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**School of Health and Human Sciences
Faculty and Staff**

Administration

Dean of Health and Human Sciences
Administrative Assistant/Asst. Advisor
Receptionist/Spiritual Advisor
Assistant Dean
Pre-Health and Human Sciences Advisor

Harry Nickens, EdD
Michelle Riordan
Sr. Mary Brigid Gregory, O.P.
Huston Brown, BHS, RRT, AHI

Health and Human Sciences General Faculty

Assistant Professor
Professor

Huston Brown, BHS, RRT, AHI
A. Michael Connor, PhD

Department of Nursing

Associate Degree Program

Department Co-Chair, Instructor Associate Degree
Assistant Professor
Assistant Professor
Instructor
Instructor
Lab Manager
Administrative Assistant, Nursing Program

LeeAnn Mitchell, MSN, RN
Peggy Newton, MSN, RN
Jenny Burch
Jennifer Howell, MSN, RN
Gayle Phillips, MSN, RN, ARNP-BC
Maria Voils, BSN, RN
Yvonne McNary

Bachelor of Science (RN to BSN) Program

Professor and Co-Chair
Instructor

Jeanette Jeffers, PhD, MN, RN
Gayle Phillips, MSN, RN, ARNP-BC

Department of Diagnostic Sonography

Department Chair, Coordinator Cardiac
Coordinator of Clinical Education
Coordinator-General
Coordinator-Vascular

Saretta Craft, MSID, RDCS, RVT
Erin Burns, BS, AAS
Leah Tufts, RDMS
Monnica Williams AS, ???

Department of Radiography

Department Chair, Assistant Professor

Assistant Professor, Coordinator BS AMI
Instructor

Dawn McNeil, MSN, RT(R), (M), RDMS,
RT, CRA
Ellis Blanton, M.Ed., RT(R) (N)
April Bowman, BS, RT(R)

Department of Pharmacy Technology

Chair, Assistant Professor

Jeannie Oldham, MS, CPhT

Department of Sports Leadership

Chair, Associate Professor

Peggy Tillman, M.Ed.

Department of Surgical Technology

Chair, Instructor

Stephanie Testa, BHS, AST

Department of Psychology

Chair, Assistant Professor

Assistant Professor

Instructor

Todd Smith, PhD, BA

Paula Foster, MA

Krista Rummage, MA

School of Health and Human Sciences Mission

The School of Health and Human Sciences supports the College's mission by providing quality educational programs in a supportive yet challenging environment. Coupling liberal arts with professional course work encourages students to embrace a positive understanding of self and others, develop professional competence, analyze situations and critically think while developing a sense of responsibility for themselves, the patients/clients, the community, society, and the professions.

Associate Degree Nursing Program Mission

The Department of Nursing is committed to the mission of St. Catharine College and the School of Health and Human Sciences. The mission of the department is to offer nursing education at the associate degree level and be involved in college, school, the community, and the profession. The purpose of the program is to prepare graduates as generalists in the profession and establish a foundation for additional education in nursing. The nursing program is designed to improve health care and enhance one's professional worth, while serving the community, society, and profession.

RN to BSN in Nursing Program Mission

The Department of Nursing is committed to the mission of St. Catharine College and the School of Health and Human Sciences. The mission of the RNBS Completion Program is to offer nursing education through an innovative curriculum, with a high level of accountability, to prepare Registered Nurses (RN) for graduate education. The RNBS Program at St. Catharine College is designed to improve health care and enhance one's professional worth through lifelong learning while serving the community, society and the profession.

Registered Nurses who have graduated from an approved or accredited Associate Degree nursing program (ADN/ASN) and have passed the National Council Licensure Examination-Registered Nurse (NCLEX-RN) and are otherwise qualified to practice nursing may seek admission. Diploma prepared RNs will be individually evaluated. The individual must possess an active unencumbered RN license.

Radiography Program Mission

St. Catharine College Radiography Program is an associate degree program. The program curriculum is comprehensive in nature and allows students to develop technical competency, critical thinking, and problem solving skills through quality didactic and clinical education. The supportive environment allows students to develop a sense of responsibility for themselves, and for the patients to whom care is rendered.

Sports Leadership Mission Statement

The mission of the Sports Leadership and Wellness programs is to promote the College's commitment to core values of excellence, learning, community, civic engagement and diversity. The programs promote sports leadership and wellness as an essential part of the total educational experience while meeting the needs of the students and community members

Sonography Program Mission

The St. Catharine College Diagnostic Sonography Program is designed to educate students in the required minimum entry-level competencies of diagnostic sonography. In doing this, the student will be knowledgeable and proficient in providing diagnostic services for patient care utilizing ultrasound and other related non-invasive diagnostic techniques.

The intent of the program is to produce sonographers who are professional, have the ability to adapt to change, and are capable of passing the American Registry of Diagnostic Medical Sonographers examination. Integrated with this, the students will develop a sense of responsibility for themselves, the communities they serve, and a just society.

Surgical Technology Mission Statement

The mission of St. Catharine College Surgical Technology Program is to provide the student with quality didactic instruction with clinical internship study components. Those who complete the didactic and clinical component requirements are awarded the Associate in Science in Surgical Technology. Graduates from this program are able to function as an entry-level surgical technologist. Upon our accreditation, the graduate will be eligible to take the Certified Surgical Technologist exam given by the National Board of Surgical Technology and Surgical Assisting (NBSTSA).

