Preface

The purpose of this handbook is to bring together information from various sources about policies and procedures of the Boston College Connell School of Nursing. It is not intended to be a substitute for the catalog, the Boston College website, the schedule of courses, information on official bulletin boards, or course syllabi. Rather, it is to assist you in locating answers to your questions and to help you make the most of your education at Boston College.

This book is possible through the work of the faculty of the Connell School of Nursing (CSON) who define policies and curriculum, information on the Boston College website (www.bc.edu), and the daily decisions that guide the work of the office of the associate dean, undergraduate program. The CSON faculty and staff are committed to your personal and professional development and your success in all programs at Boston College.

*Unless otherwise noted, in this document, “associate dean” refers to the associate dean, undergraduate program.

Sean P. Clarke, RN, PhD, FAAN
Associate Dean, Undergraduate Program
Boston College
William F. Connell School of Nursing

On the cover: Kathryn Free, Isabella Rosales, and Margaret Treanor in Health Assessment across the Life Span, taught by Associate Professor Robin Wood and Assistant Professor Stewart Bond.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Academic Program</td>
<td>8</td>
</tr>
<tr>
<td>Academic Standards, Policies and Resources</td>
<td>11</td>
</tr>
<tr>
<td>Academic and Professional Integrity</td>
<td>16</td>
</tr>
<tr>
<td>Academic Advisement</td>
<td>18</td>
</tr>
<tr>
<td>Support Services</td>
<td>19</td>
</tr>
<tr>
<td>Clinical Laboratory</td>
<td>20</td>
</tr>
<tr>
<td>Registration Policies</td>
<td>23</td>
</tr>
<tr>
<td>Academic and Special Opportunities</td>
<td>25</td>
</tr>
<tr>
<td>Co-curricular Activities and Student Participation in the Governance of the School</td>
<td>27</td>
</tr>
<tr>
<td>How to Prevent Problems and Where and How to Get Help</td>
<td>29</td>
</tr>
</tbody>
</table>
Introduction

HISTORY AND FUTURE OF THE SCHOOL OF NURSING

In the mid-1940's, the late Richard Cardinal Cushing requested that the University establish a baccalaureate nursing program since no Catholic institution in the Archdiocese of Boston offered such a program. Responding to his request, the University opened the Boston College School of Nursing on January 27, 1947, with 35 registered nurses enrolled for a bachelor of science in nursing or nursing education. The following September, a group of 27 high school graduates enrolled in the baccalaureate program.

In 1958, the master’s program was established and offered medical-surgical nursing as a field of concentration. It now offers degrees in advanced practice nursing in six fields of specialization. The first students entered the PhD in nursing program in 1988. This was the first nursing doctoral program to be offered at a Jesuit university. It has produced more than 150 graduates who are in various clinical, research, and teaching positions throughout the United States and other countries. An MS/PhD option was introduced in 2000 for individuals seeking preparation in both advanced practice nursing and clinical research. The School of Nursing was dedicated in honor of the late Boston-area businessman and philanthropist William F. Connell on September 12, 2003. The school, now named the William F. Connell School of Nursing, was the recipient of a $10 million gift made by Connell shortly before his death from cancer in 2001. Connell was a 1959 graduate of Boston College and served on the University’s board of trustees for 24 years.

After more than five decades in Cushing Hall, the Connell School of Nursing now calls Maloney Hall home. The School’s research and teaching functions have been united on the second and third floors of Maloney, the gateway between Boston College’s Lower and Middle campuses. Designed to meet the current and future needs of nursing students and faculty, the School’s new 35,000-square-foot home will offer 78 percent more usable space than Cushing Hall. The design features an open floor plan with neighborhood-like clusters that encourage interaction and collaboration. Among the other changes: a 150 percent increase in student lounge space; a nursing lab double the former size, including two additional simulation labs and control booths, three more viewing rooms, and two more exam rooms; and state-of-the-art presentation technology in all meeting spaces.
ACCREDITATION

The Connell School of Nursing is accredited by the Commission on Collegiate Nursing Education and approved by the Massachusetts Board of Registration in Nursing.

