Suffolk County Community College
Western Campus
Nursing Program
NLNAC
Self-Study Report
and
Report to the
University of the State of New York
State Education Department

August 1998
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GENERAL INFORMATION

1. Name, address and telephone number of governing organization:

   **Suffolk County Community College**

   Ammerman Campus  
   533 College Road  
   Selden, NY  
   11784-2899  
   (516) 451-4110

   Western Campus *  
   Crooked Hill Road  
   Brentwood, NY  
   11717-6700  
   (516) 851-6700

   Eastern Campus  
   121 Speonk-Riverhead Road  
   Riverhead, NY  
   11901-3499  
   (516) 548-2500

   * The Nursing Program being evaluated is located on the Western Campus.

2. Regional Association by which governing association is accredited:

   Middle States Association of Colleges and Secondary Schools

   Date of most recent accreditation: 1997

3. Date of most recent NLNAC accreditation: 1990

4. Name and title of chief administrative officer of governing organization:

   Salvatore J. La Lima, President

5. Name, title, and telephone number of the nurse administrator:

   Joan D. Carnar, MA, RN  
   Department Head, Nursing and Allied Programs  
   (516) 851-6752

6. Title, address and telephone number of state governing agency:

   The University of the State of New York  
   New York State Education Department  
   Office of the Professions  
   Professional Education Program Review  
   Cultural Education Center - Room 3055  
   Albany, NY 12230  
   (518) 486-2967

7. Type and date of most recent approval by New York State Education Department:

   Continuing Registration: 1990

8. Number of full-time faculty including administrator of the program in nursing: 6.

9. Number of part-time faculty: (varies with spring and fall semesters) 5 to 7.
10. **PROJECTED NUMBER OF STUDENTS ENROLLED**

As of date of site visit on October 13, 14, and 15, 1998

<table>
<thead>
<tr>
<th>Fall 1998 Day Program</th>
<th>Number enrolled in each semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td>50</td>
</tr>
<tr>
<td>Third Semester</td>
<td>48</td>
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11. List the options offered by your program:

- **Full-time Day Program** starting in September of each year. Many students complete some or all of the non-nursing courses before beginning the four-semester, day sequence of the nursing program.

- **Advanced standing for LPN candidates**: semesters two, three and four of the four semesters.

- **Transfer students** may be accepted for semesters three and four of the four semesters or for semesters two, three and four of the four semesters.
MISSION
AND
GOVERNANCE
MISSION AND GOVERNANCE

CRITERION 1 The mission, goals, and/or philosophy and objectives of the nursing unit are consistent with those of the governing organization or differences are justified by the nursing unit goals.

The nursing philosophy statement identifies the importance of the physical, intellectual, emotional, sociocultural and spiritual components of each person. This philosophy is congruent with the qualities identified by the college philosophy as germane to students reaching their highest potential. Students are taught nursing concepts within the context of definitions of health for all human beings and the environment that impacts on their levels of health and wellness. The nursing program emphasis is consistent with the college philosophy to encourage students to come to an understanding of self and society. The teaching-learning approach adopted by nursing faculty supports the student’s search for knowledge throughout his or her life span which is consistent with the college philosophy and is a key component of the nursing program mission. There are no inconsistencies between the college philosophy and the nursing program mission and philosophy.

College Philosophy

Suffolk County Community College (SCCC) is guided by the philosophy that all students should have the opportunity to realize their highest potential for individual human development, intellectually, socially, culturally, physically and personally. The College believes in encouraging students to come to an understanding of themselves, their society, the physical world, and the lifelong nature of learning itself, and to act upon that understanding and enjoy an enlightened and fulfilling life. (Suffolk County Community College Catalog 1998-2000, page 7.)

Nursing Program Mission

The nursing program mission is to educate individuals to practice entry-level professional nursing across the life-span in a variety of health care settings. The graduate will be prepared to meet wellness, acute care and long-term care needs for individuals and families. The program will provide a foundation for lifelong study in nursing.
MISSION AND GOVERNANCE

Nursing Philosophy

The philosophy of the nursing program has been developed by the nursing faculty, is consistent with the philosophy of the College and provides the basis for the conceptual framework of the program. The nursing program philosophy is based on faculty beliefs regarding people and their internal and external environment, the nature of health, the art and science of nursing, and the nature of the teaching-learning process. Abraham Maslow’s Hierarchy of Needs, Erik Erikson’s Developmental Theory, and Hans Selye’s Adaptation Syndrome serve as supporting theories for curriculum development. Utilization of nursing process for the care of individuals and their families provides the unifying basis for application of these theories.

Human beings are viewed as unique and having many dimensions that form a unified whole. Each individual is believed to have intrinsic worth that is inherent in human life. The physical, intellectual, emotional, sociocultural, spiritual components of each person and the environmental aspects and influences on that person must be considered when assessing each individual’s level of health. Faculty firmly believe that each person is motivated toward self-actualization through a hierarchy of basic human needs which are satisfied in unique individualistic ways. An individual moves toward his or her own optimal functioning through developmental stages over the life-span.

The concept of health is viewed by faculty as a dynamic state of being and becoming an integrated whole person in which the developmental and behavioral potential of an individual is realized to the fullest extent possible. The essence of optimal health is found when meeting physiological, safety and security, love and belonging, self-esteem and self-actualization needs. An individual’s position on the health-illness continuum fluctuates in relationship to personal energy at any given time. Deficits emerge when a person cannot meet these needs because of disease, injury, or developmental, maturational, or life crisis events.

Nursing is concerned with the interaction of people and their environment throughout the life span. In order to meet the needs of a diverse and multicultural society, the faculty believe it is essential to have an understanding of human interaction with the environment. Each person has the capability to be self-directed in achieving his or her own health potential. The faculty believe that the identification of a person’s basic needs is requisite to establishing a nursing approach that
MISSION AND GOVERNANCE

Nursing Philosophy, Continued

will facilitate the improvement of an individual's health. Human developmental theories provide a conceptual framework for understanding the sequential development of life processes and its impact on health perception. It is with this knowledge base that innovative nursing strategies are chosen to shape the environment and to improve the quality of health for individuals and families.

The faculty believe that the quality of human life and its relationship to health and to health care are concerns of all nurses. We believe that nursing should be practiced with a concern for health promotion and disease prevention. Nursing involves blending the art of caring with scientific knowledge and principles to provide primary, secondary and tertiary health care to individuals and their families.

We believe the focus of nursing is the health of human beings in interaction with their environment. These principles are in keeping with the definition of nursing used in the nursing program as established by the International Council of Nurses, adopted in 1973, which states:

"the unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery (or to peaceful death) that he would perform unaided if he had the necessary strength, will or knowledge. And to do this in such a way as to help him gain independence as rapidly as possible."

The nursing faculty believe that nursing seeks the goal of providing optimal health conditions for all people. We support the value of social change directed toward quality health care and improvement in the health care delivery system. We believe that nursing's concerns are focused upon the quality of human life and its relationship to health.

Application of the nursing process provides the framework for developing the problem-solving and decision-making capabilities that are essential in nursing and that promote accountability for the practitioner. Use of the nursing process engages the nurse as an active participant in improving health care for individuals and their families across the life span.

The faculty believe that the associate degree nurse is best educated in the community college environment where a foundation in humanities, biological, social and nursing sciences is provided. The community college setting provides opportunities for personal and professional growth and fosters the qualities that lead to life-long learning.
MISSION AND GOVERNANCE

Nursing Philosophy, Continued

Faculty members recognize that nursing students are unique individuals characterized by diverse patterns of interaction in the teaching-learning process. Students are viewed as self-directed learners who are encouraged to formulate learning goals and who are able to select and implement appropriate learning strategies. Faculty use learning objectives to define the content to be mastered. A variety of teaching modalities designed to include the cognitive, affective and psychomotor domains is provided for the learner to acquire knowledge of nursing principles and practice.

The faculty’s role in instruction is to facilitate the student’s mastery of the subject matter. Faculty view education as a purposeful activity where the primary objective is to educate competent, safe, entry-level nurses who are prepared to satisfy the requirements for licensure.

Evaluation of the effectiveness of learning is integral to the teaching-learning process. Students participate in self-evaluation as well as evaluation by faculty. Open communication between faculty and students is fostered through formal and informal evaluation processes that include program evaluation as well as individual student evaluation.

Faculty promote learning as a life-long process that is the responsibility of each nurse. Each faculty member serves as a role model for personal and professional growth, both in academic and clinical settings. The faculty believe that new dimensions in nursing are constantly evolving. We believe it is our responsibility to analyze and modify the curriculum to continuously meet the needs of nursing education in a changing world.
MISSION AND GOVERNANCE

The nursing mission statement, Maslow’s Hierarchy of Needs, and application of the nursing process provide the unifying structure for the nursing curriculum. The nursing courses provide the foundation of knowledge necessary to comprehend, analyze, and apply principles to nursing care. The program objectives outline and emphasize the goals of the nursing program.

PROGRAM OBJECTIVES

Upon completion of the nursing program at Suffolk County Community College, the graduate Associate Degree Nurse (ADN) will demonstrate a commitment to the values of the profession of nursing, be a provider and manager of care, and function as a member within the discipline of nursing by:

1. Maintaining accountability for nursing practice and exhibiting a caring attitude toward patients and families.

2. Applying the nursing process and Maslow’s Hierarchy of Needs in the holistic delivery of health care to individuals and families across the life span.

3. Utilizing a comprehensive approach to health care by applying the body of knowledge essential to the practice of nursing.

4. Collaborating with members of the multidisciplinary team in the delivery of health care.

5. Implementing a nursing leadership role in managing nursing care for a group of patients.

6. Identifying health needs within the community by recognizing the impact of the social system on the delivery of health care.

7. Participating in lifelong learning to improve standards of nursing practice.

Comparing Suffolk County Community College’s priorities and goals with the goals of the nursing program provides examples of how the nursing program implements institutional goals. Please see Table 1.1 illustrating institutional priorities and goals with examples of the nursing program’s implementation of these goals and Table 1.2 which summarizes the assessment process used to compare the nursing unit mission and philosophy with the college philosophy.
### Table 1.1

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<tr>
<th>Institutional Priorities and Goals</th>
<th>Examples of Nursing Program Implementation</th>
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<tr>
<td>1. Academic Excellence</td>
<td>- Outcomes assessment is an integral part of academic planning and development in the nursing program. (See Criterion 14.)</td>
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<td>- Use outcomes assessment in academic planning and development.</td>
<td>- Broad-based community needs are addressed via immunization clinics and health fairs.</td>
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<td>- Respond programmatically to broad-based community needs.</td>
<td>- The following are examples of alternative modalities for service delivery in the nursing program:</td>
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<tr>
<td>- Promote alternative modalities for service delivery, including flexible scheduling, learning labs, distance learning and non-credit courses.</td>
<td>a. use of acute care settings</td>
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<tr>
<td>- Develop academic skills for lifelong learning.</td>
<td>b. use of community clinics</td>
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<td>- Promote alternative learning strategies (e.g., interactive and experiential learning).</td>
<td>c. high faculty accessibility</td>
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<td>d. flexible learning laboratory hours</td>
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<td></td>
<td>e. nursing electives</td>
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<td>- Academic skills for life-long learning are incorporated throughout the nursing curriculum. (See Criterion 8 for examples.)</td>
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<tr>
<td>2. Student Growth</td>
<td>- Examples of alternative learning strategies are:</td>
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<tr>
<td>- Respond to the changing needs of our increasingly diverse student population.</td>
<td>a. collaborative study groups</td>
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<td>b. clinical conferences</td>
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<tr>
<td></td>
<td>c. computer assisted instruction</td>
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<tr>
<td></td>
<td>d. self-directed learning</td>
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<td>- Provision for the changing needs of diverse students is supported by the Academic Skills Center, computer center and the use of individualized student learning contracts in the nursing program. (See Criterion 8.)</td>
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### Table 1.1 (Continued)

Comparison of Institutional Priorities and Goals with Nursing Program Implementation

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<td>2. Student Growth (cont.)</td>
<td>- There is ongoing communication between the college admissions office and the two nursing programs (Western Campus and Ammerman Campus). Monthly nursing admission seminars are conducted to enhance recruitment.</td>
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<tr>
<td>- Provide comprehensive programs and services to enhance recruitment and to promote student success, i.e., development and retention.</td>
<td>- A student-centered approach to learning is incorporated via small group assignments, journal writing, student developed learning objectives, critical milestone essays and student analysis of critical incidents that occur in the clinical setting.</td>
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<tr>
<td>- Emphasize a student-centered approach to learning and service delivery.</td>
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<td>3. Leading Edge Technology</td>
<td>- Personal computers are being installed in every faculty office during summer and fall 1998.</td>
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<tr>
<td>- Improve communication among students, faculty, and staff through the use of emerging technologies.</td>
<td>- Faculty are planning to use videodisc technology for teaching nursing, using a computer obtained recently with a VATEA grant.</td>
</tr>
<tr>
<td>- Integrate appropriate technologies into the teaching and learning process, the delivery of student services and administrative operations.</td>
<td>Faculty are participating in workshops offered at the Teaching-Learning Center to prepare for use of personal computers. Freshmen nursing students are oriented to the college computer center within the first three weeks of the program</td>
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<tr>
<td>- Implement continuous technology training for faculty, staff and students.</td>
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<td>- Promote collaboration with high schools, colleges, universities and other educational agencies.</td>
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### MISSION AND GOVERNANCE

#### Table 1.1 (Continued)

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<th>Examples of Nursing Program Implementation</th>
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<tr>
<td>4. Expanded Partnerships (cont.)</td>
<td>- The nursing program has a working relationship with the Suffolk County Health Department to provide health services, such as immunizations, to the community.</td>
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<td>- Increase collaboration with business, industry, community, and international organizations.</td>
<td>Collaboration with industry is facilitated by membership in the Nassau-Suffolk Coordinating Council on Nursing Education and Practice, an organization which coordinates student placement for clinical experiences.</td>
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<tr>
<td>5. Organizational Change</td>
<td>- The consistent use of outcome measures using a Master Program Evaluation Plan ensures nursing program accountability and ongoing strategic planning.</td>
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<tr>
<td>- Develop a system for institutional accountability.</td>
<td>- The nursing program faculty and the staff of the Office of Institutional Research and Assessment are engaged in a project to revise program data collection tools to provide information that is readily analyzed for program evaluation purposes.</td>
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<td>- Promote ongoing strategic planning.</td>
<td>- Expand research and development initiatives.</td>
</tr>
<tr>
<td>- Support innovation, creativity, and risk-taking</td>
<td></td>
</tr>
<tr>
<td>- Expand research and development initiatives.</td>
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<td>6. Resource Development and Allocation</td>
<td>- The administrator of the nursing unit and nursing faculty participate in identifying and prioritizing program needs for the budgeting process. (See Criterion 10.)</td>
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<td>- Set priorities in accordance with the institutional mission.</td>
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<td>- Implement a fair, open and accessible budget process driven by planning priorities.</td>
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</table>
### Comparison of Institutional Priorities and Goals with Nursing Program Implementation

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<th>Examples of Nursing Program Implementation</th>
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</thead>
<tbody>
<tr>
<td><strong>7. Image Enhancement</strong></td>
<td>- The Nursing Program has participated in the college’s image enhancement initiative via Suffolk County Community College Open House, Celebrate Summer in Suffolk, Health Careers Night and providing Teddy Bear Teaching Clinics for the community.</td>
</tr>
<tr>
<td><strong>8. Revitalized College Community Spirit</strong></td>
<td>- Faculty are active participants in Academic Assembly, departmental, campus and college-wide committee meetings.</td>
</tr>
<tr>
<td>- Enhance open communications to promote staff morale.</td>
<td>- Nursing faculty have provided leadership for Suffolk County Community College’s Professional Development Conference Day.</td>
</tr>
<tr>
<td>- Support a comprehensive program of faculty and staff development.</td>
<td>- A nursing faculty forum which provides information, updates and idea exchange is regularly incorporated into nursing faculty meetings.</td>
</tr>
<tr>
<td></td>
<td>- Faculty development activities are documented via yearly faculty data forms</td>
</tr>
<tr>
<td></td>
<td>- College administrators maintain an open door policy and are readily accessible for support and problem solving.</td>
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</tr>
<tr>
<td>Each criterion for accreditation and each outcome</td>
<td>Outcome: 100% of the program mission and philosophy are consistent with the governing organization</td>
</tr>
</tbody>
</table>
MISSION AND GOVERNANCE

CRITERION 2 Faculty, administrators, and students participate in the governance of the organization and the nursing unit as appropriate for the accomplishment of the goal of the institutional and nursing unit.

The scope of responsibilities of the Department Head for Nursing and Allied Programs in the governance of the organization and the nursing unit is defined in the Agreement Between the County of Suffolk and The Guild of Administrative Officers of Suffolk County Community College, 1995 to 1997. Article XIV, Rights of Administration, states: "Except as otherwise specifically set forth in this agreement, the County, the Trustees, the Administration of the College and their designated supervisory officials shall be solely responsible for the operation and control of the college and its personnel, including (but not limited to) the right to hire and assign personnel covered by this Agreement, the selection and development of the curriculum, the establishment of instructional and education policies, the supervision of personnel covered by this Agreement, and the establishment of budgetary and other fiscal policies." In keeping with this provision, the department head, as a designated supervisory official, participates in the governance of the department and the nursing unit through numerous activities that are described in Criterion 3. The lines of authority and reporting mechanisms for Suffolk County Community College are illustrated in the college organizational chart found in Appendix A.

Participation in Governance at Suffolk County Community College

The department head attends monthly campus meetings of deans and department heads. These meetings provide a forum for the dissemination of information about college services and policies, such as new computer center policies, the availability of distance learning courses, new capabilities in media technology and the development of cooperative education courses. These meetings provide an opportunity for members to provide input in the development of new college policies. For example, as a result of one discussion regarding registration procedures for students needing access to classes that are full, the policies governing the addition of three registrants to such classes were better defined.

The department head and the faculty participate in the strategic planning activities of the college. In Appendix 44 of the Suffolk County Community College Middle States Self Study, the college’s strategic planning activities are described. This document states that “Strategic
MISSION AND GOVERNANCE

Planning provides a means by which Suffolk County Community College may identify its needs, anticipate environmental changes, and assess its activities, all leading to an appropriate institutional response. In this way, Suffolk County Community College will make the best use of its resources, develop its strengths, and formulate approaches for attaining its objectives. Goals established in furtherance of the college mission will reflect the current and future plans of the College."

Some activities of the department head and the faculty that are specifically concerned with strategic planning include the following:

1. On February 15, 1995, the department head presented a proposal to the Title III Listening Forum for the Grant Utilization Projects Committee for a nursing grant to use telecommunication technology to support community based clinical experiences.
2. In March 1995, the department head participated in a one day workshop sponsored by the Title III grant to develop the Institutional Priorities and Goals: 1995 to 2000.
3. The department head and the faculty collaborated to develop the 1997 Strategic Action Plan and the Five Year Unit Objectives for the Department of Nursing and Allied Programs (Documents available on-site.)
4. Two nursing faculty members are members of college-wide strategic planning committees. These are the Professional Development Committee and The College Computing Council (see Table 2.1).

According to The Faculty Association of Suffolk County Community College Agreement, 1991 1997 (page 43), full-time faculty members have the following duties and responsibilities related to participation in governance:

1. "To attend General Faculty Meetings, and to serve in the Faculty Senate, Academic Assembly or Congress and on Standing Committees if elected or appointed."
2. "To participate in Divisional and Departmental meetings and operations, including such matters as development of curriculum and evaluation of existing course offerings and instructional programs."

The department head and the nursing faculty are active participants and voting members of the Western Campus Academic Assembly, which is the academic governance body for the Western Campus, as described on page 11 of the 1996 Suffolk County Community College Faculty Handbook. Voting members of the Western Campus Academic Assembly include all
MISSION AND GOVERNANCE

Western Campus faculty and administrators. Representatives of the Western Campus Student Senate attend Academic Assembly meetings for informational purposes but they are not voting members of the Assembly.

The Western Campus Academic Assembly meets monthly to conduct business that typically includes reports of college and campus administrators, standing committee reports, discussion of relevant issues, and action on curriculum and on other proposals.

Faculty Role in Curriculum Development

Faculty involvement in curriculum matters is an essential element of participation in governance. The process, as an exemplar, will therefore be described here in greater detail. The process of curriculum development begins when the proposer of a curriculum modification sends a letter of intent to the Dean of Faculty.

The Dean of Faculty considers the proposal and responds by advising support for continued development of the proposal or by querying faculty for more information. The faculty member(s) develop the proposal further, utilizing a standard format for curriculum development. If another campus has the same academic program or course, the letter of intent and the proposal are sent to that campus as well.

The proposal is then presented to departmental faculty, is modified as needed, and voted upon. If the vote is favorable, the proposal is next presented to the area faculty. After area approval, the proposal is scrutinized by the Curriculum Committee, which is a standing committee of the Academic Assembly. Once approved by this committee, the proposal goes to the entire body of the Academic Assembly for discussion and vote. From the Academic Assembly, the curriculum must be passed by the Executive Dean, the President, and the Board of Trustees before it is implemented. If the proposal is not favorably received at any stage in the process, it is referred back to the faculty proposer for correction or clarification. The proposal then proceeds through the process previously described for approval.

The Academic Assembly has numerous standing committees that address a wide range of concerns of the campus and college community. Campus committees include Academic Standards, Campus Life, Community Relations, Computing, Curriculum, Physical Development, Scholarship, and Serving the Needs of Persons with Disabilities. College-wide committees with representation from Western Campus include Academic Computing, Academic Planning, Academic Standards, Class Size, Strategic Planning, Developmental Studies, Professors Emeriti,
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and Professional Development. Please refer to the Suffolk Community College Western Campus Academic Assembly Constitution, and to Standing Committees (Elected/Appointed Membership) of The Academic Assembly 1997-98, for a detailed list of the standing committees and the composition of each. (Documents available on-site.)

The Department Head for Nursing and Allied Programs and all the nursing faculty elect to maintain membership on several of the standing committees of the Academic Assembly. Some faculty serve as committee chairpersons. The nursing faculty are on different committees so that their knowledge of and influence on governance is broadly based. Many members of the nursing faculty also serve on college-wide committees and college and campus ad hoc committees. (See Table 2.1).

Participation in Governance of the Nursing Unit

Governance of the nursing unit is coordinated by the department head and involves participation of faculty and nursing students. Table 2.2 delineates faculty and student participation in the governance of the nursing program. Meetings are held monthly (or more often if needed) to discuss and make decisions about student progress, student concerns and suggestions, curriculum, outcomes assessment, policy setting, teaching/learning excellence, and other matters of concern to the department. All full-time nursing faculty, adjunct nursing faculty, and student representatives actively participate in these meetings. One student representative and one alternate are elected from each lecture class to attend meetings, to discuss concerns of the class with faculty and to report back to the nursing student body. The role of student representative at faculty meetings is delineated in the document entitled “Student Representatives to Nursing Faculty Meetings” published in the Nursing Student Handbook.

The role of the nursing student representative is in keeping with the college position on student activities. (See page 39 in the Suffolk County Community College Catalog, 1998-2000.) The nursing faculty believe that student participation in nursing program governance is essential. Student input ensures that decisions about the nursing program are made with consideration for the student perspective and that the views of the nursing student body are valued. The assessment process to evaluate participation in governance by members of the nursing unit is summarized in Table 2.3.
## MISSION AND GOVERNANCE

**Table 2.1**

Faculty and Student Participation in the
Organizational Governance Activities
(Past 2 - 5 years)

<table>
<thead>
<tr>
<th>Committee/Council of the Governing Organization</th>
<th>Name of Faculty and Number of Students</th>
<th>Term</th>
</tr>
</thead>
</table>
| Academic Assembly of Western Campus             | Mary A. Crosley  
Joan D. Garnar  
Sharon Kelsch  
Ruth M. Kolk  
Frances F. LaFauci  
Elisa A. Mancuso | 1979 to present  
1982 to present  
1990 to present  
1990 to present  
1980 to present  
1991 to present |
| Academic Meetings, Area of Natural and Health Sciences, Mathematics and Technology (Campus) | Mary A. Crosley  
Joan D. Garnar  
Sharon Kelsch  
Ruth M. Kolk  
Frances F. LaFauci  
Elisa A. Mancuso | 1979 to present  
1982 to present  
1990 to present  
1990 to present  
1980 to present  
1991 to present |
| Dean of Faculty monthly meetings for Department Heads, Area Deans and other administrators of areas supporting instruction | Joan D. Garnar  
Frances F. LaFauci | 1992 to 1997  
1997 to 1998 |
| Department of Health Sciences/Nursing and Allied Programs, Departmental meetings, (Department started in 1987) (Campus) | Joan D. Garnar, Chairperson (1992 - present)  
Mary A. Crosley, Chairperson (1987 - 1991)  
Sharon Kelsch  
Ruth M. Kolk  
Frances F. LaFauci  
Elisa A. Mancuso | 1987 to present  
1987 to present  
1990 to present  
1990 to present  
1987 to present  
1991 to present |
<p>| College/Campus Governance Committees            | Elisa A. Mancuso, Chairperson. Students: 3 | 1993 to present |</p>
<table>
<thead>
<tr>
<th>Committee/Council of the Governing Organization</th>
<th>Name of Faculty and Number of Students</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College/Campus Governance Committees (con’t)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Standards Committee (College wide)</td>
<td>Elisa A. Mancuso</td>
<td>1994 to present</td>
</tr>
<tr>
<td>Commencement Committee (Campus)</td>
<td>Mary A. Crosley</td>
<td>1991 to present</td>
</tr>
<tr>
<td></td>
<td>Frances F. LaFauci</td>
<td>1985</td>
</tr>
<tr>
<td></td>
<td>Joan D. Garnar</td>
<td></td>
</tr>
<tr>
<td>Committee For Serving The Needs of Persons with Disabilities (Campus)</td>
<td>Sharon Kelsch, co-chairperson since 1996</td>
<td>1994 to present</td>
</tr>
<tr>
<td></td>
<td>Elisa A. Mancuso</td>
<td>1995 to present</td>
</tr>
<tr>
<td></td>
<td>Students: 2</td>
<td></td>
</tr>
<tr>
<td>Committee on Cultural Diversity (Campus)</td>
<td>Joan D. Garnar</td>
<td>1996 to 1997</td>
</tr>
<tr>
<td>Community Relations Committee (Campus)</td>
<td>Frances F. LaFauci</td>
<td>1981 to 1982</td>
</tr>
<tr>
<td></td>
<td>Ruth M. Kolk</td>
<td>1997 to present</td>
</tr>
<tr>
<td></td>
<td>Students: 3</td>
<td></td>
</tr>
<tr>
<td>Evening Common Hour Committee (Campus)</td>
<td>Sharon Kelsch</td>
<td>1993 - present</td>
</tr>
<tr>
<td>Computer Committee (Campus)</td>
<td>Mary A. Crosley</td>
<td>1982 to present</td>
</tr>
<tr>
<td></td>
<td>Students: 2</td>
<td></td>
</tr>
<tr>
<td>Computer Council (College-wide)</td>
<td>Mary A. Crosley</td>
<td>1982 to present</td>
</tr>
<tr>
<td>Curriculum Committee (Campus)</td>
<td>Joan D. Garnar</td>
<td>1985 to 1996</td>
</tr>
<tr>
<td></td>
<td>Students: 2</td>
<td></td>
</tr>
<tr>
<td>Nature Preserve Committee (Campus)</td>
<td>Frances F. LaFauci</td>
<td>1996 to present</td>
</tr>
<tr>
<td>Physical Development Committee (Campus)</td>
<td>Frances LaFauci</td>
<td>1994 to 1995</td>
</tr>
<tr>
<td></td>
<td>Sharon Kelsch</td>
<td>1994 to 1995</td>
</tr>
<tr>
<td></td>
<td>Students: 3</td>
<td></td>
</tr>
</tbody>
</table>
### MISSION AND GOVERNANCE

