the Office of Student Life in order to maintain your matriculation. Otherwise you will be considered withdrawn from the college and it will be necessary to reapply and meet any new curricular requirements. Please notify the Department of Nursing of your intent. If there are nursing curricular changes during the leave of absence, students will need to meet the expectations of the new courses.

STUDENT RESOURCES

Student Learning Resources

Students experiencing academic difficulties are encouraged to speak with the faculty of the course and/or their advisor. Several programs exist on campus to provide tutoring assistance or help with study skills. The faculty are committed to assist students in their academic growth and students are encouraged to seek that assistance. Refer to the Academic Support Center in the College catalog.

A learning resource is the nursing skills lab located in the McKinstry 3rd Floor. The lab is open during the semester so students can sharpen their skills in performing technical procedures and critical thinking. This lab provides an excellent opportunity to become proficient with equipment before using it in the clinical setting. Students are strongly encouraged to take advantage of this learning activity.

The Center for Learning, Teaching and Research is located on both campuses (RSC Shea Learning Center (Library) 3rd Floor and SCA Learning Center (Library) Academic Support Center 3rd Floor is available to help with reading, math, and writing skills as well as study and test taking skills. There is an expectation within the nursing department that students will be able to write well organized, thorough, referenced papers for many of their nursing courses. The nursing department utilizes the APA format 6th edition and assistance in the writing or referencing of these papers can be obtained through the academic support center.

Technology Resources - Computer labs and libraries have computers available for e-mail, web surfing, word processing and, literature reviewing and presentation development. Assistance with technology is available through Library Resources - Academic Technologies or by calling the Helpdesk at 244-4777.

Wellness Center

The goal of the Wellness Center is to assist students in reaching their optimal level of health and wellness through direct treatment and prevention. Most services are free for all Sage students.

The Wellness Center services include:
- routine physicals
- sick visits, PPD Screenings and Tetanus Booster
- throat cultures
- gynecological exams
- prescription medications
- prescriptions for Birth Control
- pregnancy testing & counseling
- alcohol & drug education
- mental health counseling
- sexual assault care and counseling
- peer education and advocacy

- . . . and more.

Financial Aid

Within the Department of Nursing, the Julia O. Wells Scholarship Fund is available to provide financial assistance to students on a semester basis. Applications are available from the undergraduate secretary. Additional financial aid information regarding TAP, PELL, Stafford, loans/grants, etc. or Higher Education Opportunity Program (HEOP) information is available through the Student Financial Aid Office 518 292-1758 (SCA). Students who have tuition reimbursement benefits should fill out the "Student Tuition Sponsorship Agreement'' form which also serves to meet the Health Alliance information requirements.

- Julia O. Wells Memorial Foundation, Inc. - The Foundation provides scholarship monies to the Department of Nursing for distribution to undergraduate, graduate, and doctoral students entering or continuing professional nursing education. Scholarships are provided to encourage and facilitate career opportunities for nurses and students and to foster and advance the visibility, prestige and perception of the profession of nursing.
- Health Systems Alliance Program - The program, a collaborative venture between The Sage Colleges and companies/health care organizations in the area, allows "employees to improve their job-related skills and knowledge, to acquire the education necessary to enhance their skills or prepare for career-related promotional opportunities. The Sage Colleges will discount tuition by 20% if it is matched by tuition assistant provided by participating employer. Submit Sponsorship Agreement Form at time registration for the 20% discount course tuition. Get form at www.sage.edu/resources/student_services/student_accounts/emp_reimburse/

Educational assistance benefits have traditionally included some or all of the financial support needed for career-related education. For more information about all levels of education contact the Office of Admission, Sage College of Albany at 518-292-8615 or http://www.sage.edu/spce/ or www.sage.edu/costaid/health_alliance/

REQUIREMENTS FOR CLINICAL COURSES

Annual Health Evaluation

The completion of an **annual** health evaluation is your professional responsibility. Evidence of physical well-being must be submitted to Castlebranch **PRIOR** to any clinical experience, and **BE IN EFFECT FOR THE ENTIRE SEMESTER**. The following are requirements for our clinical placements. Please review these requirements with your physician. All health forms are in the Undergraduate Nursing Office.

a. Health agencies have become very strict about student's immunization records. Please be sure this section is completely filled out on both the physical form and the attached sheet. You will not enter clinical without completion of the form.

b. The NYS Health Department requires that any individual born after January 1, 1957 must show proof of two measles (Rubeola) immunizations or proof of the disease (titers).

c. Varicella vaccines or proof of disease is also a requirement.

d. Also, TB Screening must be a PPD or Mantoux, the Tine Test is not acceptable evidence.

e. Proof of immunization with Hepatitis B Vaccine is also required (completion or declination).

f. NYS Department of Health is requiring annual flu shots for health care workers. You may decline a flu shot, but will be required to sign declination paperwork and wear a mask to all clinical agencies during active flu season per NYS DOH.

It is suggested that annual physicals, annual PPD tests, CPR certifications, and malpractice insurance be started and renewed every year in early May if possible, or during the summer (July), or mid-December/early January to avoid expiration during a clinical semester. Students whose insurance will not cover a physical during the needed time frame (mid Dec./Jan. or Summer) may use the Wellness Center. *Be aware that the Wellness Center is not open during school breaks – so appointments should be made for finals week.*

Requirements for Health and Immunization status are subject to change. Students are responsible for maintaining current health records.

Cardio-Pulmonary Resuscitation Certification (Cpr)

Students are required to maintain current American Heart Association (AHA) CPR certification (*CPR for the Healthcare Provider: Basic Life Support*). The class covers adult, infant and child CPR, choking, two rescuer CPR and pocket mask, AED). A copy of current CPR certification must be on file to the department. You can access American Heart Association classes via REMO (Regional Emergency Management Organization) at www.remo-ems.com. Be aware that you must demonstrate competence with a certified AHA trainer to receive a CPR card. Many facilities are requiring (AHA) CPR for the Health Care Provider.

Liability Insurance

Students are required to purchase their own professional liability insurance at $1,000,000/3,000,000. Liability insurance may be purchased with forms obtained in the Department of Nursing. Evidence of current liability insurance must be on file in the department.

Licensure For Rn Students

RN to BS students must present proof of current licensure to participate in courses with a clinical component (NSG 402 and NSG 404). This is to be kept on file through Castlebranch as with other required documentation.

PLEASE KEEP COPIES OF ALL DOCUMENTS SUBMITTED TO CERTIFIED BACKGROUND FOR YOUR OWN RECORDS.