MISSION STATEMENT OF THE CONNELL SCHOOL OF NURSING

The mission of the Boston College William F. Connell School of Nursing is to prepare compassionate, professionally competent nurses whose practice and scholarship are scientifically based and grounded in humanizing the experience of health and illness. In keeping with the Jesuit, Catholic ideals, we focus on formation of the whole person and promotion of social justice. The Connell School of Nursing educates students as reflective life-long learners who use knowledge in service to others. The faculty develops and disseminates knowledge for the advancement of professional nursing practice and the improvement of health and healthcare for a diverse global society.

The graduate of the baccalaureate program is prepared as a generalist who promotes, maintains and restores the health of individuals, families and communities/populations across the lifespan through evidence-based practice. The graduate of the master’s program is prepared as an advanced practice nurse with knowledge and skill to advance the discipline and to improve healthcare through leadership, mentorship, and evidence based practice. The graduate of the doctoral program is prepared to engage in and contribute to theoretically driven research and scholarship that address significant problems in nursing and healthcare and to influence policy.
PHILOSOPHY

Nursing is the art and science of human caring. The recipients of nursing care are individuals, families, aggregates of people, and communities. They encompass both the sick and the well, and they are from all cultural, linguistic and socioeconomic backgrounds as well as all stages of the life cycle. Nursing focuses on the life processes and patterns of the individual in the context of the family and the community, as well as the health needs of populations. Nurses respect and embrace cultural diversity and recognize the contributions of social environments to health/illness beliefs, health practices, and behavioral responses of individuals and groups.

The study of nursing involves theoretical and practical instruction in the art and science of care that is grounded in a liberal arts education. Students are prepared to deliver holistic nursing care through a holistic education that equips them with knowledge and skills to begin their careers in a manner that builds upon both a scientific foundation and deep study of the liberal arts. Nursing courses have been carefully sequenced to progressively build core knowledge and enable students to apply that knowledge. Active participation of learners is considered critical in developing clinical skills as well as the ability to think and act ethically. Students are further involved as active participants in shaping the learning environment within the Connell School of Nursing.

The Boston College Connell School of Nursing endeavors to instill the values of service to others, truth, and justice through scholarly inquiry and the promotion of equal access to care for all people. The focus of our service, scholarship, and justice in caring includes all people in the global community, particularly the underserved. The faculty believe that promoting the physical, psychological, and spiritual aspects of health are essential to understanding the human dimension of holistic nursing care. Nurses engage in partnerships with individuals and groups to promote and optimize wellness. The nurse respects the uniqueness of the person and the individual’s right to choose and actively participate in decisions about health care. Nursing as a profession promotes client self-determination by empowering individuals, families, and communities, and advocating for those who cannot do so independently.
PROGRAM OUTCOMES

The graduate of the Connell School of Nursing baccalaureate program is a critical thinker who:

1. Respects the intrinsic worth of all human beings by valuing and integrating altruism, autonomy, human dignity, integrity, and social justice into professional nursing practice across all health care settings and populations.

2. Synthesizes concepts from a liberal arts Jesuit education to develop a philosophy of care that guides professional nursing practice.

3. Uses management and leadership skills to coordinate and promote quality health care.

4. Uses empirical evidence and theoretical knowledge from nursing and other disciplines to influence health promotion and disease prevention in individuals, families, and populations across the lifespan and across health care environments.

5. Generates clinical judgments based on assessment data and implements interventions to achieve individual/family/population-centered outcomes.

6. Collaborates with individuals, families, community stakeholders, and the interdisciplinary health care team to ensure safe, clinically efficacious, cost-effective care.

7. Articulates the relationships among intrapersonal, interpersonal, social, environmental, cultural, and ethical influences on health care delivery in a diverse, multicultural, global society.