**Table 2.1**

<table>
<thead>
<tr>
<th>Committee/Council of the Governing Organization</th>
<th>Name of Faculty and Number of Students</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College/Campus Governance Committees (con't)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development Committee, (College-wide)</td>
<td>Mary A. Crosley</td>
<td>1995 to present</td>
</tr>
<tr>
<td></td>
<td>Sharon Kelsch</td>
<td>1993 to present</td>
</tr>
<tr>
<td>Scholarship Committee, (Campus)</td>
<td>Mary A. Crosley</td>
<td>1982 to present</td>
</tr>
<tr>
<td></td>
<td>Frances F. LaFauci</td>
<td>1980 to present</td>
</tr>
<tr>
<td></td>
<td>Students: 3</td>
<td></td>
</tr>
<tr>
<td><strong>Advisory Councils (Campus):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>Joan D. Garner</td>
<td>1995 to 1996</td>
</tr>
<tr>
<td>Nursing</td>
<td>Mary A. Crosley</td>
<td>1979 to present</td>
</tr>
<tr>
<td></td>
<td>Joan D. Garner</td>
<td>1982 to present</td>
</tr>
<tr>
<td></td>
<td>Sharon Kelsch</td>
<td>1990 to present</td>
</tr>
<tr>
<td></td>
<td>Ruth M. Kolk</td>
<td>1990 to present</td>
</tr>
<tr>
<td></td>
<td>Frances F. LaFauci</td>
<td>1980 to present</td>
</tr>
<tr>
<td></td>
<td>Elisa A. Mancuso</td>
<td>1991 to present</td>
</tr>
<tr>
<td></td>
<td>Students: Lisa Meyer</td>
<td>1998</td>
</tr>
<tr>
<td></td>
<td>Doris Freese</td>
<td>1998</td>
</tr>
<tr>
<td></td>
<td>Alumni: Diane Reilly</td>
<td>1998</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>Joan D. Garner</td>
<td>1995 to present</td>
</tr>
<tr>
<td></td>
<td>Frances F. LaFauci</td>
<td>1997 to 1998</td>
</tr>
<tr>
<td>Ophthalmic Dispensing</td>
<td>Joan D. Garner</td>
<td>1994 to present</td>
</tr>
<tr>
<td></td>
<td>Frances F. LaFauci</td>
<td>1997 to 1998</td>
</tr>
<tr>
<td><strong>Faculty Search Committees (Campus)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area Assistant Dean for Applied Sciences and Technology</td>
<td>Joan D. Garner</td>
<td>Summer 1992</td>
</tr>
<tr>
<td>Chemical Dependency Counseling Faculty</td>
<td>Joan D. Garner, Chairperson</td>
<td>Spring 1992</td>
</tr>
<tr>
<td>Committee/Council of the Governing Organization</td>
<td>Name of Faculty and Number of Students</td>
<td>Term</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Faculty Search Committees (Campus) (con’t)</td>
<td>Joan D. Garnar, Chairperson</td>
<td>Spring 1995</td>
</tr>
<tr>
<td>Occupational Therapy Assistant Faculty/Program Coordinator</td>
<td>Sharon Kelsch</td>
<td>Spring 1995</td>
</tr>
<tr>
<td>Occupational Therapy Assistant Faculty/Fieldwork Coordinator</td>
<td>Joan D. Garnar, Chairperson</td>
<td>Summer 1996</td>
</tr>
<tr>
<td></td>
<td>Elisa A. Mancuso</td>
<td>Summer 1996</td>
</tr>
<tr>
<td>Ophthalmic Dispensing Faculty/Program Coordinator</td>
<td>Sharon Kelsch, Chairperson</td>
<td>Spring 1993</td>
</tr>
<tr>
<td></td>
<td>Ruth M. Kolk</td>
<td>Spring 1993</td>
</tr>
<tr>
<td>Ophthalmic Dispensing Faculty/Program Coordinator</td>
<td>Joan D. Garnar, Chairperson</td>
<td>Summer 1995</td>
</tr>
<tr>
<td></td>
<td>Elisa Mancuso</td>
<td>Summer 1995</td>
</tr>
<tr>
<td>Physical Education Faculty</td>
<td>Joan D. Garnar, Chairperson</td>
<td>Spring 1993 &amp; Spring 1994</td>
</tr>
<tr>
<td>Physical Education Faculty</td>
<td>Joan D. Garnar</td>
<td>Spring 1992</td>
</tr>
<tr>
<td>Other Activities</td>
<td>Elisa A. Mancuso</td>
<td>1994 to present</td>
</tr>
<tr>
<td>Holistic Scoring Committee for English Placement Essays (College-wide)</td>
<td>Elisa A. Mancuso</td>
<td>1993 to 1995</td>
</tr>
<tr>
<td>Mentoring Program (Campus)</td>
<td>Frances F. LaFauci</td>
<td>1993 to 1994</td>
</tr>
<tr>
<td></td>
<td>Sharon Kelsch</td>
<td>Fall 1994</td>
</tr>
<tr>
<td>Middle States Reaccreditation Self Study, Western Campus Portion</td>
<td>Frances F. LaFauci</td>
<td>1996 to 1997</td>
</tr>
<tr>
<td></td>
<td>Elisa A. Mancuso, member of</td>
<td>1995 to 1997</td>
</tr>
<tr>
<td></td>
<td>Teaching Excellence and Video</td>
<td></td>
</tr>
<tr>
<td></td>
<td>subcommittees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students: 2</td>
<td></td>
</tr>
<tr>
<td>Health Science Curriculum Review (College-wide)</td>
<td>Ruth M. Kolk</td>
<td>1993 to 1995</td>
</tr>
<tr>
<td>Committee/Council of the Governing Organization</td>
<td>Name of Faculty and Number of Students</td>
<td>Term</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Other Activities (con’t)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patricia Reckenbeil Scholarship Committee, (Campus)</td>
<td>Mary A. Crosley, Chairperson Joan D. Garnar Sharon Kelsch Ruth M. Kolk Frances F. LaFauci Elisa A. Mancuso Students: All members of first year class participate in a pre-recommendation process.</td>
<td>1982 to present 1982 to present 1991 to present 1990 to present 1982 to present 1991 to present</td>
</tr>
<tr>
<td>Paul J. Fitzpatrick Scholarship Committee, (College-wide)</td>
<td>Mary A. Crosley, Chairperson Sharon Kelsch</td>
<td>1990 to present 1996 to present</td>
</tr>
<tr>
<td>Phi Theta Kappa, Campus Chapter</td>
<td>Mary A. Crosley, Co-Advisor Mary A. Crosley, Advisor</td>
<td>1996 to 1997 1998 to present</td>
</tr>
<tr>
<td>Striving for Excellence Grants Committee</td>
<td>Mary A. Crosley, Judge Joan D. Garnar, Judge</td>
<td>1995 to present 1996</td>
</tr>
<tr>
<td>Student Orientation (Campus)</td>
<td>Elisa A. Mancuso Mary A. Crosley</td>
<td>1997 to present Fall 1997</td>
</tr>
<tr>
<td>Teaching Consultation Process (Campus)</td>
<td>Mary A. Crosley Elisa A. Mancuso</td>
<td>1995 to present 1995 to present</td>
</tr>
<tr>
<td>Teacher Learning Center (Campus)</td>
<td>Mary A. Crosley, Coordinator, Chair of Advisory Board Elisa A. Mancuso, Advisory Board Sharon Kelsch, Planning Committee</td>
<td>1995 to present 1995 to present 1995</td>
</tr>
<tr>
<td>Veterans Day Committee (Campus)</td>
<td>Mary A. Crosley Students: 5 - 7</td>
<td>1994 to 1996</td>
</tr>
<tr>
<td>World AIDS Day (Campus)</td>
<td>Ruth M. Kolk Students: 4 to 6</td>
<td>1995 to 1996</td>
</tr>
</tbody>
</table>
# MISSION AND GOVERNANCE

## Table 2.2
Faculty and Student Participation in the Governance of Nursing Program
(Past 2 - 5 years)

<table>
<thead>
<tr>
<th>Committee of the Nursing Unit</th>
<th>Name(s) of Faculty and Number of Nursing Students</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Faculty Meetings</td>
<td>Mary A. Crosley</td>
<td>1979 to present</td>
</tr>
<tr>
<td></td>
<td>Joan D. Garnar</td>
<td>1982 to present</td>
</tr>
<tr>
<td></td>
<td>Sharon Kelsch</td>
<td>1990 to present</td>
</tr>
<tr>
<td></td>
<td>Ruth M. Kolk</td>
<td>1990 to present</td>
</tr>
<tr>
<td></td>
<td>Frances F. LaFauci</td>
<td>1980 to present</td>
</tr>
<tr>
<td></td>
<td>Elisa A. Mancuso</td>
<td>1991 to present</td>
</tr>
<tr>
<td></td>
<td>Nursing Students: 4</td>
<td>1986 to present</td>
</tr>
<tr>
<td>National League for Nursing Accrediting</td>
<td>Mary A. Crosley</td>
<td>1995 to present</td>
</tr>
<tr>
<td>Commission Self Study</td>
<td>Joan D. Garnar, Coordinator 1995-1997</td>
<td>1995 to present</td>
</tr>
<tr>
<td></td>
<td>Sharon Kelsch, Coordinator since Fall 1997</td>
<td>1995 to present</td>
</tr>
<tr>
<td></td>
<td>Ruth M. Kolk</td>
<td>1995 to present</td>
</tr>
<tr>
<td></td>
<td>Frances F. LaFauci</td>
<td>1995 to present</td>
</tr>
<tr>
<td></td>
<td>Elisa A. Mancuso</td>
<td>1995 to present</td>
</tr>
<tr>
<td></td>
<td>Nursing Students: 4</td>
<td>1995 to present</td>
</tr>
<tr>
<td>Nursing Club</td>
<td>Ruth M. Kolk, Faculty Advisor</td>
<td>1992 to present</td>
</tr>
<tr>
<td></td>
<td>Sharon Kelsch, Co-Advisor</td>
<td>1996 to present</td>
</tr>
<tr>
<td></td>
<td>Frances F. LaFauci, Faculty Advisor</td>
<td>1989 to 1992</td>
</tr>
<tr>
<td></td>
<td>Students: 100</td>
<td></td>
</tr>
<tr>
<td>Component</td>
<td>Time/Assessment</td>
<td>Frequency of Assessment</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>MISSION AND GOVERNANCE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Outcome:** The nursing administration and 100% of the nursing faculty participate in the governance of Suffolk County Community College and nursing unit. Each nursing class is invited to have representation at the faculty/student meetings 100% of the time.

- **Nursing faculty/students minutes are reviewed by the campus administrator and the faculty head each month.**
- **Minutes are distributed to all faculty and maintained as needed.**
- **Review of Committee assignments to analyze participation in college governance.**
- **Faculty data forms are reviewed by the department head and file.**
- **Academic Assembly minutes are distributed to all members.**
- **Faculty data forms are reviewed by the department head and file.**
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CRITERION 3 The nursing unit is administered by a nurse who is academically and experientially qualified and has the authority and responsibility for development and administration of the total program.

3.1 The nurse administrator holds a graduate degree with a major in nursing.
3.2 The nurse administrator has authority and leadership consistent with the policies of the governing organization.
3.3 The work load of the nurse administrator allows for adequate time for administrative and leadership activities.

The Department Head for Nursing and Allied Programs holds a master of arts degree in nursing with a major in teaching from New York University. A second master's degree with an emphasis on health care was earned at State University of New York at Stony Brook in 1994. She holds the academic rank of Professor with teaching experience at the associate degree level for fifteen years. She has been the department head since February 1, 1992. Previous employment includes both nursing education and nursing administration experience as noted in the faculty data form found in Appendix B. The assessment process to evaluate the academic and experiential qualifications of the nursing unit administrator is summarized in Table 3.1.

Role of Department Head at Suffolk County Community College

There are three academic area groups at the Western Campus: the Business Programs Area, the Liberal Arts Area, and the Natural and Health Sciences, Mathematics and Technology Area. The Office of Instruction at the Western Campus is staffed by a Dean of Faculty, and Assistant Deans of Faculty for each academic area. The Department of Nursing and Allied Programs is assigned to the Science, Mathematics and Health Technology area, which also includes the Natural Sciences Department, the Mathematics Department, the Health, Physical Education and Wellness Department, and the Veterinary Science Technology Department. The Department of Nursing and Allied Programs is one of ten instructional departments at the Western Campus. (See Suffolk County Community College Organizational Chart in Appendix A, Chart L.)

The Department Head for Nursing and Allied Programs has the same duties as the department heads for the other nine departments at the Western Campus. The department head is

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MISSION AND GOVERNANCE

responsible for maintaining department records, designing class schedules, coordinating schedules with other departments and assigning faculty teaching schedules; initiating the annual departmental budget requests; initiating action concerning recruitment, appointment, promotion, and evaluation of faculty; and supporting faculty development activities. Department Heads and Assistant Department Heads are appointed by the Board of Trustees upon recommendation from the Executive Dean and the President. (The position description for Department Heads at the Western Campus is available on-site.)

Responsibilities of the Department Head as Administrator of the Nursing Unit

Full-time faculty are hired by an affirmative action search process used throughout the College. The department head chairs the search committee which is comprised of faculty from the department as well as from the campus. The recommendations of the committee are submitted to the Dean of Faculty. Recommendations are forwarded to the Campus Executive Dean, who then sends the recommendations to the Vice-president for Academic and Campus Affairs and the College President. Approval of the President's recommendation by the Board of Trustees is the final step in this process.

The department head orients and mentors new nursing faculty on an on-going basis. By contract, the department head has the responsibility to evaluate full-time faculty annually until continuing appointment status (tenure) is awarded and to evaluate faculty seeking promotion. Faculty being evaluated for promotion or continuing appointments are first evaluated by the department head and the area assistant dean and then recommended for promotions and appointments as appropriate. The contractual procedures for faculty evaluation, including tenured faculty, are described on pages 44-45 in the County of Suffolk and the Faculty Association of Suffolk County Community College Agreement, 1991-1997.

Six of the nine full-time faculty members of the Department of Nursing and Allied Programs are nursing faculty. The nursing faculty participate in the operation of the nursing program by serving as course coordinators for each of the four clinical courses. They are responsible for the operation of their respective courses. The department head appoints the coordinators, who report directly to the department head.
MISSION AND GOVERNANCE

Hiring adjunct faculty is handled by the department head in consultation with the area assistant dean. The department head orient new faculty to their responsibilities by providing them with several publications, including the current Suffolk County Community College Catalog, the Faculty Handbook for Suffolk County Community College, the Nursing Faculty Handbook and the Nursing Student Handbook. Orientation is initiated by the department head by discussing pertinent policies and procedures from each document with every new faculty member. Emphasis is placed on the responsibilities of the faculty member in teaching students in classroom, laboratory or clinical settings. Orientation of new faculty to a specific course is continued by the course coordinator. All nursing faculty attend pre-semester planning meetings which also help to orient new faculty and keep all faculty informed of policy changes. Adjunct faculty evaluation is carried out by the department head during the first semester of employment and when the person becomes eligible for promotion. Further evaluation can be scheduled as needed.

The department head works to ensure a high level of communication among the members of the department by meeting regularly with individual faculty, calling and conducting both department and nursing meetings, and distributing meeting minutes and other pertinent written communications to faculty. Regularly scheduled nursing faculty meetings include adjunct faculty and student representatives. The agenda generally includes:

Student Progress - a ‘faculty only’ portion of the meeting where students requiring special assessment or assistance are identified and strategies are developed to address student learning needs;

Faculty Forum - an opportunity for brief clinical updates or teaching tips;

Student Forum - when students share ideas or concerns brought to them by peers; and

Ongoing Projects - these may focus on new teaching strategies, revisions of existing criteria for assignments or evaluations, creation of new outcome assessment tools, curriculum proposals, etc.

Special meetings for the purpose of nursing program evaluation are held after each semester. Course coordinators are responsible for the collection and analysis of data and the reporting of outcomes for each nursing course. The department head is responsible for the collection and analysis of data from exit questionnaires, graduate surveys and employer surveys and reporting these outcomes as well as data for program outcomes. The department head and
MISSION AND GOVERNANCE

course coordinators are then responsible for implementing the appropriate changes in the program as identified during the evaluation process.

It is the responsibility of the department head to encourage creative and effective teaching by departmental faculty members. The department head collaborates with faculty to develop and evaluate course offerings, curricula and instructional programs. Three nursing electives recently developed by faculty include:

- Summer Cooperative Nursing Experience (NR80)
- Pharmacology (NR 49)
- Perioperative Nurse Externship (NR74)

The Department Head of Nursing and Allied Programs has the responsibility for maintaining communication between faculty, students and administrators. In addition to chairing regularly scheduled nursing faculty-student meetings and departmental meetings, the department head attends monthly Office of Instruction meetings with the Dean of Faculty, all area deans, and department heads and assistant department heads. Coordinators for the Academic Skills Center and the English as a Second Language Program also attend as does the campus head librarian. This meeting provides an excellent opportunity for communication among members of the instructional departments.

The department head meets often with the Area Assistant Dean to discuss departmental issues, policies and procedures. Meetings with the Dean of Faculty are readily arranged for consultation on matters of concern to the department. The Director of Admissions and the admissions staff meet routinely with the department head to discuss any questions, procedures or policies regarding admission of students to the program. The Campus Nurse communicates regularly with the department head about implementing health requirements and policies. The Associate Dean of Student Services, who coordinates the advisement and counseling center, is easily accessible to the department head and faculty for support in advising students.

Administrative support is readily available when needed. The Executive Dean of Campus Operations, the Dean of Faculty, the Area Assistant Dean of Faculty, the Director of Admissions, and Central Administration personnel make themselves available for consultation and assistance.
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The four Vice Presidents (Academic and Campus Affairs, Student Affairs, Administrative and Information Services, and Marketing and Public Affairs) and the Chief Financial Officer have all met with the department head at various times to address complex and/or unique situations that have arisen in the administration of the various Health Science programs. Most meetings are convened at the Western Campus to accommodate Western Campus personnel. Meetings are conducted collaboratively and productive outcomes have ensued.

Department Head Associations with Other Agencies

The Department Head of Nursing and Allied Programs maintains relationships with local, state, regional and national agencies through a variety of activities. Communication with the local community is facilitated by membership in the Nassau-Suffolk Council on Nursing Education and Practice, comprised of representatives from nursing education and clinical facilities. This council provides an opportunity to coordinate nursing student placement in a variety of settings in the bi-county area and provides a forum for the discussion of mutual concerns for education and practice areas. The Nassau-Suffolk Council on Nursing Education and Practice also provides an advisory function for area nursing programs regarding nursing education needs. This organization is a valuable resource for clinical program planning for the Suffolk County Community College nursing programs. The department head has served as a member of the Board of Directors of the council from 1993-1997 and is currently serving as President-elect.

The Western Campus Nursing External Advisory Council provides specific guidance to the nursing program by providing current information on health care issues, community needs, and nursing competencies needed by program graduates. The department head serves as the chairperson for this council. The advisory council includes representatives from several agencies that host Suffolk County Community College-Western Campus students for clinical experiences as well as two representatives from baccalaureate and higher nursing education. The support of this council was essential to the implementation of the Suffolk County Community College - Western Campus summer cooperative nursing experience (NR80). Members of the council provide a valuable networking resource for clinical placement opportunities. An advantage of this
MISSION AND GOVERNANCE

council is the opportunity for faculty to have direct dialogue with other members of the nursing community.

Membership in the New York State Associate Degree Nursing Council provides an excellent means for facilitating communication at the state level. The department head attends biannual meetings in Albany, where reports are given by representatives of the New York State Education Department and the Executive Secretary of the New York State Board of Nursing. The council meetings provide an excellent opportunity for state-wide networking and for learning about pertinent statistics and new regulations. The department head communicates information from these meetings to faculty by using a newsletter to highlight key points, distributing meeting minutes, and discussing pertinent items at faculty meetings.

The New York State Associate Degree Nursing Council has supported dialogue activities between the New York Association of Baccalaureate and Higher Degree Nursing Education Council members and Associate Degree council members by having joint meetings in Albany to discuss mutual concerns and by sponsoring regional dialogue meetings which focused on creating seamless articulation educational opportunities for nurses. Educators attending these meetings also explored differentiated practice possibilities for Associate Degree Nurses and Baccalaureate prepared nurses. The department head actively participated in these meetings and shared the outcomes of the discussions with nursing faculty. A pilot project using a differentiated practice approach with Suffolk County Community College and an LPN program was one concrete outcome of these discussions.

The department head is a member of the New York State Nurses Association and the Professional Nurses Association of Suffolk County (PNASC). She serves on the Education Committee for PNASC and participated in a panel presentation on “The Future Educational and Employment Needs of Nursing” sponsored by PNASC in November 1997. These professional memberships provide the department head with additional opportunities to dialogue and network with colleagues in the regional and state-wide areas.
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Suffolk County Community College Western Campus nursing program maintains agency membership in the National League of Nursing (NLN). The NLN news briefs and journals provide an on-going source of pertinent data for use by the nursing faculty in updating curriculum to prepare graduates. NLN publications such as A Vision for Nursing Education and Educational Outcomes of Associate Degree Nursing Programs: Roles and Competencies have been utilized in the program planning process.

Department Head Workload

The time allotted for administrative duties of department heads is calculated by a formula established through the Agreement with the County of Suffolk and The Guild of Administrative Officers of Suffolk County Community College, 1991-1997 (pages 5-6). The number of full-time faculty, adjunct faculty and professional assistants employed by a given department each semester provides the basis for determining the released time allotted for administrative duties. Teaching assignments for department heads are then calculated to bring the total semester contact hour commitment to fifteen hours per week, which is the full-time equivalent for a faculty teaching assignment. See Table 3.2 which summarizes the formula for calculating released time and Table 3.3 describing the hours assigned to the department head for administrative duties and teaching responsibilities since 1992.

The role of department head for the nursing unit was subject to many changes since it was first created in the fall of 1987. Initially, the Department of Health Sciences included the nursing program and the Health Careers curriculum. Over the next several years new programs in Medical Assisting, Chemical Dependency Counseling, Ophthalmic Dispensing and courses in Physical Education and Wellness were added to the department. The development of new programs is an extensive process. New curricula must be developed and presented through the faculty governance system. Health-related curricula must also meet the criteria for the State University of New York, the State Education Department, as well as New York State Master Plan amendments. New full-time and part-time faculty must be hired. New laboratory facilities must be designed, equipped and furnished. Learning resources such as texts, journals, and multimedia materials must be identified and acquired. New classroom and faculty schedules must be
MISSION AND GOVERNANCE

created. Admission criteria must be established and implemented in a timely manner to recruit and enroll students. Extensive orientation for faculty and students is needed.

The college administration responded in a variety of ways to support the additional work required with the addition of these new programs. In fall 1994, an assistant department head was appointed to assist in the administration of the department, and then, in fall 1995, the original department was divided into the Department of Nursing and Allied Programs and the Department of Health, Physical Education and Wellness. These changes were made to address the need for more administrative support for the increasing number of new health science programs and the concomitant increase in the number of new, untenured faculty and their need for administrative support.

The Department Head of Nursing and Allied Programs currently provides services and support for two other programs in addition to nursing: Occupational Therapy Assistant and Ophthalmic Dispensing. Continuing accreditation of the three programs in the department is a goal of the college. To accomplish this goal, accreditation criteria must be identified and included in curriculum design. The process requires extensive preparation of documents, analysis of each program and implementation of programmatic changes. For health science curricula to remain current it is necessary to revise curricula and implement changes continuously. Outcome criteria and data collection tools need to be established for each new program. Program evaluation begins as soon as the program is initiated and continues as a constant process. These activities require an extensive commitment of time and resources from the faculty and the department head.

To address the continued need for administrative support for the programs in the Department of Nursing and Allied Programs, program coordinator positions were established using reassigned time for faculty for the Occupational Therapy Assistant Program and the Ophthalmic Dispensing Program. Using a faculty member in a program coordinator position has proved to be an effective approach in supporting these programs. The department head identified the need for nursing program coordination as well. In the 1997-1998 academic year, a nursing faculty member was assigned three contact hours of released time each semester for preparation and coordination of the NLNAC self-study. Three additional contact hours of released time per
MISSION AND GOVERNANCE

semester were allotted to provide support for day-to-day needs of the nursing program. Three contact hours per semester has been approved for nursing program coordination for the fall 1998 semester. The implementation of program coordinator positions has been effective in permitting the administrator of the unit in nursing sufficient time to carry out administrative and leadership responsibilities for the department.
<table>
<thead>
<tr>
<th>Request for a Promotion to the Position of Lead of the Academic Unit</th>
<th>Criteria</th>
<th>Possible Actions</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision</td>
<td>Development</td>
<td>Educational Qualifications</td>
<td>Outcome: The nursing unit is administered by a nurse who is academically and experientially qualified so mission and governance criterion 3, academic and work experience</td>
</tr>
<tr>
<td>Review of the Annual Report of the Academic Unit</td>
<td>Development</td>
<td>Educational Qualifications</td>
<td>Outcome: The nursing unit is administered by a nurse who is academically and experientially qualified so mission and governance criterion 3, academic and work experience</td>
</tr>
</tbody>
</table>

**Table 3.1**

**Mission and Governance**
MISSION AND GOVERNANCE

Table 3.2

County of Suffolk and The Guild of Administrative Officers of Suffolk County Community College, 1991-1997 - Article III - Conditions of Employment

"Department Heads shall teach one or more classes each semester and they shall be released from other teaching assignments according to the formula which follows, in order to fulfill their administrative responsibilities:

<table>
<thead>
<tr>
<th>Faculty members</th>
<th>9 hours/year</th>
<th>6 hours/semester</th>
<th>9 hours/semester</th>
<th>12 hours/semester</th>
<th>15 hours/semester</th>
<th>18 hours/semester</th>
<th>21 hours/semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-23</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24-31</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32-39</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40-46</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47 or more</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

In addition to the above, the agreement states that "any Department having adjunct time in any semester exclusive of day or evening overload shall be granted additional released hours for the following semester in accord with the following schedule:

<table>
<thead>
<tr>
<th>Adjunct time [in hours]</th>
<th>Released Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 or more</td>
<td>1</td>
</tr>
<tr>
<td>50 or more</td>
<td>2</td>
</tr>
<tr>
<td>60 or more</td>
<td>3</td>
</tr>
<tr>
<td>75 or more</td>
<td>4</td>
</tr>
<tr>
<td>90 or more</td>
<td>5</td>
</tr>
<tr>
<td>120 or more</td>
<td>6</td>
</tr>
</tbody>
</table>

Effective 9/1/94 the following applies:

<table>
<thead>
<tr>
<th>Adjunct time</th>
<th>Released Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>150-194</td>
<td>7 hours</td>
</tr>
<tr>
<td>195</td>
<td>8 hours</td>
</tr>
</tbody>
</table>

Each Additional 45 hours 1 Additional Hour per 45 hours"
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Normal Load</th>
<th>Hours for Full Contract</th>
<th>Released Time Teaching Hours</th>
<th>Released Time</th>
<th>Teaching Hours</th>
<th>Overload Hours (if Taken)</th>
<th>Total Contact Hours</th>
<th>Fall</th>
<th>Spring</th>
<th>1992-1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>Fall</td>
<td>15</td>
<td>11</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>Fall</td>
<td>17</td>
<td>12</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td>Fall</td>
<td>14</td>
<td>10</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td>Fall</td>
<td>15</td>
<td>11</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>Fall</td>
<td>14</td>
<td>10</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>Fall</td>
<td>15</td>
<td>11</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>Fall</td>
<td>16</td>
<td>10</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>Fall</td>
<td>17</td>
<td>12</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>Fall</td>
<td>17</td>
<td>12</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 3.3**

MISSION AND GOVERNANCE
MISSION AND GOVERNANCE

CRITERION 4 Policies of the nursing unit are consistent with policies of the governing organization or differences are justified by the nursing goal units.

The personnel polices for nursing faculty are the same as those that are in effect for all full-time and part-time faculty of the college. Faculty personnel policies and procedures are published in the Suffolk County Community College Faculty Handbook -1996, and The County of Suffolk and the Faculty Association of Suffolk County Community College Agreement, 1991-1997. The latter document provides specific information on conditions of employment on pages 9-18. Policies affecting faculty appointments are found on page 43 and promotion eligibility is summarized on pages 46 and 47. Recommendations for promotion are based on meritorious performance of teaching and other duties, service to the college community and demonstrated professional growth.

The Faculty Handbook is revised periodically and distributed to all full-time and part-time faculty. The Faculty Association agreement is published each time a new contract is finalized and is distributed to all faculty. The 1991-1997 contract is still in effect.

There are no differences between the personnel policies of the governing organization and those of the nursing unit. Suffolk County Community College conforms with the NLNAC recommendation that a master's degree in nursing be the minimum preparation for teaching in the nursing program.

Faculty Workload

Full-time faculty have a maximum load of sixty contact hours for any two consecutive school years with no more than thirty-two teaching hours in any school year and no more than eighteen teaching hours in any one semester as their regular load. Please see The County of Suffolk and the Faculty Association of Suffolk County Community College Agreement 1991-1997, page 9. In addition to a full-time faculty schedule, faculty must maintain four office hours per week for consultation with students. This policy is applied to all full-time nursing faculty schedules. During office hours for example, faculty are available to provide assistance to students wishing to practice skills in the nursing lab. (See Table 4.1.)
MISSION AND GOVERNANCE

Part-time nursing faculty members are employed to meet the staffing needs of the nursing program that cannot be met by the full-time faculty. They are primarily assigned to the clinical setting and occasionally teach nursing laboratory courses. Part-time faculty are hired in accordance with the bargaining agreement, *The County of Suffolk and the Faculty Association of Suffolk County Community College Agreement 1991-1997.*

The college administration supports the unique scheduling needs of the nursing program by adjusting the allocation of adjunct faculty teaching hours to a maximum of sixteen hours over two semesters rather than eight hours maximum for each semester. This adjustment permits continuity of faculty supervision of students in the clinical setting where, for example, a faculty assignment of ten contact hours in one semester is required for teaching the entire fifteen-week clinical rotation. (See Table 4.2.)

The assessment process for evaluation of policies of the nursing unit and the governing organization are summarized in Table 4.3.
## MISSION AND GOVERNANCE

### Table 4.1

| Faculty Name | Course Number | Fall 1997 | | | | Spring 1998 | | | |
|--------------|---------------|-----------|---|---|---|--------------|---|---|---|---|
|              | Lecture | Clinical Lab | Campus Lab | Released Time | Faculty Name | Course Number | Lecture | Clinical Lab | Campus Lab | Released Time |
| Mary Crosley | NR20 | 2.0 | 6.0 | 4.0 | 3.0 | Mary Crosley | NR27 | 5.0 | 6.6 | 2.0 Overload | 3.0 |
| Joan Garnar  | On one year sabbatical | | | | | Joan Garnar | On one year sabbatical | | | | | |
| Sharon Kelsch | NR20 | 4.0 | 0 | 5.0 | 0 | 0 | Sharon Kelsch | NR47 | 2.5 | Overload | 10.0 | 0 | 6.0 |
| Ruth Kolk    | NR20 | 2.0 | 6.0 | 5.0 | 0 | 0 | Ruth Kolk | NR47 | 5.0 | 2.5 Overload | 10.0 | 0 | 0 |
|            | NR42 | 2.0 | 6.0 | 5.0 | 0 | 0 | Frans LaFauci | NR77 | 4.0 | 0 | 0 | 11.0 |
| Elisa Mancuso | NR42 | 5.0 | 10.0 | 0 | 0 | Elisa Mancuso | NR27 | 5.0 | 10.0 | 4.0 Overload | 0 |

Institutional policy requires that full-time faculty have a maximum teaching load of 60 hours for any 2 consecutive school years, with no more than 32 teaching hours in any school year and with no more than 18 teaching hours in one semester.

### MISSION AND GOVERNANCE

#### Table 4.2
Part-time Faculty Teaching Load for Fall 1997-Spring 1998

<table>
<thead>
<tr>
<th>Faculty Names</th>
<th>Course #</th>
<th>Clinical lab.</th>
<th>Campus lab.</th>
<th>Faculty Names</th>
<th>Course #</th>
<th>Clinical lab.</th>
<th>Campus lab.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margaret McDonald</td>
<td>NR20</td>
<td>6.0</td>
<td>0</td>
<td>Abbye Boker</td>
<td>NR27</td>
<td>0</td>
<td>4.0</td>
</tr>
<tr>
<td>Sally Monahan</td>
<td>NR20</td>
<td>6.0</td>
<td>0</td>
<td>Sarah Jean Goldstein</td>
<td>NR27</td>
<td>6.6</td>
<td>0</td>
</tr>
<tr>
<td>Carol Smith</td>
<td>NR20</td>
<td>6.0</td>
<td>0</td>
<td>Carol Smith</td>
<td>NR27</td>
<td>6.6</td>
<td>0</td>
</tr>
<tr>
<td>Joy Borrero</td>
<td>NR20</td>
<td>0</td>
<td>4.0</td>
<td>Joy Borrero</td>
<td>NR47</td>
<td>10.0</td>
<td>0</td>
</tr>
<tr>
<td>Abbye Boker</td>
<td>NR42</td>
<td>10.0</td>
<td>0</td>
<td>Ann Durbin</td>
<td>NR27</td>
<td>6.6</td>
<td>0</td>
</tr>
<tr>
<td>Annie Moore-Cox</td>
<td>NR42</td>
<td>10.0</td>
<td>0</td>
<td>Patricia DeBobes</td>
<td>NR27</td>
<td>6.6</td>
<td>0</td>
</tr>
<tr>
<td>Barbara Gibbons</td>
<td>NR42</td>
<td>5.0</td>
<td>0</td>
<td>Margaret McDonald</td>
<td>NR27</td>
<td>6.6</td>
<td>0</td>
</tr>
<tr>
<td>Laura Giordino</td>
<td>NR42</td>
<td>5.0</td>
<td>0</td>
<td>Judy Breuer-Werner</td>
<td>NR47</td>
<td>10.0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Barbara Gibbons</td>
<td>NR47</td>
<td>10.0</td>
<td>0</td>
</tr>
</tbody>
</table>

Institutional policy requires that adjunct faculty teaching assignments be limited to 8 contact hours per semester for a total of 24 hours per year. This total includes teaching during summer session.

# MISSION AND GOVERNANCE

## Table 4.3
Assessment of Policies of the Nursing Unit and the Governing Organization

<table>
<thead>
<tr>
<th>EACH CRITERION FOR ACCREDITATION AND EACH OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Unit Policies</td>
</tr>
<tr>
<td>Outcome: 100% of the nursing unit policies are congruent with Suffolk County Community College policies any differences are substantiated.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Where documentation is found</th>
<th>Person Responsible</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment method and rationale</th>
<th>Assessment of method (Reliability, validity, specificity)</th>
<th>Report of the data (Name and to whom addressed)</th>
<th>Possible Actions Resulting from the Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Policies</td>
<td>Suffolk County Community College Faculty Handbook, 1996</td>
<td>Department head</td>
<td>As contract agreement changes</td>
<td>Compare nursing policies, governing organization policies, and NLNAC criteria.</td>
<td>Review faculty workload and personnel policies and analyze for any discrepancies</td>
<td>Department head and campus administrator</td>
<td>Development: Review data systematically, revise as needed</td>
</tr>
<tr>
<td>Faculty Workload</td>
<td>The County of Suffolk and the Faculty Association of Suffolk County Community College Agreement, 1991-1997</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Maintenance: Continue to review personnel policies and faculty workload to ensure compliance with contract</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Revision: Continue to review personnel policies and faculty workload to ensure compliance with contract</td>
</tr>
</tbody>
</table>

38
FACULTY

CRITERION 5 Faculty members (full- and part-time) are academically professionally qualified and maintain expertise appropriate to their teaching responsibilities.