Pharmacy Technology Mission Statement

The mission of the St. Catharine College Pharmacy Technology Program is to provide students with the skills and knowledge required to perform successfully as a Pharmacy Technician in a variety of occupational settings (hospital, retail, home health), while working within "Best Practices" guidelines and keeping concern for the patient above all else.

Psychology Mission Statement

The Bachelor of Arts in Psychology is designed to provide students with the preparation necessary for admission to graduate-level psychology programs and employment within service-oriented professions. A background in psychology is also helpful in education, nursing, business, as well as many other fields. The degree strives to provide students with courses emphasizing theory, research, and practice.

GENERAL POLICIES AND PROCEDURES

Academic Advisement

The program faculty members serve as advisors, instructors, and mentors. Students are encouraged to communicate fully with the faculty. Course syllabi indicate office hours for faculty. Appointments must be scheduled directly with the instructor or with the Administrative Assistant.

All students must see an academic advisor prior to registration. All registration and drop/add forms must be signed by the advisor. Students must remember that dropping below full time status may impact financial aid.

Students are encouraged to register early as general education courses close which may hinder the student's ability to graduate on schedule. **Students are expected to monitor their own academic process and if concerns arise, should contact the faculty member or Department Chair immediately.**

Academic Honesty

St. Catharine College is committed to providing an environment conducive to quality education. Faculty members encourage the free pursuit of learning, respect students as individuals, and serve as intellectual guides and advisors. Students are presumed to hold the highest standards of academic honesty. Students have the primary responsibility of being honest.

Acts of academic dishonesty will not be tolerated. Acts of academic dishonesty include (but are not limited to) cheating and plagiarism.

Cheating refers to giving or receiving unauthorized assistance, verbally, electronically, or hand written, on examinations, papers, and/or other course assignments.

Plagiarism refers to representing someone else's ideas or words taken from an existing source as one's own. When students submit work that is supposed to be their own, but which borrows in any way ideas, organization, wording, statistics, etc. from some other existing source without proper acknowledgement, they are guilty of plagiarism.

Consequences for acts of academic dishonesty can include (but is not limited to) lowering of the letter grade for that particular assignment, expulsion from, or an "F" in that particular course, or suspension or dismissal from the Program or the College.

"Character is doing the right thing when nobody's looking. There are too many people who think that the only thing that's right is to get by, and the only thing that's wrong is to get caught." ~J.C. Watts

Grading Policy

The grading policy for Health and Human Sciences follows that outlined in the College catalog. However, programs may establish grading policies which are more rigorous in order to prepare students for success in the profession. The grading policy for individual courses is included in the course syllabus and program guidelines are located in the specific program handbook.

Privacy of Student Records

St. Catharine College hereby notifies students concerning the Family Educational Rights and Privacy Act (FERPA) of 1974. This Act, with which the institution intends to comply fully, is designed to prevent the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading information. Students also have the right to file complaints with the Family Educational Rights and Privacy Act, Office of the Department of Health and Human Services concerning the alleged failures by the institution to comply with the Act.

Student records, including records of academic performance, will not be released without the signed authorization of the student, or as required by law.

Documenting a Learning Disability

Students who wish to declare a documented learning disability must follow the college policy and procedures as outlined in the college catalog. Special considerations will be given once the student has followed the policy and procedures.

Professional Protocol

Academic Pillars

St. Catharine College is a voluntary community of learning, fellowship, and citizenship which expects and honors in all its members the following:

Courtesy

Common decency and good manners and a demand for the same from others.
Respect for the tastes, interests, beliefs, opinions, and backgrounds of others.
Mutual support and concern for the welfare and efforts of others.
Understanding that each individual's behavior reflects upon the entire community.

Integrity

The highest standards of personal and academic integrity.
A commitment to the highest ethical and professional standards of one's discipline.
The honest assessment of one's own behavior.
A respect for the law and the creation of a just society within the rule of law.

Stewardship

Respect for the property of others.
Respect for the property of the College.
Respect for the time and effort of others.
Respect for the environment.

Participation

Well prepared, honest, and thoughtful participation in class work and assignments.
Participation in service learning or community service activities.
Participation in student life, co-curricular and cultural activities, and in life outside the classroom in general.

Courage

Courage to know right from wrong and act accordingly.
Courage to accept accountability for one's own learning, actions, and relationships with the community.
Courage to care, to learn, to grow, to give and to accept healthy criticism, and to dare new things.
Courage to be enthusiastic and to follow one's dreams.

Three things are necessary for the salvation of man; to know what he ought to believe; to know what he ought to desire; and to know what he ought to do.

St. Thomas Aquinas
Two Precepts of Charity

Students entering a health professions program will not only be evaluated on their academic progress, but will be evaluated on and expected to behave in a professional manner at all times in the classroom and in the clinical setting. **Students may be successful academically; however, failure to meet program requirements for professional behavior may result in dismissal from the program in spite of academic performance.**

The following guidelines will help the student to understand what is expected of them in the classroom and clinical setting. Programs may also establish guidelines for appropriate behavior based on the norms for the profession.