8. Uses informatics and electronic technology to document, evaluate, and improve the quality of health care.

9. Articulates the influence of policy on health care and professional nursing practice.

10. Accesses information and seeks experiences to promote personal and professional growth, advance nursing practice, and improve the care of individuals, families, and populations.
CONNELL SCHOOL OF NURSING ADMINISTRATION

ACADEMIC SUITE STAFF

Sean Clarke, Associate Dean, Undergraduate Program
Office: Maloney Hall 218
Phone: 617-552-3232
Email: clarkese@bc.edu

The associate dean is responsible for all aspects of the undergraduate program, including orientation, registration, the advisement system, student progression, and implementation of the curriculum plans.

Annie Nunziata, Undergraduate Program Assistant
Office: Maloney Hall 219B
Phone: 617-552-4925
Email: nunziataa@bc.edu

The program assistant supports students, faculty, and the associate dean in the operations of the baccalaureate program.

Julianna González, Associate Director for Student Services
Office: Maloney Hall 221
Phone: 617-552-4541
Email: julianna.gonzalez@bc.edu

The associate director for student services provides counseling, advising, and general support to students from all programs.

OTHER SCHOOL OF NURSING ADMINISTRATORS

Susan Gennaro, Dean and Professor
Office: Maloney Hall 292
Dean Gennaro is responsible for the overall administration of the Connell School of Nursing.

TBD, Associate Dean, Finance and Administration
Office: Maloney Hall 203
The associate dean, finance and administration is responsible for administrative and budgetary aspects of the Connell School of Nursing, including the work-study and Undergraduate Research Fellow programs.
M. Katherine Hutchinson, Associate Dean, Graduate Programs  
*Office: Maloney Hall 220*

Dean Hutchinson is responsible for the master’s and doctoral programs.

W. Jean Weyman, Assistant Dean for Continuing Education  
*Office: Maloney Hall 281*

Dean Weyman is responsible for all programs in the Continuing Education office.

Barbara Wolfe, Associate Dean for Research  
*Office: Maloney Hall 226*

Dean Wolfe oversees the research initiatives in the Connell School of Nursing.

Danny Willis, Chairperson, Department of Nursing  
*Office: Maloney Hall 240*

Dr. Willis provides leadership and support to nursing faculty and students.

Colleen Simonelli, Assistant Chairperson, Department of Nursing  
*Office: Maloney Hall 239*

Dr. Simonelli assists the chairperson.

**TEACHERS OF RECORD (TORs)**

Teachers of record are professors who are responsible for coordinating faculty and student activities within a course. Their responsibilities include preparing the course syllabus, assigning students to clinical groups, compiling exams, and computing grades.
# Academic Program

Typical Plan of Study-Plan A, Class of 2019 (see CSON undergraduate student website for detailed curriculum plans with credit allocations; note course numbers were revised for the class entering in September 2015):

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
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<tbody>
<tr>
<td><strong>fall semester</strong></td>
<td><strong>spring semester</strong></td>
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<tr>
<td>BIOL 1300, 1310</td>
<td>Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>CHEM 1161, 1163</td>
<td>Life Science Chemistry</td>
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<tr>
<td>NURS 1010</td>
<td>Prof. Development Seminar</td>
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<tr>
<td>Core courses or electives (2)</td>
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<tr>
<th>SECOND YEAR</th>
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<tbody>
<tr>
<td><strong>fall semester</strong></td>
<td><strong>spring semester</strong></td>
</tr>
<tr>
<td>BIOL 1320, 1330</td>
<td>Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>MATH 1180</td>
<td>Principles of Statistics for the Health Sciences</td>
</tr>
<tr>
<td>NURS 2070</td>
<td>Introduction to Professional Nursing</td>
</tr>
<tr>
<td>Core courses or electives (2)</td>
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</tbody>
</table>