5.1 All nursing faculty members hold a graduate degree with a major in nursing.
5.2 Nursing faculty maintain educational and clinical expertise in area(s) of teaching responsibility.

All full-time and part-time nursing faculty hold a master's degree in nursing as a requirement for a nursing teaching position. In addition, several faculty have earned advanced certification or a second master's degree. Please refer to faculty data forms in Appendix B (bound separately) for specific information regarding faculty qualifications.

Each faculty member brings to the academic setting a unique and diversified background of clinical and academic experiences which serve to facilitate student learning. Faculty maintain educational and clinical expertise in their respective areas of teaching responsibility through a variety of means. These include clinical practice, post-graduate course work, additional degrees, advanced certifications, and attendance or presentations at conferences and seminars. Faculty regularly share information with each other about upcoming continuing education experiences and opportunities. Please see Table 5.1 and Table 5.2 for summaries of full-time and part-time faculty data forms.

Nursing faculty members demonstrate a high level of accountability for their professional development and each faculty member participates in a variety of professional activities. Examples of such activities include faculty serving on planning committees for educational nursing seminars or serving as speakers at such events. Nursing faculty contribute to college-wide education experiences as well. One faculty member serves as the coordinator for the Campus Teaching and Learning Center. Two serve on the College-wide Professional Development Committee. Faculty have presented workshops and poster sessions at the college on several occasions. Recent honors for the nursing unit were the selection of two nursing faculty as recipients of the New York State Chancellor's Award for Excellence in 1996 and the invitation for a nursing faculty member to be the keynote speaker for the Spring 1998 Suffolk County Community College, Western Campus Academic Convocation.
FACULTY

The college encourages the faculty to undertake activities that will improve expertise in their area of responsibility. Support for professional development allows a faculty member to receive reimbursement of up to $400 per year for one or more professional conferences of the faculty's choosing each academic year. The policy for the disbursement of funds to reimburse faculty whose total allowable expenditures for an approved professionally related conference exceeds $400 is also described. (See *The County of Suffolk and the Faculty Association of Suffolk County Community College Agreement, 1991-1997*, page 32.)

Faculty and administrators receive additional financial support to attend conferences that are beneficial to overall college goals. For example, the cost for the Department Head for Nursing and Allied Programs to attend biannual Associate Degree Council meetings in Albany is reimbursed from college administrative funds, not from contractual conference funds. College administration also provides funding to faculty with program coordination responsibilities so they may attend leadership conferences for their programs. Other examples of activities supported by administrative funds include faculty attendance at selected grant-writing conferences or curriculum development workshops.

The assessment process for evaluating faculty academic and professional qualifications is summarized in Table 5.3.
## FACULTY
### Table 5.1
SUMMARY OF FACULTY DATA FORMS
Full-Time Faculty
Department of Nursing and Allied Programs
1997-1998

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Appointment</th>
<th>Rank*</th>
<th>Undergraduate</th>
<th>Graduation</th>
<th>Experience</th>
<th>Nursing Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Education</td>
<td></td>
<td>Type of Program</td>
<td>Years</td>
</tr>
<tr>
<td>M. Croesley</td>
<td>1979</td>
<td>Prof*</td>
<td>diploma 1964 Nursing</td>
<td>MS 1977 Nursing</td>
<td>ADN 19</td>
<td>Med/Surg 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BS 1972 Nursing</td>
<td>MAL 1990 Liberal Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Garnar</td>
<td>1982</td>
<td>Prof*</td>
<td>diploma 1957 Nursing</td>
<td>MA 1981 Nursing</td>
<td>ADN 16 1/2</td>
<td>Community Health 1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BS 1961 Nursing</td>
<td>MAL 1994 Healthcare</td>
<td>LPN 4</td>
<td>Pediatrics 5</td>
</tr>
<tr>
<td>S. Kelsch</td>
<td>1990</td>
<td>Assoc Prof*</td>
<td>AAS 1976 Nursing</td>
<td>MS 1985 Nursing FNP</td>
<td>ADN 9</td>
<td>Occupational Health 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BS 1982 Nursing</td>
<td></td>
<td></td>
<td>Med/Surg 9</td>
</tr>
<tr>
<td>R. Kolk</td>
<td>1990</td>
<td>Assist Prof*</td>
<td>diploma 1974 Nursing</td>
<td>MS 1990 Nursing</td>
<td>ADN 8 1/2</td>
<td>ER 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BS 1983 Nursing</td>
<td></td>
<td></td>
<td>HN 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MAL 1989 Women/Children Health</td>
<td></td>
<td>BSN 2</td>
<td>Public Health 6</td>
</tr>
<tr>
<td>E. Mancuso</td>
<td>1991</td>
<td>Assist Prof*</td>
<td>BA 1975 Biology</td>
<td>MS 1988 Neonatology NNP</td>
<td>ADN 7</td>
<td>Neonatal Head Nurse 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AS 1984 Nursing</td>
<td></td>
<td></td>
<td>High School Chemistry ½ yr</td>
</tr>
</tbody>
</table>

*Indicate with asterisk if responsible for course leadership.
### FACULTY
#### Table 5.2
**SUMMARY OF FACULTY DATA FORMS**
Part-Time Faculty
Department of Nursing and Allied Programs
1997-1998

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Appointment</th>
<th>Rank*</th>
<th>Undergraduate</th>
<th>Education</th>
<th>Graduate</th>
<th>Teaching</th>
<th>Nursing Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joy Borrero</td>
<td>1/96</td>
<td>Instructor</td>
<td>BSN</td>
<td>1980</td>
<td>Nursing</td>
<td>MSN</td>
<td>1987</td>
</tr>
<tr>
<td>Judith Breuer Werner</td>
<td>1/90</td>
<td>Sr. Adjunct Assistant Professor</td>
<td>BSN</td>
<td>1969</td>
<td>Nursing</td>
<td>MS</td>
<td>1974</td>
</tr>
<tr>
<td>Annie Moore-Cox</td>
<td>1/97</td>
<td>Assistant Professor</td>
<td>AS,BA</td>
<td>1985,1981</td>
<td>Nursing</td>
<td>MS</td>
<td>1992</td>
</tr>
<tr>
<td>Barbara Gibbons</td>
<td>1/90</td>
<td>Associate Professor</td>
<td>BSN</td>
<td>1981</td>
<td>Nursing</td>
<td>MS, FNP MALS</td>
<td>1990,1989</td>
</tr>
<tr>
<td>Abbye Boker</td>
<td>1/90</td>
<td>Instructor</td>
<td>BSN</td>
<td>1979</td>
<td>Nursing</td>
<td>MS</td>
<td>1981</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree</th>
<th>Type of Program</th>
<th>Years</th>
<th>Position</th>
<th>Years</th>
</tr>
</thead>
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<tr>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Office Nurse Critical Care</td>
<td>3 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Staff Development Community Health Med/Surg</td>
<td>7 4 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maternity Med/Surg</td>
<td>3 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mental Health Geriatrics Psych Staff</td>
<td>7 1 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Staff Development Supervisor Critical Care, PACU</td>
<td>1 4 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School Nurse Pediatrics Nursery</td>
<td>6 5 4</td>
</tr>
</tbody>
</table>

*Indicate with asterisk if responsible for course leadership.
# FACULTY

## Table 5.2

**SUMMARY OF FACULTY DATA FORMS**

Part-Time Faculty

Department of Nursing and Allied Programs

1997-1998

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Appointment</th>
<th>Rank*</th>
<th>Education</th>
<th>Experience</th>
<th>Nursing Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>Type of Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Degree</td>
<td>Year</td>
<td>Major</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Degree</td>
<td>Year</td>
<td>Major</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Major</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patricia DeRobes</td>
<td>1/98</td>
<td>Instructor</td>
<td>AAS</td>
<td>1976</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BS</td>
<td>1994</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
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<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ann Durban</td>
<td>1/98</td>
<td>Instructor</td>
<td>BS</td>
<td>1991</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AA</td>
<td>1988</td>
<td>Liberal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Arts</td>
</tr>
<tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Margaret McDonald</td>
<td>9/93</td>
<td>Instructor</td>
<td>BSN</td>
<td>1971</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carol Smith</td>
<td>9/97</td>
<td>Instructor</td>
<td>Diploma</td>
<td>1968</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BSN</td>
<td>1978</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laura Giardino</td>
<td>9/97</td>
<td>Instructor</td>
<td>Diploma</td>
<td>1967</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BS</td>
<td>1974</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MS/NP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sally Monahan</td>
<td>9/97</td>
<td>Instructor</td>
<td>AS</td>
<td>1986</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BSN</td>
<td>1991</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Indicate with asterisk if responsible for course leadership.*
**Table 5.3**  
*Assessment of Faculty Academic and Professional Qualifications*

<table>
<thead>
<tr>
<th>Component</th>
<th>Faculty Qualifications</th>
<th>Faculty: Criterion 5</th>
<th>Outcome: 100% of Nursing Faculty hold Master’s Degrees in Nursing and maintain expertise in area of teaching.</th>
<th>Possible Actions Resulting from the Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Where documentation is found</td>
<td>Person Responsible</td>
<td>Time/Frequency of Assessment</td>
<td>Assessment method and rationale</td>
</tr>
<tr>
<td>Educational Qualifications</td>
<td>Personnel File</td>
<td>Department Head and Area administrator</td>
<td>At time of Employment</td>
<td>Department head reviews personnel file for educational and experiential qualifications</td>
</tr>
<tr>
<td>Work Experience Qualifications</td>
<td>Personnel File</td>
<td>Faculty to complete data forms and submit to Department Head</td>
<td>Annually and prior to tenure and promotion review</td>
<td></td>
</tr>
</tbody>
</table>

| Faculty Data Forms | | | | | | | | |
CRITERION 6 The number and utilization of full-time and part-time faculty are appropriate to meet the nursing unit goals.

The definition of full-time and part-time faculty responsibilities, including assignments, duties, and appointments, is clearly outlined in The County of Suffolk and the Faculty Association of Suffolk County Community College Agreement, 1991-1997, Article VII, page 43, and faculty status and work year, page 48. All full-time faculty at Suffolk County Community College are scheduled for a ten-month work year and teach an average of 15 contact hours per semester. Any variation of this teaching load is clearly defined in the County of Suffolk and the Faculty Association of Suffolk County Community College Agreement, 1991-1997, page 9. Overload hours are assigned only at faculty request. Nursing faculty assignments, duties and appointments follow the same policies as all other faculty at the college. Faculty assignment is governed by the faculty contract. See Article V, page 19, for contract salary and assignment. Full-time faculty also maintain four office hours per week and eight hours of student advisement per semester.

Part-time faculty assignments are described on page 20 in The County of Suffolk and the Faculty Association of Suffolk County Community College Agreement, 1991-1997, Article V. The assignments for part-time nursing faculty comply with these policies.

Full-time faculty teach the lecture, college laboratory and clinical components of the nursing courses. Part-time faculty generally teach in the clinical setting and occasionally may teach a college laboratory section. In the academic year 1997-1998 a greater number of adjunct faculty were utilized to provide staffing since one full-time faculty member was away on a sabbatical leave. Please see Table 6.1 for Faculty/Student Ratios in the Classroom/College Laboratory and Table 6.2 for Faculty/Student Ratios in the Clinical Setting, for specific details of faculty assignments during the 1997-1998 academic year.

The ratio of full-time and part-time Suffolk County Community College faculty is 1:2 for an academic year. As noted in Table 6.1, faculty ratio of full-time to part-time nursing faculty in lecture and college laboratories ranges from 3:0 to 2:1. The clinical ratio of full-time to part-time nursing faculty, as noted in Table 6.2, ranges from 2:5 to 3:2.
FACULTY

The faculty/student ratio in the nursing program is comparable to the standards of the college. Laboratory size is determined by the number of stations available, usually ranging from ten or twenty four. The limit on class laboratory size supports good teaching practice. Nursing lecture class size varies from twenty to thirty depending on the course. Nursing college laboratory and clinical size are both limited to ten seats. Hospital contracts limit the number of students to ten with one faculty. This also complies with the NLN recommendations from the 1990 on-site accreditation visit.

The goals of the nursing unit are very favorably met because of small class size. A variety of teaching strategies can be used more effectively in smaller groups. There are more opportunities for active learning using small group activities and discussion to integrate theory and practice. Students are able to utilize critical thinking skills and receive feedback from faculty, thus promoting communication between students and faculty. The 1:10 ratio in the college laboratory and clinical setting permits close faculty observation of student performance of nursing skills. Promotion of safety and demonstration of skill proficiency is well supported using this ratio. Faculty utilization of teaching-learning activities such as small group role-play, pre- and post-conference sharing, and use of individual student journals are facilitated by small class size.

Hospital contracts, NLN recommendations from the 1990 site visit and faculty contractual agreements influence the utilization of nursing faculty. Table 6.3 summarizes these requirements. Table 6.4 summarizes the assessment process for evaluating nursing faculty utilization.
# FACULTY

## Table 6.1

**Full-time/Part-time Faculty Ratios and Faculty/Student Ratios in the Classroom/College Laboratory**  
**Fall 1997/Spring 1998**

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Clinical Sections</th>
<th>Faculty Names and Full-time (FT) or Part-time (PT) status</th>
<th>FT/PT Faculty Ratio</th>
<th>Faculty/Student Ratio</th>
</tr>
</thead>
</table>
| Fundamentals of Nursing I (NR 20) Lecture | 5                          | M. Crosley *FT*  
R. Kolk *FT*  
S. Kelsch *FT* | 3:0                  | 1:25                  |
| Fundamentals of Nursing I (NR 20) Laboratory | 5                          | M. Crosley *FT*  
R. Kolk *FT*  
J. Borrero *PT* | 2:1                  | 1:10                  |
| Nursing II (NR27) Lecture       | 5                          | M. Crosley *FT*  
E. Mancuso *FT* | 2:0                  | 1:30 *  
1:20 *                  |
| Nursing II (NR27) Laboratory    | 5                          | M. Crosley *FT*  
E. Mancuso *FT*  
A. Boker *PT* | 2:1                  | 1:10                  |
| Nursing III (NR42) Lecture      | 5                          | E. Mancuso *FT*  
P. La Fauci *FT* | 2:0                  | 1:30 *  
1:20 *                  |
| Nursing IV (NR47) Lecture       | 5                          | R. Kolk *FT*  
S. Kelsch *FT* | 2:0                  | 1:25                  |
| Issues in Nursing (NR77)        | Non-clinical course        | F. La Fauci *FT* | 1:0                  | 1:25                  |

* Note: In NR27 and NR42 the lecture groups are split into groups of 20 or 30 to coordinate with clinical placement.
Table 6.2
Faculty/Student Ratios in the Clinical Setting
Fall 1997/Spring 1998

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Clinical Sections</th>
<th>Faculty Names and Full-time (FT) or Part-time (PT) status</th>
<th>FT/PT Faculty Ratio</th>
<th>Faculty/Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Nursing (NR20)</td>
<td>5</td>
<td>M. Crosley FT R. Kolk FT S. Kelsch FT M. McDonald PT C. Smith PT</td>
<td>3:2</td>
<td>1:10</td>
</tr>
<tr>
<td>Nursing II (NR27)</td>
<td>5</td>
<td>M. Crosley FT E. Mancuso FT M. McDonald PT A. Durbin PT P. DeBoses PT S. Goldstein PT</td>
<td>2:5</td>
<td>1:10</td>
</tr>
<tr>
<td>Nursing III (NR42)</td>
<td>5</td>
<td>E. Mancuso FT R. Kolk FT S. Kelsch FT A. Boker PT A. Moore-Cox PT B. Gibbons PT</td>
<td>3:3</td>
<td>1:10</td>
</tr>
<tr>
<td>Nursing IV (NR47)</td>
<td>5</td>
<td>R. Kolk FT S. Kelsch FT B. Gibbons PT J. Borrero PT J. Breuer-Werner PT</td>
<td>2:3</td>
<td>1:10</td>
</tr>
</tbody>
</table>
### FACULTY

#### Table 6.3

**Regulations Affecting Faculty Utilization**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Rational for requirements</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td><strong>NLN Recommendations, Hospital contracts, Suffolk County Community College contractual agreement</strong></td>
<td>5 Full-time Faculty 1 Sabbatical leave</td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
<td>1997-1998 12 adjunct faculty</td>
</tr>
<tr>
<td>Utilization of full-time faculty</td>
<td></td>
<td>15 contact hours per semester</td>
</tr>
<tr>
<td>Utilization of part-time faculty</td>
<td></td>
<td>SCCC contract limits number of contract hours</td>
</tr>
<tr>
<td>Component</td>
<td>Assessment</td>
<td>Possible Actions Resulting from the Assessment</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suffolk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area Dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head of Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of student file</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committee for Utilization</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EACH CRITERION FOR ACCREDITATION AND EACH OUTCOME**

**Assessment of Nursing Faculty Utilization**

*Table 6.4*

**Faculty**
STUDENTS
CRITERION 7 Student policies of the nursing unit are publicly accessible, non-discriminatory and are consistent with the organization, or differences are justified by the nursing unit goals.

7.1 Programs or institutions must assure student access to services that include, but are not limited to: health, counseling, academic advisement, placement assistance and financial aid assistance.

7.1.A These services will be administered by individuals professionally and educationally qualified.

7.1.B Programs or institutions shall have a policy regarding the maintenance of educational and financial records.

7.2 The program or institution must provide to the general public, prospective students and current students, accurate and consistent information in its catalog, recruitment brochures, advertisements, and any related publications. The required information includes: admission requirement policies, satisfactory academic progression standards, graduation requirements, academic calendar, course descriptions, grading policies, and tuition and fees.

7.3 The length of each program offered is appropriate to enable students to achieve the objectives of the program and to acquire the knowledge and skills necessary for employment in the field, taking into account the types and locations of educational delivery.

7.3.A The program or institution's catalog must include a statement regarding the required tuition and fees, and length of the program. The information must also be provided to the NLNAC on an annual basis. The catalog must identify the NLNAC as a resource for this information and include its name, address and telephone number.

7.4 Policies and services for nursing students are consistent with those of all students enrolled in the governing organization.
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Student Services

Suffolk County Community College falls under the umbrella of the State University of New York higher educational system. By state law and Board of Trustees resolution, all faculty must minimally have a master's degree in their field of specialization. All student services professional staff have master's degrees in Student Personnel Services, Counseling, Psychology and/or a master's degree in social work. All student services personnel who hold faculty rank must abide by all the rules and regulations that govern the teaching faculty. Promotion to the next academic rank requires additional post-graduate work, as well as college and community service. Professional Assistants usually have an associate's degree or bachelor's degree and receive on-the-job training under the direct supervision of the area director.

Student Records

The Suffolk County Community College Student Records Policy is available in the office of the Dean of Student Services. This policy conforms to federal law contained in the Family Education Rights and Privacy Act of 1974. The law provides that the institution will maintain the confidentiality of student educational records. The college policy states that “no one outside of the institution shall have access to nor will the institution disclose any information from students’ education records without the written consent of students”. The policy further delineates exceptions to this rule for certain circumstances. For example, accrediting agencies carrying out their accreditation functions would be permitted to have access to student educational records if necessary.

Within the college community, only authorized personnel are permitted to have access to student educational records. These are persons who act in the students' educational interest such as college staff with administrative, academic or counseling responsibilities who work within the limitations of their need to know. All college staff are expected to maintain the confidentiality of student records.

The computer system that is currently in use maintains the integrity and confidentiality of student records. The system consists of two parallel networks that intersect at a “firewall”. The firewall protects the security of data such as academic records. Data going to and from the administrative system cannot merge with data going to and from the academic records system.
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Regarding financial records, the college adheres to the policy entitled “Records Retention and Disposition Schedule CO-2 For Use By Counties”, published by The University of The State of New York, The State Education Department. The policy describes numerous types of fiscal documents and states the length of time that each must be retained. For example the accounting register is described as “including but not limited to check register, transfer of funds register, encumbrance register, and register of claims presented for payment and paid claims”. These documents must be retained for six years after the last entry according to the policy.

Access to Information Regarding Student Services

Information regarding access to student services is published in the college catalog and the student handbook. They describe the location, telephone number and detailed information about these services. All matriculated students are required to see a counselor when they first enter the college for advisement, testing and course placement. Each semester a student receives a computer-generated student advisement form from the counseling center. The center assigns students an academic advisor or indicates to the student that they may come to the Counseling Center at anytime. The counseling center offers bilingual counseling as well as comprehensive services concerning academic and personal problems that may hinder educational success.

Nursing students are assigned to nursing faculty for academic advisement. Concerns identified by the student or nursing faculty may also be referred to the counseling center. Students seeking financial assistance are referred to the financial aid office. In addition, each spring and fall, the Office of Student Services provides a list of available scholarships and their criteria. Students are also required to go to the Health Services Office when they enter the college to verify their immunization status. This office keeps student records on file and monitors nursing students’ compliance with hospital and department of health standards. All accidents and illnesses occurring on campus are reported to the campus nurse. Although the Health Service Office is unable to treat individuals with ongoing health problems, the campus nurse may assist the student with health-related needs through referral to community agencies. The Student Activities Office has scheduled activities during weekly common hour as well as other activities that allow students to be involved in the co-curricular activities offered by that office.
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Accurate and consistent information about legal limits for licensure, admission policies, academic progression standards, graduation requirements, academic calendar, course descriptions, grading policies and tuition and fees is published in the *Suffolk County Community College Catalog, 1998-2000*, as noted below:

- legal limits for licensure: pg. 115
- admission policies: pgs. 18-21, 114-15
- academic progression standards: pgs. 46-50
- graduation requirements: pgs. 50-51
- academic calendar: pgs. 4-5
- course descriptions: pgs. 130-201
- grading policies: pgs. 46, 115
- tuition and fees: pgs. 22-26

The bi-annual Suffolk County Community College Catalog is available to the general public, prospective students and current students. Any individual who would like to obtain a catalog can do so by making a request to the Admissions Office at 516/851-6719. Furthermore, the Admissions Office, Student Activities Office and the information desk located in the Captree Commons building have copies of the catalog available for distribution. The catalog is available on the World Wide Web at www.sunysuffolk.edu, and can be obtained at college fairs at the Suffolk County Community College booth. Further, the catalog is supplied to community libraries for use by the general public. Please see Table 7.1 for a summary of the assessment process for ensuring that student policies for the nursing unit are publicly accessible, non-discriminatory, and consistent with Suffolk County Community College policies.

Program Length

The nursing program is four semesters long and can be completed over two academic years. The length of the program is in keeping with the Regulations of the Commissioner of Education of New York State, section 52.12, which states: "The program leading to an associate degree with a major in nursing shall include a minimum of 30 semester hours or the equivalent in nursing." The nursing program at Suffolk County Community College Western Campus includes 34 semester hours in nursing.

The objectives of the program include objectives for each course, level I objectives, level II objectives and program objectives. Level I objectives are to be achieved by students during the first year of the program. Level II objectives build upon the foundation established by the
STUDENTS

attainment of level I objectives and are to be achieved during the second year. Students who successfully complete the level I and II objectives also meet the program objectives. All objectives are sequenced to promote the attainment of the program outcomes, which includes successful completion of the nursing program, passing the NCLEX-RN examination, and obtaining employment in nursing.

A review of outcome statistics for the nursing program supports the position that the length of the program is appropriate for students to complete all requirements to graduate, to acquire the knowledge and skills necessary for passing the NCLEX-RN, and to obtain employment in the field. Information about program completion rates, NCLEX-RN pass rates and employment rates are found in Tables 14.1, 14.2, and 14.3, respectively.

NLNAC Information

The current Suffolk County Community College Catalog was published in 1998 and is effective through Spring 2000. Specific information regarding tuition and fees as well as tuition payment plans and refund policies is located on pages 22-27 in the current catalog. The Western Campus Nursing Program description outlining the full program of study and its length is described on pages 114-115 of the catalog as well as being listed under programs of study on page 54. Information identifying NLNAC (including address and telephone number) as a resource of information about the nursing program is published with the program of study on page 114.

Advanced Placement Policies

Advanced placement policies and provisions that are made to grant students credit for prior learning are found on pages 19 and 114-115 in the Suffolk County Community College Catalog 1998-2000. Credit for prior course work at other institutions is granted for courses that are considered equivalent to Suffolk County Community College courses where a grade of C or better has been earned. Credit may also be granted for educational programs sponsored by non-collegiate organizations (in accordance with recommendations of the New York State Department of Education and/or the American Council on Education) as well as by advanced placement examinations. In order to obtain credit for prior course work, official transcripts from other accredited institutions of higher learning must be submitted to the college.

In addition, the nursing program has an advanced placement policy for Licensed Practical Nurses. Prerequisite courses must be taken and passed with a 3.0 grade point average or better.
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Prerequisite courses include: Anatomy & Physiology I & II (BY30-32), Standard Freshman Composition Course (EG11), Introduction to Psychology I (PC11), Introduction to Sociology (SO11) and an English elective. Licensed Practical Nurses seeking advanced placement may challenge Fundamentals of Nursing I (NR20) by successfully completing a challenge examination with a minimum passing score of 45. "The Regents College Examination in Fundamentals of Nursing" or "Commonalities in Nursing Care A and B" are the designated examinations required to challenge Fundamentals of Nursing I (NR20).

Student Complaint and Appeal Procedures

The college policy on student conduct is published in the Suffolk County Community College Catalog 1998-2000, page 43, and is also described in the Suffolk County Community College Western Campus Student Handbook, 1997-1998, pages 40, 42, 44, 46, and 48. In addition to this information, the catalog also describes the Suffolk County Community College statement of "Student Disciplinary Procedures and Rules of Conduct" which is available in the Office of the Dean of Students on each campus. All students at the college, including nursing students, must adhere to the college policy on student conduct.

Behaviors prohibited by the Code of Conduct include academic dishonesty, causing or threatening physical harm, the consumption or possession of drugs and/or alcoholic beverages, destruction of college property or equipment, theft, failure to comply with the directions of college officials, engaging in disruptive behavior, and unauthorized use of college computer equipment.

In accordance with the Code of Conduct, a complaint regarding student misbehavior must be made to the Dean of Student Services. This complaint may be oral or written. After a complaint has been made to the Dean of Student Services, it may be handled formally or informally. On an informal basis, a complaint may be made face to face between the student and the party accusing the student of misbehavior. If needed, a formal hearing may be scheduled using a disciplinary committee consisting of three people appointed by the Dean of Student Services. This committee must include a faculty member and a student. The Dean of Student Services or his designee is the non-voting chairperson of the committee. If a student is found guilty of violating the Code of Conduct, the student may be sanctioned with expulsion.
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suspension, probation or may be blocked from registration. In some cases, the student may be
given a warning or required to make restitution.

Appeals of disciplinary committee decisions may be made through the Executive Dean of the
campus. A letter must be submitted to plead the case of the student. All student records are
then retrieved from the Dean of Student Services. A student may be blocked from registration
until the appeal is discussed with the Executive Dean. Appeals are usually made only on grounds
for dismissal and are at the complete discretion of the Executive Dean of the campus after
researching the student records and reviewing the findings of the disciplinary committee. The
Executive Dean’s decision is final.

The procedure for grade grievance is outlined in the Suffolk County Community
College Western Campus Student Handbook 1997-1998, pages 62 & 64. The grade grievance
procedure applies to all students, including nursing students.

Diversity of Student Population

The Suffolk County Community College Middle States Self-Study - 1997 (page 29),
reports that ethnic minorities accounted for 16.4% of Suffolk County’s total population in 1995
and 22.71% of the college’s total enrollment for the same period. The Western Campus nursing
class entering in September of 1995 was composed of 18.8% ethnic minority students. The
composition of this class reflected a proportion of ethnic minority students that was higher than
that of the Suffolk County population and slightly lower than that of the whole college for the
year 1995 (see Table 7.2).

To further examine the degree to which the nursing student population has reflected the
diversity of the student population of the governing organization over time, data on the ethnic
profile of Western Campus nursing students by date of entry from 1990 to 1997 have been	abulated (see Table 7.3). These statistics reveal that students of diverse ethnic backgrounds have
consistently enrolled in the nursing program. These data can be compared with data contained in
Appendix 13 of the Middle States Self-Study (1997), which is entitled “Ethnic Profile of Western
Campus by Date of Entry”. Table 7.2, “Ethnic Minorities: A Comparison of Western Campus
and Nursing Program Enrollment”, summarizes this comparison and demonstrates that ethnic
minority groups have not been as highly represented in the nursing program as they have been on
the campus as a whole. However, in 1995 the nursing program ethnic minority enrollment rose to
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nine students (from seven students in 1994). This 4.8% increase to 18.8% more closely approximated the campus ethnic minority enrollment of 22.79% for the same period. In 1997 the ethnic minority enrollment for the nursing program rose to 30%, indicating an upward trend.
### Table 7.1
Assessment of Student Policies

<table>
<thead>
<tr>
<th>Student Policies</th>
<th>Students: Criterion 7: Outcome: 100% of student policies of the nursing unit are publicly accessible, non-discriminatory, and consistent with Suffolk County Community College policies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component</td>
<td>Where documentation is found</td>
</tr>
<tr>
<td>Admission requirements, academic progression standards, graduation requirements, academic calendar, course descriptions, grading policies, attendance policies, and tuition and fees</td>
<td>College Catalog</td>
</tr>
<tr>
<td>College Catalog</td>
<td>SCCC Student Handbook</td>
</tr>
</tbody>
</table>

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Table 7.2

Ethnic Minorities: A Comparison of Campus and Nursing Program Enrollment

<table>
<thead>
<tr>
<th>Date of Entry</th>
<th>Western Campus % of Ethnic Minorities</th>
<th>Nursing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/91</td>
<td>20.88%</td>
<td>18.0%</td>
</tr>
<tr>
<td>9/92</td>
<td>20.70%</td>
<td>8.4%</td>
</tr>
<tr>
<td>9/93</td>
<td>22.16%</td>
<td>12.0%</td>
</tr>
<tr>
<td>9/94</td>
<td>22.07%</td>
<td>14.0%</td>
</tr>
<tr>
<td>9/95</td>
<td>22.79%</td>
<td>18.8%</td>
</tr>
<tr>
<td>9/96</td>
<td>26.70%</td>
<td>17.7%</td>
</tr>
<tr>
<td>9/97</td>
<td>30.40%</td>
<td>30.0%</td>
</tr>
</tbody>
</table>

Table 7.3

Ethnic Profile of Western Campus Nursing Students

<table>
<thead>
<tr>
<th>Date of Entry</th>
<th>American Indian or Alaskan Native</th>
<th>Asian or Pacific Islander</th>
<th>Black, Non-Hispanic</th>
<th>Hispanic</th>
<th>White, other than Hispanic</th>
<th>Total New Students Enrolled as of 10/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/91</td>
<td>0</td>
<td>4.0% (2)</td>
<td>10.0% (5)</td>
<td>4.0% (2)</td>
<td>82.0% (41)</td>
<td>50</td>
</tr>
<tr>
<td>9/92</td>
<td>0</td>
<td>2.1% (1)</td>
<td>2.1% (1)</td>
<td>4.2% (2)</td>
<td>91.6% (44)</td>
<td>48</td>
</tr>
<tr>
<td>9/93</td>
<td>0</td>
<td>0</td>
<td>2.0% (1)</td>
<td>10.0% (5)</td>
<td>88.0% (44)</td>
<td>50</td>
</tr>
<tr>
<td>9/94</td>
<td>2% (1)</td>
<td>4.0% (2)</td>
<td>2.0% (1)</td>
<td>2.0% (1)</td>
<td>78.0% (39)</td>
<td>50 *</td>
</tr>
<tr>
<td>9/95</td>
<td>0</td>
<td>4.2% (2)</td>
<td>6.3% (3)</td>
<td>8.3% (4)</td>
<td>79.2% (38)</td>
<td>48</td>
</tr>
<tr>
<td>9/96</td>
<td>0</td>
<td>2.2% (1)</td>
<td>4.4% (2)</td>
<td>11.1% (5)</td>
<td>82.2% (37)</td>
<td>45</td>
</tr>
<tr>
<td>9/97</td>
<td>2% (1)</td>
<td>2.0% (1)</td>
<td>8.0% (4)</td>
<td>18.0% (9)</td>
<td>70.0% (35)</td>
<td>50</td>
</tr>
</tbody>
</table>

* Includes 8% (4) Unknown and 4% (2) Ethnic Minorities Other Than Those Listed

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CRITERION 8 The nursing curriculum is developed by the nursing faculty and provides for a variety of learning experiences consistent with the nursing unit’s mission/philosophy and attainment of outcomes.