DUE DATES for ALL Health Clearance Records: *Enrolled students who fail to have all current information into Certified Background by stated dates, <u>will be charged a fine of $100.00.</u>*

Fall Semester	August 15th
Spring Semester	January 10th
Summer Semester	May 10th

<u>Failure to comply will result in dismissal from clinical component of courses. The student will be responsible for the cost of clinical make-up time, at $250.00 per day.</u>

Equipment Required

(Beginning with NSG207) Available at M.O.S.S. Bookstore or K & M Uniforms.
1.   Wrist watch with second hand
2.   Sphygmomanometer for taking blood pressure (must be MDF)
3.   Stethoscope with bell and diaphragm (must be MDF)
    Both need to be purchased at the following website
 https://www.mdfinstruments.com/edu/rsnursing?coupon=rsnursing

Uniforms

Student uniforms are required for the clinical components of the nursing courses, beginning with
- Uniform top/pants
- SAGE Nursing Identification Badge
- Sleeve patch (left sleeve)

- White uniform shoes (no cloth/mesh/open-backed clogs) with socks/hosiery at least crew length
- White lab jacket suggested (No sweatshirts or sweaters)
- Hunter green uniform pants are acceptable
- Community Health: Collared white shirt and khaki or dark pants or skirt (no jeans), dark closed back shoes, socks/hosiery are required for community health visits with name identifying the participant as a student of The Sage Colleges

Professional Appearance/Behavior
Faculty reserve the right to determine whether a student is safe to provide quality patient care in the clinical setting. Faculty may dismiss the student from the learning experience accordingly.
- All students must meet the dress code standards for affiliating agencies. Students should be aware that they represent both The Sage Colleges and the profession and are expected to present themselves in a professional manner.
- Students must be physically and mentally prepared to attend clinical in compliance with the ANA Nurse Practice Act. (For example, no 8 hour shift may be worked immediately prior to clinical experience. Patient safety must be a priority.)
- Professional attire must be worn during all educational presentations and events associated to nursing courses.
- Community Health settings (NSG 325, NSG 408 and NSG 425), refer to specific guidelines per course faculty/syllabi.
- Identification pin must be worn in the clinical areas. Some institutions require an additional ID badge, which must be returned at the end of the clinical experience. There may be a fee for failure to return an ID badge. Currently some institutions are requiring picture ID badges for students. Students will be responsible for maintaining those badges
- No visible clothing may be worn under the designated uniform, except a white short or long sleeve tee shirt/turtleneck. A plain white scrub jacket with the Sage emblem on the shoulder may be worn.
- Unnatural hair color (green, purple, orange, magenta) is not permitted in clinical settings.
- Hair must be worn back, off the shoulders, and held in place by a plain clip or band.
- Visible jewelry must be kept to a minimum (only wedding band and watch are acceptable.) Body piercings will be confined to the ears only with a small single earring or post. All other visible piercings must be removed.
- Tattoos must not be visible or should be covered.
- Nails must be kept short and clean. Natural colored polish only. No artificial nails are permitted, as evidence shows they harbor microbes.
- No perfume should be worn in the clinical area. Many hospitals are becoming "fragrance free".
- No third-hand smoke (this means no odor of cigarette smoke should be on your clothing).
- Smoking is not permitted on any health institutional grounds per NYS law.
- Students should not leave clinical facility without permission and notification of clinical faculty at any time.
- Students who are ill should report to their clinical instructor prior to the clinical day as possible VIA TELEPHONE, NOT E-MAIL. Refer to Attendance Policy for the Nursing Program for further information.

- Uniforms are only worn in a clinical or lab situation when in the student role. Wearing the student uniform in any other employment or social situation is prohibited and is considered to be unprofessional.

RSC DEPARTMENT OF NURSING

MEDICATION ADMINISTRATION POLICY

Prior to the administration of any medication, the three checks of the "Six Rights" of medication administration must be followed. The drug, dose, route, time, patient and documentation will be verified by a faculty member or faculty designated clinical preceptor. All medication administration must be directly supervised by RSC clinical faculty or the assigned RN preceptor. Knowledge of the drug including therapeutic range/dose, frequency, action, drug/drug interaction, drug/food interaction, and side effects should be reviewed prior to administration.

Guidelines for Medication Administration

Students who do not meet safety standards will be required to remediate in the lab to practice medication administration with faculty and perform competency testing. Unsafe medication administration is grounds for failure of the clinical nursing course.

1. Students must pass the math competency associated with the program level (NSG 212, NSG 323, NSG 324, NSG 327, NSG 333, and NSG 355) before administering medications in the clinical site.

2. Students must follow all policy guidelines for the agencies.

3. Prior to the administration of any medication, the three checks of the "Six Rights" (drug, dose, route, time, patient and documentation) will be performed by the student and verified by the faculty member or designated clinical preceptor.

4. A faculty member or faculty designated preceptor must be present in a client's room for the administration of any medication.

5. Students may not access controlled substances without a faculty member or designated preceptor present.

6. Proper documentation of all administered medications must be completed by the student, verified by faculty member or designated preceptor.

7. Unsafe medication administration may be grounds for failure of a clinical course.

8. Students may not access an automated medication dispensing system (Pyxis) without the RSC clinical faculty member present. In NSG 421, the designated RN preceptors on a clinical unit may provide supervision for student medication administration.

9. IV push medications, as stated above, may be given only under the direct supervision of the clinical faculty or designated RN preceptor.

Restrictions:

- Blood products that require a 2 RN notification may not be administered by students. (Students can monitor patients receiving blood products but may not hang or sign for blood products.)
- No chemotherapeutic agents may administered by students. (Students can monitor patient receiving chemotherapy).
- No titrated IV drugs (NTG, Dopamine, Heparin, etc.). Students may participate in the care of patients receiving these drugs but may not titrate the drugs independently.
- No experimental drugs may be administrated.

STUDENT PROGRAMS, ACTIVITIES AND HONORS

College Student Government
All registered students are members of Student Government and eligible for elected or appointed positions. A representative from each major serves on the Academic Committee. More specifics are included in the Sage Student Handbooks.

Department of Nursing Committees
Student representatives are sought to serve on departmental committees: Baccalaureate Program, Master's Program, and Department.

Students also serve on various departmental and ad hoc committees. Student input is an important factor in many departmental decisions. Students who are willing to participate on committees should notify the Director of the Baccalaureate Program.

Student Nurse Association of Russell Sage College (SNARSC)
TSC has had an active Student Nurse Association Chapter. This group provides opportunities to experience camaraderie, leadership, and responsibilities at the local, state, and national levels. All nursing students are invited to join the Student Nursing Association and attend their meetings held throughout each semester. Activities such as Sagefest, club sponsored blood drives, and nursing conventions allow nursing students to shut their books and enjoy a different side of nursing.

Sigma Theta Tau International Nursing Honor Society
Sigma Theta Tau is the international honor society for nursing. The Sigma Theta Tau International (STTI) is committed to fostering excellence, scholarship, and leadership in nursing to improve health care worldwide. Nursing students at The Sage Colleges who meet eligibility requirements will be invited for membership in the STTI and may apply to the Delta Pi Chapter of Sigma Theta Tau International. Students are eligible for induction in their senior year. Students who chose to apply for membership will need to request a recommendation for membership by two current members; one of whom must be a faculty member. Induction into the society is held in the Fall. Faculty counselors can be contacted for further information about the organization and membership. The first floor Bulletin Board provides additional information.