1. Students are expected to conduct themselves in a professional manner at all times while attending classes at the College and while attending assignments in the Clinical Education settings.
2. The program faculty encourages participation in local, state, and national organizations. Applications are available upon request.
3. In keeping with professional protocol, address all Professors as Ms., Mr., Dr., or Professor accordingly. This courtesy is also expected when addressing clinical faculty.
4. **Faculty offices are private.** Faculty may be working with other students or working on other professional responsibilities and may not be able to drop everything to meet with a student unless it is an emergency. Therefore, appointments must be scheduled with the Professor. Course syllabi will document office hours for the Professor.
5. Assignments and tests will be returned in a timely manner. Do not request results of a paper, exam, or quiz before the next class session, or before the Professor indicates when they will be graded, recorded, and returned.
6. Program faculty serves as advisors, instructors, and mentors. Utilization of these resources by students will greatly enhance their educational experience. If a student is having a difficult time with course material, he/she should set up an appointment to meet with the Professor to identify strategies for improving performance.
7. Students are assigned to a faculty member for advising. Students should meet with their Advisor on a regular basis to assess progress. Good communication with the faculty member is key to success in the program.
8. Classes begin on time and students are expected to comply with class schedules. Arriving late and departing early are disruptive behaviors that are disrespectful to the faculty member teaching the course, and to the other students enrolled in the class. Students are responsible for attending all class lectures and for material assigned for class. More than two unexcused or missed classes will not be tolerated and may result in the reduction of a grade by one full letter. Students must call the course instructor before class if unable to attend.
9. Cell phones, electronic devices and/or children are not allowed as they disrupt the learning environment. Please make sure all phones and electronic devices are turned off during class time.

Appeal Procedure

Student complaints/concerns are taken very seriously, whether concerning individuals or the Program. There are certain issues affecting students that may be appealed and are outlined below. The student must follow the procedure established by the College for all appeals and grievances.

Students may appeal issues relating to academic or program progress. This includes, but is not limited to, appeal from an assignment or examination grade, appeal from a final course grade, or appeal of dismissal from an academic program related to academic or non-academic professional responsibility and decorum issues.

How to Address the Issue

Appeals and/or concerns with regards to specific personnel or specific courses should first be directed in a professional manner to the individual faculty member. If the problem is not resolved, the student may forward the appeal or concern to the Academic Department Chair or the Dean of Health and Human Sciences if the issue involves the Department Chair.

Failure to live up to the program policies concerning academic, professional behavior, and personal responsibility (refer to program policies), may lead to dismissal from the specific program. Each infraction will be investigated thoroughly, and may result in disciplinary action based on the severity of the infraction. Possible disciplinary actions include, but are not limited to, counseling, reprimands, suspension, and/or dismissal from the student's program/course of study. Students will be notified of the disciplinary action to be taken.

Academic Challenges and Appeals

Statement of Policy: St. Catharine College is a student-oriented college committed to helping students to define and achieve success. However, as a private college, the right of findings and/or challenge, or appeal in regard to a student's grades; academic status; personal, or professional conduct as it affects their studies, their potential for service in the profession studied for, or the reputation of the college, as well as the associated processes regarding such findings and/or challenges, are strictly the prerogatives of and are determined by the college. Such policies shall conform to federal and state regulations insofar as they affect student financial aid and/or privacy laws. No policy set forth below shall be taken to interfere with a student's access to speak with any member of the College faculty or staff in the normal course of events or vice-versa unless such conversation would have the effect of prejudicing the impartiality of future actions.

Where timeframes of action are set forth for students, it may be assumed that the faculty member(s) involved shall respond in a like timely manner unless the discovery of facts bearing on the situation takes longer to complete.

Academic Hearing Board: Each Academic School (Arts and Sciences, Professional Studies), or Department (Health and Human Sciences) will designate one faculty member to be an on-call member to the Academic Hearing Board. These designations will be made for a term of not less than two years or more than three years. The members will designate a chair. When a hearing request is received by the appropriate Dean, he/she will request the Chair of the Academic Hearing Board to convene a board of at least three members, and not more than five members (Chair included if a member of the seated panel), at least two of whom must be from the school of the student's enrollment, and one of whom shall be the recorder. This Board will convene in a timely manner (generally within one week of notification), unless circumstances require more time to obtain or verify facts to hear the matter. The Chair of the Board will notify the student of the time and place of the hearing. Such a board may render judgments regarding single grades, a course grade and/or failure, terms of further academic probation, or expulsion from a major. In all such considerations, matters of fact (for example, errors in numerical calculations or evidence of altered documents), and matters of academic freedom (faculty prerogatives to establish grading weights or to render qualitative judgments), shall be given due consideration. Such a Board shall have the power to either find for the student or impose penalties up to suspension for one semester. Such a suspension will be automatically reviewed. The Board may make a recommendation for expulsion, but expulsion can only be confirmed by the President.

Representation at hearings: If a student requests legal representation at any hearing or action, the hearing or action shall be immediately suspended until such time as the College Attorney has reviewed the case and made recommendations as to proper procedures.