8.1 The institution or program must provide the public, prospective students, and current students in the program with accurate and consistent information as to: (a) the specific clock or credit hours of the program; (b) the definition of clock or credit hours required for each course within the program; and (c) the definition of clock and credit hours for lecture, clinical experiences, internships, and independent studies. The appropriateness of these measures, showing the relationship between clock and clinical hours, must be clear, reasonable, and meet program objectives, as well as meet the individual state board of nursing requirements.

8.2 These measures are appropriate if they meet the following minimum requirements.

8.2.A A credit hour is generally equivalent to, at a minimum, one hour of classroom study and outside preparation, two hours of laboratory experience, or three hours of internship/clinical experience; or a combination of the foregoing, times the number of weeks in the term.

8.2.B A quarter credit hour is equivalent to, at a minimum, 10 hours of classroom contact plus appropriate outside preparation, 20 hours of laboratory plus appropriate outside preparation, 30 hours of internship/clinical experience; or a combination of the foregoing.

8.2.C A semester credit hour is equivalent to, at a minimum, 15 hours of classroom contact plus appropriate outside preparation, 30 hours of supervised laboratory plus appropriate outside preparation, 45 hours of internship/clinical experience; or a combination of the foregoing.

8.3 The total credits in the program of learning are within the generally accepted limits of 60-72 semester credits (90-108 quarter credits) for an associate degree, and a balanced distribution exists with no more than 60 percent of total number of credit allocated to nursing courses.
Nursing Curriculum

The curriculum sequence for the nursing program is balanced in each semester with nursing and non-nursing courses. Nursing courses comprise 34 of the 68.5 total credits required for completion of the Associate in Applied Science degree in nursing. The non-nursing courses include a 1.5 credit Freshman Seminar course, 12 credits in natural sciences, 9 to 12 credits in the social sciences, and 9 credits in the humanities including 6 credits in English.

The courses that support the nursing curriculum contribute in a variety of ways to nursing education. The natural sciences and social sciences introduce the concept of using the scientific method of inquiry as a means to gain knowledge. This establishes a preliminary basis for students to learn how to apply the nursing process to collect and examine data, to analyze and synthesize information obtained, and to evaluate outcomes. Courses in the social sciences and humanities, in particular, provide cultural context as well as promoting college-level skills in oral and written communication.

Science courses in anatomy and physiology and microbiology provide a foundation for nursing students' comprehension of the biological and chemical basis for a patient's status on the health-illness continuum. This knowledge is essential to assessing, planning, implementing and evaluating nursing care that is safe and effective. Similarly, courses in the humanities and social sciences such as psychology, sociology, and developmental psychology support the nursing curriculum by providing knowledge that is essential for nursing students to plan and implement care that is appropriate to the patient's psychosocial and developmental needs.

The correlation of concepts from non-nursing to nursing courses occurs in lecture, college laboratory and clinical settings. For example, clinical assignments require that the patient's developmental stage and developmental needs be included in formulating the patient care plan. Teaching plans developed for maternal-child settings and adult health fairs require written and oral skills that are learned in humanities courses. Infection control practices rely heavily on microbiology as a basis for implementation while at the same time the psychosocial needs of a patient in an isolation room are addressed using principles from psychology.

Specific examples of how the curricula focus is on the discipline of nursing and is supported by the arts, sciences and humanities follow:
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Fundamentals of Nursing I (NR20) This course introduces the student to the historical foundation of nursing and the role of the nurse within the health care system. Emphasis is placed on developing nursing skills for the delivery of patient care to the individual. Knowing that range-of-motion exercises help to promote normal respiratory functioning is an example of how knowledge from Anatomy and Physiology I, a corequisite of Nursing I, supports the discipline of nursing.

Nursing II (NR27) A focus of this course is on human behaviors, assessment of the physiologic effects of stress, physiologic adaptation to stress, and how people use coping mechanisms to deal with stressful life events. Throughout the semester students are caring for patients and families who exhibit a wide range of feelings such as anxiety, anger or depression. Students need to address the affective component of learning when faced with this area of patients’ needs. Scheduling Anatomy and Physiology II and Introduction to Sociology as corequisites to Nursing II provides students with needed knowledge of the functions of the autonomic nervous system and an awareness of the concept of societal norms and how they influence the expression of feelings in our society.

Nursing III (NR42) The content of this course is the study of family nursing during the childbearing and childrearing years. A strong emphasis is placed on the nurse’s role in health promotion, health teaching, and self-care. An example of students integrating knowledge from Developmental Psychology and Nursing III is in the creation of a toy project designed to meet a child’s developmental needs. This provides a game that educates children while they are having fun.

Nursing IV (NR47) The focus of this nursing course is on advancing the medical-surgical nursing role through knowledge about acute and chronic health problems and risk factors related to specific disorders. A sound knowledge of Anatomy and Physiology I and II and Microbiology taught in prior semesters is essential for students to progress in this course.

Issues in Nursing (NR77) This fourth-semester course provides the opportunity for students to examine relevant issues facing all practicing nurses. The corequisite requirement for humanities and social science electives in this semester provides students with knowledge needed for exploring viewpoints related to legal and ethical nursing issues.
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Relationship of the Nursing Unit’s Mission to the Curriculum

The nursing unit’s mission (see page 1) is to educate individuals to practice entry-level professional nursing across the life-span in a variety of health care settings. The nursing unit accomplishes its mission by teaching nursing care for individuals and families across the life-span and focusing on essential elements of nursing knowledge required for safe, competent, entry level practice in a variety of clinical settings. The clinical settings include acute care in-patient settings as well as community-based settings. Student assignments include caring for patients and families in medical/surgical units, psychiatric units, obstetrical units, pediatric units, maternal-child health clinics, specialty units (i.e., ICU, CCU, OR, ER, dialysis), adult health clinics, and community health fairs.

The nursing curriculum is presented in each clinical course using Maslow’s Hierarchy of Needs and the nursing process as the organizing framework. This conceptual framework guides both student and faculty practice in the clinical area. Students are required to plan care using the nursing process and to prioritize care based upon Maslow’s Hierarchy of Needs. Other theories supporting the curriculum design, such as Hans Selye’s General Adaptation Syndrome, illustrate the way stress affects each person’s level of wellness or experience of illness. The format used to develop each patient care plan requires an assessment of the patient’s or family’s stress and coping mechanisms as well as the person’s developmental status, using Erikson’s theoretical approach. Health promotion and disease prevention needs are identified using the assessment tool. This approach incorporates the program mission to prepare graduates to meet wellness, acute care and long term care needs for individuals and families. See Table 8.1 with sample objectives from each clinical course that illustrate the application of the program mission throughout the curriculum.

The nursing faculty are committed to providing graduates with a foundation for lifelong study in nursing. Throughout the nursing program, students are required to read nursing journals and to document written assignments with appropriate bibliographic references. This research approach to study helps form a foundation for lifelong learning for each student. An assignment to develop a teaching project requires students to work in collaborative groups to select a central theme for presentation at an adult health fair. Individual members of the group identify, research,
CURRICULUM

develop and present a teaching project that contributes to the chosen theme. This project promotes professional collaboration as a valuable asset to learning.
<table>
<thead>
<tr>
<th>Objective: Acquitally competencies and changes in behavior or health</th>
<th>Learning Experience</th>
<th>Utilize Learning</th>
<th>Appropriate Questions</th>
<th>Study in nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe the role of the nurse in rehabilitation.</td>
<td>Refer to a level of care, developmental level of the child and family.</td>
<td>Utilize Learning</td>
<td>Appropriate Questions</td>
</tr>
<tr>
<td>2.</td>
<td>Discuss the role of the interdisciplinary team in rehabilitation.</td>
<td>Assess individuals and families.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Explain the normal psychological factors and on-going needs of the patient.</td>
<td>Explain the process of sleep-wake cycle through the life span.</td>
<td>discuss variations in the life span.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Discuss home health care needs for the patient.</td>
<td>Plan nursing care for the discharge.</td>
<td>Evaluate the long-term care.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Discuss home health care needs for the patient.</td>
<td>Plan nursing care for the discharge.</td>
<td>Evaluate the long-term care.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Explain the normal psychological factors and on-going needs of the patient.</td>
<td>Explain the process of sleep-wake cycle through the life span.</td>
<td>Discuss variations in the life span.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Discuss home health care needs for the patient.</td>
<td>Plan nursing care for the discharge.</td>
<td>Evaluate the long-term care.</td>
<td></td>
</tr>
</tbody>
</table>

Note: Common Objectives that illustrate the incorporation of the Nursing Program Mission in Each Clinical Nursing Course.

Table 8.1: Curriculum

Sample Objectives that Illustrate the Incorporation of the Nursing Program Mission in Each Clinical Nursing Course.
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Credit Allocation

The New York State Education Department requires that associate degree programs in nursing shall normally be capable of completion in two academic years of full-time study, or the equivalent in part-time study, with an accumulation of not less than 60 semester hours. The nursing program at Suffolk County Community College, Western Campus meets the standards for total credits as stipulated by the New York State Education Department.

The total number of credits required to complete the associate degree nursing program at Suffolk County Community College, Western Campus, is 68.5 credits. These credits can be completed over two academic years of full-time study. The total credits are within the generally accepted limits of 60-72 semester credits for an associate degree.

The nursing program at the Western campus requires students to complete 34.5 credits in general education courses and 34 credits in nursing courses. Thus, 50% of the courses required are in the nursing major and 50% of the courses required are in the general education component. This balanced distribution is in keeping with NLNAC guidelines which state that no more than 60% of the total number of credits should be allocated to nursing courses and with the New York State Department of Education requirement that a minimum of 30 semester hours in nursing be included in the program.

Current information about credit hours required to complete the nursing program and about the clock hours for lecture and laboratory is published in the Suffolk County Community College Catalog 1998-2000 on page 115. This page in the college catalog also contains information regarding the credit allocation for each course in the program. See Table 8.2 for a summation of credit hours.
## CURRICULUM

### Table 8.2
Western Campus Nursing Program of Study

<table>
<thead>
<tr>
<th></th>
<th>Lecture Hours</th>
<th>Lab. Hours</th>
<th>No. of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS 15</td>
<td>1.5</td>
<td>-</td>
<td>1.5</td>
</tr>
<tr>
<td>EG 11</td>
<td>3</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>PC 11</td>
<td>3</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>BY 30</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>NR 20</td>
<td>4</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14.5 Hrs.</td>
<td>11 Hrs.</td>
<td>18.5</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EG</td>
<td>3</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>SO 11</td>
<td>3</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>NR 27</td>
<td>5</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>BY 32</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14 Hrs.</td>
<td>15 Hrs.</td>
<td>19</td>
</tr>
<tr>
<td><strong>Third Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PC 60</td>
<td>3</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>BY 44</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>NR 42</td>
<td>5</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>11 Hrs.</td>
<td>14 Hrs.</td>
<td>15</td>
</tr>
<tr>
<td><strong>Fourth Semester</strong></td>
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<tr>
<td>Humanities Elective</td>
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<td>-</td>
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<tr>
<td>Restricted Elective</td>
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<td>-</td>
<td>3</td>
</tr>
<tr>
<td>NR 47</td>
<td>5</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>NR 77</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13 Hrs.</td>
<td>10 Hrs.</td>
<td>16</td>
</tr>
</tbody>
</table>

TOTAL CREDITS REQUIRED: 68.5
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State Regulations For Nursing Programs

In New York State, the State Education Department establishes the regulations for nursing education. The faculty periodically review the requirements and update the curriculum accordingly. The nursing program conforms to the standards established by the college and the New York State Education Department for the assignment of credits in educational programs. New York State Education Department requirements for eligibility to take the National Council Licensing Examination - RN (NCLEX-RN) are completion of a minimum of 60 credit semester hours in an approved nursing program, and obtaining an associate's degree.

The Program Mission as a Basis for Developing a Contemporary Curriculum

The nursing program mission and philosophy are developed by the current faculty and provide the basis for a contemporary curriculum. Periodically, the faculty review the mission and philosophy statements, revising and updating them as needed. They compare the college and nursing mission and philosophy statements to ensure a consistent approach exists in curriculum development. The most recent review was conducted in June 1997. The current nursing philosophy statement is the outcome of several revisions occurring during the past two years.

The process of developing a program mission statement focused faculty assessment of essential elements to be incorporated throughout the curriculum. A curriculum review is in progress to ensure that health promotion and disease prevention concepts are well integrated throughout the curriculum. The program mission "to prepare graduates to care for individuals and families in a variety of health care settings" has prompted faculty to plan to add clinical learning experiences to the curriculum such as sub-acute care, the role of the school nurse, and home care experiences.

Learning Experiences Based on the Program Mission and Philosophy

A wide range of learning experiences is employed throughout the program to facilitate the students' attainment of the nursing program objectives and outcomes which were developed from the mission and philosophy statements. As a guide to learning, faculty use course objectives, level I objectives, level II objectives, and program objectives to establish corresponding learning activities for each course which progress from simple to complex concepts. Please see page 5 for program objectives and Appendix C for level I and level II objectives included with the course overviews. The program outcomes are described on page 115.
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New nursing students receive an orientation to the nursing program each June prior to beginning the nursing course work in the fall. At orientation the *Nursing Student Handbook* is distributed to incoming students, and published policies and program expectations are reviewed with the students by the department head and nursing coordinator. The nursing program mission and philosophy are published in this document with the program objectives and program outcomes.

At the start of each semester, students receive a comprehensive course syllabus which faculty review with them on the first day of class. To encourage self-directed learning the faculty provide required reading lists and descriptions of assignments to specify student responsibilities for learning.

The ability to apply knowledge and skillfully assess patients throughout the life span and develop individualized plans of care is a major emphasis of the program. First year students learn health assessment of an individual and interviewing techniques for obtaining patient data. The conceptual framework is well illustrated as students are taught the process of assessing, analyzing, planning, implementing and evaluating nursing care, while incorporating Maslow’s Hierarchy of Needs.

Students are assigned to scheduled on-campus laboratories where faculty members demonstrate required nursing skills. Audio-visual materials, reading assignments and written learning objectives are common learning activities for this curricular component. A return skill demonstration with proficiency of the skill is required by all students by the end of each semester.

Freshman students have additional support to help master psychomotor skills through a project called “Practical Practice.” In this project, senior nursing students enhance their teaching skills by tutoring first year students in technical skills and written assignments.

In order to encourage the reflective thought processes so essential to critical thinking, students are asked to write brief journals called “critical milestones” about their clinical experiences. (See the section on student responsibilities for learning in the *Nursing Student Handbook* for a description of this assignment.) The goal is to increase dialogue and sharing between faculty and students within a non-judgmental context. Oral and written communication between faculty and students strengthens the facilitative faculty role. A close working relationship with faculty mentoring students is on-going.
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Professional communication skills are emphasized throughout the program. Students are encouraged to communicate their concerns directly to the faculty and/or inform student representatives of concerns that are then addressed in Student Forum discussions at faculty meetings. Students use written memos to request faculty assistance with activities such as supervised laboratory practice of skills, analysis of unit examinations using a diagnostic grid, and scholarship or job recommendations.

In each nursing course, students are required to work in collaborative study groups. Skills that students develop while working in a group include delegation, collaboration, and facilitation of group process. One function of the group is to complete each unit examination as a team after taking the test as an individual. (Please see the Nursing Student Handbook for a description of the collaborative study group assignment.) As students dialogue to agree on a single correct answer they learn to deal with conflict and develop conflict resolution skills. Truly, the interaction between people and their environment described in the philosophy is much in evidence throughout this process!

In the second semester health management and assessment of patients in relation to their biological and psychosocial environment are emphasized. Family inter-relationships, community resources, and coping mechanisms are explored. Concepts of gerontology and the aging individual with his/her family and associated care are introduced. Within the course, attitudes and myths of aging, common health problems, and psychosocial needs of this population are addressed. Lecture/discussion, role playing, case studies, and videos of human behaviors are methods utilized by the faculty to assist the student in identifying alterations in health status across the life span.

An assignment that addresses the students' affective domain of learning is the weekly journal written during the psychiatric clinical rotation. It provides an avenue for students to express concerns regarding personal and professional issues in an open dialogue with faculty.

Community resources are introduced in this semester with each student visiting a community agency that is concerned with the health needs being studied in Nursing II. In this way, students gain knowledge of the diversity of community services available to the public. Students submit written reports and share their experiences and insights with peers in post-clinical conference discussions.
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One learning experience that enables students to integrate the family as well as the individual in providing nursing care is participation in immunization clinics. Students serve as supplemental staff for the Suffolk County Department of Health to implement the influenza, hepatitis, and measles, mumps and rubella clinics in the community. This is an excellent opportunity to learn how to meet wellness needs when caring for individuals and families across the life-span.

An optional learning experience for students is participation in the Summer Cooperative Experience (NR80) at the end of the first or second year of the nursing sequence. NR80 provides a ten-week clinical experience with a RN preceptor where students gain proficiency in their technical and organizational skills while refining physical assessment skills.

The second year experience builds on the foundation and skills established during the first year and enables the student to meet level II objectives. Students learn about management of the family during childbearing and childrearing years. Care of the child and the adolescent is emphasized with a focus on stages of human development. Restoration of health and maintenance of the family system in relation to developmental processes are presented by lecture/discussion, case presentation, and review of journal entries and experiences in family health clinics as well as acute care experiences.

Patient education, including anticipatory guidance, is provided when students implement teaching projects on topics such as newborn care, breast feeding, and when they create pediatric toy projects. Since spring 1996 the Teddy Bear Health Fair Clinic, a co-curricular activity, has been held on campus. This clinic provides an additional forum for presentation of maternal child health teaching projects and pediatric toy projects to the larger community.

In the final semester clinical responsibilities include multiple patient assignments, refining patient advocacy role, administering district medications, developing and implementing patient education projects, and acting in a managerial role as team leader. Students collaborate with members of the multi-disciplinary team to facilitate a holistic patient care plan. An example is working with the physical therapist and occupational therapist to formulate a discharge plan. The course serves to synthesize all elements of the nursing process and requires the student to be proficient in its use across the life span. Students gain experience in establishing priorities while managing care for groups of patients. Health care evaluation and revision of planned care are
emphasized in response to the patient's changing condition. Leadership and management skills are promoted via clinical assignments that include delegation of care to other health team members. Seeking to provide optimal health to all people is a goal students can strive for at this level of their education.

An opportunity to explore current issues in nursing, to discuss principles utilized in ethical decision making, and to relate them to the personal values and goals of the individual student occurs in the last semester. In NR77 students participate in a faculty-led collaborative process for establishing course objectives that reflect the issues emerging in contemporary health care. The collaborative objectives and their corresponding issues are then addressed by student-led projects. Developing and using surveys, creating videos and inviting guest speakers are a few of the learning activities employed by students as they seek to answer their own questions.

Computer assisted instruction (CAI) engages students in simulated clinical situations promoting problem solving capabilities, critical thinking, and theoretical application. By using CAI, students experience a vast array of case presentations that augment their clinical experiences while becoming familiar with computer use at their own pace. Graduates have reported that this is an excellent preparation for the NCLEX-RN licensure process.

Throughout the nursing program, students select examples of their best work and use them to create a portfolio. Students are encouraged to develop portfolios to showcase their accomplishments to prospective employers. By graduation, some of the items that portfolios contain are patient care plans, teaching plans, critical milestones, journal entries and community reports. Table 8.3 summarizes the wide range of learning experiences used throughout the curriculum as well as the skill outcomes which students attain.

Students who participate in co-curricular activities have additional opportunities to enrich their learning and leadership experiences. Some examples of nursing student involvement in co-curricular organizations are: Nursing Club, Phi Theta Kappa, Human Resource Club, Veterans’ Day Committee and the Commencement Committee. Students engage in leadership roles by chairing committees and organizing events such as the Sean Coffey Walk-a-Thon, blankets for A.I.D.S. babies, blood pressure screening, scholarship fund raising, practical practice, and publication of the nursing yearbook. The Nursing Club monthly newsletter, Baseline Data, also
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provides publication opportunities for students while it enhances communication and promotes community service activities for nursing students.
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#### Table 8.3
Summary of Student Learning Experiences and Skill Outcomes from Lecture, Clinical and College Laboratory Experiences

<table>
<thead>
<tr>
<th>Learning Experiences</th>
<th>Cognitive Skills</th>
<th>Critical Thinking Skills</th>
<th>Affective Skills</th>
<th>Psychomotor Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture Activities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Discussion</td>
<td>x</td>
<td>x</td>
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<td></td>
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<tr>
<td>Unit Examinations</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Collaborative Study Group</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Group Exam</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Contract</td>
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<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Clinical Setting</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Evaluations</td>
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<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Patient Care Plans</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journals/Critical milestones</td>
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<td>x</td>
<td></td>
</tr>
<tr>
<td>Multiple Patient Assignments</td>
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<td></td>
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</tr>
<tr>
<td>Patient Teaching</td>
<td>x</td>
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<td>x</td>
<td>x</td>
</tr>
<tr>
<td>District Medications</td>
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<td></td>
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<tr>
<td>Warning/Failed Clinical Day</td>
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<tr>
<td>Learning Contract</td>
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<td>x</td>
<td>x</td>
<td>x</td>
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<td><strong>College Laboratory Activities</strong></td>
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<td>Practical Practice</td>
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<tr>
<td>Practical Examinations</td>
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</tr>
<tr>
<td>Learning Contract</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

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Learning Activities Support the Attainment Of Outcomes

Throughout the nursing program students demonstrate accountability by successfully meeting the course objectives. The lecture, clinical, and laboratory assignments are designed to facilitate mastery of level objectives by the end of each academic year, i.e., by the end of NR27 and NR47. Once students master the course objectives, level I, level II, and program objectives, they are well prepared to achieve the program outcomes (see page 115).

Factors that have a positive impact on program completion rates start with a strong faculty commitment toward student success and high availability for students. Faculty make themselves available to students by providing laboratory tutoring, holding campus and clinical office hours, and leading reviews prior to and following examinations. Faculty design a guide for student success when they prepare a learning contract that addresses an individual student's learning needs. The student support network created through faculty commitment is revealed by students' comments in a survey conducted at the request of the Admission Office. (A sample learning contract and a copy of the survey are available on-site.)

"Practical Practice", group assignments, and the collaborative study group assignment support the development of a cohesive support network among the students. The development of networking behaviors and support groups is important to student success in completing the program.

To help facilitate success on NCLEX-RN the curriculum is presented in the nursing process format. Program content provides the essential knowledge base for entry level nursing practice. All examinations use the same format as NCLEX-RN and computer learning assignments promote familiarity with the Computer Adaptive Testing format.

A number of learning activities promote student use of critical thinking skills which are essential for success on the NCLEX-RN. The dialogue that occurs between students during the collaborative group testing experience promotes critical thinking. The use of classroom questions, discovery learning during campus clinicals and in the clinical area, written critical milestones, and journal entries for psychosocial experiences all contribute to the development of critical thinking skills needed to demonstrate competency as a beginning level practitioner. During every clinical assignment, students use critical thinking in providing patient care. Post-clinical conference discussions help bring critical thinking into focus when students reflect on
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positive and negative outcomes of their own decision making and use of critical thinking skills during clinical learning experiences.

Employment of program graduates as registered nurses is a primary goal for the nursing program. Objective criteria are utilized throughout the program to ensure entry-level competencies for all graduates. Emphasis on professional development throughout the program provides graduates with a comprehensive portfolio and relevant workplace skills. Evidence of these skills in the portfolio increases the potential for graduate success in obtaining employment. Faculty maintain collegial relationships with contact persons at affiliated agencies and these networks provide additional information regarding potential employment opportunities. Faculty and student participation in the nursing summer cooperative experience enhances these collegial relationships with participating agencies.

Graduates have indicated a key component in finding employment is their networking ability. When seniors meet with recent graduates to discuss their experience in obtaining employment and working as new nurses, they strengthen their networking experiences. Faculty mentor students in this ability by inviting and encouraging their attendance at meetings of local and state professional organizations such as Professional Nurses Association of Suffolk County, the New York Nurses Association, and the National Student Nurses Association. This provides students with an opportunity to witness first hand the process of networking and leadership.

Every learning activity in the program (lecture, laboratory and clinical assignments) is directed towards preparing knowledgeable graduates capable of passing the licensure examination and possessing the competencies required for entry level practice in the work place.

National and Local Trends in Health Care Delivery

During the last several years, trends in the delivery of health care have been identified by the faculty as areas of focus in the nursing program. They include the movement away from acute care settings to community care and the nurse’s changing role with an increased focus on managing and delegating care. In addition, specific problems in Suffolk County identified by the Department of Health Services include the growing geriatric population with age associated chronic disease, high infant mortality, and lack of accessibility to prenatal care for low-income populations. The curriculum is continually modified to provide opportunities for the student to be prepared to function as a graduate nurse educated to address these health care needs.
Trend #1. The movement of health care delivery from acute care to community settings.

The faculty has identified the shift in health care away from the traditional hospital setting to community and home care settings. In each of the nursing courses students complete a comprehensive health assessment where patient teaching and wellness promotion are considered. In Nursing III (NR42) and Nursing IV (NR47), students rotate to a family health clinic for two to four days each semester. Nursing students are assigned to administer measles, mumps and rubella shots, and hepatitis B immunizations at county-sponsored clinics. The clinics are all part of the Suffolk County Department of Health Services and are staffed collaboratively by nursing students, nursing faculty, and a physician from the Suffolk County Department of Health Services. Students also participate in influenza immunization clinics at senior citizen centers. Teaching projects for health promotion developed in Nursing III and in Nursing IV are presented each semester at a health fair on campus open to the community. Selected projects are also presented at Evening Common Hour, which is open to all college students and faculty. The nursing faculty are planning additional community-based clinical experiences so that in fall 1998, third semester students will have one-third of their clinical assignments in community based settings.

Trend #2. The nurse’s role as manager and delegator of patient care.

The faculty recognize the nurse’s role has changed in response to industry efforts to provide cost-effective health care. In all four semesters students join collaborative study groups. Students determine the task to be accomplished at these weekly groups. Students rotate the functions of leader, timekeeper, arbitrator, and member of the group. Skills in delegation, collaboration and negotiation are learned and tested in this peer experience.

In the Issues of Nursing course (NR77), students focus on current and future trends in health care. The changing role of the nurse in “re-engineered” hospital settings has been explored. Students share clinical examples of issues arising from the nurse manager role that they have observed during their clinical experiences. Community roles for nurses are examined through video interviews and guest speakers. Didactic material on the legal and logistical aspects of delegation and supervision is presented in the class room. Role playing is used to illustrate effective and ineffective communication styles. Conflict resolution strategies are introduced as a feature of the role playing experiences.
In Nursing III and Nursing IV team leadership and management skills are introduced in clinical experiences. Students assume the role of team leader and delegate patient care activities to fellow students under the clinical instructor's guidance. Student team leaders maintain responsibility for appropriate delegation and for the clinical practice of team members. Utilization of long-term care settings for a senior management experience is being considered.

**Trend #3. The growing geriatric population with age associated chronic diseases.**

On Long Island the population approaching retirement is growing three times faster than any other age group on Long Island. According to the Department of Health Services the number of elderly aged eighty-five and older is rising significantly. To best serve the health care needs of this population the nursing courses incorporate health promotion and treatment of chronic long-term health concerns. Students have numerous opportunities to care for elderly patients. Senior students implement patient teaching projects of interest to senior citizens at previously mentioned health fairs. The faculty anticipate expanding clinical experiences to a greater variety of settings that serve senior citizens such as adult day care, sub-acute care, rehabilitation settings and long-term care facilities.

**Trend #4. High infant mortality and lack of accessibility to prenatal care.**

Less than 60% of pregnant African-American women in Suffolk County receive early prenatal care, according to Department of Health Services 1990-1991 statistics. Infant mortality among this same population is four times higher than for the white population. In Nursing III, students learn about the importance of prenatal care and how the impact of socio-economic challenges and lack of knowledge directly limit prenatal care and subsequently the health of the infant. In the clinical area each student performs a at least one comprehensive newborn assessment and develops one formal teaching plan for ante-partum mothers. Student experiences in family practice clinics clearly demonstrate the need for overall improvement in the health of women, infants and families. Students have an assignment to perform an ante-partial assessment, while at the pre-natal clinic, to emphasize the importance of this assessment in addressing these issues. A visit to and evaluation of a maternal-child care community agency is also required. One faculty member and a number of students have piloted an experience in a “mentoring moms” program for pregnant women through Suffolk County Perinatal Coalition.
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Pediatric projects that focus on health promotion are also developed. These projects are useful teaching tools for hospitalized children and their parents. In the 1997-1998 school year, over 800 children and their parents received health and safety education through the Teddy Bear Clinics sponsored by the Nursing Club.

Evaluation of Student Achievement

Faculty measure student attainment of course outcomes by a variety of methods: lecture and laboratory examinations, laboratory practical examinations using a critical element check list, clinical performance evaluation tools, written clinical assignments, teaching plans, community reports, patient care plans, and journals. Written criteria for completion of assignments and explicit standards such as the Mathematics Competency Standard and the Clinical Skills Policy are provided to support student achievement of program outcomes. Attendance policies are included in every course outline. The policy explains the effect of attendance upon the student’s final grade. This policy is found in the course overviews located in Appendix 8.1.

The evaluation tools in use have been constructed to measure observed student behavior and achievement using course and level objectives. The tools to be used for each individual course are included in the course outline distributed to students at the start of each semester. Each student in the nursing program is systematically evaluated on an individual basis, on both theoretical and clinical material, and is provided with remedial assistance as needed. The methods of evaluation are introduced to the student during the orientation to the nursing program. Samples of some of these tools include mathematics competency guidelines, clinical skills policy, and nursing care plan guidelines which are found in the Nursing Student Handbook. Policies describing student evaluation are also found in the handbook.