Students invited to apply must meet the expectations of academic integrity as described below.
  o have completed 1/2 of the nursing curriculum
  o rank in the upper 35 percent of their graduating class

Additional information about the Delta Pi Chapter and/or the process for application is on the Delta Pi Chapter bulletin board in Ackerman Hall. For more information about Sigma Theta Tau go to www.nursingsociety.org

Student Awards

The Sage Colleges Department of Nursing confers awards to graduating seniors and other students each Spring. Each award has specific criteria with which to select the recipient. Announcement of the awards takes place at the Baccalaureate ceremony in the Spring. Receipt of a letter from the Deans of The Sage College requesting attendance at Spring Honors Convocation should be acknowledged. **Attendance is expected.** Receipt of some awards may be contingent upon sending copy of a thank-you note sent to award provider, and to the Development Office.*

Current Awards

RSC Nursing Student Awards:
- THE LOUIS KARP AWARD:
  - To an outstanding baccalaureate nursing student for clinical performance.
- THE GERTRUDE E. HODGMAN AWARD:
  - To the nursing student who demonstrates active involvement in college and/or community affairs and who displays high professional goals in memory of Gertrude E. Hodgman, former chairperson, division of nursing.
- THE OLGA ANDRUSKI AWARD:
  - To a senior nursing student who is a scholar and a leader.
- M. GRACE JORGENSEN NURSING ACHIEVEMENT AWARD & THE BELLEVUE HOSPITAL NURSING ACHIEVEMENT AWARD:
  - To two third-year Russell Sage students majoring in nursing who display academic and personal excellence, who demonstrate interest in women's health, who show promise of making significant contributions to the health-related professions and who show interest in working in cooperation with others rather than in competition with others.*
  - *These two awards are given by Dr. Jorgensen (M. Grace Jorgensen's daughter) and need to be applied for by the students. The award applications are available in February for students who have completed NSG 323 the previous fall semester or are in NSG 323 in the spring semester. An essay is required that addresses women's health issues. Each award is substantial and applications and essays are screened by faculty.

SPCE Nursing Student Awards:
- THE MARTHA KARP PALMER AWARD
  - To an outstanding Registered Nurse student.
- THE ROSLYN & MORRIS KOFFMAN NURSING AWARD
  - To a senior RN Nursing student.
- DEPARTMENT AWARDS
  - SPCE Award
  - Excellence in Nursing
- COLLEGE HONORS
  - RN/BA students may consult the SPCE college catalogue for honors
  - Eligibility requirements as a SPCE program student

<div style="border:1px solid black; padding:1em;">

NURSING AT
RUSSELL SAGE COLLEGE (RSC)
PRE-LICENSURE BACCALAUREATE
PROGRAM

</div>

RSC Required Courses
Sample Standard Plan
Sample Accelerated Plan
BS Program Worksheet
Pre-licensure Nursing Program Course Descriptions

RUSSELL SAGE COLLEGE REQUIRED COURSES
For Pre-Licensure Baccalaureate Student

- Graduation Requirement: 120 credits - 60 Liberal arts, 54 Nursing, 6 Electives
- You may transfer in up to 60 credits from an Associate's Degree Program, or up to 75 credits from a Baccalaureate Program.
- A minimum of 45 credits must be taken The Sage Colleges, and the last 30 credits must be taken at The Sage Colleges.

The following list of courses is required of **Russell Sage College Students.**

Required Support Courses	Credit Hours
Biological Sciences ● Physiology (BIO 213) (4 credits) OR Anatomy & Physiology I and II (8 credits) ● Microbiology (BIO 208) (4 credits)	8 -12
Physical Sciences ● Intro to Gen Chemistry I (CHM103 or CHM 111) (4 credits)　　OR ● General Physics I (PHY101) or equivalent (4 credits)	4
Nutrition (SCI 120) (3 credits)	3
Intro to Psychology (PSY101) (3 credits)	3
Developmental Psychology (PSY202/208) (3 or 4 credits) OR Child Psychology (PSY 203) (3 credits)	3-4
Intro to Sociology or Anthropology (SOC101 recommended or other SOC or ANT101) (3 credits)	3
Research for the Professions (SOC350) (3 credits)	3
General Education Core World (WLD 101)　4 cr. World (WLD 201)　4 cr. World (WLD 401)　3 cr. (WLD series may be waived for previous bachelor's degree)	11
General Education Areas of Breadth- Please see RSC catalog for distribution Humanities/Arts	27 12.0
Social and Behavioral Sciences	6.0
Natural and Physical Science	6.0
Quantitative　　CHM 101 or Math 113, 201, 209, 211, 220, 231 ECO215, PSY/SOC 207 (Statistics (MAT220) recommended)	3.0

Proposed Curricular Pattern- Basic Freshman Student- admission prior to September 2017

Fall	Credits	Spring	Credits
First Semester		**Second Semester**	
WLD 101	4.00	WLD 201	4.00
#PSY 101	3.00	#BIO 213	4.00
SOC 101 (ANT 101 OR OTHER SOC)	3.00	#SCI 120	3.00
#CHM 103	4.00	HMN	3.00
SST	1.5	SST	1.5
Semester sum	*15.50*	*Semester sum*	*15.50*
Third Semester	Credits	**Fourth Semester**	Credits
HMN	3.00	NSG 201	4.00
#BIO 208	4.00	NSG 207	4.00
#PSY 208/PSY 202	4.00	NSG 212	4.00
Liberal Arts	4.00	HMN	4.00
Semester sum	*15.00*	*Semester sum*	*16.00*
Fifth Semester	Credits	**Sixth Semester**	Credits
NSG 323	6.00	NSG 324	4.00
NSG 325	3.00	NSG 327	6.00
SOC 350	3.00	LA	3.00
HMN	3.00	Liberal Arts	3.00
Semester sum	*15.00*	*Semester sum*	*16.00*
Seventh Semester	Credits	**Eighth Semester**	Credits
NSG 326	4.00	NSG 405	2.00
NSG 408	6.00	NSG 406	2.00
WLD 401	3.00	NSG 409	2.00
LA/HMN	3.00	NSG 421	7.00
semester sum	**16.00**	**semester sum**	**13.00**

TOTAL must equal…………………..120 cr.

Need: 120 credits to graduate; a minimum of 60 Liberal Arts credits, and 54 nursing credits.
● #Required support courses included in Nursing GPA
● NSG201, 207, 212 are prerequisites for any 300 level or beyond nursing class.

- Pre-requisites for nursing 201/207/212- CHM 103/CHM 111/PHY 101, BIO 213, BIO 208, SCI 120, and PSY 101. A nursing GPA of 3.0 must be obtained prior to any nursing courses.
- Recommend MAT 220 or PSY 207 for liberal arts
- NSG 323 and 325 – continues to have pre- or co- requisite PSY 208.

Proposed Curricular Pattern – Basic Freshman Student-Admitted September 2017

Fall	Credits	Spring	Credits
First Semester		**Second Semester**	
WLD 101	4.00	WLD 201	4.00
#PSY 101	3.00	#BIO 201	4.00
#SOC 101 (ANT 101 OR OTHER SOC)	3.00	#SCI 120	3.00
#CHM 103	4.00	HMN	3.00
SST	1.5	SST	1.5
Semester sum	*15.50*	*Semester sum*	*15.50*
Third Semester	Credits	**Fourth Semester**	Credits
Liberal Arts	3.00	#BIO 208	4.00
#BIO 202	4.00	#SOC 350	3.00
#PSY 208	4.00	Liberal arts	3.00
HMN	3.00	Liberal Arts	3.00
HMN	3.00	HMN	3.00
Semester sum	*17.00*	*Semester sum*	*15.00*
Fifth Semester	Credits	**Sixth Semester**	Credits
NSG 201	4.00	NSG 323	6.00
NSG 207	4.00	NSG 325	3.00
NSG 212	4.00	NSG 326	4.00
WLD 401	3.00	NSG Pharm 345	3.00
Semester sum	*15.00*	*Semester sum*	*16.00*
Seventh Semester	Credits	**Eighth Semester**	Credits
*NSG 333	6.00	NSG 405	2.00
*NSG 425	4.00	NSG 409	2.00
*NSG 355	4.00	NSG 450	8.00
WLD 401	3.00		
semester sum	17.00	semester sum	12.00

TOTAL must equal…………………..120 cr.