The appeals matrix follows:

Academic Appeals Process For Students

Appeal of a Single Grade

Description of Appeal	First Step	First Appeal	Subsequent Appeal	Basis for Appeal
Single Grade of Paper, Test, or Formative Assessment	<p>Faculty Giving Grade</p> <ul style="list-style-type: none"> • Student must challenge the grade within two (2) class meeting days of the return of the grade to the student • A written response will be given within two (2) days of the discussion 	<p>Next in Authority Sequence</p> <ul style="list-style-type: none"> • If agreement not reached with faculty, student may appeal in writing within ten (10) days of meeting with faculty • Authority shall consider student appeal, discuss with faculty, meet with student and render a decision in writing within ten (10) days of the meeting • Authority reserves the right to meet with both faculty and student at same time 	No further appeal.	<ul style="list-style-type: none"> • Factual error • Numerical error • Major variation from syllabus • Major variation from posted due dates • Failure of faculty to acknowledge legitimate excused absence • Extreme hardship
Grade for Entire Course or Summative Assessment	<p>Faculty Giving Grade</p> <ul style="list-style-type: none"> • Student must challenge in writing within ten (10) days after posting of the grade • Faculty must respond in writing within ten (10) days • If student disagrees with written response, faculty must meet with student and reply in writing within ten (10) days of meeting 	<p>Next in Authority Sequence</p> <ul style="list-style-type: none"> • Student must appeal in writing within ten (10) days of the reply from faculty • Authority will review the appeal and written responses, meet with faculty and/or student and render a decision in writing within ten (10) days of the receipt of the appeal • Authority reserves the right to meet with both faculty and student at same time 	<p>Dean of School where grade received or Next in Authority</p> <ul style="list-style-type: none"> • Student must appeal in writing within ten (10) days of the reply • Authority will review all written documents, discuss the matter with faculty and Chair and render a decision in writing within ten (10) days of the receipt of the appeal • Authority may request an interview with student • A Hearing may be arranged with faculty from other departments 	<ul style="list-style-type: none"> • Factual error • Numerical error • Major variation from syllabus • Major variation from posted due dates • Improper assessment of absences • Factual evidence not available at the time of earlier appeal • Extreme hardship

Appeal of Course Failure

Description of Appeal	First Step	First Appeal	Subsequent Appeal	Basis for Appeal
Failure to pass a required course in a set sequence	<p>Next in Authority Sequence after Faculty</p> <ul style="list-style-type: none"> Student must appeal in writing within ten (10) days of the receipt of failure Authority will meet with faculty and student and render a decision in writing within ten (10) days of receipt of the appeal Authority reserves the right to meet with faculty and student at the same time 	<p>Dean of School where grade received or Next in Authority</p> <ul style="list-style-type: none"> Student must appeal in writing within ten (10) days of the reply from the previous authority Dean (or Authority) will consider all documents, discuss the matter with faculty, student, and other pertinent members and render a decision in writing within ten (10) days of receipt of the appeal Authority reserves the right to meet with all parties at the same time A Hearing may be arranged with faculty from other departments 	<p>VP for Academic Affairs</p> <ul style="list-style-type: none"> Student must appeal in writing within ten (10) days of the reply from the Dean Student may request an extension for hardship or if it can be demonstrated additional matters of fact will take longer to assemble The decision of the Hearing will be reviewed by the VPAA for procedural accuracy Decision will be rendered by VPAA in writing within ten (10) days of receipt of the appeal <p>VPAA Decision is Final</p>	<ul style="list-style-type: none"> Factual error Numerical error Major variation from syllabus Major variation from posted due dates Contrary evidence or interpretations of events Improper assessment of absences Factual evidence not available at the time of the event, initial judgment, or of earlier appeal Extreme hardship
Failure of course due to serious academic misconduct (as listed in handbook: Cheating, Copying, Plagiarism, Forgery, Misrepresentation, Fabrication, Submitting Previous Work, Tampering, Unauthorized Possession, Computer Theft, Aiding and Abetting)	<p>Next in Authority Sequence after Faculty</p> <ul style="list-style-type: none"> Student must appeal in writing within ten (10) days of the receipt of expulsion Authority will meet with faculty and student and render a decision in writing within ten (10) days of receipt of the appeal Authority reserves the right to meet with faculty and student at the same time 	<p>Dean of School where grade received or Next in Authority</p> <ul style="list-style-type: none"> Student must appeal in writing within ten (10) days of the reply from the previous authority Dean (or other Authority) will consider all documents, discuss the matter with faculty, student, and other pertinent members and render a decision in writing within ten (10) days of receipt of the appeal Authority reserves the right to meet with all parties at the same time A Hearing may be arranged with faculty from other departments 	<p>VP for Academic Affairs</p> <ul style="list-style-type: none"> Student must appeal in writing within ten (10) days of the reply from the Dean (or other Authority) Student may request an extension for hardship or if it can be demonstrated additional matters of fact will take longer to assemble The decision of the Hearing will be reviewed by the VPAA for procedural accuracy Decision will be rendered by VPAA in writing within ten (10) days of receipt of the appeal <p>VPAA Decision is Final</p>	<ul style="list-style-type: none"> Factual error Major variation from syllabus Major variation from posted due dates Improper assessment of absences Factual evidence not available at the time of the event, initial judgment, or of earlier appeal