The course overviews in Appendix 8.1 include explicit descriptions of the grading policy for each course. The faculty members teaching the course are responsible for the development of the examinations and the content to be included on them. Unit exams are composed of multiple choice questions. A minimum course grade of "C" (70) is required for students to progress to the next clinical nursing course and to qualify for graduation. The college grading system is published in the Suffolk County Community College Catalog 1998-2000, page 47.
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Four practical examinations are administered to first-year nursing students at midterm and at the end of the semester during NR20 and NR27. These examinations are graded on a pass/fail basis. Faculty observe individual student performance of specific skills and evaluate the student according to a critical elements checklist for that skill. A copy of every critical element checklist for that specific course is included in the course outline which is distributed on the first day of the semester. In order to successfully pass the examination, students must demonstrate the skill, meeting all the critical elements. Each student is given a second opportunity to pass the exam if necessary. A copy of the student’s performance on each practical examination is placed in the student’s confidential nursing program file. Examples of critical elements used in testing are available on-site.

Clinical Evaluation Procedures

Clinical performance is graded using a pass/fail basis. The clinical instructor evaluates every student’s performance in each nursing course using the published performance evaluation tool included in the course outline. Please see Appendix D for samples of all clinical performance evaluation tools. Students receive evaluation appraisals based on nursing practice, written assignments and professional behavior. Both midterm and final written evaluations are completed by the faculty and discussed with each nursing student. The final evaluation assesses student performance based on evaluation performance objectives using a scale of one to three with the following definitions:

1 - performance does not meet the clinical objectives,
2 - performance meets clinical objectives, and
3 - performance meets objectives and exceeds requirements.

A minimum of 2 or better in each category must be achieved by the end of the semester in order to receive a passing grade. A satisfactory performance on the professional development section is also required by the final evaluation in order to pass the course.

An individual faculty-student conference is held to discuss each clinical evaluation. The student must sign the midterm and the final evaluations and then the evaluations are placed in the student’s confidential nursing program file. Students may view their file at any time by submitting a written request. Students may also request a copy of the evaluation and are encouraged to do so if outstanding performance has been identified or if a need for remediation is identified. Senior
nursing students frequently request copies of their final clinical evaluation for inclusion in their portfolios.

In addition to receiving a sample of each clinical evaluation tool, students receive a copy of the program policy regarding unsafe practice in the clinical area. A copy of this policy is published in the Nursing Student Handbook and is also included in every clinical course outline. See Appendix D for a sample of this policy.

Each failed clinical day is documented using a standard form “Student Responsibility for Safe Clinical Practice/Failed Clinical Day”. The student is notified in writing of the failed clinical day, and may be required to write a report regarding the clinical incident. The student analyzes the occurrence and identifies ways to avoid error in the future. The instructor meets with the student to advise the student and to recommend remedial activities to assist the student in becoming proficient in the identified area of failure. If a student sustains a series of failed clinical days as described in the “failed clinical day” policy, the student fails the course at that point in the semester. If a student is in jeopardy of failing a course, a second faculty member may be asked to evaluate the student’s performance. This policy safeguards patients and seeks to ensure an objective approach in evaluating student competence.

Students are required to complete a specified number of nursing care plans or written assignments (teaching plan, discharge teaching plan, etc.) for each clinical nursing course. Satisfactory completion of the clinical nursing courses requires submission of written work according to the published guidelines for assignments. For example, there are Nursing Care Plan Criteria, Teaching Plan Criteria, Discharge Plan Criteria, and Community Report Criteria included in each course outline when the assignment is required for that course.

In summary, the letter grade for each clinical course is determined by the results of exams on the theory portion of the course. The student must pass the theory area with a grade of 70% (C) or better in order to pass the course and progress to the next nursing course or to graduate. Clinical evaluation includes clinical performance, written assignments, and faculty evaluation based on specific performance objectives. The student earns a pass/fail grade for each area.
regardless of the theory grade. The student must pass all of the above components in order to pass the course. This information is published in each course outline.

Please see Table 8.4 for a summary of the assessment process used to ensure that nursing faculty develop, maintain, and revise the nursing curriculum.
<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Curriculum</td>
<td>Each criterion for accreditation and each outcome</td>
</tr>
<tr>
<td>Table 8.4</td>
<td>Assessment of Nursing Curriculum</td>
</tr>
</tbody>
</table>
CRITERION 9 Clinical facilities are selected by faculty and provide opportunities for a variety of learning experiences to promote attainment of outcomes.

Selection of Clinical Facilities

Clinical experiences in a variety of health care settings provide Suffolk County Community College nursing students with the opportunity to meet the program outcomes. Clinical facilities are selected based on the following criteria: JCAHO accreditation (if applicable), availability of clinical experiences to meet course objectives, adequate number of qualified nursing personnel, and accessibility to the students. The nursing program uses teaching hospitals, community hospitals, and family practice clinics. Tables 9.1 and 9.2 provide information about the clinical facilities currently utilized by the program. Table 9.3 summarizes the process used to assess clinical resources.

Learning Experiences in Clinical Facilities

First semester students are given the opportunity to care for patients in acute care facilities where they develop beginning competencies for safe practice. Second semester students take care of patients in the acute care setting and the psychiatric setting with an emphasis on caring for the gerian, therapeutic communication skills, perioperative care and oncology.

Third semester students focus on caring for families during the child bearing and child rearing years. They are provided with acute care experiences such as labor and delivery, postpartum and pediatric care. In an effort to respond to changing health care needs, students in NR42 experience community-based care by attending prenatal and family practice clinics and participating in other community experiences that include immunization clinics, health fairs, teddy bear clinics, blood pressure screening and health teaching during Common Hour here at SCCC. In these settings, students learn more about the scope of nursing in the community, the importance of such facilities in providing health care in the community, the significance of primary care, the necessity for patient advocacy and the value of the teaching role of the nurse in the delivery of health care.

Fourth semester students have an acute care hospital experience that includes rotation to specialty units. There is emphasis on the management of a group of patients, active participation
with the health care team, and administration of medications to a group of patients. In addition, the students continue to expand their community involvement with an adult health fair, discharge planning, and teaching projects.

Throughout the program the students' clinical placement is scheduled so that it correlates with material being taught in the classroom. In the second and third semesters the lecture component is scheduled in two separate and consecutive sessions to coordinate students' lecture assignments with the practice setting. In the second semester students rotate between medical-surgical units and psychiatric units to match the lecture component. Students also rotate between oncology units and surgical units during the second semester to gain clinical experiences that are appropriate to the course content. In the third semester students alternate between pediatric units and maternity units to coordinate theory with practice settings. During the fourth semester students are assigned to a cardiac unit or rotate to a cardiac specialty unit since cardiovascular conditions are taught in that semester.

**Written Agreements with Agencies**

Written contracts between Suffolk County Community College and the agencies used for clinical placement are established through the administrative coordination of the Office of Academic and Campus Affairs. The Department Head of Nursing and Allied Programs reviews the status of contracts annually with this office. While the original contracts are on file at a central administrative location in the Office of Academic and Campus Affairs, copies of current contracts are sent to the Department of Nursing and Allied Programs where a file is maintained in the office of the department head. The contracts specify the responsibilities of the agencies and the college.

The specific responsibility of faculty to select clinical learning experiences is defined in these written agreements. In Appendix E, see Exhibit B of the sample Suffolk County Community College Contract, item 8, which states "The COLLEGE faculty shall have primary responsibility for clinical program supervision and instruction and shall not permit students to perform any services or activities in the HOSPITAL unless under supervision of COLLEGE faculty or HOSPITAL personnel."
# CURRICULUM

## Table 9.1

<table>
<thead>
<tr>
<th>Agency</th>
<th>Type of Agency</th>
<th>Address</th>
<th># of Beds</th>
<th>Written Agreement</th>
<th>Miles from reporting Institution</th>
<th>Use by Other Type Programs of Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookhaven Memorial Hospital Medical Center</td>
<td>Voluntary Hospital</td>
<td>Hospital Road, East Patchogue</td>
<td>321</td>
<td>Yes</td>
<td>19</td>
<td>2 BSN, 3 ADN, 1 LPN, 3 Graduate</td>
</tr>
<tr>
<td>Good Samaritan Medical Center</td>
<td>Voluntary Hospital</td>
<td>Montauk Highway, West Islip</td>
<td>425</td>
<td>Yes</td>
<td>7</td>
<td>3 BSN, 2 ADN, 2 LPN, 1 Graduate</td>
</tr>
<tr>
<td>North Shore Health System at Huntington Hospital</td>
<td>Voluntary Hospital</td>
<td>Park Avenue, Huntington</td>
<td>398</td>
<td>Yes</td>
<td>16</td>
<td>2 BSN, 3 ADN, 1 LPN, 3 Graduate</td>
</tr>
<tr>
<td>North Shore Health System at Southside Hospital</td>
<td>Voluntary Hospital</td>
<td>Montauk Highway, Bay Shore</td>
<td>425</td>
<td>Yes</td>
<td>10</td>
<td>1 BSN, 2 ADN, 1 LPN, 1 Graduate</td>
</tr>
<tr>
<td>St. Johns Episcopal Health Services</td>
<td>Voluntary Hospital</td>
<td>Route 25A, Smithtown</td>
<td>346</td>
<td>Yes</td>
<td>8.8</td>
<td>2 BSN, 3 ADN, 1 LPN</td>
</tr>
<tr>
<td>Veterans Administration Medical Center</td>
<td>Federal Hospital</td>
<td>Middleville Road, Northport</td>
<td>526</td>
<td>Yes</td>
<td>12</td>
<td>3 BSN, 3 ADN, 1 LPN &amp; NA, 3 Graduate</td>
</tr>
</tbody>
</table>
CURRICULUM

Table 9.2
Community-Based Clinical Facilities
Suffolk County Department of Health Services
225 Rabro Drive East
Hauppauge, NY 11788-4290
[Family Practice Clinics are one component of the Suffolk County Department of Health Services]

<table>
<thead>
<tr>
<th>Family Practice Clinics</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bayshore Family Health Center</td>
<td>170 Union Boulevard, Bayshore, NY 11706</td>
</tr>
<tr>
<td>Brentwood Family Health Center</td>
<td>1734 Brentwood Road, Brentwood, NY 11717</td>
</tr>
<tr>
<td>Central Islip Teen Satellite Clinic</td>
<td>La Union Hispanica&lt;br&gt;Suffolk Avenue, Central Islip, NY 11722</td>
</tr>
<tr>
<td>Martin Luther King Jr. Health Center</td>
<td>1556 Straight Path, Wyandanch, NY 11798</td>
</tr>
<tr>
<td>North Brookhaven Health Center</td>
<td>3600 Route 112, Coram, NY 11726</td>
</tr>
<tr>
<td>Shirley Health Center</td>
<td>550 Montauk Highway, Shirley, NY 11771</td>
</tr>
<tr>
<td>South Brookhaven Health Center</td>
<td>375 East Main Street, Patchogue, NY 11772</td>
</tr>
<tr>
<td>Tri-Community Health Center</td>
<td>1080 Sunrise Highway, Amityville, NY 11701</td>
</tr>
</tbody>
</table>
## CURRICULUM

**Table 9.3**

**Assessment of Clinical Resources**

<table>
<thead>
<tr>
<th>Clinical Resources</th>
<th>Curriculum: Criterion 9</th>
<th>Outcome: Ninety percent (90%) of the faculty, eighty (80%) of the students and eighty (80%) of graduates will rate clinical facilities as good to excellent in providing opportunities which support student achievement of the course/program objectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component</td>
<td>Where documentation is found</td>
<td>Person Responsible</td>
</tr>
<tr>
<td>Clinical agencies</td>
<td>January and June Minutes of program evaluation meetings</td>
<td>Course Coordinator</td>
</tr>
<tr>
<td>Exit questionnaire</td>
<td>NR 77 faculty</td>
<td>May, annually</td>
</tr>
<tr>
<td>Graduate survey</td>
<td>Department head or program coordinator</td>
<td>March, annually</td>
</tr>
</tbody>
</table>
RESOURCES
CRITERION 10  The fiscal resources are adequate to support the nursing unit's goals and are commensurate with resources of the organization.

10.1  The institution must devote ongoing efforts to promote student loan repayment. The institution shall adopt a written comprehensive program, addressing such areas as student loan information, counseling and monitoring, cooperation with lenders and collection of information to facilitate location of borrowers. The institution shall document implementation of its loan repayment efforts and conduct an annual self-evaluation of those efforts.

10.2  Institutions must monitor default rates in the student loan programs under Title IV or the Higher Education Act (HEA) and inform the Commission within 30 days of receipt of notification that its rates exceed standards set by law or regulation.

10.2.A  An evaluation team shall be sent to visit an institution when its annual cohort student loan default rate is 25 percent or higher. The team will review whether the program is undertaking satisfactory ongoing efforts to promote student loan repayment. The team will also review whether the school is in compliance with accrediting standards which may have a relationship to students' willingness and ability to repay their loans.

10.2.B  The team will report its findings to the Commission, and the program will have an opportunity to respond to the team's report. If it is determined that the program has failed to devote satisfactory ongoing efforts to promote student loan repayment, or is in violation of other accrediting standards, the Commission may place the program on warning or take other appropriate action against the program.

10.3  The institution must be in compliance with federal, state and local government requirements including, when applicable, responsibilities under Title IV of the Higher Education Act. The Commission will review financial and compliance audits, program reviews, audited financial statements and other information which the Department of Education may provide to determine if it calls into question the program's compliance with accrediting standards. In the event this review indicates a failure to meet accrediting standards, the Commission will place the program on warning or take other appropriate action.
RESOURCES

Provision of Financial Support

Suffolk County Community College is funded by the State of New York, Suffolk County, student tuition, and a variety of college fees which are identified on pages 22-24 of the Suffolk County Community College Catalog 1998-2000. Other sources of funding come from a variety of grants and through the fund raising efforts of the Suffolk County Community College Foundation. Grant funds support supplemental needs to enhance teaching excellence.

The college budget provides adequate financial support for the unit in nursing. Faculty are sufficient in number and educational preparation to achieve the stated goals of the unit in nursing. Currently six full-time faculty and six to eight adjunct faculty comprise the instructional faculty for the unit in nursing. One of the full-time faculty members serves as the department head. The faculty-to-student ratio in the college laboratory and clinical settings are set at 1:10. Faculty salary levels support recruitment and retention of faculty prepared with a minimum of a master's degree in nursing.

The Department of Nursing and Allied Program's instructional budget is adequate to achieve the goals of the department. In addition to salary costs, there are budget categories to support the purchase of equipment and software, instructional supplies, equipment repair, professional fees and dues for institutional memberships, and mileage reimbursement for travel to off-campus teaching assignments. Full-time nursing faculty also receive financial support for faculty development activities as specified in the 1991-1997 Agreement between the County of Suffolk and The Faculty Association of Suffolk County Community College, page 32. See Table 10.1 for the budget for the nursing unit and Table 10.2 for a summary of the assessment process used to evaluate fiscal resources for the nursing unit.

The nursing program has received several Vocational and Applied Technology Education Act (VATEA) grants that have been used to purchase additional learning resources such as computers, computer software, and other multi-media aids.

Support Personnel

Two part-time professional assistants who are registered nurses provide support to the nursing college laboratory. They are assigned to staff the five weekly college laboratory sessions for a total of 15 clock hours per week. They support the learning process by preparing the
RESOURCES

college laboratories for scheduled teaching demonstrations by nursing faculty, maintaining an
inventory of supplies, and restoring the laboratories after teaching sessions are concluded. The
professional assistants provide services to the students by routinely providing supplies for student
practice as well as special practice sessions such as the Nursing Club “Practical Practice” activity.
The professional assistants also support special assignments as requested by faculty. For example,
they prepare the materials needed for simulated district medication assignments, simulated patient
care assignments and other scheduled campus clinical activities. Faculty and students requested
that the professional assistants be assigned more hours for laboratory practice, in addition to the
scheduled college laboratory hours. This request was presented for consideration by the
administration and 9 additional hours have been assigned for fall 1998. The additional hours will
increase student access to the nursing laboratory for practice of skills and for experimenting with
simulated clinical practice assignments.

Currently three part-time college aides provide the over-all secretarial support for the
department head and ten full-time faculty, including five nursing faculty, housed in the South
Cottage. The college aides also support any adjunct faculty that are assigned to day-time teaching
in the Department of Nursing and Allied Programs. The college aides and student aides are
responsible for all office needs such as word processing, including the preparation of self-study
documents, filing, copying needs, and the preparation and mailing of multiple surveys and letters
to students and clinical agencies. All inquiries made by students in person and by telephone are
screened by the college aides and referrals are made to the appropriate person or department.

The nursing program has received adequate support from this secretarial arrangement;
however, the work load for support staff is constant and demanding and there are occasions
where deadlines are met just in time. Until spring 1998 a full-time senior clerk typist and one
college aide provided secretarial support to the South Cottage. Restoration of the full-time
senior clerk typist position has been identified as essential for meeting the needs of the nursing
unit. The college administration is actively seeking to restore this position.

Student Loan Status

Suffolk County Community College has participated in student loan programs for over
thirty years. The College participates in the Federal Family Education Loan Programs (FFELP)
administered by commercial lenders. Our cohort default rate in the FFELP activity is calculated
RESOURCES

each year. The college has never exceeded the standard set for this program. The most recent rate is at 15%, which places the college below the midpoint for community colleges.

The Office of Financial Aid provides entrance loan counseling for individuals and groups of first time borrowers to inform the students of their responsibilities. Exit counseling sessions are required for all students leaving the institution. Exit counseling explains student repayment obligations and methods. Table 10.3 describes the assessment process used to evaluate college compliance with student loan programs.
## Table 10.1
### Budget for Nursing Unit

<table>
<thead>
<tr>
<th>Categories</th>
<th>1997-98 Fiscal Year</th>
<th>1998-99 Fiscal Year</th>
<th>1999-00 Projected Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time Salaries</td>
<td>$330,753</td>
<td>$344,056</td>
<td>$357,912</td>
</tr>
<tr>
<td>Benefits</td>
<td>32%</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>Adjunct faculty &amp; Professional Assistant Salaries</td>
<td>$96,432.34</td>
<td>$75,492.34</td>
<td>$78,512.03</td>
</tr>
<tr>
<td>Equipment</td>
<td>$4,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Instructional Supplies</td>
<td>$4,800</td>
<td>$4,900</td>
<td>$5,100</td>
</tr>
<tr>
<td>Mileage</td>
<td>$1,000</td>
<td>$1,200</td>
<td>$1,200</td>
</tr>
<tr>
<td>Reimbursement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment Repair</td>
<td>$250</td>
<td>$250</td>
<td>$250</td>
</tr>
<tr>
<td>Membership and Dues</td>
<td>$2,050</td>
<td>$8,550 *</td>
<td>$2,100</td>
</tr>
<tr>
<td>Professional Development (Contractual Conference Allowance)</td>
<td>$2,400 (Full-time faculty @ $400 per person)</td>
<td>$2,400 (Full-time faculty @ $400 per person)</td>
<td>$2,400 (Full-time faculty @ $400 per person)</td>
</tr>
</tbody>
</table>

* Includes budget for NLNAC accreditation expenses.
## RESOURCES

### Table 10.2
Assessment of Nursing Unit Fiscal Resources

**EACH CRITERION FOR ACCREDITATION AND EACH OUTCOME**

<table>
<thead>
<tr>
<th>Fiscal Resources</th>
<th>Resources: Criterion 10</th>
<th>Outcome: The fiscal resources are adequate to support the nursing unit's goals and are commensurate with Suffolk County Community College resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component</td>
<td>Where documentation is found</td>
<td>Person Responsible</td>
</tr>
<tr>
<td>Nursing Program Budget</td>
<td>Office of Chief Financial Officer</td>
<td>Department Head and Campus Administrator</td>
</tr>
<tr>
<td>Personnel Budget</td>
<td>SCCC Strategic Plan 1998-2003</td>
<td>Office of Chief Financial Officer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development</th>
<th>Maintenance</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges to have greater access to budget data than with previous methods of record keeping.</td>
<td>Department head and faculty have input to budget requests annually. Continue with grant applications.</td>
<td>Future budget approach will more clearly identify all fiscal resources for each instructional unit.</td>
</tr>
</tbody>
</table>

College Strategic Plan calls for developing a new system for institutional accountability.
### RESOURCES

**Table 10.3**  
Assessment of College Loan Default Rate

#### EACH CRITERION FOR ACCREDITATION AND EACH OUTCOME

<table>
<thead>
<tr>
<th>Component</th>
<th>Where documentation is found</th>
<th>Person Responsible</th>
<th>Time/Frequency of Assessment</th>
<th>Assessment method and rationale</th>
<th>Assessment of method (Reliability, validity, specificity)</th>
<th>Report of the data (Name and to whom addressed)</th>
<th>Possible Actions Resulting from the Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Loan Re-payment</td>
<td>Office of the Director of Financial Aid</td>
<td>Director of Financial Aid</td>
<td>Annually</td>
<td>Entrance and exit counseling to advise borrowers of their responsibilities Providing information about responsibility to pay loan can increase compliance</td>
<td>Office of Financial Aid prepares compliance audit using prescribed protocol for agencies requiring reports such as federal and state agencies</td>
<td>Office of Financial Aid prepares compliance audit for federal, state and local agencies</td>
<td>SCCC Student loan default rate is at 15%, which is below the mid-point for community colleges and well below the 25% rate</td>
</tr>
</tbody>
</table>

Resources: Criterion 10  
Outcome: Suffolk County Community College will devote ongoing efforts to promote student loan repayment. The college loan default rate will remain below a rate of 25%.

95
CRITERION 11 Learning resources are comprehensive, current, developed with faculty input, available, and accessible to faculty and students.

Learning resources encompass a variety of campus facilities including the Western Campus Library, Academic Computing Center, Academic Skills Center and the Nursing Laboratory. Each of these areas offers unique learning opportunities that facilitate independent learning at a self-directed pace. See Table 11.1 for a summary of the assessment process used to ensure learning resources are sufficient to support the goals of the nursing unit.

The Western Campus Library

The Sagtikos Arts and Science Center houses the Western Campus Library, an 18,000-square foot area which currently (Spring 1998) contains 41,271 books and 304 periodical titles. Of these texts 499 are nursing and health related texts, and 11 periodicals are nursing journals. A seating capacity of 165 includes two group study rooms, four individual typing rooms, one media viewing room and one library lecture room. Equipment available for student use includes 65 computers, three typewriters and two copying machines. The library has shifted its emphasis from exclusively printed material to include electronic sources of information and has placed a greater emphasis on technologically based resources for students. There is now a local area network server permitting greater access to indexes and bibliographic retrieval facilities. An on-line public access catalog (SCORE) enables students to search the resources of seven participating colleges and universities.

The library is staffed by qualified professional and clerical personnel. One full-time administrator and 4 full-time librarians (includes 1 media librarian) staff the library. Since two full-time librarians have 40% of their time re-assigned to Faculty Association duties, 10 adjunct librarians supplement staffing needs by working 4 hours each per week. A full-time professional assistant works with the media librarian to provide media services. There are 3 full-time clerical positions which are supplemented with 6 part-time college aides assigned to media services and 7 part-time college aides assigned to the circulation desk.

The Library hours during spring and fall semesters are:

- Monday - Thursday: 8:00 am to 10:00 PM
- Friday: 8:00 am to 7:30 PM
- Saturday: 8:30 am to 1:30 PM
RESOURCES

The library is also open during Intersession and Summer Sessions for student and faculty use.

A reference librarian is assigned as a library liaison person to facilitate communication between the librarian and faculty in selected disciplines. This program greatly facilitates the selection of books and periodicals for the library collection. The librarian assigned to Nursing and Allied Health Program works closely with the department faculty members to incorporate their requests for materials and to suggest new resources. The percentage of books used by student and faculty is reviewed and evaluated. A list of periodicals and texts is reviewed by faculty. Feedback and discussion about the use of current books and periodicals as well as potential acquisitions occur at nursing faculty meetings.

The Suffolk County Community College Western Campus Nursing Master Program Evaluation Plan (see Table 13.1) specifies that nursing faculty teams and the librarian will review library holdings for nursing in June of odd numbered years. This process was last carried out in June of 1997. During these comprehensive reviews, outdated materials are selected for deletion and new text purchases are recommended. Usually texts over five years old are considered for deletion; however, concern for the relevancy of the information receives the highest priority. To date there are 178 library holdings in the nursing area. Since 1995, 431 new nursing and health related texts were added, while outdated texts were removed from the nursing collection. In addition, the library subscribes to 11 nursing periodicals. The librarian systematically reviews books for potential new purchases, for comparison to current books, and to determine cost effectiveness. The budget for library materials is used as wisely as possible but more funds are always needed. Alternate funding is vigorously pursued via grants. All orders are processed through the central technical services department but there are separate budget lines for each campus.

The Multimedia Department is a resource that is well used by students in the nursing program. There is one full-time media librarian and one full-time professional assistant to assist with the selection of the audiotapes, cassettes, films, slides, videotapes and computer disks. A list of all new AV material is sent to the nursing area so faculty can select applicable material for student assignments. A 1997 $7,500 VATEA Grant enabled the nursing unit to purchase 68 new videotapes. There are now 182 videotapes specific to the nursing curriculum. These materials are for use in the library only. Students sign in at the media center when viewing assigned tapes.
RESOURCES

A large viewing room accommodates 35 students for audiovisual or telecommunication presentations.

The twelve-seat Media Learning Center, utilized by students and faculty, contains six video cassette recorders with monitors for individual viewing, and two multi-media work stations and one recorder for the visually-impaired. When the AV equipment is needed for classroom use, the equipment is delivered, set up and returned by the media staff. The media catalogue has a current list of films, videotapes and slides for all campuses of Suffolk County Community College. Materials from other campuses can be made available within three days. Supplementary teaching guides and workbooks are also available for many of these videotapes. The media department works closely with the nursing unit by prioritizing needs to replace old or outdated materials with current materials.

Nursing faculty have received $39,950 via grants since 1990. These funds have allowed the purchase of multimedia equipment, computers and software to support technology needs of the nursing curriculum.

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-1997</td>
<td>Multimedia for Nursing</td>
<td>$7,600</td>
</tr>
<tr>
<td>1995-1996</td>
<td>Nursing Multimedia Lab</td>
<td>$10,400</td>
</tr>
<tr>
<td>1994-1995</td>
<td>Multimedia Lab</td>
<td>$7,500</td>
</tr>
<tr>
<td>1992-1993</td>
<td>Nursing AV Lab Equipment</td>
<td>$5,100</td>
</tr>
<tr>
<td>1991-1992</td>
<td>Computers</td>
<td>$4,000</td>
</tr>
<tr>
<td>1990-1991</td>
<td>AV Equipment &amp; Computer Simulations</td>
<td>$5,350</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$39,950</td>
</tr>
</tbody>
</table>

The Sagtikos Computer Center

This multipurpose facility provides networked computer services to students, faculty and staff of the Western Campus. The facility is divided into an open laboratory for general student use and two computer classrooms for instruction. This allows for considerable flexibility in accommodating the needs of classes scheduled in mass and for individual students.

During the summer of 1997, 40 new Pentium processor computers were installed and linked to the college network which allows access to the Internet. There are a total of 59 computers available...
RESOURCES

for use. The Sagtikos Computer Center offers orientation and basic instruction on the use of the available application software to visiting classes for all disciplines and individual students. Students may use the networked computers in the open lab on a first-come first serve basis. The nursing discipline has recently acquired five CD-ROM programs which facilitate independent student learning. In addition, there are 48 nursing-oriented computer-assisted instruction (CAI) programs which provide clinical simulations where students are actively engaged in critical thinking and the application of knowledge for sound clinical decision making. Students frequently comment that they find using CAI a stimulating intellectual challenge. Graduates indicate they are an excellent aid in preparing for the Computer Adaptive Testing used for the NCLEX-RN examination.

The Academic Skills Center

This integrated learning center provides support services across the curriculum with primary emphasis in English, reading, science, mathematics and English as a Second Language (ESL). The focus of the Academic Skills Center is tutoring, supplemental instruction, and Macintosh-based software for students to complete assignments.

The Academic Skills Center, located in the Sagtikos Arts and Science Center, has a large central room adjoined by four satellite rooms. This facility houses 57 Macintosh, 2 Apple II, and 3 IBM computers for individual and small group tutorial work. Additionally there are 25 printers available. The Center has played a major role in making computer-assisted instruction (CAI), word processing, and multitasking programs accessible to students. Thus it is an active learning environment where students can develop their written assignments. During the fall and spring semesters, the Academic Skills Center is accessible to students 63 hours per week.

Nursing Laboratory

The design of the nursing laboratory allows simultaneous use for different learning objectives such as teaching, hands-on practice, and small group study. The laboratory provides an accessible location for learning resources such as student reference texts and an adjunct faculty library which contains the required and recommended nursing course texts. In the practice area there is a TV/VCR and a wide variety of nursing videotapes. The "Physical Assessment Series" located here enables students to practice assessment skills independently and in a private setting. Other tapes of nursing procedures allow students to practice the steps of the procedure using the
video as a guide. This technology accommodates students who have visual and tactile learning needs and assists them to develop skill competency at their own pace.

Faculty may utilize the laboratory for “campus clinicals” once or twice during the semester. This is a scheduled clinical experience that is designed by faculty to meet student learning needs in a relaxed environment. Role-playing, videotaping of skill performance, and utilization of simulated clinical situations are examples of campus clinical activities. The campus clinical facilitates student development and ownership of nursing skills.

Teaching and Learning Center

The Teaching and Learning Center (TLC) at Suffolk County Community College was established in 1995 as a faculty managed facility and is found within the Western Campus Library. The TLC’s mission is to enhance teaching and learning excellence for the professional staff. The center has a Campus Coordinator who meets with both campus and college-wide advisory committees. Currently a Gateway 2000 computer, Lexmark laser printer, and a variety of hardware and software accessories are available for faculty use. The goals of the Teaching and Learning Center include the following:

- connect human resources
- sponsor faculty learning
- coordinate educational resources
- information exchange
- promote classroom research
- showcase innovative projects.

Faculty are encouraged to utilize the TLC on both a formal and informal basis and they have responded by requesting professional development workshops regarding computer technologies and innovative teaching strategies. Workshops are held throughout the year.

Another learning resource that focuses on faculty learning needs is the Teaching Consultation Process (TCP). TCP is a peer consultation program designed to assist individual teachers in a in-depth analysis of his or her teaching and to determine ways to improve classroom effectiveness. TCP is a confidential, structured, and voluntary method of peer review that is owned by the requesting faculty person and is independent of the formal college evaluation process. Consultants follow a well-defined set of procedures when they consult with a client (faculty). The materials have been field tested and research shows that participation in TCP
RESOURCES

results in positive changes in teaching. As of September 1996, one-third of the nursing faculty have taken advantage of the TCP to enhance their teaching.

Since 1995 "Striving for Excellence" grants have been offered via the TLC and supported financially by the Suffolk County Community College Foundation. These grants provide faculty and/or professional assistants a means to pursue academic endeavors beyond their delegated responsibilities. There have been seven Western Campus recipients, whose projects included placing biology labs on computer video, high school and college students collaborative writing, development of a nature walk, and multimedia library research.

The college has an Academic Computer Coordinator who serves as a consultant to faculty and staff for all three campuses. He has presented workshops at the Teaching and Learning Centers on E-mail and the Internet, and also provides individual faculty assistance as requested.

Central Computer Center

The Central Computer Center on the Ammerman Campus provides additional support services for the faculty such as test validation studies and course evaluation analysis. These studies aid in test construction by providing data regarding question difficulty and validity analysis. Course evaluation analysis provides objective data that facilitates content for learning assignment revisions. After the computer forms have been submitted, there is approximately a one-week turnaround period for faculty to receive data. This information is reviewed at the course evaluation meeting for faculty to discuss and identify what (if any) revisions are needed. Data from the Computer Center analysis have been invaluable in analyzing the results of the Nursing Program Exit Questionnaire and the Nursing Program Graduate Survey as well.