Need: 120 credits to graduate; a minimum of 60 Liberal Arts credits, and 54 nursing credits.

- #Required support courses included in Nursing GPA
- NSG 201, 207, 212 are prerequisites for any 300 level or beyond nursing class.
- Pre-requisites for nursing 201/207/212- CHM 103/CHM 111/PHY 101, BIO 201 and BIO 202 (BIO 213), BIO 208, SCI 120, SOC 101 (or any other SOC or ANT 101), SOC 350, PSY 101 and PSY 208. A nursing GPA of 3.0 must be obtained prior to any nursing courses.
- Recommend MAT 220 or PSY 207 for liberal arts.

SAMPLE UNDERGRADUATE PROGRAM PLAN FOR TRANSFERS INTO BASIC PROGRAM

First Semester	Credits	Second Semester	Credits
NSG 201	4.00	NSG 323	6.00
NSG 207	4.00	NSG 325	3.00
NSG 212	4.00	SOC 350	3.00
Plus any required support courses or gen. eds. which may not be offered both Fall & Spring. BIO 213 is a pre/c-requisite for NSG207).		Plus any required support courses or gen eds.	
Semester sum	*12.00+*	*Semester sum*	12.0
Third Semester	Credits	**Fourth Semester**	Credits
NSG 324	4.00	NSG 326	4.00
NSG 327	6.00	NSG 408	6.00
LA	3.00	WLD 401	3.00
Plus any required support courses or gen eds.		Plus any required support courses or gen eds.	
Semester sum	*13.00+*	*Semester sum*	*14.00+*
Fifth Semester	Credits	**Sixth Semester**	Credits
NSG 405	2.00		
NSG 406	2.00		
NSG 409	2.00		
NSG 421	7.00		
Semester sum	*13.00*		

Part-time students (less than 12 credits/semester) should develop program plans with the directors or their advisor to insure meeting the program requirement

Proposed Transfer Student Program Plan- Admitted September 2017

Fall	Credits	Spring	Credits
First Semester		**Second Semester**	
NSG 201	4.00	NSG 323	6.00
NSG 207	4.00	NSG 325	3.00
NSG 212	4.00	NSG 326	4.00
SOC 350	3.00	NSG 345- Pharmacology	3.00
Semester sum	*15.00*	*Semester sum*	*16.00*
Third Semester	Credits	**Fourth Semester**	Credits
*NSG 333	6.00	NSG 405	2.00
*NSG 425	4.00	NSG 409	2.00
*NSG 355	4.00	NSG 450	8.00
semester sum	14.00	semester sum	12.00

TOTAL must equal…………………..120 cr.

Need: 120 credits to graduate; a minimum of 60 Liberal Arts credits, and 54 nursing credits.

- #Required support courses included in Nursing GPA
- NSG 201, 207, 212 are prerequisites for any 300 level or beyond nursing class.
- Pre-requisites for nursing 201/207/212- CHM 103/CHM 111/PHY 101, BIO 201 and BIO 202 (BIO 213), BIO 208, SCI 120, SOC 101 (or any other SOC or ANT 101), SOC 350, PSY 101 and PSY 208. A nursing GPA of 3.0 must be obtained prior to any nursing course.

THE SAGE COLLEGES
DEPARTMENT OF NURSING/B.S. Program Planning

STUDENT_____ PHONE_____

ADVISOR_____Original Date:_____Prepared by:_____

Reviewed Dates _____ _____ _____ _____ _____

Revision Date _____ _____ _____ _____ _____

TRANSFERRED IN		COMP. IN SUMMER	
FALL 20____	**SPRING 20____**	**SUMMER I 20____**	**SUMMER II 20____**
FALL 20____	**SPRING 20____**	**SUMMER I 20____**	**SUMMER II 20____**
FALL 20____	**SPRING 20____**	**SUMMER I 20____**	**SUMMER II 20____**
FALL 20____	**SPRING 20____**	**SUMMER I 20____**	**SUMMER II 20____**

General Education at Russell Sage College:

The World Program
WORLD stands for Women Owning Responsibility for Learning and Doing, and as the title of our general education program, translates Sage's founding motto – "to be, to know, to do" – into the educational challenges facing 21st century women. It further indicates our commitment to a global perspective and our respect for the diversity of our community, both narrowly and broadly defined.

Core Courses
These three courses, which immerse students in writing, research, and global issues of particular relevance to women, offer a common educational experience to all Russell Sage students and provide a core around which co-curricular activities will be planned. Thus, students should expect to attend and benefit from many of the campus performances, lectures, and other activities that will be linked to their core course work.

- World (WLD) 101: Reading Women's Voices/Developing Our Own
- World (WLD) 201: Researching Women's Lives
- World (WLD) 401: Women Changing the World

Core Courses
WLD 101: Reading Women's Voices/Developing Our Own. In a global environment of wired connection, WORLD 101 and 201 challenge students to develop Voice including skill in multimodalities, lucid argument, quantitative analysis, research, and personal expression. This team-taught, interdisciplinary course sequence views women's lives through the lens of historical, cultural, global, and systemic forces that shape women's opportunities and constrain their realization. The materials of WLD 101 will include multiple genres reflecting the strategies that writers and researchers use to make claims and provide warrant for their arguments. A major objective of the course is for students to comprehend and analyze rhetorical styles of power and persuasion. Students will gain experience in the comparison of texts through informal discussion and formal reflection. In WLD 201, students will conduct a research-based project. This will result in a paper and formal presentation at the WORLD conference. This course replaces the former core requirement of ENG 101 and serves as Russell Sage's basic English composition course. Transfer students with credit for ENG 101 will have this requirement waived. Note: A grade of C or better must be earned in WLD 101 and 201 in order to receive course credit. The grade NC (no credit) is given to students who have not achieved a grade of C or better but who have completed all coursework.

WLD 201: Researching Women's Lives. In a global environment of wired connection, WORLD 101 and 201 challenge students to develop Voice including skill in multimodalities, lucid argument, quantitative and qualitative analysis, research, and personal expression. This team-taught, interdisciplinary course sequence views women's lives through the lens of historical, cultural, global, and systemic forces that shape women's opportunities and constrain their realization. The materials of WLD 101 will include multiple genres reflecting the strategies that writers and researchers use to make claims and provide warrant for their arguments. A major objective of the course is for students to comprehend and analyze rhetorical styles of power and

persuasion. Students will gain experience in the comparison of texts through informal discussion and formal reflection. In WLD 201 students will conduct a research-based project. This will result in a paper and formal presentation at the WORLD conference. This course replaces the former core requirement of ENG 220 and serves as Russell Sage's basic research and writing course. Transfer students with credit for ENG 220 will have this requirement waived. Prerequisite(s): WLD 101 or ENG 101 Note: A grade of C or better must be earned in WLD 101 and 201 in order to receive course credit. The grade NC (no credit) is given to students who have not achieved a grade of C or better but who have completed all coursework.

WLD 401: Women Changing the World. This interdisciplinary course engages students in an examination of how women influence and change their world. Students draw upon their knowledge, skills and voice, as well as the voices of other women, to examine their personal values and explore their potential as agents of activism and change. Requirements include a group service-learning project and an end-of-semester conference. (Formerly WLD 420) Prerequisite(s): Completion of 61 or more credits.