<p>Failure of course due to serious professional misconduct (as listed in individual department/program handbooks)</p>	<p>Next in Authority Sequence after Faculty</p> <ul style="list-style-type: none"> • Student must appeal in writing within ten (10) days of the receipt of expulsion • Authority will meet with faculty and student and render a decision in writing within ten (10) days of receipt of the appeal • Authority reserves the right to meet with faculty and student at the same time 	<p>Dean of School where grade received or Next in Authority</p> <ul style="list-style-type: none"> • Student must appeal in writing within ten (10) days of the reply from the previous authority • Dean (or other Authority) will consider all documents, discuss the matter with faculty, student, and other pertinent members and render a decision in writing within ten (10) days of receipt of the appeal • Authority reserves the right to meet with all parties at the same time • A Hearing may be arranged with faculty from other departments 	<p>VP for Academic Affairs</p> <ul style="list-style-type: none"> • Student must appeal in writing within ten (10) days of the reply from the Dean (or other Authority) • Student may request an extension for hardship or if it can be demonstrated additional matters of fact will take longer to assemble • The decision of the Hearing will be reviewed by the VPAA for procedural accuracy • Decision will be rendered by VPAA in writing within ten (10) days of receipt of the appeal <p>VPAA Decision is Final</p>	<ul style="list-style-type: none"> • Factual error • Major variation from syllabus • Major variation from posted due dates • Improper assessment of absences • Factual evidence not available at the time of the event, initial judgment, or of earlier appeal
<p>Academic suspension for grades.</p> <p>Failure to remediate probation.</p>	<p>Academic suspension, except as ordered by an Academic Hearing Board, is based on GPA or violation of academic probation. It is essentially an appeal for readmission to the College.</p> <ul style="list-style-type: none"> • Appeal must be made to the Dean. • Appeal must be made in writing in a timely manner, but in no case will an appeal be accepted later than one week prior to the deadline to register for the next term. • The Dean has discretion to call the student for discussion if desired. 	<p>VP for Academic Affairs</p> <ul style="list-style-type: none"> • Appeal must be made within two weeks of the decision of the Dean. <p>VPAA Decision is Final</p>		

Rules for ALL Appeals

- ❖ A student may not bring such a request without notification in the order as listed
- ❖ A student may not bring such a request without a good faith attempt to resolve the issue
- ❖ All appeals must be in writing
- ❖ All decisions must be in writing
- ❖ Notwithstanding the above, the authority may extend the time limits for good cause
- ❖ All decisions will be sent to each party included in the appeal process up to the point where decision is made
- ❖ The language “Next Authority in Sequence” and “Authority” refers to the next person in the logistics of chain of command for each case
- ❖ In no case will any appeal or challenge be accepted later than the effective drop/add date for the next term after the course appealed
- ❖ In no case will ignorance of standards of academic integrity or professional conduct serve as a basis for appeal
- ❖ The word “days” shall mean school days and does not include weekends or days the college is not in session

Glossary of Terms

Assessment: A term used for any piece of a course included in part of disposition for a grade. This could include, but is not limited to, internship, field work, clinical. Not all grades are examinations, quizzes, or papers, therefore we use the broad term of assessment.

Formative Assessment: An assessment within a course that encompasses only a unit of study. A one-time appeal of the grade is only allowed to go as far as the second step in the sequence of Authority. If the student has it to occur a second time, the student may be appeal to a higher authority, such as the Dean.

Summative Assessment: An assessment for an entire course, such as a comprehensive final. This may be appealed to the highest authority on the first occurrence if it is a definitive grade determination.

Inclement Weather Policy

In case of severe or snowy weather, classes may be delayed or cancelled. Please be advised that announcement of a delayed schedule means the following schedule will be in place for that day only. Staff will operate on the same delayed schedule. When the delayed class schedule is in effect, no changes will be made to the afternoon schedule. For Health and Human Sciences programs, the clinical rotations are viewed much the same way as an occupation. Healthcare is a 24 hours a day, 7 days a week process and does not stop due to inclement weather. **Each program has their own policy regarding inclement weather and attendance.** Please review your program's specific policies. Students are expected to use good judgment when making decisions concerning weather related travel.

Monday, Wednesday, and Friday Schedule

Regular

8:00 a.m. to 8:50 a.m.
9:00 a.m. to 9:50 a.m.
10:00 a.m. to 10:50 a.m.
11:00 a.m. to 11:50 a.m.

Delayed

9:40 a.m. to 10:20 a.m.
10:25 a.m. to 11:05 a.m.
11:10 a.m. to 11:50 a.m.
11:55 a.m. to 12:35 p.m.

Monday, Wednesday Schedule

Regular

9:00 a.m. to 10:25 a.m.
11:00 a.m. to 12:15 p.m.

Delayed

10:25 a.m. to 11:05 a.m.
11:55 a.m. to 12:45 p.m.

Tuesday, Thursday Schedule

Regular

8:30 a.m. to 10:15 a.m.
9:00 a.m. to 10:15 a.m.
10:25 a.m. to 12:10 p.m.