College Computing Council

The College Computing Council is a college-wide committee with representatives from administration, campus computing committees, and faculty. The charge of the committee is to develop and implement the technology plan for the college. To date (July 1998), a wide area network (WAN) has been installed, a local area network (LAN) is in the final stages of completion, personal computers for every faculty office have been ordered, and the computers are in the process of being installed so that faculty will have universal connectivity.
## RESOURCES

### Table 11.1

**Assessment of Learning Resources**

**EACH CRITERION FOR ACCREDITATION AND EACH OUTCOME**

<table>
<thead>
<tr>
<th>Learning Resources</th>
<th>Resources: Criterion 11</th>
<th>Outcome: The learning resources are adequate to accomplish one hundred percent (100%) of the goals of the nursing unit.</th>
<th>Component</th>
<th>Where documentation is found</th>
<th>Person Responsible</th>
<th>Time/ Frequency of Assessment</th>
<th>Assessment method and rationale</th>
<th>Assessment of method (Reliability, validity, specificity)</th>
<th>Report of the data (Name and to whom addressed)</th>
<th>Possible Actions Resulting from the Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Campus Library</td>
<td>Faculty meeting minutes</td>
<td>Entire nursing faculty using faculty teams and library liaison person</td>
<td>Bi-annually in June</td>
<td>a)Discussion at faculty meetings.</td>
<td>Library review is identified on Master Program Evaluation Plan</td>
<td>This has been effective in meeting goals</td>
<td>Nursing faculty and department head</td>
<td>Campus administrator</td>
<td>Campus head librarian</td>
<td>Development</td>
</tr>
<tr>
<td>Sagtikos Computer Center</td>
<td>Middle States Self-Study (1997)</td>
<td>Program Evaluation Meeting minutes</td>
<td>Course Evaluation summaries</td>
<td>b)Bi-annual review of specific facility holdings (texts, Journals, Software, media) to be comprehensive and current. Rationale: Analysis will provide data for updating learning resources</td>
<td></td>
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<tr>
<td>Academic Skills Center</td>
<td>Nursing laboratory learning resources</td>
<td></td>
<td></td>
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</tbody>
</table>

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CRITERION 12 The physical facilities are adequate to accomplish the goals of the nursing unit.

Suffolk County Community College is one of the few multi-campus colleges in New York State. With separate campuses in Brentwood (Western Campus), Selden (Ammerman Campus), and Riverhead (Eastern Campus), the total physical facilities encompass 555 acres of land and 1,117,085 square feet of buildings.

The Western Campus in Brentwood was developed in 1974 on a 207-acre site owned by New York State. The campus has academic, administrative and support buildings totaling 258,524 square feet.

Faculty and Staff Offices

Currently, offices of the five full-time nursing faculty are located in South Cottage. The department head has a separate office in South Cottage which is available for private interviews and counseling. Two of the nursing faculty also have private offices. The other faculty offices accommodate two faculty per office. Desk space is available in the main nursing lab for the nursing professional assistants. The office facilities meet the needs of the nursing faculty.

Space for Instructional Activities

Conference rooms for 12 - 20 people are located in Sagtikos Arts and Science Center, and Caumsett Hall. Two small conference rooms for 5 - 8 people are located in Nesconset Hall. Faculty and student meetings are readily scheduled in Sagtikos Arts and Science Center or Caumsett Hall during each semester.

At Suffolk County Community College, classroom space is shared. Two classrooms are used primarily for the Nursing, Ophthalmic Dispensing and Occupational Therapy Assistant programs. Two other classrooms used by the Health, Wellness and Physical Education Department are available to the nursing area. The only dedicated room is the nursing laboratory located in Nesconset 11 and the nursing conference room in the laboratory suite.

The nursing laboratory suite consists of four rooms: the main lab, practice room, prep room and a conference room. The total area contains 1200 square feet, plus a 400-square foot prep room. The suite contains four complete work stations each with a bed, mannequin, overbed
RESOURCES

table and bedside stand. Nursing supplies and equipment are stored in the cabinets in the main laboratory as well as the adjacent prep room. The conference room is used for small meetings and private student counseling. Two computers with nursing software are installed in the laboratory for student use. One work station is set up in a separate practice room contained within the nursing laboratory. Students thus have open access to practice skills even when a class is being held in the main part of the laboratory. The practice laboratory has a TV/VCR with a small collection of video tapes. Table 12.1 summarizes the available space for instructional activities and Table 12.2 describes the assessment process used to ensure adequacy of the physical facilities for meeting the nursing unit goals. Please see Criterion 11 for a full description of the Multi-media Center located within the Western Campus Library, as this center is also used regularly by nursing students.

New Space for Instructional Activities

On April 28, 1998, Suffolk County Community College broke ground for the Multi-Purpose Health Technology, Physical Education and Criminal Justice facility. This 240,414 square foot building will encompass a health technology wing, a criminal justice wing, and extensive athletic facilities. The athletic facilities will include a 60,000 square foot field house, indoor pool, indoor tracks, eight tennis courts and fields for soccer, baseball and softball. Completion of the building is expected for the fall 2000 semester.

Included in the health technology wing will be laboratories for Nursing, Medical Assisting, Ophthalmic Dispensing, Occupational Therapy Assistant, Chemical Dependency Counseling and other proposed programs, as well as general purpose classrooms and administrative, faculty and staff offices. A computer laboratory dedicated to the health science programs will be located close to the nursing laboratories. The nursing laboratory suite will include two laboratory areas. They will be equipped with an examination room, an acute care center for practicing advanced skills, a home care area and a traditional hospital unit area. Long range plans for using the new laboratory areas include the development of a health promotion program for the college community that will correlate with the nursing program mission to meet wellness needs for individuals and families.
RESOURCES

This new building will help the college fulfill its mission to provide outstanding educational opportunities to the residents of Suffolk County. Faculty, students and members of the community will benefit from the new athletic facilities. The graduates of our health technology programs will have the latest equipment and facilities to be well prepared for employment in Long Island's health care industry.

Table 12.1
Space for Instructional Activities:
Classrooms, Conference Rooms, and Laboratories

<table>
<thead>
<tr>
<th>Facility</th>
<th># Dedicated Rooms</th>
<th>Capacity of Dedicated Rooms</th>
<th># Shared Rooms</th>
<th>Capacity of Shared Rooms</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Laboratory</td>
<td>1</td>
<td>12</td>
<td>none</td>
<td>N/A</td>
<td>When the practice lab is used for &quot;campus clinicals&quot;, it is too small to accommodate a clinical group. Having two nursing laboratories in the new building will address this problem.</td>
</tr>
<tr>
<td>Classrooms</td>
<td>none</td>
<td>N/A</td>
<td>2</td>
<td>35 students</td>
<td>The classrooms are adequate for lecture presentations, but small for group assignments.</td>
</tr>
<tr>
<td>Conference rooms</td>
<td>1</td>
<td>8</td>
<td>3</td>
<td>8-20</td>
<td>Conference space is satisfactory for unit needs.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Outcome</th>
<th>Resources</th>
<th>Responsible Person</th>
<th>Frequency of Assessment</th>
<th>Responsible Person</th>
<th>Time of Assessment</th>
<th>Method of Assessment</th>
<th>Indicators</th>
<th>Assessment of Physical Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. On-the-job training and evaluation leading to course and physical facilities - Faculty and lab instructors</td>
<td>The physical facilities are adequate to accomplish one hundred percent (100%) of the goals of the course.</td>
<td></td>
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<tr>
<td>Development, Maintenance, Revision</td>
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<tr>
<td>Assessment Possible Action Resulting from the</td>
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<tr>
<td>Possible Action Resulting from the</td>
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<tr>
<td>Assessment of Physical Facilities</td>
<td>Assessment of Physical Facilities</td>
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</tbody>
</table>
Western Campus
Nursing Program
Self-Study
1998

APPENDICES
SUFFOLK COUNTY COMMUNITY COLLEGE

August 21, 1998

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Human Resources
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S. Schlier

College Chief Financial Officer
C. Stein

SEE CHART M
SEE CHART B
SEE CHART C
SEE CHART D
SEE CHART N
Chart C

August 21, 1998

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acting

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Financial Aid
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A. Flack

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CHART D
August 21, 1998

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Chief Management Analyst
J. Rice

Admin. Dir. Educational Facilities
F. Strahs-Lorenc

Dir. Networking & Telecomm.
R. Johnston

Dir. Computer Center
H. Farabow

Assistant Dir.
Computer Support Services
D. Rabinowitz

Staff Architect
S. Johnston

Plant Facilities Admin.
R. Woods

Assistant Dir.
R. Fleming

Assistant Dir.
Web/Server
J. Gannon
Chart E
August 21, 1998

Executive Dean
Ammerman
Campus
W. Pevey

Dean of Faculty
R. Arrigon

Dean of Student Services
W. Hudson
acting

SEE CHART F

SEE CHART G

Director
Business Operations
M. Labate

Director
Facilities Operations
M. Paduano

Assistant Director
P. Hanna

Assistant Director
R. Foley
Chart H
August 21, 1998

Executive Dean
Eastern Campus
A. Parrish

Dean of Faculty &
Student Services
D. Gilmoeley

Director
Business
Operations
W. Welsh

Director
Facilities
Operations
R. Glasheen

SEE CHART I
APPENDIX B

Faculty Data Forms
(Bound separately)
APPENDIX C
COURSE OBJECTIVES:

Upon completion of this course, the student will be able to meet wellness, acute care, and long term care needs for individuals by:

1. Demonstrating accountability and responsibility in the performance of nursing care.

2. Identifying the characteristics of patient care, across the life span, based on Maslow's Hierarchy of Needs.

3. Explaining scientific and psychological principles underlying basic nursing care measures.

4. Comparing and contrast selected nursing measures used to promote health care and prevent illness.

5. Using professional terminology to communicate therapeutically with patient, family, and health team members.


7. Demonstrating skills by performance of selected nursing procedures using critical elements.

8. Formulating a nursing care plan using the nursing process for selected hospitalized patients.

9. Evaluating the effectiveness of nursing actions utilizing the nursing process.

10. Identifying current trends in nursing and their impact on health care.
TOPICAL OUTLINE

Unit I. Introduction to Health Care
Unit II. Nursing Process
Unit III. Meeting Safety Needs
Unit IV. Meeting Motor Needs
Unit V. Meeting Circulatory Needs
Unit VI. Promoting Oxygenation/Promoting Tissue Healing
Unit VII. Regulatory Needs
Unit VIII. Elimination Needs
Unit IX. Food and Fluid Needs
Unit X. Meeting the Needs of the Perioperative Patient
Unit XI. Sensory Needs

COURSE DESCRIPTION: This course introduces the student to the study of nursing concepts based on human needs and adaptation. The nursing process is presented as the frame of reference for nursing practice. Through this process, basic human needs will be explored with an emphasis on health maintenance. College laboratory and clinical experience in the hospital setting are utilized to develop nursing skills. Registration in this course requires that student purchase liability insurance through the College (4 hours lecture, 8 hours college/clinical laboratory). Co-requisites: BY30 and PC11.

CREDIT HOURS: 7 hours. This course includes four hours of lecture, two hours of college laboratory, six hours of clinical experience weekly.

PREREQUISITE: None

CLINICAL: Tuesday .... 8:00 am - 11:00 am
Thursday ... 8:00 am - 11:00 am

LECTURE: Monday .... 10:00 am - 11:50 am
Wednesday .. 10:00 am - 11:50 am

or

Monday .... 1:00 pm - 2:50 pm
Wednesday ...1:00 pm - 2:50 pm

COLLEGE LAB: Monday .... 8:00 am - 9:40 am
Monday .... 10:00 am - 11:40 am
Monday .... 1:00 pm - 2:40 pm
Wednesday .... 8:00 am - 9:40 am
Wednesday ..10:00 am - 11:40 am

COLLEGE LABS: College Labs are an integral part of this course, and students are expected to attend all sessions. Failure in College Lab will result in failure for the entire course.
FACULTY: Mary Crosley, RN, MS  South Cottage  851-6529
Sharon Kelsch, RN-C, MS, FNP  South Cottage  851-6765
Ruth Kolk, RN, MS  South Cottage  851-6727
Jean Garner, RN, MA  South Cottage  851-6752
Secretary  South Cottage  851-6571

TEACHING METHODS AND TOOLS:

1. Lecture and discussion
2. College lab experience
3. Demonstration and return demonstration
4. Clinical experiences
5. Pre- and post-conference
6. Audio-visual presentations
7. Library references
8. Models, charts, and pamphlets
9. Role-playing
10. Bibliography

CONCEPTS TO BE INTEGRATED THROUGHOUT EACH UNIT:

1. Maslow's Hierarchy of Needs
2. Human Development
3. Stress and Adaptation
4. Nursing Process
5. Health Illness Continuum
6. Role of the Nurse
7. Safety Factors for Patients and Personnel
8. Individual Variables
9. Aseptic Technique
10. Nutrition
11. Pharmacology
12. Laboratory Tests and Diagnostic Procedures
13. Communications - Interviewing, Interpersonal Relationships
METHODS OF STUDENT EVALUATION:

1. Math Pre-Test to be given to all students.
2. Unit examinations, quizzes, laboratory written examination at midterm and final.
3. Written Nursing Care Plans including drug cards.
5. Laboratory Evaluation of Skills - Lab Practical (Minimum of 2).
6. Attendance Policy

FINAL GRADE FOR COURSE:

1. By completion of NR20, students must be certified in community CPR as a requirement for course completion.
2. Based on 4 unit examinations, lab written midterm and final exam, and lab quizzes.
   a. Unit test questions will be multiple choice, objective questions to be answered on a Scantron sheet.
   b. All test questions may be drawn from lecture content, required reading assignments, and handouts.
   c. Students who miss an examination should contact their instructor the day of the exam and make plans for a make-up exam within 2 class days.
   d. Final grade comprises 20% for each unit exam, 7.5% for lab midterm, 7.5% for lab final and 5% for quizzes.

   Note: Final Grade will be negatively affected by absence, lateness, and early departures from classes and clinicians.

3. Clinical Performance: Pass/Fail

Students must comply with the Student Health Policies and Requirements that are published in the SCCC Western Campus Nursing Student Handbook.

All clinical work must be completed by the last clinical day. Failure in the clinical area constitutes a failure for the entire course.

4. Nursing Care Plan: Satisfactory/Unsatisfactory

5. Weekly Clinical Work Sheets: Satisfactory/Unsatisfactory

6. Lab Practical: Pass/Fail

Failure in the lab practical results in FAILURE for the entire course. Lab practical will be given at the midterm and final. Each testing provides two attempts to pass the practical. Weekly practice in the lab is necessary to meet this objective.

7. Failure in any of the above areas results in FAILURE for the entire course.

8. Cheating: Cheating in any aspect of academic work results in zero (0) for that work. This includes plagiarism.
REQUIRED TEXTS FOR READING ASSIGNMENTS


RECOMMENDED:


COURSE OBJECTIVES:

Upon completion of this course, the student will be able to meet wellness, acute care, and long term care needs for individuals and families by:

1. Assessing the physiological, psychosocial and environmental status of the patient based on Maslow's Hierarchy of Needs.

2. Identifying developmental needs as they emerge during the life cycle.

3. Applying communication principles in the development of a database.


5. Reporting and documenting patient data to ensure continuity of care.


7. Describing the collaborative roles of health team members in the delivery of care.

8. Comparing and contrasting communication techniques utilized to promote a therapeutic relationship.

9. Identifying actual and potential crisis situations as they occur throughout the life span.

10. Identifying appropriate community resources available to the patient.

11. Discussing methods to assist a patient in the transition from the hospital to community.

12. Explaining the processes of aging as they affect individual functioning.
TOPICAL OUTLINE

Unit I. Introduction to Mental Health Nursing
Meeting the Needs of the Patient Experiencing Anxiety
Meeting the Needs of the Elderly
Meeting the Needs of Patients with Organic Mental Disorders
Meeting the Needs of Patients experiencing Altered Thought Process

Unit II. Meeting the Needs of the Patient Experiencing an Addictive Disorder
Meeting the Needs of the Patient Experiencing an Alteration in Mood.

Unit III. Meeting Acid/Base Balance Needs
Care of the Patient Experiencing Psychophysiologic Responses
Meeting the Needs of the Patient with Altered Immune Response
Meeting the Needs of the Patient with Altered Respiratory Response

Unit IV. Meeting the Needs of the Patient with Dysfunction of the Hemopoietic System
Meeting the Needs of the Patient with Cancer

COURSE DESCRIPTION: This course introduces the student to the study of the effects of stress on basic human needs. The emphasis is on the adaptation to stress and the use of the nursing process to reduce stress. College laboratory and clinical experience in hospital setting and community agencies are utilized to develop nursing skills. Registration in this course requires that the student purchase liability insurance through the College. (5 hours lecture; 12 hours college/clinical laboratory).
Corequisite: BY32. Prerequisite: NR20.

CREDIT HOURS: 9 hours. 5 hours of lecture, 2 hours of college laboratory and 10 hours of clinical experience weekly.

PREREQUISITE: NR20
Section #’s

LECTURE: 2051/52/53 TU/THURS 10:00 am - 12:15 pm
2054/55 TU/THURS 1:15 pm - 3:30 pm

COLLEGE LAB: 2052 TUESDAY 8:00 am - 9:40 am
2054 TUESDAY 10:00 am - 11:40 am
2053 TUESDAY 1:15 pm - 2:55 pm
2051 THURSDAY 8:00 am - 9:40 am
2055 THURSDAY 10:00 am - 11:40 am

CLINICAL: 2051 - 2055 MON/WED 8:00 am - 1:00 pm

Students must be ready for pre-conference at 8:00 am. Students are expected to wear full uniform for their medical/surgical experience and to wear appropriate street clothes and name badge for the psychiatric experience.
FACULTY:  Mary Crosley, R.N., M.S.  South Cottage  851-6529
          Elisa Mancuso, RNC, FNS, MS  South Cottage  851-6727
          Abbey Boker  South Cottage  851-6571
          Carol Smith  South Cottage  851-6571
          Secretary  South Cottage  851-6571

TEACHING METHODS AND TOOLS:

1.  Lecture and discussion
2.  College lab demonstration and return demonstration
3.  Audio-visual presentations
4.  Library references
5.  Models, charts and pamphlets
6.  Role playing
7.  Clinical pre- and post-conferences
8.  Clinical patient care
9.  Bibliography

CONCEPTS TO BE INTEGRATED THROUGHOUT EACH UNIT:

1.  Maslow's Hierarchy of Needs
2.  Stress and Adaptation
3.  Nursing Process
4.  Health Illness Continuum
5.  Role of the Nurse
6.  Safety Factors for Patients and Personnel
7.  Individual Variables
8.  Aseptic Technique
9.  Nutrition
10. Pharmacology
11. Laboratory Tests and Diagnostic Procedures
12. Communications - Interviewing, Interpersonal Relationships
METHODS OF STUDENT EVALUATION:

1. Unit examinations, quizzes, laboratory written examination at midterm and final.
2. Written Nursing Care Plans including drug cards.
3. Clinical Evaluations (Minimum of Two Written).
4. Laboratory Evaluation of Skills - Lab Practical (Minimum of 2).
5. Attendance Policy - Students must comply with the Attendance Policy that is published in the SCCC Western Campus Nursing Student Handbook. Failure to adhere to this policy may negatively impact upon the student grade for the course. Final Grade will be negatively affected by absence, lateness, and early departures from classes and clinicals.

FINAL GRADE FOR COURSE:

1. Current community CPR certification must be maintained for the duration of this course.
2. Based on 4 unit examinations, lab written midterm, and final exam and lab quizzes.
   a. Unit test questions will be multiple choice, objective questions to be answered on a scantron sheet.
   b. All test questions may be drawn from lecture content, required reading assignments, and/or handouts.
   c. Students who miss an examination should contact their instructor within 2 class days for an appointment for a make-up.
   d. Final grade is the sum of 20% of each unit exam, 7.5% for lab midterm, 7.5% for lab final and 5% for quizzes.
3. Clinical Performance: Pass/Fail

   Students must comply with the Student Health Policies and Requirements that are published in the Suffolk County Community College Western Campus Nursing Student Handbook

   All clinical work must be completed by the last clinical day. Failure in the clinical area constitutes a FAILURE for the entire course.

   Students must comply with the attendance policy that is published in the SCCC Western Campus Nursing Student Handbook.

4. Nursing Care Plan: Satisfactory/Unsatisfactory
5. Psychiatric Clinical Work Sheets: Satisfactory/Unsatisfactory
6. Lab Practical: Pass/Fail

   Failure in the lab practical results in FAILURE for the course. Lab practical will be given at the midterm and final. Each testing provides two opportunities to pass the practical.

7. Failure in any of the above areas results in FAILURE for the entire course.
8. Cheating: Cheating in any respect of academic work results in zero (0) grade for that work. This includes plagiarism.
REQUIRED TEXTS FOR READING ASSIGNMENTS


*NOTE: READING ASSIGNMENTS ARE CODED TO THIS LIST. LECTURE AND LABORATORY PREPARATION WILL INCLUDE VIEWING AUDIO-VISUAL MATERIAL SUCH AS VIDEO CASSETTES AND TRAINEX IN THE COLLEGE LIBRARY (OR, IF YOU PREFER, IN THE HUNTINGTON LIBRARY AT SUFFOLK COUNTY COMMUNITY COLLEGE-AMMERMAN CAMPUS).

RECOMMENDED:


COURSE OBJECTIVES:

Upon completion of the study of the Childbearing and Child Rearing Years, the student will be able to meet wellness, acute care and long term care needs for individuals and families across the life span by:

1. Applying communication principles in the development of a comprehensive health assessment.
2. Formulating nursing care plans utilizing concepts from nursing, social, and physical sciences.
3. Implementing care based on biological and psychosocial principles.
4. Planning alteration in nursing care based upon the patient and family response to interventions.
5. Implementing a plan of care with priorities based upon Maslow's Hierarchy of Needs.
6. Planning nursing actions to assist in the promotion of optimal family health.
7. Implementing individualized plans for patient and family teaching.
8. Preparing a plan of care for the patient's discharge.
9. Identifying community resources to support health care.
10. Utilizing the nursing process in evaluating the effectiveness of planned care.
11. Collaborating with health team members to promote patient advocacy.
12. Describing the role of the nurse when providing maternal-child care, incorporating evolving trends and practices.
TOPICAL OUTLINE

Childbearing Years

Unit I. The Human Reproductive System/Genetics/Conception and Fetal Development
Unit II. Meeting the Needs of the Patient During the Antepartum Period
Unit III. Meeting the Needs During the Intrapartum Period
Unit IV. Meeting the Needs of the Normal Newborn
Unit V. Meeting the Needs of the Patient During the Postpartum Period.
Unit VI. Meeting the Needs of the Patient with Complications of the Puerperium
Unit VII. Meeting the Needs of the High Risk Newborn

Child Rearing Years

Unit I. Circulatory and Oxygen Needs
Unit II. Meeting Fluid and Nutritional Needs
Unit III. Regulatory Needs
Unit IV. Meeting Elimination Needs
Unit V. Meeting Sensorineural Needs
Unit VI. Meeting Motor Needs

COURSE DESCRIPTION: This course introduces the student to the study of family health. The nursing process is presented as the frame of reference for nursing practice during the childbearing and child rearing years. Clinical experience in hospital setting and community agencies are utilized to develop nursing skills. Registration in this course requires that the student purchase liability insurance through the College. (5 hours lecture, 10 hours clinical laboratory.) Corequisites: PC60 and BY44.

CREDIT HOURS: 8 hours
5 hours Lecture weekly/10 hours Clinical Experience weekly

PREREQUISITES: NR27, BY32

LECTURE: 2060, 2061, 2062 TUE/THURS 9:30 am - 11:45 am
2063, 2064 TUE/THURS 9:30 am - 11:45 am

CLINICAL: 2060, 2061, 2062 MON/WED 8:00 am - 1:00 pm
2063, 2064 MON/WED 8:00 am - 1:00 pm

FACULTY: Sharon G. Kelsch RNC, FNP, MS South Cottage 851-6765
Ruth M. Kalk, RN, MS South Cottage 851-6727
Frances F. LaFauci RN, MA, MS South Cottage 851-6530
Elisa A. Mancuso RNC, FNS, MS South Cottage 851-6727
Secretary South Cottage 851-6571
TEACHING METHODS AND TOOLS:

1. Lecture and Discussion
2. Clinical Experience
3. Pre and Post Conference
4. Audio-Visual Materials
5. Case Study Seminars
6. Community Project
7. Bibliography
8. Review Handouts

CONCEPTS TO BE INTEGRATED THROUGHOUT EACH UNIT:

1. Maslow's Hierarchy of Needs
2. Human Development
3. Holistic Man
4. Stress and Adaptation
5. Nursing Process
6. Health Illness Continuum
7. Role of the Nurse
8. Safety Factors for Patients and Personnel
9. Individual Variables
10. Aseptic Technique
11. Nutrition
12. Pharmacology
13. Laboratory Tests and Diagnostic Procedures
14. Communication: Interviewing, Interpersonal Relationships
15. Community Based Nursing
METHODS OF STUDENT EVALUATION:

1. Unit Examinations
2. Clinical Evaluation (minimum of two)
3. Written Nursing Care Plans
4. Community Assessment Project
5. Toy Application Activity
6. Teaching Project
7. Attendance Policy - Students must comply with the Attendance Policy that is published in the SCCC Western Campus Nursing Student Handbook. Failure to adhere to this policy may negatively impact upon the student grade for the course. Final Grade will be negatively affected by absence, lateness, and early departures from classes and clinicals.

FINAL GRADE FOR COURSE:

1. Based on 4 Unit Examinations
   a. Test questions will be multiple choice and answered on a Scantron sheet.
   b. All test questions will be drawn from lecture content, required reading assignments and handouts.
   c. Students who are absent from an examination must contact appropriate instructor within two (2) class days for make-up examination scheduling.
   d. Final grade: 25% of each of the Four Unit Examinations; for a total of 100%

2. Clinical performance: Pass/Fail
   All clinical work must be completed by the last clinical day. Failure in the clinical area constitutes a failure for the entire course. Each student will receive a written midterm and final evaluation of clinical performance. See clinical guidelines.

3. Nursing Care Plan: Satisfactory/Unsatisfactory
   - 1 Care Plan required for Maternity with appropriate assessment sheets.
   - 1 Care Plan required for Pediatrics with appropriate growth and development.

4. Current community CPR Certification must be maintained for the duration of this course.

5. Toy Application Activity: Pass/Fail
   Create an original age-appropriate toy or game and pilot test on patients in the clinical setting.

6. Teaching Project: Pass/Fail
   Identify a learning need (knowledge deficit) for a patient or group of patients. Develop and implement a teaching plan and evaluate the effectiveness of the teaching that was done. The patient or patients may be selected from the assigned clinical area or the prenatal clinics. The teaching project will be presented in post-conference in your assigned clinical agency.

7. Community-Based Reports: Pass/Fail

8. Journal: Pass/Fail - A two-page essay that reflects on clinical experience and/or professional issues. This will be a weekly assignment during the Pediatric Rotation.

9. Failure on any of the above areas results in failure for the entire course.

10. Cheating: Cheating in any aspect of academic work results in a zero grade for that work. This includes plagiarism.
Required Text for Reading Assignments:


Recommended:


COURSE OBJECTIVES

Upon completion of this course, the student will be able to meet wellness, acute care and long term care needs for individuals and families across the life span by:

1. Applying communication principles in the development of a comprehensive health assessment.

2. Formulating comprehensive nursing care plans utilizing concepts from nursing, social and physical sciences.

3. Implementing care based on biological and psychosocial principles.

4. Planning alteration in nursing care based upon the patient's response to interventions.

5. Implementing a plan of care establishing priorities based upon Maslow's Hierarchy of Needs.

6. Planning nursing actions to assist in maintaining and restoring optimal functioning.

7. Implementing individualized plans for patient teaching.

8. Preparing a plan of care for the patient's discharge.

9. Identifying community resources to support health care.

10. Utilizing the nursing process in evaluating the effectiveness of planned care.

11. Collaborating with health team members to promote patient advocacy.

12. Discussing the responsibility for continuing nursing education.
TOPICAL OUTLINE

Unit I. Meeting Cardiovascular and Oxygen Needs
Unit II. Meeting Regulatory Needs
Unit III. Meeting Fluid and Nutritional Needs
Unit IV. Meeting Urinary Elimination Needs
Unit V. Meeting Burn Needs
Unit VI. Meeting Sensorineural Needs
Unit VII. Meeting Motor Needs

Course Description: This course is a continuation of the study of the effects of stress on basic human needs. The emphasis is on the adaptation to stress and the use of the nursing process to reduce the stress. Clinical experience in hospital settings and community agencies are utilized to develop nursing skills. Experiences in specialty units will be provided. Registration in this course requires that the student purchase liability insurance through the College. (5 hours lecture, 10 hours clinical experience)

Prerequisites: NR42, BY44

Credit Hours: 8 hours
5 hours lecture weekly/10 hours clinical experience weekly

Lecture - A.M.: MON/WED 9:00 am - 11:15 am
Lecture - P.M.: MON/WED 1:00 pm - 3:15 pm
Clinical: TU/THURS 8:00 am - 1:00 pm

Faculty:
Ruth Kolk, RN, MS South Cottage 851-6727
Sharon Kelsch, RN, MS, RN-C, FNP South Cottage 851-6765
Barbara Gibbons, RN, MS South Cottage 851-6571
Joy Borrego, RN South Cottage 851-6571
Judy Werner, RN South Cottage 851-6571
Secretary South Cottage 851-6571
TEACHING METHODS AND TOOLS:

1. Lecture and Discussion
2. Clinical Experience
3. Pre- and Post- Conferences
4. Reading Assignments
5. Computer Assisted Instruction
6. Audio-Visual Materials
7. Case Study Presentations
8. Community Experience
9. Senior Citizen Health Fair
10. Collaborative Study Groups

INTEGRATED COURSE CONCEPTS

1. Maslow’s Hierarchy of Needs
2. Holistic Man
3. Stress and Adaptation
4. Nursing Process
5. Health Illness Continuum
6. Role of the Nurse
7. Safety Factors for Patients and Personnel
8. Individual Variables
9. Aseptic Technique
10. Nutrition
11. Pharmacology
12. Laboratory Tests and Diagnostic Procedures
13. Communication: Interviewing, Interpersonal Relationships
METHODS OF STUDENT EVALUATION:

1. Unit Examinations
2. Clinical Math Pretest
3. Clinical Evaluation (minimum of two)
4. Written Nursing Care Plan
5. Community Experience Report
6. Discharge Summary Report
7. Teaching Plan
8. Attendance Policy - Students must comply with the Attendance Policy that is published in the SCCC Western Campus Nursing Student Handbook. Failure to adhere to this policy may negatively impact upon the student grade for the course. Final Grade will be negatively affected by absence, lateness, and early departures from classes and clinicals.
9. Use of Computer Assisted Instruction (CAI)
10. Participation in Adult Health Fair

FINAL GRADE FOR COURSE:

1. Based on 4 Unit Examinations:
   a. Test questions will be multiple choice and answered on a Scantron sheet.
   b. All test questions will be drawn from lecture content, required reading assignments, and handouts.
   c. Students who are absent from an examination must contact appropriate instructor within two (2) class days for make-up examination scheduling.
   d. Final grade = 25% for each of the 4 Unit Examinations, for a total of 100%.

2. Clinical Experience: Pass/Fail - All clinical work must be completed by the last clinical day. Failure in the clinical area constitutes a failure for the entire course. Each student will receive a written mid-term and final evaluation of clinical performance.