NURSING COURSE DESCRIPTIONS

NSG 201. Theoretical Basis of Nursing Practice   4 Cr.

The focus of this course is to assist students in developing an understanding of the roles of professional nurse within the current social, economic, psychological, political and philosophical climate. The student identifies the autonomous and collaborative components of nursing practice within the health care delivery system. Concepts which contribute to professional development such as critical thinking, communication, accountability, ethics, and legalities are explored. Students trace the historical evolution of the profession from its early beginnings to current theories of nursing and identify the value of research to the future of nursing and health care. A conceptual framework is utilized. Offered Fall and Spring. (Theory 50 hrs.) *Nursing GPA of 3.0 required for admission to course.

NSG 207. Health Assessment and Promotion Strategies   4 Cr.

Focus of this course is on the development of assessment and critical thinking skills needed by the nurse in the data collection and includes communication and interviewing, nursing history, vital signs, interpretation of routine laboratory date, and the physical examination. Opportunities will be provided for skill development in communicating effectively and in a caring manner while collecting and recording subjective and objective data, identifying factors that present health risks or actual overt alteration in functional patterns and health status, developing outcomes for and interventions related to the helping and teaching domains of practice, and documenting all aspects of the nursing process. A conceptual framework is utilized.
Pre-Co-requisites: NSG 201, BIO 213
Offered Fall and Spring. (Theory 37.5 hrs., College Lab: 25 hrs.) *Nursing GPA of 3.0 required for admission to course.

NSG 212. Nursing Interventions/Concept I   4 Cr.

Course Description (for catalog): This course focuses on individualized interventions related to the prevention and alleviation of common health problems in the client experiencing alterations in functional health patterns. In simulated and actual clinical settings the student practices in a professional role while utilizing critical thinking skills in an environment that values the concept of caring. The focus on implementation of care reflects cultural, developmental level for adults (older adult/Hartford Geriatric Curriculum), and advocacy needs of the client using the application of Benner's domains of practice. A conceptual framework is utilized.
Pre-Co-requisites: NSG 201, 207, BIO 213, SCI 120 (preferred)
Offered Fall/Spring. (Theory 25 hrs., Clinical 80 hrs.) *Nursing GPA of 3.0 required for admission to course.

NSG 323. Nursing Interventions/Concept II   6 Cr.

The purpose is to identify, clarify, and conceptualize pathological changes in major health problems which provides a theoretical base for the nurse in the domains of practice. The concept of caring is reflected in the seeking of knowledge regarding pathophysiology and nursing interventions. Using a case study approach, students have an opportunity to demonstrate critical thinking skills in applying pathophysiological and nursing principles. Students integrate theory into the care for the acutely ill client in practice settings.
Prerequisite: NSG 201, 207, 212, BIO 213 pre/co-requisite: BIO 208

Offered Fall/Spring (Theory: 50 hrs., Clinical: 80 hrs.) *Nursing GPA of 3.0 required for admission to course.

NSG 324. Nursing Interventions III   4 Cr.
This course is designed to prepare the student in caring for clients requiring complex nursing interventions. The theoretical preparation, including the concept of caring, provides a framework by which analysis of clinical situations promote understanding of the complex interactive factors affecting the health of the client system.   In the clinical laboratory, the student utilizes clinical judgment in the care of the client with complex problems in a variety of settings. Students develop and expand their skills and clinical judgment in selected domains of practice.
Prerequisite: NSG323 and prior sophomore nursing courses.
Offered Fall and Spring (Theory 30 hrs., Clinical 80 hrs.) *Nursing GPA of 3.0 required for admission to course.

NSG 325. Family Community Health I   3 Cr.
This course assists students in examining factors that promote health or act as barriers to health across the life span. Students will explore multidimensional factors including culture, religion, and economics that influence health behaviors. Clinical experiences in a variety of community settings will provide students with knowledge to develop and implement specific health promotion strategies using a dynamic interdisciplinary approach. Application of learning theory will be applied to groups in the community.
Prerequisites: Prior sophomore nursing sequence and SCI120. Pre/co-requisite: PSY 202/208
Offered Fall/Spring (Theory 30 hrs., Clinical: 40 hrs) *Nursing GPA of 3.0 required for admission to course.

NSG 326. Psychiatric Mental-Health Nursing   4 Cr.
This course is designed to refine students' communication skills and therapeutic use of self for application with clients who are experiencing behavioral difficulties in living. Theory and practice in psychiatric-mental health nursing is directed toward the development of skill and comfort in intervening with these clients. Theory consists of content related to emotional/mental disorders with the expectation that the student applies this knowledge in the practicum. The course examines clients across the life span, with emphasis on the adult, and from various socio/cultural backgrounds. Primary focus is on the nurse/client individual relationship. Students collaborate with other health care providers, and accountability, and clinical judgment are emphasized.
Prerequisites: Sophomore nursing sequence, PSY 101, PSY 202/208.
Offered in the Fall and Spring. (Theory 30 hrs.) (Clinical 80 hrs.) *Nursing GPA of 3.0 required for admission to course.

NSG 327. Family Community Health II   6 Cr.
This course examines the nursing role in the maintenance and restoration of the family during the childbearing, and child rearing phases of family development. Students are encouraged to explore interactions which contribute to the family's functioning and interaction with the community. Caring is the overriding construct which directs interventions identified in the domains of helping, teaching-learning, and diagnostic-monitoring of therapeutic regimes.
Prerequisites: NSG 323, 325, SCI 120 (Nutrition), PSY 101, PSY 202/208 and all sciences.
Offered: Fall and Spring. (Theory 60 hrs., Clinical 80 hrs.) *Nursing GPA of 3.0 required for admission to course.

NSG 333. Nursing Concept III   6 Cr.

The purpose is to identify, clarify, and conceptualize advanced pathological changes in major health problems across the lifespan which provides a theoretical base for the nurse in the Benner's domains of practice. The concept of caring is reflected in the seeking of knowledge regarding pathophysiology and nursing interventions. Using a student centered learning environment, students have an opportunity to demonstrate critical thinking skills in applying pathophysiological and nursing principles. Students integrate theory into the care for the acutely ill client in practice settings. Students develop and expand their clinical judgment and skills in selected domains of practice. A conceptual framework is utilized. Prerequisite: Nursing sequence. Offered Fall and Spring (Theory 50 hrs., Clinical 80 hrs.) *Nursing GPA of 3.0 required for admission to course.

NSG 345. Nursing Pharmacology   3 Cr.

The major focus of this course is on the scientific application of drug actions and their effect on an individual's wellness/illness state across the lifespan. This course enhances the students' critical thinking abilities related to pharmacological concepts within a caring framework. Drug classifications are presented, analyzing pharmacokinetics and pharmacodynamics, within a framework of an individual's physiological and psychological functioning. Socioeconomic concerns, cultural diversity, age-related changes, legal constraints and ethical issues related to drug therapy are explored. Nursing GPA of 3.0 required to enroll.

NSG 355. Reproduction and Sexuality   4 Cr.