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<th>THIRD YEAR</th>
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<tbody>
<tr>
<td><strong>fall semester</strong></td>
<td><strong>spring semester</strong></td>
</tr>
<tr>
<td>NURS 2080</td>
<td>Pathophysiology</td>
</tr>
<tr>
<td>NURS 2120, 2121</td>
<td>Health Assessment Across the Life Span &amp; Clinical</td>
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<tr>
<td>Core courses or electives (2)</td>
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<th>FOURTH YEAR</th>
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<tbody>
<tr>
<td><strong>fall semester</strong></td>
<td><strong>spring semester</strong></td>
</tr>
<tr>
<td>NURS 3170</td>
<td>Principles of Evidence-Based Nursing</td>
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<tr>
<td>NURS 2204</td>
<td>Pharmacology &amp; Nutrition Therapies</td>
</tr>
<tr>
<td>NURS 2230, 2231</td>
<td>Adult Health Nursing Theory I &amp; Clinical</td>
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<tr>
<td>Core course or elective</td>
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<tbody>
<tr>
<td>NURS 3242, 3243</td>
<td>Adult Health Nursing Theory II &amp; Clinical</td>
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<tr>
<td>NURS 3244, 3245</td>
<td>Childbearing Nursing Theory &amp; Clinical</td>
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<tr>
<td>Core course or elective</td>
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<tbody>
<tr>
<td>NURS 4250, 4251</td>
<td>Child Health Nursing Theory &amp; Clinical</td>
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<tr>
<td>NURS 4252, 4253</td>
<td>Psych-Mental Health Theory &amp; Clinical</td>
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<tbody>
<tr>
<td>NURS 4260, 4261</td>
<td>Community Health Nursing Theory &amp; Clinical</td>
</tr>
<tr>
<td>NURS 4263</td>
<td>Nursing Synthesis Clinical</td>
</tr>
<tr>
<td>NURS 4270</td>
<td>Transition to Professional Nursing</td>
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<tr>
<td>Core course or elective</td>
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</table>
CURRICULUM PLANS A & B

*Please note: Plans are in the works to depart from the Plan A/Plan B sequencing for the Class of 2019 forward subject to approval of relevant committees. Incoming freshmen in fall 2015 should note curricular requirements but not count on the exact sequencing laid out for the sophomore year and beyond laid out in the chart.

In the past, in the spring of freshman year prior to pre-registration for sophomore year, the associate dean solicited applications for “Plan B,” a course sequence designed to allow study abroad for a full semester or flexibility for varsity athletes and ROTC students in the junior and senior years. New arrangements to be announced by spring 2016 will permit a similar degree of flexibility for all students while permitting completion of the program within four years.

CORE COURSES

Nursing students take the following University core courses: history (2), social sciences (2), philosophy (2), theology (2), writing, literature, fine arts, and math (MATH 1180). The natural science core and the cultural diversity core are fulfilled by nursing courses. To identify courses that satisfy the core in each department, refer to each semester’s schedule of courses or contact the particular department.

ELECTIVES

The School of Nursing curriculum allows for a number of elective courses that may be chosen from any area of the student’s interest. Students who have received Advanced Placement standing for meeting specific Core Curriculum requirements will complete additional electives to make up the 117 credits required for graduation from the Connell School of Nursing.

PROGRAMS

Some academic programs of potential interest are the Pulse program, Perspectives, and study abroad. Please see the BC website or catalog for more detailed information.

INTERNATIONAL STUDY (STUDY ABROAD)

Boston College nursing students are encouraged to take advantage of a range of opportunities to be involved internationally. Study abroad enriches awareness of other cultures and can assist in developing foreign language fluency. Nursing students may participate in fall or spring semester junior year, as well as summer opportunities through programs administered by Boston College or through other American colleges and universities. For the Class of 2018 and earlier years, students interested in a semester of study abroad have normally been in
Plan B. Students require a minimum 3.0 grade point average (effective April 2015), and apply in their sophomore year through the Office of International Programs in Hovey House. In addition, students should meet with their academic advisors and the associate dean to discuss curriculum planning. Students who plan to study abroad for a fall or spring semester but decide not to go should notify the associate dean as early as possible and may be required to take at least one clinical course in that semester. Students should note that limits may be placed on the number of CSON students allowed to study abroad in any one semester or academic year, even among those who meet academic requirements, in order to balance numbers of students in the required clinical courses.

DECEMBER GRADUATION

Students who graduate in December may attend the commencement ceremonies the following May. They may elect to participate in senior week activities the May before or the May after their graduation.
Academic Standards, Policies & Resources

The CSON Academic Standards Advisory Committee meets at the end of each semester to review the records of students with course failures, course deficiencies, low GPAs, or other academic concerns. Recommendations about progression in the program are made by this committee in accordance with the policies described below and other relevant university policies and implemented by the associate dean.