3. Students must comply with the Student Health Policies and Requirements that are published in the SCCC Western Campus Nursing Student Handbook. Failure to provide the required health records in the clinical area constitutes being unprepared for clinical and thus results in a failed clinical day for each day that the student is in noncompliance.

4. Current community CPR Certification must be maintained for the duration of this course.

5. Nursing Care Plan: Satisfactory/Unsatisfactory

6. Community Project: Pass/Fail

7. Discharge Summary Plan: Pass/Fail

8. Teaching Plan: Pass/Fail


10. Participation in Adult Health Fair

11. FAILURE on any of the above areas results in FAILURE for the ENTIRE COURSE.

12. CHEATING: Cheating in any aspect of academic work results in a Zero grade for that work. This includes plagiarism.
REQUIRED TEXTS FOR READING ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Text No.</th>
<th>Title</th>
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</table>

RECOMMENDED:


And/OR


Or an Equivalent Nursing Review Book


Or an equivalent Nursing Drug Reference Book.
APPENDIX C

Each clinical nursing course outline is published with the program objectives and the appropriate level objectives as noted below:

LEVEL I OBJECTIVES

Upon completion of Fundamentals of Nursing I and Nursing II, the student will be able to:

1. Utilize the nursing process holistically when caring for individuals with common health problems.

2. Demonstrate use of Maslow’s Hierarchy of Needs when identifying and prioritizing health problems of individuals and families.

3. Implement scientific principles and critical thinking skills to provide competent nursing care.

4. Describe the roles of health team members to facilitate communication and interaction to promote positive patient outcomes.

5. Identify the nursing role as a manager of care through communication and collaboration with health team members.

6. Identify community resources for treatment of common predictable health problems.

7. Determine individual learning needs and implement appropriate strategies to improve his/her nursing practice.
LEVEL II OBJECTIVES

Upon completion of Nursing III and Nursing IV and Issues of Nursing, the student will be able to:

1. Utilize the nursing process holistically when caring for individuals and families with common health problems to promote, maintain, and restore optimal health across the life span.

2. Demonstrate use of Maslow’s Hierarchy of Needs when identifying and prioritizing health problems of individuals and families across the life span.

3. Implement scientific principles and critical thinking to provide comprehensive competent nursing care to individuals and families across the life span.

4. Collaborate with health care team members in the delivery of comprehensive care to individuals and families receiving care in structured health care settings.

5. Delegate nursing care to health care team members and maintain accountability for nursing care delegated to others.

6. Discuss changes in the social system that impact delivery of health care in the regional area.

7. Develop knowledge and skills to improve standards of nursing practice.
SUFFOLK COUNTY COMMUNITY COLLEGE
NR77 COURSE OUTLINE

COURSE TITLE: Issues in Nursing
CATALOG NO.: NR77

INSTRUCTOR: F. LaFauci
Spring 1998

I. Course Description:
This course introduces the student to the study of nursing history and contemporary issues that affect health care.

II. Objectives:
The purpose of the course is to provide an opportunity to explore the current issues in nursing and relate them to the personal values and goals of the individual student.

Upon completion of the course, the student will be able to:

1. Discuss the employment opportunities open to the registered nurse and execute activities toward obtaining employment. (Includes resume preparation and job interview skills)
2. Explore the changes inherent in the transition from the role of nursing student to registered nurse.
3. Describe the requirements for licensure as a Registered Professional Nurse in New York State/reciprocity in other states and execute necessary applications for licensure examinations.
4. Describe the opportunities available for associate degree nurses to obtain further education. (Career tracks such as NP or PA, transfer of credits for further education, certification requirements, continuing education options)
5. Compare and contrast the various nursing roles of RN, LPN, Nursing Assistant, Patient Care Associate, multiskilled technician, etc. and apply this knowledge using management principles.
6. Discuss the delegation of skills previously performed by RN’s to Unlicensed Assistive Personnel and the impact of this change on licensed nurses and consumers of health care.
7. Analyze situations that provoke legal, ethical and moral questions concerning nursing practice.
8. Identify the role of various nursing organizations in influencing policy formation affecting nursing practice. Identify other approaches available to nurses to influence policy formation affecting nursing practice.
9. Develop leadership, management, and communication skills for optimal patient care in the current health care environment.
10. Analyze the impact of quality assurance policies on the scope of nursing practice.
11. Identify the reimbursement and health care referral options in current use.
12. Evaluate the legal ramifications of the use of computer technology for patient care documentation.
13. Explore the professional role of the nurse in collaborating with other health care professionals.
III Philosophy of the Course:
The primary goal for nursing students in the Associate Degree Program is to develop the necessary skills to function as a Registered Nurse. The new graduate seeks opportunities for personal fulfillment in the field of nursing and soon realizes that such opportunities are influenced by many economic, social, political and professional forces. The nursing profession interacts with these forces in order to promote optimal health care and to enhance professional development. The rapid rate of change in our technological society is seen in the fast pace of change in the health care system. Thus, the practice of nursing will continue to evolve as long as there are living people on this planet.

IV. Methodology:

The course objectives will be met by collaborative efforts to design, research, study, and share projects to explore the following topics:

A. Career Preparation
   1. Applying for licensure.
   2. Preparing for the NCLEX-RN
   3. The current health care system and new practice settings
   4. Obtaining employment
   5. Nursing education for entry into practice
   6. Education for specialized roles
   7. Continuing education for maintaining competence in practice
   8. Credentials in Nursing
   9. Legal issues in nursing practice

B. The Nursing Profession and the Practitioner
   1. Standards of practice
   2. Current competencies
      * Advocate * Change agent * Able to manage care for a group of patients or for the patient and family in the home * Collaborate * Delegate * Communicate * Resolve conflicts
   3. Professional ethics
   4. The legislative activities that affect nursing
   5. Participation in policy formulations
   6. The nursing associations
V. Course Requirements

This course is designed so that each student creates an individual contract describing his or her plan for course participation.

Grading and Attendance Policy:
Students must exhibit punctual, weekly attendance and participation in the course activities in order to pass the course. These activities represent 70% of the course grade or a C grade.

Students are referred to the SCCC catalog for college policy on satisfactory attendance in courses.

NOTE: ISSUES MEETS ONCE PER WEEK. MORE THAN ONE ABSENCE IS CONSIDERED EXCESSIVE AND YOU WILL BE REQUIRED TO COMPLETE AN ADDITIONAL PROJECT TO COMPENSATE FOR ADDITIONAL ABSENCES.

Each student has the option to choose a topic or project. It must relate to the objectives of the course. The project must be stated on the contract and approved by the instructor. Complex projects may be accomplished collaboratively by small groups. Again, the group project must be approved by the instructor.

Satisfactory completion of an individual or group project earns a B grade
Sharing what you have learned with all of your classmates earns an A grade.

PROJECT IDEAS

Create a “clearing house” for information on continuing education options

Invite a guest speaker to discuss the changing role of the nurse in a “re-engineered hospital”

Present the “patient care technician” as an effective person in providing nursing care

Have a nursing graduate panel

Have a speaker to explain quality assurance activities and how these impact on the role of the nurse and the provision of nursing care.

Explore the impact of technology on documentation and the legal implications.

Create, distribute and analyze a survey contrasting consumer perception of health care at a North Shore and South Shore Hospital.

Explore the issue of cultural diversity and its impact on provision of nursing care.

Discuss the ethical issues pertaining to DNR orders.
## COURSE CALENDAR

<table>
<thead>
<tr>
<th>DATES</th>
<th>AM CLASS</th>
<th>PM CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/26/98</td>
<td>Design course to meet class objectives.</td>
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<tr>
<td>2/2/98</td>
<td>&quot;BLUE BOOK DAY&quot; - legal aspects of licensure/fill out forms</td>
<td></td>
</tr>
<tr>
<td>2/9/98</td>
<td>Sample resume and cover letter ready for feedback</td>
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<tr>
<td>2/16/98</td>
<td></td>
<td>Holiday!</td>
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<tr>
<td>2/23/98</td>
<td></td>
<td>History/Conflicts Management</td>
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<tr>
<td>3/9/98</td>
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<td>3/16/98</td>
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<td>3/23/98</td>
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<td>3/30/98</td>
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<td>4/6/98</td>
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<tr>
<td>4/13/98</td>
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<td>April Recess</td>
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<td>4/20/98</td>
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<td>4/27/98</td>
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<td>5/4/98</td>
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<tr>
<td>5/11/98</td>
<td></td>
<td>Graduate Panel</td>
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<tr>
<td>5/18/98</td>
<td></td>
<td>Complete program exit questionnaires and course evaluations</td>
</tr>
</tbody>
</table>

Spring Recess, Wednesday 4/8
Classes Resume, 4/20
COURSE: Summer Cooperative Nursing Experience
Summer, 1998

CATALOG NO.: NR80

FACULTY: Elisa A. Mancuso, RNC, MS, FNS

Course Description:

This elective cooperative education course is offered over the summer for ten weeks. The focus will be on refining clinical skills and working as a member of the health care team. The clinical component involves actual work experience at an off-campus health care facility where the student works under the direct supervision of a clinical preceptor and under the guidance of a faculty mentor. The seminar component includes discussion of clinical experiences and instruction in physical assessment. Normal adult findings and the development of manual skills essential to physical examination will be emphasized. Registration in this course requires that students purchase liability insurance through the college.

Prerequisites: NR27 + CPR Certification

Credit Hours: 4

2.5 hours Seminar weekly
22.5 hours Clinical Experience weekly

Seminar: Thursday, 9:00 a.m. - 11:30 a.m.

Clinical: Hours/Site - per individual assignment with clinical facility
Course Objectives:

Upon completion of this course, the student will be able to:

1. Assess the physiological, psychosocial and environmental status of the patient based on Maslow's Hierarchy of Needs.
2. Identify developmental needs as they emerge during the life cycle.
3. Explain the processes of aging as they affect individual functioning.
4. Apply communication principles in the development of a database.
5. Develop manual skills essential to the physical examination.
6. Demonstrate competence in the use of instruments/tools related to physical examination.
8. Provide patient care using an established nursing care plan.
9. Describe the collaborative roles of health team members in the delivery of care.
10. Compare and contrast communication techniques utilized to promote a therapeutic relationship.
11. Identify appropriate community resources available to the patient.
12. Discuss methods to assist a patient in the transition from the hospital to the community.

Teaching Methods and Tools:

1. Lecture and Discussion
2. Demonstration and Return Demonstration
3. Audio-Visual Materials
4. Role Playing
5. Small Group Discussion
Methods of Student Evaluation:

1. Clinical Evaluation: Pass/Fail

   All clinical work must be completed by the last clinical day. **Failure in the clinical area constitutes a failure for the entire course.** Each student will have a midterm conference which will include the student, preceptor and faculty and a final written evaluation of clinical performance. See Clinical Guidelines (attached).

2. Health History Assessment

   A comprehensive health history that incorporates the Nursing Process and addresses physical, psychological and social needs.
   (50% of grade)

3. Weekly Journal

   A two page entry that reflects on clinical experience and/or professional issues.
   (5% for each of the ten journals; for a total of 50%)

Failure on any of the above areas results in failure for the entire course.

Attachments:

Guidelines in Determining Student Clinical Grade

Behavior and Dress Code

Attendance Policy

Position Description for Nursing Students in Cooperative Experience

Nursing Skills Inventory Checklist

Performance Objectives for Clinical Evaluation

Required Personal and Professional Responsibilities

Responsibilities of Clinical Preceptors
### COURSE CONTENT OVERVIEW

#### Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>June 2, 1998</td>
<td>1</td>
<td>Orientation and Health History Assessment</td>
</tr>
<tr>
<td>June 9, 1998</td>
<td>2</td>
<td>General Survey Techniques of Exam and Skin</td>
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<tr>
<td>June 18, 1998</td>
<td>3</td>
<td>Head and Neck</td>
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<tr>
<td>June 25, 1998</td>
<td>4</td>
<td>Thorax and Lungs</td>
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<tr>
<td>July 2, 1998</td>
<td>5</td>
<td>Cardiovascular</td>
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<tr>
<td>July 9, 1998</td>
<td>6</td>
<td>Breasts, Axilla and Abdomen</td>
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<tr>
<td>July 16, 1998</td>
<td>7</td>
<td>Musculoskeletal System</td>
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<tr>
<td>July 23, 1998</td>
<td>8</td>
<td>Neurological System</td>
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<tr>
<td>July 30, 1998</td>
<td>9</td>
<td>Genitourinary System</td>
</tr>
<tr>
<td>August 6, 1998</td>
<td>10</td>
<td>Course Evaluation</td>
</tr>
</tbody>
</table>
ATTENDANCE POLICY: Applicable to all nursing courses

1. Students must be able to meet ALL of the course objectives in the Course Outline and on the Performance Evaluation Form in order to pass each nursing course.

2. Students are expected to attend ALL nursing classes in order to meet all objectives of the course. Pre and post conferences are an integral aspect of the clinical experience and students are required to participate in this experience.

3. Students are expected to be ready to begin all nursing classes at the at the appointed time and to remain in class until class is ended.

   A pattern of lateness, leaving class early and/or absence in lecture, laboratory or the clinical setting will negatively affect your grade.

4. Absence and lateness will be reviewed by a faculty committee. Appropriate action will be taken by the committee as to the status of the student in the course. Excessive absence or lateness may lead to failure in the course.
   (See the SCCC catalog policy on Absences.)

5. In the rare event of an extreme emergency that requires the student to be late or absent, students will be expected to notify the clinical agency. Call at least one hour prior to the beginning of the clinical experience.

   a. Leave your message, being sure to state:
      - your name and phone number
      - your school
      - the hospital unit to which you are assigned
      - the clinical instructor's name

   b. Obtain the name of the person taking the message, when possible.

WRITTEN ASSIGNMENTS:

Assignments must be submitted on the specific date designated by the instructor.
Unexcused lateness could result in a failing grade. It is expected that all work will follow college standards in writing. Late assignments in the clinical area may be assigned as a “failed clinical day” at the discretion of the instructor.

R 7/92
R 5/95
R 7/96
SUFFOLK COUNTY COMMUNITY COLLEGE
WESTERN CAMPUS
NURSING PROGRAM

Name:  
Course:  NR20 Fundamentals of Nursing I  
Clinical Agency:  
Date:  From:  To:  
Faculty:  

# Of Clinical Experiences  
# Of Written Assignments Required  
# Of Written Assignments Submitted  
# Of Absences:

EVALUATION CRITERIA - NR20 NURSING I
All areas are critical. In Part I, a minimum rating of 2 or better in each category must be achieved on the final evaluation to receive a passing grade. In Part II, a rating of satisfactory must be achieved on the final evaluation to receive a passing grade.

<table>
<thead>
<tr>
<th>I. PERFORMANCE OBJECTIVES FOR CLINICAL EVALUATION</th>
<th>NA/NO</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
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<tbody>
<tr>
<td><strong>A. ASSESSMENT:</strong></td>
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<tr>
<td>1. Identifies sources of information containing personal data and history.</td>
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<td>2. Assesses patient needs for common health problems.</td>
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<td>3. Collects data to identify patient's problems.</td>
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<td>4. Recognizes overt obstacles to need satisfaction.</td>
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<td><strong>B. PLANNING:</strong></td>
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<tr>
<td>1. Organizes data.</td>
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<tr>
<td>2. Establishes Nursing Diagnoses.</td>
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<td>3. Describes a plan of care which allows the patient to assist in meeting basic needs.</td>
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<td>4. Utilizes objective and subjective data in formulating a patient care plan.</td>
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<td>5. Plans nursing interventions based on assessment of patient's needs.</td>
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<td>7. Plans to meet patient needs in a designated period of time.</td>
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<td><strong>C. IMPLEMENTATION:</strong></td>
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<tr>
<td>1. Applies basic techniques of communication.</td>
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<tr>
<td>2. Interacts appropriately with patients.</td>
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<tr>
<td>3. Identifies the nurse's role in managing patient care.</td>
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<tr>
<td>4. Identifies the nurse's role in establishing interpersonal relationships.</td>
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<tr>
<td>5. Applies scientific principles and critical thinking skills to provide competent care.</td>
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</table>
I. PERFORMANCE OBJECTIVES FOR CLINICAL EVALUATION

<table>
<thead>
<tr>
<th></th>
<th>NA/NO</th>
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<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>6.</td>
<td>Implements appropriate nursing action based on patient needs.</td>
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<td>7.</td>
<td>Provides care according to the predetermined plan to promote positive patient outcomes.</td>
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<td>8.</td>
<td>Administers medications accurately and in accordance with agency protocol.</td>
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<tr>
<td>9.</td>
<td>Consults with instructor and/or staff when implementing nursing care plan.</td>
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<tr>
<td>10.</td>
<td>Reports patient status to instructor and/or nursing staff.</td>
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</tbody>
</table>

D. EVALUATION:

1. Reports and records the effects of selected therapeutic measures.

2. Reports and records the response of the patient to selected nursing interventions.

---

II. CRITERIA FOR EVALUATING PROFESSIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th></th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

A. SAFETY:


2. Interprets information and directions correctly.


4. Reports own errors.

5. Uses aseptic technique correctly.

B. SKILL IN COMMUNICATION:

1. Speaks clearly and effectively.

2. Expresses ideas clearly in writing.

3. Interacts professionally with nursing staff.

4. Asks relevant and appropriate questions.

C. PROFESSIONAL STANDARDS:

1. Maintains ethical standards of practice.

2. States legal responsibilities in nursing practice.

3. Accepts responsibility for and maintains accountability for own nursing practice.
<table>
<thead>
<tr>
<th>PERFORMANCE OBJECTIVES FOR CLINICAL EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. CRITERIA FOR EVALUATING PROFESSIONAL DEVELOPMENT</td>
</tr>
<tr>
<td>D. CRITICAL THINKING:</td>
</tr>
<tr>
<td>1. Organizes information effectively.</td>
</tr>
<tr>
<td>2. Prioritizes interventions appropriately.</td>
</tr>
<tr>
<td>3. Analyzes data appropriately.</td>
</tr>
<tr>
<td>4. Identifies problems in a timely manner.</td>
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<tr>
<td>E. INTERPERSONAL RELATIONSHIPS:</td>
</tr>
<tr>
<td>1. Participates effectively as a member of a group.</td>
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<tr>
<td>2. Collaborates effectively with health team members.</td>
</tr>
<tr>
<td>3. Utilizes constructive criticism and changes behavior accordingly.</td>
</tr>
<tr>
<td>F. RESPONSIBILITY FOR LEARNING:</td>
</tr>
<tr>
<td>1. Evaluates own competencies and changes behavior accordingly.</td>
</tr>
<tr>
<td>2. Shows initiative in seeking additional information.</td>
</tr>
<tr>
<td>G. PERSONAL RESPONSIBILITY:</td>
</tr>
<tr>
<td>1. Reports to clinical facility on time.</td>
</tr>
<tr>
<td>2. Submits written assignments on time.</td>
</tr>
<tr>
<td>3. Clinical absences do not exceed policy limit.</td>
</tr>
<tr>
<td>4. Presents a professional appearance.</td>
</tr>
</tbody>
</table>
Instructors Comments:

Instructor’s Signature ___________________________ Date: ___________________________

Student’s Comments:

Student’s Signature ___________________________ Date: ___________________________

KEY TO PERFORMANCE APPRAISAL

3 - Performance meets clinical objectives and exceeds requirements
2 - Performance meets clinical objectives
1 - Performance does not meet clinical objectives
NA - Not applicable
NO - Not observed
Satisfactory - Performance meets clinical objectives
Unsatisfactory - Performance does not meet clinical objectives

(MAC 11/82, 10/89, 10/97)
(JG 10/90, 6/93, 8/93)
# Of Clinical Experiences
# Of Written Assignments Required
# Of Written Assignments Submitted
# Of Absences:

EVALUATION CRITERIA - NR27 NURSING II
Form A: Care of the Adult I, Medical/Surgical Nursing

All areas are critical. In Part I, a minimum rating of 2 or better in each category must be achieved on the final evaluation to receive a passing grade. In Part II, a rating of satisfactory must be achieved on the final evaluation to receive a passing grade.

<table>
<thead>
<tr>
<th>I. PERFORMANCE OBJECTIVES FOR CLINICAL EVALUATION</th>
<th>NA/NO</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. ASSESSMENT:</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>1. Assesses physiological &amp; psychosocial factors that influence the needs of individual patients.</td>
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<tr>
<td>2. Identifies immediate environmental factors that influence the needs of individual patients.</td>
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<tr>
<td>3. Explains the relationship between the patient's altered health status and related therapeutic regimen.</td>
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<tr>
<td>4. Applies interviewing principles to collect data.</td>
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<tr>
<td><strong>B. PLANNING:</strong></td>
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<td></td>
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</tr>
<tr>
<td>1. Establishes Nursing Diagnosis.</td>
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<tr>
<td>2. Arranges problems in priority order applying Maslow's theory.</td>
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<tr>
<td>3. Plans nursing interventions based on actual and potential patient problems.</td>
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</tr>
<tr>
<td>4. Identifies specific cultural and environmental aspects when formulating plan.</td>
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<tr>
<td>5. Formulates holistic patient care plans for common health problems.</td>
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<tr>
<td>6. Reviews nursing care plan with instructor.</td>
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<tr>
<td>7. Discusses appropriate community resources for managing common predictable health problems.</td>
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<tr>
<td><strong>C. IMPLEMENTATION:</strong></td>
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</tr>
<tr>
<td>1. Interacts appropriately with the patient and/or family.</td>
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<tr>
<td>2. Discusses the nurse's role in managing patient care.</td>
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<tr>
<td>3. Establishes therapeutic nurse/patient relationships.</td>
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</tbody>
</table>
I. PERFORMANCE OBJECTIVES FOR CLINICAL EVALUATION

<table>
<thead>
<tr>
<th></th>
<th>NA/NO</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Applies scientific principles and critical thinking skills to provide competent care.</td>
<td></td>
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<tr>
<td>5.</td>
<td>Seeks guidance appropriately when carrying out procedures.</td>
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<tr>
<td>6.</td>
<td>Demonstrates proficiency with basic skills.</td>
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<tr>
<td>7.</td>
<td>Provides care according to a predetermined plan to promote positive patient outcomes.</td>
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<tr>
<td>8.</td>
<td>Administers medications accurately and in accordance with agency protocol.</td>
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<tr>
<td>9.</td>
<td>Immediately reports adverse changes in patient status to instructor.</td>
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</tr>
</tbody>
</table>

D. EVALUATION:

1. Evaluates effectiveness of planned nursing interventions.

2. Identifies factors that interfere with the effectiveness of nursing interventions.

3. Documents patient status and response to care.

II. CRITERIA FOR EVALUATING PROFESSIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th></th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

A. SAFETY:


2. Interprets information and directions correctly.


4. Reports own errors.

5. Uses aseptic techniques correctly.

B. SKILL IN COMMUNICATION:

1. Speaks clearly & effectively.

2. Expresses ideas clearly in writing.

3. Interacts professionally with nursing staff.

4. Asks relevant and appropriate questions.

C. PROFESSIONAL STANDARDS:

1. Maintains ethical standards of practice.

2. Describes legal responsibilities in nursing practice.

3. Accepts responsibility for and maintains accountability for own nursing practice.
II. CRITERIA FOR EVALUATING PROFESSIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>D. CRITICAL THINKING:</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organizes information effectively.</td>
<td></td>
<td></td>
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<tr>
<td>2. Priorities interventions appropriately.</td>
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<tr>
<td>3. Analyzes patient data appropriately.</td>
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<tr>
<td>4. Identifies problems in a timely manner.</td>
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</table>

<table>
<thead>
<tr>
<th>E. INTERPERSONAL RELATIONSHIPS:</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participates effectively as a member of a group.</td>
<td></td>
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</tr>
<tr>
<td>2. Collaborates effectively with health team members.</td>
<td></td>
<td></td>
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<tr>
<td>3. Utilizes constructive criticism and changes behavior accordingly.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>F. RESPONSIBILITY FOR LEARNING:</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluates own nursing competencies and changes behavior accordingly.</td>
<td></td>
<td></td>
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<tr>
<td>3. Utilizes resources to enhance learning.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>G. PERSONAL:</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reports to clinical facility on time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Submits written assignments on time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Clinical absences do not exceed policy limit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Presents a professional appearance.</td>
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</tr>
</tbody>
</table>
Instructors Comments:

Instructor’s Signature ___________________________ Date: ______________________

Student’s Comments:

Student’s Signature ___________________________ Date: ______________________

KEY TO PERFORMANCE APPRAISAL

3 - Performance meets clinical objectives and exceeds requirements
2 - Performance meets clinical objectives
1 - Performance does not meet clinical objectives
NA - Not applicable
NO - Not observed
Satisfactory - Performance meets clinical objectives
Unsatisfactory - Performance does not meet clinical objectives

(MAC 11/82, 10/89, 10/97) (JG 10/90, 6/93, 8/93)
SUFFOLK COUNTY COMMUNITY COLLEGE
WESTERN CAMPUS
NURSING PROGRAM

Name:                      # Of Clinical Experiences
Course: NR27 Nursing II # Of Written Assignments Required
Clinical Agency:          # Of Written Assignments Submitted
Date: From: To:           # Of Absences:
Faculty:

EVALUATION CRITERIA - NR27 NURSING II
FORM LB: Psychosocial Nursing

All areas are critical. In Part I, a minimum rating of 2 or better in each category must be achieved on the final evaluation to receive a passing grade. In Part II, a rating of satisfactory must be achieved on the final evaluation to receive a passing grade.

<table>
<thead>
<tr>
<th>I. PERFORMANCE OBJECTIVES FOR CLINICAL EVALUATION</th>
<th>NA/NO</th>
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<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. ASSESSMENT:</td>
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<td></td>
</tr>
<tr>
<td>1. Assesses data from patient, family, and other members of the health team.</td>
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<tr>
<td>2. Observes and describes patient behavior in nonjudgmental terms.</td>
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<tr>
<td>3. Assesses level of anxiety in patient, family, and self.</td>
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<tr>
<td>4. Identifies own attitudes, feelings, and/or behavior in the nurse-patient relationship.</td>
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<tr>
<td>B. PLANNING:</td>
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</tr>
<tr>
<td>1. Begins to interpret the meaning of patient behavior as an indication of needs.</td>
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<tr>
<td>2. Utilizes theory to clarify and interpret data.</td>
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<tr>
<td>3. Establishes Nursing Diagnoses.</td>
<td></td>
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<tr>
<td>4. Formulates a plan of nursing action based on identified needs applying Maslow’s theory.</td>
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<tr>
<td>5. Identifies specific cultural and environmental aspects when formulating plan.</td>
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<tr>
<td>6. Discusses appropriate community resources available for people with psychological problems.</td>
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<tr>
<td>C. IMPLEMENTATION:</td>
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<tr>
<td>1. Interacts with patients in a nonjudgmental and empathic manner.</td>
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<tr>
<td>2. Intervenes at a beginning level to reduce anxiety in patient and self.</td>
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<tr>
<td>3. Listens and directs inquiry productively.</td>
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</tbody>
</table>
I. PERFORMANCE OBJECTIVES FOR CLINICAL EVALUATION

D. EVALUATION:

<table>
<thead>
<tr>
<th></th>
<th>NA/NO</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognizes the effect of own attitudes, feelings and behavior on the nurse-patient relationship.</td>
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<tr>
<td>2. Evaluates patient response according to outcome criteria.</td>
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<tr>
<td>3. Evaluates the effect of nursing actions on patients behaviors.</td>
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</table>

II. CRITERIA FOR EVALUATING PROFESSIONAL DEVELOPMENT

A. SAFETY:

<table>
<thead>
<tr>
<th></th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
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</thead>
<tbody>
<tr>
<td>2. Interprets information and directions correctly.</td>
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<tr>
<td>4. Reports own errors.</td>
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</table>

B. SKILL IN COMMUNICATION:

<table>
<thead>
<tr>
<th></th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
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</thead>
<tbody>
<tr>
<td>1. Speaks clearly and effectively.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Expresses ideas clearly in writing.</td>
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<td></td>
</tr>
<tr>
<td>3. Interacts professionally with nursing staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Asks relevant and appropriate questions.</td>
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</table>

C. PROFESSIONAL STANDARDS:

<table>
<thead>
<tr>
<th></th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintains ethical standards of practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. States legal responsibilities in nursing practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Accepts responsibility for and maintains accountability for own nursing practice.</td>
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</table>

D. CRITICAL THINKING:

<table>
<thead>
<tr>
<th></th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
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</thead>
<tbody>
<tr>
<td>1. Organizes information effectively.</td>
<td></td>
<td></td>
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<tr>
<td>2. Prioritizes interventions appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Analyzes patient data accurately.</td>
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<td></td>
</tr>
<tr>
<td>4. Identifies problems in a timely manner.</td>
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</tbody>
</table>
### E. INTERPERSONAL RELATIONSHIPS:

1. Participates effectively as a member of a group.  
2. Collaborates effectively with health team members.  
3. Utilizes constructive criticism and changes behavior accordingly.

### II. CRITERIA FOR EVALUATING PROFESSIONAL DEVELOPMENT

| Satisfactory | Unsatisfactory |

### F. RESPONSIBILITY FOR LEARNING:

1. Evaluates own nursing competencies, and changes behavior accordingly.  
2. Shows initiative in seeking additional information.  
3. Utilizes resources to enhance learning.

### G. PERSONAL:

1. Reports to clinical facility on time.  
2. Submits written assignments on time.  
3. Clinical absences do not exceed policy limit.  
4. Presents a professional appearance.
**SUFFOLK COUNTY COMMUNITY COLLEGE**  
**WESTERN CAMPUS**

**NURSING PROGRAM**

Name:  
Course: NR42 Nursing III  
Clinical Agency:  
Date: From: To:  
Faculty:  

**PERFORMANCE EVALUATION:**
All areas are critical. In Part I, a minimum rating of 2 or better in each category must be achieved on the final evaluation to receive a passing grade. In Part II, a rating of satisfactory must be achieved on the final evaluation to receive a passing grade.