This course provides in-depth coverage of health care concepts with nursing application. This course provides continuing opportunities for development of clinical judgment skills. The course lends itself to a concept-based approach. This course examines the nursing role in the maintenance and restoration of the family during the childbearing, and child rearing phases of family development. Students are encouraged to explore interactions which contribute to the family's functioning and interaction with the community. Caring is the overriding construct which directs interventions identified in the domains of helping, teaching-learning, and diagnostic-monitoring of therapeutic regimes.
Prerequisites: Nursing sequence
Offered: Fall and Spring. (Theory 30 hrs., Clinical 80 hrs.) Nursing GPA of 3.0 required to enroll.

NSG 405. Leadership/Management   2 Cr.

The baccalaureate graduate, a professional practitioner, assumes responsibility for planning, delegating, supervising, and evaluating nursing care given by other staff in health care agencies. The nature of organizations, the behavior of individuals and groups in the organization, patterns of delivering care in various health care settings, and the evaluations of services are explored. A major focus is developing clinical judgment in the domains of monitoring and ensuring quality of health care practices, and organizational work role competencies.
Prerequisite: Senior status or permission of instructor.
Offered: Fall and Spring. (Theory 30 hrs. senior status)

NSG 406. Critical Care Nursing Interventions   2 Cr.

This theoretical course focuses on clients with a life threatening condition with multi-system needs who are experiencing rapid physiological changes and their sequelae. Caring within the context of advanced technological settings is emphasized.
Prerequisites: Senior status or permission of instructor.
Offered Fall and Spring. (Theory: 30 hrs.)

NSG 408. Family Community Health Nursing III   6 Cr.

The epidemiological prevention process, community theory and family theory provide the basis for nursing care in the community. The course emphasizes application of this knowledge base to improve the health of the community through program planning and effective use of the health care resources. Emphasis will be placed on achieving positive outcomes of nursing management for individuals, families, and specific population groups through dynamic interdisciplinary practice.
Prerequisites: Nursing 323, 325, SCI120, PYS 202/208, and all sciences.
Offered: Fall and Spring. (Theory 60 hrs., Clinical 80 hrs.)

NSG 409. Professional Role: Challenges and Issues   2 Cr.

The development of the baccalaureate nurse's commitment to and leadership in the profession of nursing is the emphasis of this course. Emphasis is on professional responsibility for helping to shape the future of health care, for advancing human caring as a public agenda, and for influencing developments within the profession. In seminar discussion, students investigate and analyze the impact of specific professional, ethical, political, social, legal and economic issues in nursing and health care.
Prerequisite: Senior status or permission of instructor.
Offered Fall/Spring. (Theory 30 hrs.)

NSG 421. Transitions in Professional Practice   7 Cr.

This capstone course is designed to help the student synthesize the concepts of nurse, environment, person, health and caring as they apply to the domains of nursing practice in various health care settings. Students will examine the client's total experience of the health care system and its complexities to support culturally sensitive care within a diverse environment. Complex dimensions of the domains of practice will be analyzed with implications for the graduate leadership roles. By synthesizing knowledge of nursing theory/research, and previous practice, students will make the initial transition to professional practice models.
Prerequisite: All required clinical nursing and support courses in basic baccalaureate program.
Offered Fall and Spring. (Theory 15 hrs., [6 seminars, 2 hours/seminar], Clinical 240 hrs.)

NSG 425. Family and Community Health II   4 Cr.

The epidemiological prevention process, community theory and family theory provide the basis for nursing care in the community. The course emphasizes application of this knowledge base to improve the health of the community through program planning and effective use of the health care resources. Emphasis will be placed on achieving positive outcomes of nursing management for individuals, families, and specific population groups through dynamic interdisciplinary practice.
Prerequisites: Nursing sequence.
Offered: Fall and Spring. (Theory 30 hrs., Clinical 80 hrs.) Nursing GPA of 3.0 required to enroll.

NSG 450. Transitions in Professional Practice   8 Cr.

This capstone course is designed to help the student synthesize the concepts of nurse, environment, person, health and caring as they apply to the domains of nursing practice in various health care settings. Students will examine the clients total experience of the health care system and its complexities to support culturally sensitive care within a diverse environment. Complex dimensions of the domains of practice will be analyzed with implications for the graduate leadership roles. By synthesizing knowledge of nursing theory/research, and previous practice, students will make the initial transition to professional practice models. Certification preparation is incorporate in seminars.
Prerequisite: All required clinical nursing and support courses in basic baccalaureate program.
Offered Fall and Spring. (Theory 18 hrs., [6 seminars, 3 hours/seminar], Clinical 240 hrs.)
Nursing GPA of 3.0 required to enroll.
Dear Sage Nursing Students,

The faculty of the Department of Nursing has clarified the policy and process for a situation in which a student does not act professionally or within accepted standards of practice. This policy is in effect as of this date.

These procedures are attached to this memo. Please sign at the bottom of this memo to acknowledge that you have received a copy of the policy.

Please read this material carefully. If you have questions or concerns, please contact faculty, program directors, or the nursing department chair. Thank you for your attention to this policy.

I have received, reviewed, and understand the content of this handbook and have had my questions answered.

 I have received a copy of the policy related to the nursing code of ethics.

Professional conduct, Academic matters, (academic standards, academic honesty, advisement, as well as policies regarding clinical requirements are very important and should be carefully reviewed and clarified if there are questions.

I have reviewed the above policies.

Signature:_____   Date_____

Printed Name: _____

This original copy will be placed in the student's file.

Appendix A

Discrimination/Harassment Complaint Policy & Procedure For Students

Policy On Non-Discrimination

In compliance with Title VI and Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973 and other applicable federal, state and local laws, The Sage Colleges does not discriminate on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, Vietnam era veteran status, or physical or mental disability, in any aspect of its admissions or financial aid programs, educational programs and related activities, or with respect to employment and advancement in employment.

Director of Human Resources, is the individual designated by the College to coordinate its efforts to comply with Title VI, Title IX, and other applicable nondiscrimination laws and regulations. Katherine Norman, Director of Disability Services, is the individual designated by the College to coordinate its efforts to comply with Section 504. Questions or concerns regarding the scope and application of The Sage Colleges nondiscrimination against individuals with disabilities should be directed to The Sage Colleges Section 504 Compliance Officer, Katherine Norman, Director of Disability Services, Third Floor of the Albany Library and Hart Hall, The Sage Colleges 518-292-8624, 518-244-2208. Questions or concerns regarding the scope and application of the remainder of The Sage Colleges nondiscrimination policy should be directed to The Sage Colleges Title IX Coordinator and Affirmative Action Officer, Director of Human Resources, The Sage Colleges, 518-244-2391.

Policy on Harassment

The Sage Colleges is committed to providing a work and learning environment that is free from harassment by anyone based on an individual's race, color, gender, sexual orientation, age, religion, national origin, marital status, Vietnam era veteran status, physical or mental disability, or based on the fact that the individual has engaged in activity protected by federal or state laws prohibiting discrimination. Prohibited harassment of any sort, whether verbal, physical or visual, will not be tolerated. The Colleges policy on Sexual Assault, issued pursuant to 34 C.F.R. Part 668, please see student handbook.

What Is Prohibited Harassment?

Prohibited harassment is a form of discrimination. In general, it can consist of words, signs, jokes, pranks, intimidation, or physical violence based on the protected characteristics of an employee or student, which alters the work or educational environment of that employee or student. While the most well-known type of prohibited harassment is sexual harassment, applicable laws and/or this policy also prohibit harassment based on an individuals' race, color, sexual orientation, age, religion, national origin, marital status, or physical or mental disability. In addition, retaliatory harassment resulting from the fact an individual has engaged in protected activity (i.e., opposition to prohibited discrimination or participation in a statutory complaint process) is also prohibited. This prohibition applies to anyone on The Sage Colleges campuses. Harassment of students who are working or studying outside the campus proper is prohibited as

well. The College is committed to preventing and correcting all such harassment, not just harassment which is severe or pervasive enough to provide the basis for a claim under federal or state law.