Delayed

9:40 a.m. to 10:40 a.m.
10:45 a.m. to 11:45 a.m.
11:00 a.m. to 12:00 p.m.

Announcement of class cancellations or a delayed schedule will be made on the following television and radio stations:

WHAS/WAMZ TV & RADIO
WAVE TV 3
WAKY
WBRT RADIO
WKYT TV
WTVQ TV 36
WLEX 18
WQXE RADIO
WCKQ RADIO

Louisville
Louisville
Springfield
Bardstown
Lexington
Lexington
Lexington
Elizabethtown
Campbellsville

CLINICAL POLICIES AND PROCEDURES

Guidelines for Use of a Clinical Facility

Students are guests in the clinical facility and their behavior should be appropriate to the role. Students are accountable for the quality of care given to your assigned clients. The care and well-being of the client comes first, regardless of the time or extenuating circumstances. The supervisor of the unit on which the student is assigned should be kept informed.

1. Students are expected to comply with the facility, department and unit policies, and procedures. Orientation for clinical sites will be presented by faculty or representatives of the facility.
2. Health and Human Sciences programs require adherence to absence and tardy policies. See specific program guidelines.
3. Students are not to leave the assigned rotation without informing the instructor. At the end of the student's clinical assignment, the student will submit all required documentation for that assignment.
4. There are limited facilities for personal belongings. Limit what is taken to the clinic site. The Facility/College is not responsible for lost or stolen property.
5. Students will have access to cafeteria and coffee shops (where available). Lunch breaks (not to exceed 30 minutes) are coordinated with the Clinical Instructor. Eating, drinking, and chewing gum in any patient care area is considered unprofessional and inappropriate.
6. Telephones in the facility are for general use, not personal use. Students may not make or receive personal phone calls at their clinical site. When answering the telephone on the unit, follow unit policies regarding etiquette. Emergency calls will be forwarded by the Clinical Instructor. Cell phones must be turned off in the hospital and not be used during clinical time.
7. The School of Health and Human Sciences discourages smoking due to the health risks involved. A majority of clinical sites are now smoke free environments, which means smoking is not permitted anywhere on the facility's property. If you must smoke, please remember that the odor of smoke may compromise the patients. Please take appropriate primary prevention measures to eliminate these problems.
8. Students are permitted to use the clinical facility's library (where available) within the established rules and regulations.
9. Students may not transact any business for clients nor may they act as witness for any consent forms. Students may not utilize clinical time for job applications.

10. Students are not permitted to take drugs or any other supplies away from the clinical unit. This will result in expulsion from the program.
11. Students are not to make engagements with or take gifts or money from clients or their families. This is both unprofessional and unethical.
12. Information about a client/patient is confidential.
13. Students will behave as a professional at all times while in the clinical setting.
14. No solicitation is allowed on hospital property.
15. Work related injuries must be reported immediately to the appropriate supervisor in the clinical facility and promptly treated as necessary. Follow up reports must be sent to the program office (see section of health insurance for more specific details).
16. Certain behaviors will not be tolerated in the clinical setting. Students violating this section will immediately be removed from the clinical setting and may be subjected to suspension or dismissal from the program. Behaviors which may subject a student to disciplinary action, include but are not limited:

Possession and/or use of alcoholic beverages or illegal drugs

Loafing or sleeping in the clinical affiliates

Theft or destruction of hospital property

Discourtesy to patients, visitors, employees of the facility, fellow students College faculty, or staff

Horseplay or other unprofessional behavior

Conduct detrimental to patient care

Attending clinical without appropriate equipment/supplies, proper dress code (i.e. nametag)

Fighting

Gambling

Possession of weapons

Excessive absenteeism (see specific program guidelines)

Tardiness

Insubordination

Use of inappropriate language or use of language that may be construed as threatening

Leaving the work area for breaks without the permission of the appropriate personnel

Refusing to perform procedures (following competency verification)

Travel and Housing

Students are responsible for providing their own transportation to and from the college, clinical, and/or field experience assignments. Expenses incurred while traveling are the responsibility of the student. We encourage our students to “Think Green” and carpool to clinical facilities.

Students are responsible for securing housing, if necessary, during both the didactic and clinical portions of the curriculum. Student housing is available on the St. Catharine College campus.

Liability and Health Insurance

The St. Catharine College Health and Human Sciences programs require students to maintain liability insurance. The College has established a blanket policy for liability coverage for all students. The cost of the coverage is paid by the student through a mechanism established by the program.

Students in Health and Human Sciences programs are required to maintain their own health insurance, or sign a waiver indicating they do not maintain insurance, but understand **they are responsible for all fees and expenses incurred from injury or illness in either the clinical or classroom setting.**

Students entering a Health and Human Sciences program subject to a background check and/or testing dependent upon the requirements of the individual program. Failure to complete a background check or drug test as required by the program will result in the student being denied admission or continuation in the program.

Adverse findings on a background check or a positive drug test may result in a student being prohibited from participating in a clinical component of the program. Failure to complete the clinical portion will result in dismissal from the program. In addition, students may not be permitted to sit for a licensure, registry or certification examination in their chosen discipline. (These decisions are made by external professional credentialing agencies outside the control of the program). Students who have a concern about this matter should consult with the Department Chair.