---

### I. CRITERIA FOR EVALUATING CLINICAL PERFORMANCE

<table>
<thead>
<tr>
<th>A. ASSESSMENT:</th>
<th>NA/NO</th>
<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Assesses physiological and psychological status of patient and/or family members to identify actual or potential health problems.</td>
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<tr>
<td>2. Gathers pertinent information from members of the health team and other resources.</td>
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<tr>
<td>3. Applies interviewing principles in the development of a data base.</td>
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<tr>
<td>5. Demonstrates appropriate physical assessment skills in the development of a data base.</td>
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<tr>
<td>6. Assesses health care delivery system to identify actual or potential problems.</td>
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### B. PLANNING:

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<tr>
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<th>NA/NO</th>
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</thead>
<tbody>
<tr>
<td>1. Utilizes scientific principles and critical thinking to develop a holistically based care plan.</td>
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<tr>
<td>2. Establishes Nursing Diagnoses in priority order, applying Maslow’s Theory.</td>
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<tr>
<td>3. Plans nursing action to assist family member in meeting their needs.</td>
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<tr>
<td>4. Alters nursing priorities to reflect changes in family needs.</td>
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<tr>
<td>5. Develops appropriate teaching plan to meet health needs of individual patients and families.</td>
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<tr>
<td>6. Includes appropriate community resources in planning to meet health needs of the family.</td>
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</table>
## I. CRITERIA FOR EVALUATING CLINICAL PERFORMANCE

### C. IMPLEMENTATION:

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<thead>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Initiates nursing actions as a member of the health team.</td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Prioritizes nursing implementation strategies for individual patients.</td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>Utilizes nursing actions to address patients' and families' health promotion, maintenance and restoration.</td>
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<tr>
<td>4.</td>
<td>Interacts appropriately with patients and families.</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>Exhibits a caring attitude toward patients and families.</td>
<td></td>
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<tr>
<td>6.</td>
<td>Modifies nursing actions to promote optimal level of wellness for the family unit or its members.</td>
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<tr>
<td>7.</td>
<td>Demonstrates the ability to plan and delegate nursing responsibilities.</td>
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<tr>
<td>8.</td>
<td>Collaborates with members of the multidisciplinary team to provide comprehensive care.</td>
<td></td>
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<tr>
<td>9.</td>
<td>Consults with the instructor and/or staff, when appropriate, before modifying care.</td>
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<tr>
<td>10.</td>
<td>Informs patient and family about appropriate community resources.</td>
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<tr>
<td>11.</td>
<td>Establishes priorities of nursing care for a group of patients.</td>
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<tr>
<td>12.</td>
<td>Administers medications accurately, and in accordance with agency protocol.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Implements teaching plan for patients and/or families.</td>
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### D. EVALUATION:

<p>| | | | |</p>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Evaluates effectiveness of nursing actions on the family and its members.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Identifies factors that interfere with the effectiveness of nursing interventions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Evaluates the effectiveness of a teaching plan for the patient and/or family.</td>
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<tr>
<td>5.</td>
<td>Revises nursing care plan based on patient's response to interventions.</td>
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</table>

## II. CRITERIA FOR EVALUATING PROFESSIONAL DEVELOPMENT

### A. SAFETY:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2.</td>
<td>Interprets information and directions correctly.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Reports own errors.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Uses aseptic technique correctly.</td>
<td></td>
</tr>
</tbody>
</table>
II. CRITERIA FOR EVALUATING PROFESSIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>B. SKILL IN COMMUNICATION:</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speaks clearly and effectively.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Asks relevant and appropriate questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Interacts professionally with members of the health team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Expresses ideas clearly in writing.</td>
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<thead>
<tr>
<th>C. PROFESSIONAL STANDARDS:</th>
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<tr>
<td>1. Accepts responsibility and maintains accountability for own nursing practice.</td>
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<td>2. Maintains accountability for nursing care delegated to others.</td>
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<td>4. Maintains legal responsibilities in nursing practice.</td>
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<tr>
<th>D. CRITICAL THINKING</th>
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<tr>
<td>1. Organizes information effectively.</td>
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<td>2. Prioritizes interventions appropriately.</td>
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<td>3. Analyzes patient data accurately.</td>
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<td>4. Identifies problems in a timely manner.</td>
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<tr>
<th>E. INTERPERSONAL RELATIONSHIPS:</th>
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<tr>
<td>1. Participates effectively as a member of a group.</td>
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<td>2. Utilizes constructive criticism and changes behavior accordingly.</td>
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<tr>
<td>3. Discusses the relationship of the nurse to other health team members.</td>
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<tr>
<th>F. RESPONSIBILITY FOR LEARNING:</th>
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<tr>
<td>1. Evaluates own nursing competencies and changes behavior accordingly.</td>
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<td>2. Shows initiative in seeking additional information.</td>
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<td>3. Utilizes resources to enhance knowledge.</td>
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<tr>
<th>G. PERSONAL:</th>
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<tbody>
<tr>
<td>1. Reports to clinical facility on time.</td>
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<td>2. Submits written assignments on time.</td>
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<td>3. Clinical absences do not exceed policy limit.</td>
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<td>4. Presents a professional appearance.</td>
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SUFFOLK COUNTY COMMUNITY COLLEGE
WESTERN CAMPUS

NURSING PROGRAM

Name:  
Course:  NR47, Nursing IV  
Clinical Agency:  
Date:  From:  To:  
Faculty:  

# Of Clinical Experiences  
# Of Written Assignments Required  
# Of Written Assignments Submitted  
# Of Absences:  

PERFORMANCE EVALUATION:
All areas are critical. In Part I, a minimum rating of 2 or better in each category must be achieved on the final evaluation to receive a passing grade. In Part II, a rating of satisfactory must be achieved on the final evaluation to receive a passing grade.

<table>
<thead>
<tr>
<th>I. CRITERIA FOR EVALUATING CLINICAL PERFORMANCE</th>
<th>NA/NO</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td><strong>A. ASSESSMENT:</strong></td>
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<tr>
<td>1. Assesses physiological and psychological status of patient and/or family members to identify actual or potential health problems.</td>
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<tr>
<td>2. Gathers pertinent information from members of the health team and other resources.</td>
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<tr>
<td>3. Applies interviewing principles in the development of a data base.</td>
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<tr>
<td>5. Demonstrates appropriate physical assessment skills in the development of a data base.</td>
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<tr>
<td>6. Assesses health care delivery system to identify actual or potential problems.</td>
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<td><strong>B. PLANNING:</strong></td>
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<tr>
<td>1. Utilizes scientific principles and critical thinking to develop a holistically based care plan.</td>
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<tr>
<td>2. Establishes Nursing Diagnoses in priority order, applying Maslow’s Theory.</td>
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<tr>
<td>3. Plans nursing action to assist patients in meeting their needs.</td>
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<tr>
<td>4. Proposes alterations in patient’s care to reflect changes in patient needs.</td>
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<tr>
<td>5. Develop appropriate teaching plan to meet health needs of individual patients and groups.</td>
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<tr>
<td>6. Includes appropriate community resources in planning to meet health needs of the patient.</td>
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</table>
## I. CRITERIA FOR EVALUATING CLINICAL PERFORMANCE

### C. IMPLEMENTATION:

1. Initiates nursing actions as a member of the health team.

2. Prioritizes nursing implementation strategies for individual patients.

3. Utilizes nursing actions to address patients’ and families’ health promotion, maintenance and restoration needs.

4. Interacts appropriately with patients.

5. Exhibits a caring attitude toward patients and families.

6. Modifies nursing actions to promote optimal level of wellness for each patient.

7. Demonstrates the ability to plan and delegate nursing responsibilities.

8. Collaborates with members of the multidisciplinary team to provide comprehensive care.

9. Consults with the instructor and/or staff, when appropriate, before modifying care.

10. Investigates appropriate community resources for patients and families.

11. Establishes priorities of nursing care for a group of patients.

12. Administers medications accurately, and in accordance with agency protocol.

13. Implements teaching plan for patients and/or families.


### D. EVALUATION:

1. Evaluates effectiveness of nursing actions on the patient.

2. Identifies factors that interfere with the effectiveness of nursing interventions.

3. Evaluates the effectiveness of a teaching plan for the patient and/or family.


5. Revises nursing care plan based on patients’ response to interventions.

6. Reviews social system changes that impact delivery of regional health care.

## II. CRITERIA FOR EVALUATING PROFESSIONAL DEVELOPMENT

### A. SAFETY:


2. Interprets information and directions correctly.


4. Reports own errors.

5. Uses aseptic technique correctly.
### II. CRITERIA FOR EVALUATING PROFESSIONAL DEVELOPMENT

#### B. SKILL IN COMMUNICATION:
1. Speaks clearly and effectively.
2. Asks relevant and appropriate questions.
3. Interacts professionally with members of the health team.
4. Expresses ideas clearly in writing.

#### C. PROFESSIONAL STANDARDS:
1. Accepts responsibility and maintains accountability for own nursing practice.
2. Maintains accountability for nursing care delegated to others.
4. Maintains legal responsibilities in nursing practice.

#### D. CRITICAL THINKING
1. Organizes information effectively.
2. Prioritizes interventions appropriately.
3. Analyzes patient data accurately.
4. Identifies problems in a timely manner.

#### E. INTERPERSONAL RELATIONSHIPS:
1. Participates effectively as a member of a group.
2. Utilizes constructive criticism and changes behavior accordingly.
3. Discusses the relationship of the nurse to other health team members.

#### F. RESPONSIBILITY FOR LEARNING:
1. Evaluates own nursing competencies and changes behavior accordingly.
2. Shows initiative in seeking additional information.
3. Utilizes resources to enhance knowledge.

#### G. PERSONAL:
1. Reports to clinical facility on time.
2. Submits written assignments on time.
3. Clinical absences do not exceed policy limit.
4. Presents a professional appearance.
KEY TO PERFORMANCE APPRAISAL

3 - Performance meets clinical objectives and exceeds requirements
2 - Performance meets clinical objectives
1 - Performance does not meet clinical objectives
NA - Not applicable
NO - Not observed
Satisfactory - Performance meets clinical objectives
Unsatisfactory - Performance does not meet clinical objectives

(Rev. 8/96)
(Rev. 11/97)
Student Responsibility for Safe Clinical Practice

GUIDELINES IN DETERMINING STUDENT CLINICAL GRADE

The clinical component of each nursing course provides nursing students with the opportunity to apply nursing principles in a practice setting. This is an essential skill for every competent practitioner of nursing.

The four overriding criteria for a satisfactory passing grade in the clinical area are:

1. Using the steps of the nursing process for scientific problem solving.
2. Maintaining medical and surgical asepsis.
3. Maintaining physical safety.

The critical behavior for evaluating student performance is the student’s ability to make clinical decisions for safe patient care. Such decision making reflects the ability of nursing students to apply nursing principles in a variety of situations. Meeting these criteria constitutes competent performance and a satisfactory passing grade.

When a student jeopardizes patient care by violating one of these principles, it shall constitute a failure for that clinical day.* A student fails a course when repeated failures occur. The specific standard for failure in each course is:

1. NR20 Four (4) failed clinical days.
2. NR27 Four (4) failed clinical days.
3. NR42 Three (3) failed clinical days.
4. NR47 Three (3) failed clinical days.

*Please note that a failed clinical evaluation will constitute a failed clinical day.

Students responsibilities in this situation include:

1. Taking responsibility for one’s own actions.
2. Identify own error. Ask for assistance.
3. Develop and utilize strategies to assist in clinical decision making.

Faculty responsibilities in this situation include:

1. Counseling the student.
2. Providing a written notification regarding the failure.
3. Provide recommendations for corrective action.

Clinical Skills Policy

Students entering NR27, NR42 and NR47 are expected to be able to perform all nursing skills that were taught in prior nursing courses. In cases where the student may not have had the opportunity to practice the skill in an actual clinical situation, the student should be prepared to demonstrate proficiency by correctly stating all the steps involved in performing a particular skill/procedure and by demonstrating the skill in the nursing practice lab. Students are responsible to independently practice in the nursing lab during their out-of-class time in order to gain skill proficiency.
APPENDIX E
AGREEMENT

THIS AGREEMENT is between SUFFOLK COUNTY COMMUNITY COLLEGE (COLLEGE), having its principal administrative office at 533 College Road, Selden, New York 11784-2899, a chartered Community College (pursuant to New York State Education Law) under the sponsorship of the COUNTY OF SUFFOLK (COUNTY), a municipal corporation of the State of New York, having its principal office at the County Center, Riverhead, New York 11901, and ____________________________________________ (HOSPITAL), a voluntary not-for-profit corporation organized under the laws of New York State, having its principal office at ____________________________.

The parties hereto desire to make available to the COLLEGE the services of the HOSPITAL to provide facilities for clinical observations and experiences at the HOSPITAL for COLLEGE students enrolled in the College Nursing, Nursing Assistant and Health Careers Programs and no funding is required under the COLLEGE Operating Budget.

TERM OF AGREEMENT: Shall be ______________ through ______________

TOTAL COST OF AGREEMENT: No cost to COLLEGE or HOSPITAL.

TERMS AND CONDITIONS: Shall be as set forth in Exhibits A through C attached.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the latest date written below.

__________________________________________
By: ______________________________________
Title: ____________________________________
Date: ________________________________

APPROVED AS TO FORM, NOT REVIEWED AS TO EXECUTION:

ROBERT J. CIMINO
Suffolk County Attorney

__________________________________________
By: Cynthia Kay Parry
Assistant County Attorney
Date: ________________________________

__________________________________________
By: Salvatore J. La Lima
President
Date: ________________________________

__________________________________________
By: B. Wayne Pevey
Executive Dean
Date: ________________________________

SUDDOLK COUNTY COMMUNITY COLLEGE

Page 1 of 17 pages
EXHIBIT A

1. HOSPITAL AND COLLEGE RESPONSIBILITIES:
The responsibilities of the HOSPITAL and the COLLEGE shall be as described in Exhibit B attached to and made part of this Agreement.

2. TERM:
This Agreement shall cover the period provided on the first page thereof, unless sooner terminated as provided below.

3. CONTACT PERSONS:
The contact persons for the parties to this Agreement shall be: for the COLLEGE, ________________, for the HOSPITAL, _________________. Each party shall give prompt written notice to the other party of the appointment of successor(s) to the designated contact person(s) or his or her designated successor(s).

4. GRATUITIES:
The HOSPITAL represents and warrants that it has not offered or given any gratuity to any official, employee or agent of Suffolk County or New York State or of any political party, with the purpose or intent of securing an agreement or securing favorable treatment with respect to the awarding or amending of
an agreement or the making of any determinations with respect to the performance of an agreement, and that the signer of this Agreement has read and is familiar with the provisions of Local Law No. 32-1980 of Suffolk County (Chapter 386 of the Suffolk County Code).

5. **TERMINATION OF CONTRACT:**

   This Agreement is subject to termination by either party by giving ninety (90) days written notice to the other party of intention to terminate.

6. **INSURANCE AND INDEMNIFICATION:**

   (a) Each student shall be covered by a student accident insurance policy, paid for by the student, which provides coverage for any personal accidental injury sustained during the academic semester. The policy is described in the brochure entitled "Student Accident Insurance" (Exhibit C) attached to and made part of this agreement.

   (b) The COLLEGE shall purchase and have in force a liability insurance policy which provides coverage for acts of negligence by the nursing students and COLLEGE faculty; such policy shall name the HOSPITAL as an additional insured.
(c) The COUNTY is self-insured for general liability, and as such shall furnish a Certificate of Self-Insurance to the HOSPITAL, in an amount not less than One Million Dollars ($1,000,000) per occurrence combined single limit for bodily injury and property damage.

(d) The COLLEGE shall require each COLLEGE faculty member to purchase and have in force a professional malpractice insurance policy of one (1) million dollars while engaged in the clinical program.

(e) To the extent permitted by law, the COLLEGE shall indemnify and hold harmless the HOSPITAL, its consultant (if any), employees, agents and other persons from and against all claims, costs and expenses (including attorneys fees), losses and liabilities of whatsoever nature arising out of the acts or omissions or negligence of the COLLEGE, its officers, agents, servants or employees in connection with the services described or referred to in the Agreement.

(f) To the extent permitted by law, the HOSPITAL shall indemnify and hold harmless the COLLEGE, its consultant (if any), employees, agents and other persons from and against all claims, costs and expenses (including attorneys fees), loss and liabilities and of whatsoever nature arising out of the acts or omissions or negligence of the HOSPITAL, its officers, agents, servants or employees in connection with the services described or referred to in the Agreement.
7. **NO REMUNERATION:**

Nursing students and COLLEGE faculty shall receive no remuneration from the HOSPITAL for their service or participation in the clinical program. The COLLEGE, the nursing students and the COLLEGE faculty shall not pay any consideration to the HOSPITAL with respect to this Agreement.

8. **WORKERS' COMPENSATION AND EMPLOYER'S LIABILITY LAWS:**

The COLLEGE shall comply with all applicable New York State Workers' Compensation and Employer's Liability laws. The nursing students shall not be deemed employees of the HOSPITAL and are not eligible for Workers' Compensation benefits of the HOSPITAL.

9. **SEVERABILITY:**

It is expressly agreed that if any term or provision of this Agreement, or the application thereof to any person or circumstance, shall, to any extent, be held invalid or unenforceable, the remainder of the Agreement, or the application of such term or provision to persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby; and every other term and provision of this Agreement shall be valid and shall be enforced to the fullest extent permitted by law.
10. **ENTIRE AGREEMENT:**

   It is expressly agreed that this instrument represents the entire agreement of the parties and that all previous understandings are merged in this Agreement.

11. **NO MODIFICATIONS:**

   No modification of this Agreement shall be valid unless written in the form of an Addendum or Amendment signed by both parties.

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**END OF TEXT FOR EXHIBIT A**

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Page 6 of 17 pages
EXHIBIT B

RESPONSIBILITIES OF HOSPITAL AND COLLEGE

1. The COLLEGE Associate Degree nursing program, accredited by the National League for Nursing, leads to an Associate in Applied Science degree. A graduate is eligible to take the examination of the New York State Board for Nursing to qualify as a Registered Nurse.

2. The HOSPITAL will designate an individual (Coordinator) to coordinate the clinical program with the COLLEGE.

3. The COLLEGE shall be responsible for assigning students enrolled in the COLLEGE Associate Degree nursing program to the HOSPITAL for a clinical practicum. The COLLEGE shall provide the HOSPITAL a schedule of the dates and numbers of such students and such schedule shall be subject to approval by the HOSPITAL.

4. The COLLEGE shall assure that COLLEGE faculty, who have the function of guiding and supervising the students, are Registered Professional Nurses currently licensed in the State of New York.

5. The COLLEGE shall have complete control of the planning and implementation of the educational program, curriculum content, faculty appointments, and requirements for matriculation, promotion and graduation of students, and the guidance and counseling of students; the COLLEGE shall bear all program costs in connection therewith. Notwithstanding the foregoing, there shall be joint planning in the placement and rotation of students through the clinical experience at the HOSPITAL.
6. The HOSPITAL assures that qualified nursing students, who have satisfactorily completed the prescribed course of basic instruction, will be accepted in the clinical program and shall be given appropriate assignments without consideration as to sex, race, color, creed, age, national origin, or handicap.

7. The COLLEGE Nursing Department Head shall coordinate dates with the HOSPITAL Coordinator for orientation of the students and COLLEGE faculty in order to familiarize them with HOSPITAL policies and procedures.

8. The COLLEGE faculty shall have primary responsibility for clinical program supervision and instruction and shall not permit students to perform any services or activities in the HOSPITAL unless under the supervision of COLLEGE faculty or HOSPITAL personnel. The HOSPITAL shall provide HOSPITAL personnel, with appropriate educational background and experience, to supervise the students services and activities in the HOSPITAL.

9. The COLLEGE shall instruct all students and COLLEGE faculty that all information concerning patients is confidential and is not to be released to any person without approval from HOSPITAL Administration.

10. The students and COLLEGE faculty shall comply with appropriate rules, regulations and policies of the HOSPITAL, copies of which shall be provided by the HOSPITAL to each student and faculty member during orientation.
11. The HOSPITAL shall provide orientation and instruction to the students as to patients' rights, infection control, fire, safety and hazardous substances.

12. All nursing students and COLLEGE faculty shall have received a health clearance prior to commencing the clinical program. Such health clearance shall indicate that there is no evidence that the nursing student or college faculty is impaired in his/her ability to perform the duties of his/her clinical experience due to drugs or alcohol. The college assures that each nursing student is required to submit to the COLLEGE Health Service, a physical examination report from a private physician stating that the student has been immunized and/or tested for rubella, mantoux, (tetanus and polio.) All students/nurses will either have received Hepatitis B vaccination, be in the process of receiving it, or will have signed a declination form refusing to receive it. The documentation of immunity to measles for all personnel born on or after January 1, 1957 is also required as described below:

(a) Diagnosis by a physician as having had measles disease; or,

(b) Demonstration of serologic evidence of measles antibodies; or

(c) Two doses of live virus measles vaccine with the first dose administered on or after the age of 12 months and the second dose administered more than 30 days after the first dose but after 15 months of age.
13. The HOSPITAL Coordinator or her/his representative shall report all disciplinary problems to the Head of the COLLEGE Nursing Department or to the COLLEGE faculty assigned supervision of the nursing students at the HOSPITAL. Disciplinary problems will be evaluated by the COLLEGE. The HOSPITAL shall have the discretion to remove any nursing student from the clinical program.

14. The HOSPITAL retains responsibility for all patient care.

15. The HOSPITAL shall, to the extent possible, provide adequate conference room space and permit use of available instructional materials.

16. The COLLEGE shall provide appropriate identification to COLLEGE faculty and students who shall be on HOSPITAL premises as a part of the clinical program.

17. The COLLEGE students are responsible for providing their own uniforms when required.

18. The COLLEGE will supply a copy of completed physical examinations of individuals as requested by the HOSPITAL.

19. The HOSPITAL shall provide emergency treatment for students and COLLEGE faculty during hours of assigned clinical experiences. Any further care or treatment required by the student or faculty member shall not be the responsibility of the HOSPITAL.
20. The COLLEGE will supply a copy of five (5) randomly-selected completed physical examinations so that the HOSPITAL can perform a quality assurance assessment of such examinations.

END OF TEXT FOR EXHIBIT B

Page 11 of 17 pages
APPENDIX F
SUFFOLK COUNTY COMMUNITY COLLEGE WESTERN CAMPUS
NURSING GRADUATE SURVEY, CLASS OF 1997

Directions: For questions 1 to 70 below, please choose one answer for each and enter your answers on the computer sheet attached. Please use a #2 pencil. When completed, please return the computer sheet and the comment page of this survey in the enclosed return envelope by March 31, 1998. NOTE: Your responses are anonymous, so do not enter your name. Enter the ID # as random numbers. Thank you for your participation.

Questions 1-11, answer "A" for Yes and "B" for No regarding how you prepared for the NCLEX-RN RN examination:

1. Did you study individually?
2. Participate in a study group?
3. Complete the RN challenge test at SCCC computer center?
4. Attend a NCLEX-RN RN review course? (if answer to this is YES, please write in the course name on the comment sheet on the last page)
5. If you took an NCLEX-RN RN review course, would you recommend the course to others?
6. Did you find the information to be helpful that you obtained by taking the NLN Psychiatric Nursing test before taking the NCLEX-RN-RN exam?
7. Did you find the information to be helpful that you obtained by taking the NLN Maternal-Child before taking the NCLEX-RN-RN?
8. Did you find the information to be helpful that you obtained by taking the NLN diagnostic test before taking the NCLEX-RN-RN Exam?
9. Did you feel confident taking the NCLEX-RN RN exam?
10. Did you feel the exam format at SCCC was helpful in preparing you for the NCLEX-RN exam?
11. Did you pass the NCLEX-RN-RN exam?

12. How many months after graduation did you take the NCLEX-RN RN exam?
   A. One
   B. Two
   C. Three
   D. Four
   E. Did not take (explain why on comments sheet)

13. How many months after graduation would you have preferred to take the exam?
   A. One
   B. Two
   C. Three
   D. More than three months
   E. No preference

14. What influenced when you took the test?
   A. Expense
   B. Time
   C. Personal health
   D. Family commitments
   E. Other (explain why on comments sheet)
Questions 15 to 25, please use the following answers to rate how prepared you felt regarding the NCLEX-RN RN exam question material:

A. Fully prepared
B. Mostly prepared
C. Prepared
D. Somewhat prepared
E. Poorly prepared

15. Diseases: Signs and symptoms
16. Ethical issues
17. Laboratory Tests and Values
18. Medical Nursing
19. Surgical Nursing
20. Obstetrical/Gynecological Nursing
21. Pediatric Nursing
22. Psychiatric Nursing
23. Pharmacology
24. Physical Assessment
25. RN Role Definition

26. Are you employed as an RN?
   A. Yes (if Yes, skip to question 33)
   B. No (if No, answer questions 27-32 and skip to question 64.)

If not employed as an RN please answer questions 27-32 A for Yes and B for No, then skip to question 64.

27. I choose not to work as an RN
28. I am currently employed in another field
29. Must continue current employment due to economic considerations such as tuition reimbursement
30. Family/personal/health/relocation preclude working as an RN
31. Have worked as an RN and resigned
32. I am currently seeking employment as an RN

33. Did you find that securing a position as an RN was:
   A. easy
   B. difficult
   C. very difficult

34. On a weekly basis, how many hours did you devote to securing an RN position?
   A. 5
   B. 10
   C. 15
   D. 20
   E. More than 20

35. How many applications/resumes did you submit before gaining an interview?
   A. 0
   B. 1-5
   C. 6-10
   D. 11-15
   E. More than 15
36. How many interviews did you participate in before you were offered or you accepted an RN position?
   A. 0
   B. 1-5
   C. 6-10
   D. 11-15
   E. More than 15

37. What method did you use to secure an RN position?
   A. Researching employers prior to application
   B. Applied directly to an employer
   C. Asking relatives/friends for job leads
   D. Classified ads
   E. Other (please specify on comments sheet)

Questions 38 to 51, please mark A for Yes and B for No as to whether the following factors were significant in obtaining an RN position.

38. Previous or present employment within the organization
39. Past work experience in another health career
40. Past work experience outside the health field
41. Participation in nursing co-operative course at SCCC (NR80)
42. Personal contacts within organization
43. Additional nursing credentials (CPR, IV certification)
44. Additional educational credentials (CEUs, other college credits)
45. Membership in professional organization(s)
46. Having performed volunteer work in the organization that hired you as an RN
47. Professional appearance
48. Flexibility to work any shift needed
49. Willingness to work any area
50. Flexibility with respect to part- or full-time status
51. Salary/benefits considerations

52. Do you enjoy your present position?
   A. Yes
   B. No

53. Which of the following best describes your current position as an RN?
   A. Staff Nurse
   B. Charge Nurse/Nurse Manager
   C. Head Nurse/Patient Care Coordinator or Assistant
   D. Primary/Team Leader
   E. Case Management

54. Please indicate the type of practice setting in which you work:
   A. Acute care
   B. Sub-acute care
   C. Community-based care
   D. Corporate
   E. Other (please specify on comments sheet)
55. Please indicate the acute-care setting you in which you work:
   A. Community Hospital
   B. Tertiary Care Hospital
   C. Psychiatric Hospital
   D. Other (please specify on comments sheet)

56. Area of acute-care practice:
   A. Medical-Surgical
   B. Pediatrics
   C. Geriatrics
   D. Maternal/Child
   E. Specialty Unit

57. For specialty-unit positions, indicate specific area:
   A. ICU/CCU/ER/OR/PACU
   B. Labor and Delivery
   C. Mental Health
   D. Oncology
   E. Other (please specify on comments sheet)

58. Please indicate the sub-acute care setting in which you work:
   A. Nursing home
   B. Rehabilitation
   C. Ambulatory surgery
   D. Mental health center
   E. Other (please specify on comments sheet)

59. Area of practice within sub-acute setting:
   A. Adult
   B. Pediatrics
   C. Geriatrics
   D. Women's health
   E. All ages

60. Please indicate your primary role in the sub-acute setting:
   A. Education
   B. Counseling
   C. Case management
   D. Direct patient care
   E. Other (please specify on comments sheet)

61. Please indicate the community-based setting in which you work:
   A. Home care/hospice/adult
   B. Home care/hospice/pediatric
   C. Ambulatory care center/clinic
   D. Physician's office
   E. Mental health/alcohol-drug rehabilitation

OR

62. A. School nurse
   B. Occupational health
   C. Mentally retarded/developmentally disabled
   D. Dialysis
   E. Sports medicine
63. If you work in a corporate setting, how would you describe it?
   A. Managed care/HMO
   B. Sales/marketing
   C. Research
   D. Traveling Nurse
   E. Legal

64. Certifications achieved and/or extra professional nursing education since graduation from SCCC.
   A. IV/BLS or others
   B. CEUs
   C. A and B above
   D. Currently enrolled in college program
   E. None (refer to Questions 65/66)

65. Do you plan on participating on CEU/certification programs in the future?
   A. Yes
   B. No

66. My current main reason for not participating is:
   A. Enjoying time off from being a student
   B. Finances
   C. Time
   D. Family/career responsibilities

67. I am enrolled in a college program:
   A. BSN program
   B. BS/BA program
   C. Non-health-related program
   D. Health-related program
   E. None

68. What factor contributed mainly to your enrollment?
   A. Tuition reimbursement
   B. Job requirements
   C. Personal desire for learning
   D. Attainment of future goals
   E. Other (specify on comments sheet please)

69. What factor most influenced your selection of a college program?
   A. Finances
   B. Flexibility in scheduling
   C. Campus location/class size
   D. Selection of courses
   E. College's reputation

70. In what college are you enrolled?
   A. SUNY Stony Brook
   B. St. Joseph's
   C. Molloy
   D. Adelphi
   E. LIU

71. Other college not listed in question 70 above. (please specify on comments sheet)
A. If you are employed as an RN, please briefly describe what you feel are your primary responsibilities in your position.

B. What suggestions can you offer to improve the Nursing program at SCCC-West?

C. ADDITIONAL COMMENTS YOU WISH TO SHARE:

WE APPRECIATE YOUR TIME AND EFFORT! THANKS!

THE NURSING FACULTY

Please return your answer sheets in the envelope provided to:

Joan Garner
South Cottage
Suffolk Community College
Crooked Hill Road
Brentwood, NY 11717

Rev 3/97
APPENDIX

G
The Nursing faculty at the Western Campus of Suffolk County Community College in Brentwood is interested in your opinion of how well the nursing program has prepared graduates for entry level nursing practice. Please respond to the following survey and return it in the enclosed envelope within two weeks. Thank you for your participation.

Graduate Preparation for Entry Level Nursing Practice:

<table>
<thead>
<tr>
<th>Theory Preparation</th>
<th>Proficient</th>
<th>Sufficient</th>
<th>Needs Improvement</th>
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</thead>
<tbody>
<tr>
<td>1. Knowledge of scientific principles and theory</td>
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<tr>
<td>2. Knowledge of nursing process</td>
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<table>
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<tr>
<th>Clinical Preparation</th>
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<tr>
<td>3. Overall application of nursing process to clinical situation</td>
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<tr>
<td>4. Integration and transfer of theory to clinical situations</td>
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<tr>
<td>5. Performance of clinical skills safely and competently</td>
<td></td>
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<td>6. Demonstrating caring behavior when providing care</td>
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<td>7. Accurate observation, assessment, reporting and documentation of patient status or needs</td>
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<td>8. Planning, prioritizing, and completing assignments in a timely manner</td>
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<td>9. Developing &amp; implementing teaching plans which include discharge planning</td>
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<tr>
<td>10. Managing nursing team members effectively</td>
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<tr>
<td>11. Delegating nursing care to other health care workers based on their educational preparation &amp; experience</td>
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<tr>
<th>Communication and Collaboration</th>
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<tr>
<td>12. With members of the health care team</td>
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<tr>
<td>13. With supervisors</td>
<td></td>
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<tr>
<td>14. With patients and families</td>
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</tbody>
</table>
Professionalism

15. Adaptation to current employment situation
16. Demonstration of initiative and self-direction
17. Positive response to supervision and guidance
18. Practice within ethical and legal guidelines

Critical Thinking and Problem Solving

Demonstration of appropriate judgment in clinical situations in:
19. Routine situations
20. Emergency situations

Additional comments:

Name and Title of person completing this survey:

Name of Institution
EMPLOYER SURVEY RELEASE

The nursing program faculty are conducting follow up studies on program graduates. One aspect of the studies is to determine how well the Western Campus Nursing Program prepares graduates for the nursing field. We are asking you to provide the name, title, and phone number of your nursing supervisor in order that we may obtain information. The survey is designed to assess how well the Western Campus Program has done its job rather than individual job performance. Please understand that agreement to supply the requested information is voluntary. If you choose to participate, please complete the information requested, SIGN THE RELEASE and return this form with the graduate survey response included with this request.

THANK YOU FOR YOUR HELP!

NAME OF INSTITUTION: __________________________________________

ADDRESS: ______________________________________________________

SUPERVISOR'S NAME AND TITLE: _________________________________

PHONE NUMBER: ______________________________________________

YOUR NAME: ___________________________________________________

________________________________________

SIGNATURE

YEAR OF GRADUATION: _________________________________________