Sexual Harassment

Sexual harassment may involve the exploitation of an unequal power relationship (for example, between employee and supervisor or between a student and teacher), or may occur between student peers or employees of equal rank. At The Sage Colleges, sexual harassment also constitutes unprofessional conduct which compromises the Colleges commitment to the pursuit of learning. The Sage Colleges will not tolerate any form of sexual harassment.

Harassment on the basis of sex is discrimination which violates Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972 and the New York Human Rights Law. Prohibited sexual harassment includes, but is not limited to, unwelcome: sexual advances flirtation propositions verbal remarks of a sexual nature (whether directed to an individual or a group) vulgar language sexually explicit or offensive jokes and comments of a sexual nature about an individual or an individuals' appearance sexually suggestive visual displays, such as cartoons, posters or calendars physical contact or physical assault. Sexual harassment is not limited by the gender of either party. Nor is it limited to supervisor-subordinate or teacher-student relationships.

Unwelcome conduct of a sexual nature violates the law when it creates an intimidating hostile or offensive work or educational environment, and/or where acceptance or rejection of unwelcome sexual advances is the basis for making an academic or a personnel decision. However, this policy prohibits all forms of sexual harassment, regardless of whether the harassment may give rise to a legal claim.

Other Types of Harassment

Prohibited harassment on the basis of race, color, sexual orientation, age, religion, national origin, marital status, or physical or mental disability, or any other protected basis, includes behavior similar to sexual harassment, such as: verbal conduct, such as threats, epithets, derogatory comments, or slurs visual conduct, such as derogatory posters, photographs, cartoons, drawings, or gestures and physical conduct, such as assault, unwanted touching, or blocking normal movement. The Sage Colleges will not tolerate any such harassment.

Reporting Prohibited Harassment

Each student and employee of The Sage Colleges has an obligation to report discrimination and prohibited harassment to an appropriate College official. Any student who believes he or she is the victim of discrimination or prohibited harassment should report it to any Compliance Officer. The identities of these individuals are provided at the end of this policy.

Alternatively, any student who believes he or she has been the victim of harassment based on sex may utilize the Title IX complaint procedure described in this Handbook. A student who believes he or she has been harassed on the basis of a disability may also utilize the Section 504 complaint procedure described in this Handbook.

Investigation of Complaints

When the College becomes aware that discrimination or prohibited harassment may exist, it is obligated by law to promptly investigate and to take prompt and appropriate action. Failure to investigate allegations of discrimination or prohibited harassment or failure to take timely corrective action is considered a violation of The Sage Colleges Discrimination/Harassment Policy & Procedure.

Once a complaint of discrimination or prohibited harassment has been made either in writing or orally by a student, or observed discrimination or harassment of a student has been reported, The Director of Human Resources or his or her designee will promptly conduct a complete, thorough and impartial investigation of the complaint. If the Director of Human Resources is involved in the alleged discrimination or harassment, another person will be designated by The President to conduct the investigation. In addition, while the investigation is being conducted, appropriate intermediate steps to end the discrimination and/or harassment will be taken.

The time necessary to complete an investigation will vary depending upon the facts of a particular case. In most cases, investigations will be completed within seven to ten business days of receipt of a complaint. After completing the investigation, both the complainant and the individual alleged to have engaged in discrimination and/or harassment will be informed of the conclusions reached by the investigator.

Confidentiality

The Sage Colleges will, to the extent possible, maintain confidentiality with respect to complaints of discrimination and prohibited harassment. However, there is no such thing as an unofficial complaint of discrimination or harassment. Once the College or its supervisors become aware of a complaint, the College is required by law to take action consistent with this policy 1. These actions may require disclosure of the allegations to the extent necessary to conduct a complete and thorough investigation.

College employees who learn of alleged discrimination or prohibited harassment as a result of privileged communications with a student (e.g., through a counseling relationship) are exempted from this requirement.

Remedial Measures

If the investigation reveals that discrimination and/or prohibited harassment did occur, the College will take all appropriate measures necessary to end the discrimination and/or harassment, prevent future discrimination and harassment, and correct any personnel or academic decisions made which are related to the discrimination/harassment.

Prohibition of Retaliation

It is a violation of federal and state law and this policy for any employee to retaliate against any student who has in good faith made a complaint of discrimination or harassment, or who has participated in the investigation of such a complaint. This prohibition extends to all forms of adverse treatment resulting from an individuals' opposition to discrimination or participation in the investigation of a complaint. A student who does so will be subject to discipline up to and

including dismissal from The Sage Colleges. Any employee who engages in retaliatory behavior will be subject to discipline, up to and including discharge.

Discipline

The Sage Colleges takes complaints of discrimination and prohibited harassment with the greatest seriousness. For that reason, any individual who is found to have engaged in conduct which violates this policy will be subject to discipline. That discipline may take a variety of forms, depending upon the circumstances of a particular case, and may include termination of employment for faculty and staff. For students, discipline may include dismissal from The Sage Colleges.

Compliance Officers

The Sage Colleges has appointed certain individuals as Compliance Officers. The Compliance Officers are responsible for receiving complaints of discrimination and harassment and for assisting in the resolution of those complaints. In addition, Compliance Officers are responsible for being proactive in creating an atmosphere which will inhibit discrimination or harassment. Complaints of harassment and/or discrimination should be directed to the following persons.

Vice President For Student Life Currently: **Trish Cellemme** Kahl Campus Center Ext. 1710 (292-1710)

Dean, Sage College of Albany Currently: **Jean Dahlgren**, Kahl Campus Center Ext. 1704 (292-1704)

Dean of SPCE Currently: **TBD** Kahl Campus Center Ext. 1753 (292-1753)

Dean, Russell Sage College Currently: **Deb Lawrence** Vanderheyden Hall Ext. 2466 (244-2466)

Dean of Students, RSC Currently: **Stacy Gonzales,** McKinstry II Ext. 2207 (244-2207)

SECTION 504 AND TITLE IX COMPLAINT PROCEDURE

Any student who believes he or she has been discriminated against with respect to access to or participation in the Colleges educational programs or activities or harassed on the basis of his or her sex, or a disability protected by Section 504 of the Rehabilitation Act may utilize the following complaint procedure. This procedure applies to complaints alleging discrimination and/or harassment by employees, other students, or third parties. Student complaints of sexual or disability-based harassment or discrimination may be made under this complaint procedure, or under The Sage Colleges Discrimination/Harassment Complaint Policy & Procedure.

• The Sage Colleges objective, as a college, is to resolve conflicts to the satisfaction of all parties involved through informal, internal mechanisms, whenever possible. In accordance with this objective, students are encouraged to utilize the appropriate chain of supervision to seek relief or redress before filing a complaint of discrimination/harassment as outlined below. In the academic setting, this means the instructor, division chair, Dean, or Provost for complaints related to a students' experience outside the classroom, this means the person responsible for the student activity, the director of the related Student Life unit, one of the Deans of Students, or the

Vice President of Student Life. STUDENTS ARE NOT REQUIRED TO USE THIS INFORMAL PROCESS AND HAVE THE RIGHT TO END THE INFORMAL PROCESS AT ANY TIME.