Cost of the background check or drug tests are the responsibility of the student. Students are required to follow the established college or school policies for background check and/or drug testing. Information or test results provided by a student from a testing source other than those approved by the college or school will not be accepted.

Occurrences

All incidents occurring in a clinical affiliate in which a report is made must be reported to the program office within 24 hours of the incident. Incident reports must be made in writing for the following:

Injury to a patient
Injury to hospital personnel
Injury to a visitor
Personal injury
Any form of accident in which you observed the occurrence on hospital property but were not directly involved
Loss of patient's personal belongings
Equipment misuses
Any other unusual occurrence

Temporary Disability

If a student incurs a temporary disability, the student should immediately report the disability to the Department Chair. Temporary disability is defined as broken bones, back injuries, communicable diseases, or any other injury or condition that could prevent the student from safely continuing the training schedule or endangering patients or other members of the health care team or program.

Communication between the Department Chair and the student's physician may be necessary in the case of a temporary disability. Temporary disability will be documented between the student's personal physician and the Program Medical Advisor. The Medical Advisor will consult with the Department Chair to determine eligibility for the student's ultimate completion of the program.

Pregnancy, which may be considered a temporary disability, does not preclude attendance in the Health and Human Sciences programs. Students need to be made aware, however, that they may be exposed to agents such as microorganisms, chemotherapeutic drugs, radiation, and anesthetics that could have detrimental effects on the pregnant woman and/or her unborn child. See program handbook for specific pregnancy guidelines.

If a student incurs a temporary disability, every reasonable effort will be made to accommodate the student. For a disability of short duration, every effort will be made to reschedule the missed educational opportunities. For a disability of longer duration, the accommodation may include but not be limited to the following:

Rearranging the course schedule where possible. This would allow the student to substitute courses that are less physically demanding, and then reschedule the missed courses in a later semester.

Where rearranging the course schedule is not possible, a delay in the program sequence would allow the student to resume training in the next possible semester at the point where the temporary disability occurred.

Health and Diagnostic Tests

All students entering St. Catharine College's Health and Human Sciences program must have verification of health, immunizations, and physical capabilities on file in the program office. The health history and physical examination must be completed by a nurse practitioner or physician upon admission to the program. The health form is available in the program office.

The PPD must be documented every twelve months and as indicated. Those students with a positive PPD must have either a current chest X-Ray report or an annual physician's statement indicating that they pose no risk of transmitting TB to clients or other health care workers. A student will not be allowed to enter the clinical area until test results are on file in the program office. Current diagnostic test requirements are subject to change. Evidence of other immunizations required by clinical facilities must be confirmed by the Department Chair. Currently, the immunizations and test results required vary according to program policies (see specific program guidelines). Tests and immunizations may include:

Childhood immunizations

Tetanus Toxoid

Hepatitis B Vaccine

Diphtheria

Rubella Titre

Chickenpox Titre

TB test (If positive, a chest X-ray is needed)

A student is required to have a statement from a nurse practitioner or physician for readmission and/or continuance in the nursing program following severe illness, hospitalization, physical injury, pregnancy, emotional disorder, etc. This statement will be kept on file in the program office.

Injury and Exposure Intervention (see also Infectious Disease Policy)

The Clinical Instructor is requested to facilitate:

Completion of the necessary facility incident report(s).

Adhere to and enforce the clinical facility's policies and procedures.

Complete the St. Catharine College incident reports and placing it in the student's file.

The Student is responsible for:

Follow-up of immediate and long-term medical care and associated expenses unless otherwise stated in the clinical facility's policies and procedures.

Obtaining care from the emergency room, primary care provider, or other source of health care.

The Clinical facility is:

Not responsible for follow-up care related to the exposure of the student or Clinical Instructor.

Requested to facilitate the continuing orientation/instruction of faculty and students.

A student must at all times, be capable of functioning with adequate capabilities, reasoning, and judgment in performing the duties and responsibilities to which he/she has been assigned. It is the faculty member/Clinical Instructor's responsibility to ensure the ability of the student to function in his/her assigned role.

Should a student be reported or observed as functioning with diminished capabilities that might interfere with the competent and safe performance of his/her duties, it is the responsibility of the faculty member/clinical instructor to immediately relieve the student of his/her duties. If a student is relieved of his/her duties, the faculty member/Clinical Instructor will determine whether the student should be assigned other duties for the duration of the assignment, sent to seek medical care, sent home, or required to submit to a medical evaluation. Failure of the student to comply with directives will result in disciplinary action.

Infectious Diseases

Education and Management

Students will receive information and be taught the precautions and practices to be taken to prevent the transmission of infectious diseases in accordance with applicable Centers for Disease Control (CDC) Guidelines prior to any exposure to clients. Students will also be provided with appropriate information regarding HIV/HBV prevention and risk behaviors as part of their requisite preclinical preparation. These instructions will be continually reinforced and clinical faculty will ensure compliance in all clinical learning experiences.

CDC Standard Universal Precautions

Blood and body fluid precautions: Blood and body secretions should be considered infectious in all cases.