• A student or applicant who wishes to file a formal complaint of discrimination or harassment must do so with the Section 504 Compliance Officer (for disability related complaints) or the Affirmative Action Officer (AAO) (for all other complaints). When meeting with the Section 504 Compliance Officer or AAO to do so, the complainant will be given a written form to be completed. The Section 504 Compliance Officer or AAO will provide the complainant and respondent with copies of The Sage Colleges Discrimination/Harassment Complaint Policy & Procedure.

• If rape, sexual assault or other criminal assault is alleged, the AAO will turn the complaint over to the Director of Public Safety, who will contact the appropriate external authorities and assist in their investigation as needed.

• In all other cases, the Section 504 Compliance Officer or AAO will investigate the complaint and attempt to resolve the complaint informally. The time necessary to complete an investigation will vary depending on the facts of a particular case. In most cases, investigations will be completed within seven to ten days of receipt of a complaint.

• In investigating the complaint, the Section 504 Compliance Officer or AAO shall:

1. Investigate the complaint by meeting with the appropriate individuals and reviewing all appropriate records that bear on the case.

2. Discuss the allegations in the complaint with the complainant(s) and respondent(s) separately. At these meetings, the complainant and respondent will have the opportunity to identify witnesses and present evidence supporting their respective positions.

3. Attempt, where appropriate, to resolve the complaint by exploring and suggesting possible solutions to the problem with all involved parties.

4. If the preceding step does not resolve the problem, the Section 504 Compliance Officer or AAO shall make and transmit a determination of probable or no probable cause in the matter of the allegation of discrimination/harassment to the complainant, the respondent, and the senior officer for the unit in which the respondent is employed (or the President if the respondent is a senior officer).

5. If probable cause has been determined, the responsible senior officer will impose appropriate discipline within ten days of receipt of the Section 504 Compliance Officers or AAO's determination. That discipline may take a variety of forms, depending on the circumstances of a particular case, and may include termination of employment for faculty and staff. For students, discipline may include dismissal from the College.

• In the event that the determination of probable cause or no probable cause is disputed by either of the parties, or in the event that the action taken by the responsible senior officer to resolve a complaint is not satisfactory to one or both of the parties, the matter will be referred to an Appeal Board appointed by the President to examine the record of the complaint, the process by which it

was investigated, and the nature of its resolution, and to make recommendation as to further action, if warranted.

1. The membership of the Appeal Board will vary depending on the circumstances of the particular case and will be constituted from among the various campus constituent groups. The Council of Faculty each year identifies four fulltime faculty members who are willing and prepared to serve in this capacity the Director of Human Resources identifies four members of the hourly staff and the Provost and the Vice President for Finance and Administration together identify four administrators who can be called upon to serve. In cases involving students, the Vice President of Student Life, in consultation with the Deans of the Colleges or the Deans of Students as appropriate, will identify appropriate student representatives. No Appeal Board shall be constituted with fewer than five nor more than nine members.

2. Any individual approached to serve on an Appeal Board in a situation where he or she cannot be impartial is expected to identify such conflict and decline to serve. If those eligible to serve on the Appeal Board are not sufficient to reach the required minimum membership, the President will seek additional representatives from the appropriate constituent group(s) by the normal means for that group.

3. The AAO convenes the Appeal Board and attends its meetings, but will not have a vote. The Board itself, once it is convened, will elect a Chair for the duration of the appeal.

4. Any appeal must be filed with the AAO, in writing, by either the complainant or the respondent, within ten days of receipt of the AAOs determination or the senior officer's imposition of discipline. The appeal must make clear the reasons why the outcome of the investigation and resolution is not satisfactory. The AAO provides copies of the appeal to the other party involved in the complaint, the senior officer involved, and to the President.

5. The President appoints the Appeal Board from among those eligible to serve, and the AAO convenes the Board on a date and at a time convenient to all parties and provides the Board with all documents pertaining to the complaint. When first convened, the Board will elect its Chair.

6. The AAO presents the complaint as originally filed, describes the means by which he or she investigated it, and the basis for the determination.

7. If the disciplinary action imposed is the subject of the appeal, the senior officer involved will describe the reasoning behind such actions.

8. The party bringing the appeal will describe the basis for the appeal and the responding party will be given the opportunity to comment. Both parties will have the opportunity to present witnesses, or documentary or other evidence that was not previously considered, if such exists.

9. After its hearings are concluded, the Appeals Board recommends that the President either accept, reject, or modify the resolution of the complaint.

10.   The President should reach a decision on the disposition of the case within ten days of receiving the Appeal Boards recommendation.

11.   All discussion, material and testimony used in the appeal process are strictly confidential

and those serving on the Appeal Board must agree to respect this principle. The Presidents' decision is final.

• In the event that a complaint is filed against a person who has a major responsibility under these procedures, the AAO will consult with the President, who shall determine any appropriate changes in procedures, and inform both the complainant and the respondent of such changes in writing. In the event that a complaint is filed against the President, the Chair of the Board of Trustees will discharge the Presidents responsibility under these guidelines.

Appendix B
The Sage Colleges Nursing Department
Professional/Academic Integrity Form

TO BE COMPLETED BY THE INSTRUCTOR

1. Student name and email address:	2. Student ID Number:
1. Instructor Name and email address:	4. Course, section and semester of incident:
5. Campus/Clinical Location:	6. Date of occurrence:
6. Description of alleged incident/violation:	
7. Proposed academic sanction(s): ☐ A Written Reprimand ☐ A zero of "F" in assignment(s) involved ☐ A "F" in course ☐ Revocation or change of grade	
I have discussed, orally or in writing, the allegation(s), academic sanction(s) and all related evidence with the student. _____ _____ Instructor Signature Date	

TO BE COMPLETED BY THE STUDENT:

- I understand my rights and responsibilities as described in The Sage Colleges Student Handbook and Nursing Department Handbook.
- I understand that I have the right to accept or contest the allegation(s) and/or academic sanction(s) assigned by the instructor.
- I understand that if I choose to contest the allegation(s) and/or academic sanction(s), the outcome of the process will be decided by an Academic Standards Committee that will determine the final academic sanction(s) if I am found responsible. A process of appeals can then be set in motion per student handbook.
- I understand that I am required to either accept or contest the allegation(s) and/or academic sanction(s) within two (2) business days of the date on the form. If I do not respond within that period, the case will continue as if I chose not to contest the allegation(s) and/or academic sanction(s).
- I understand that I may be subject to additional sanctions not identified on this form if it is determined that I have prior academic integrity violations.

PLEASE SIGN for your acknowledgement of receipt of this form:

_____   _____

Student Signature   Date

Your completed form should be returned to _____ (faculty member). If you have any questions, please contact _____.

The Sage Colleges Nursing Department
Unsafe Occurrence Form

2. Student name and email address:	2. Student ID Number:
3. Instructor Name and email address:	4. Course, section and semester of incident:
5. Campus/Clinical Location:	6. Date of unsafe occurrence:
7. Description of Unsafe occurrence:	
8. Proposed recommendations/remediation:	
9. Student Comments:	
I have discussed, orally or in writing, the allegation(s), academic sanction(s) and all related evidence with the student. _____ _____ Instructor Signature Date _____ _____ Student Signature Date	