Hand washing and using a biocidal agent is the most important precaution to be taken routinely and should be instituted after touching the patient

Gloves (non-sterile) are worn to avoid direct contact with mucous membranes, open skin lesions, and percutaneous exposure to blood.

Gowns are recommended only if soiling of clothing with blood or body fluids is anticipated.

Masks are recommended for those who have direct contact with bronchial secretions or with clients who cough extensively or require tracheal or endotracheal suctioning.

Masks and protective eyewear should be worn together or a face shield should be used.

Life-threatening conditions: Acute respiratory distress or cardiopulmonary arrest-client with an oral airway in position should be ventilated with a manual resuscitator bag rather than mouth-to-mouth resuscitation.

Care of equipment/specimens:

Needles and syringes should be disposable and disposed of in a rigid, puncture-resistant container. Needles should not be recapped, purposely bent, broken, or cut in order to prevent accidental needle sticks.

Blood and other specimens should be obtained and handled in accordance with the procedure established for blood and body fluid precautions within the particular institution. Contaminated specimen containers and specimen spills should be disinfected according to CDC Guidelines for HIV/HBV precautions using current appropriate disinfectants for that setting.

Soiled linens, laundry, and non-disposable articles contaminated with blood or body fluids should be handled according to procedure established for blood and body fluid precautions within the particular institution.

Surgical and invasive equipment, ventilator tubing, laryngoscopes (if not disposable) should be sterilized before re-use.

A significant exposure is defined as:

A needle stick or cut caused by a needle or sharp object that was actually or potentially contaminated with blood or body fluids.

A mucous membrane (i.e. splash to the eye or mouth) exposure to blood or body fluids.

A cutaneous exposure involving large amounts of blood or prolonged contact with blood, especially when the exposed skin was chapped, abraded, or afflicted with dermatitis.

Adapted from "Policy and Guidelines for Prevention and Management of Human Immunodeficiency Virus and Hepatitis B Virus Infection in the Nursing Education Community," Position Statement, American Association of Colleges of Nursing, approved by membership March 23, 1992.

Post Exposure Reporting Procedures

Immediate antiseptic procedures will be followed after possible exposure. A student has an ethical obligation to report to the faculty member in charge an accident that exposes him/herself or a client to a risk of transmission of a blood borne disease.

Confidential testing and appropriate counseling will be offered to the individual in accordance with the clinical facility's policies and procedures following exposure. The student is ethically obligated to be tested for HIV in the event the client is exposed to the student's blood.

If an exposure from an unknown source occurs, students will follow the CDC Guidelines for occupational exposure. If it is a needle stick, test for HIV to establish seronegativity first, then retest at six weeks, three months, six months, and one year. This is the student's responsibility.

Confidentiality

Healthcare workers may not ethically refuse to treat a client solely because the client is at risk of contracting, or has an infectious disease such as HIV, AIDS, or HBV. Students and faculty will follow rules of confidentiality.

Individuals involved with direct care who know they are infected with a communicable disease are ethically and legally obligated to conduct themselves responsibly in accordance with the following protective behaviors:

Seek medical advice.

Follow College and/or agency guidelines when involved in direct client care.

Be knowledgeable about measures to prevent transmission of infectious diseases.

Students with HIV or AIDS

Students are advised that HIV infections may cause immunosuppression and thereby increase their susceptibility to infections acquired from client-student interaction. Precautions should be taken when working with any client who has any contagious disease. HIV infected students with exudative or weeping skin lesions will not be allowed to perform direct client care. The determination of whether an infected student who is symptomatic should be excluded from providing direct care will be made on a case-by-case basis by a team composed of appropriate college faculty/administrators and the student's physician.

Privacy of Patient/Client Information

Students enrolled in the health professions program will have access to protected health information of patients and clients whom they serve. Information concerning the health and well-being of patients is confidential and students are expected to follow the federal and professional guidelines for handling health information.

Violation of a patient's confidence unless authorized by law will result in disciplinary action up to and including dismissal from the program.

Students will receive an overview of federal laws referring to patient privacy during the orientation process. A signed statement that the student has received such education will be signed and included in the student's academic record. Issues relating to privacy and confidentiality will be reinforced or introduced throughout the program.

Basic Life Support (BLS)

All students are required to complete a Cardiopulmonary Resuscitation (CPR) course for their clinical education. Most healthcare facilities use the American Heart Association (AHA) Healthcare Provider Course, which is a bi-annual certification. The athletic department at St. Catharine College provides the American Red Cross's CPR course for college credit and is an annual renewal. Students can choose between the two courses. The training provided by the Health and Human Sciences Programs is structured for healthcare providers and is not a basic layman's class. Any BLS course by the AHA or the American Red Cross that does not include the use of an Automated External Defibrillator (AED) and does not require the successful completion of a written exam will not qualify for certification. Online renewals can be completed through the American Heart Association's website. The written examination portion can be completed online. Afterwards, a skills check off must be completed through a certified AHA BLS Instructor before certification is granted.

Graduation Requirements

Students must have met all of their academic, financial, evaluation, and service requirements before they will be able to graduate. In order to graduate students must make application to the Registrar's office at the appropriate time and be aware of their academic progress and advising needs. For further policies, consult the College's catalog on graduation requirements.