GOOD ACADEMIC STANDING/WARNING STATUS

In order to remain in good academic standing, the student must maintain a cumulative average of 2.0 in nursing courses and 1.67 overall GPA. If a student’s grade point average falls below the minimum standard on either count, he or she will be placed on warning status for one semester during which the grade point average must be brought up to the minimum. A student on warning status for more than one semester may be dismissed from the School of Nursing. A student who does not follow the School of Nursing curriculum for two semesters will be dismissed from the School of Nursing. A student who fails to demonstrate performance consistent with the safe and ethical practice of professional nursing will be subject to review and possible dismissal from the School of Nursing.

Students must achieve a minimum grade AVERAGE of 2.0 (C) in the 15 science and statistics credits taken in the freshman year. This average, weighted by credit, is based on grades in BIOL1300, 1310, 1320, 1330 (Anatomy & Physiology lectures and labs), CHEM1161, 1163 (Life Science Chemistry with lab), and MATH1180 (Statistics). The records of students who have not met this requirement (or who have withdrawn from any of those courses) will be reviewed at the May meeting of the Academic Standards Advisory committee, and will be notified of progression decisions by the associate dean.

Students must achieve a grade of C- or higher in nursing courses, (i.e., courses with a prefix NURS). If the student does not meet the minimum requirement of a C- in one of these courses, the student will be required to retake the course before advancing in the curriculum and the student will be placed on warning status and may be unable to progress in the curriculum. Normally at Boston College a grade of B or better is required of students reattempting a course. A student may repeat a nursing course one time after withdrawing or not achieving a C-. Students who withdraw because they are failing or fail more than one nursing course may be dismissed from the School of Nursing.
SOCIAL MEDIA POLICY STATEMENT

The Health Insurance Portability and Accountability Act (HIPAA) provides for protection of personal health information. Therefore, Boston College forbids the disclosure of agency (hospital, clinic, nursing home), patient and/or family private health information on any type of social media. The Boston College William F. Connell School of Nursing does not allow posting of information or pictures related to any clinical experience. Students are also accountable for adhering to specific course or agency guidelines. If any student violates these policies, Boston College has the right to take appropriate academic and/or legal action up to and including dismissal from the university.

DEFICIENCIES

Students in the School of Nursing are expected to have successfully completed 30 credits by the beginning of the second year, 60 credits by the beginning of the third year, and 90 credits by the beginning of the fourth year. A total of 117 credits, including all core and nursing courses, is required for graduation. If a student withdraws from a course, fails a course, or underloads (i.e., takes fewer courses than in the curriculum plan), the student incurs a deficiency. Deficiencies should be made up as soon as possible. In some cases involving science or nursing courses, a deficiency will prevent a student from moving on in the curriculum. A deficiency may be made up by taking courses in the summer at Boston College or summer courses at another accredited college approved by the associate dean. Core courses taken outside of Boston College must be approved by the appropriate department.

STUDENT ATHLETES

School of Nursing professors make every effort to accommodate the needs of student athletes. It is the student’s responsibility to communicate with their professors before the beginning of the semester to discuss time schedules. In the case of conflicts, academic obligations must come first.

LEARNING, PHYSICAL, OR OTHER DISABILITIES

If you are a student with a documented disability seeking accommodations in a course, please contact Kathy Duggan, (617) 552-8093, at the Connors Family Learning Center regarding learning disabilities, or Paulette Durrett, (617) 552-3470, in the Disability Services Office regarding all other types of disabilities. Advance notice and appropriate documentation are required for accommodations.

CLASS ATTENDANCE

Students are expected to attend classes regularly, take tests, and submit papers and other work at the times specified by the professors on the course syllabi. Students who are repeatedly absent from class or
practica will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to continue in the course. Students are expected to notify faculty prior to a scheduled clinical laboratory session or scheduled examination if they will be absent or tardy. Professors may include, as part of the semester’s grades, marks for the quality and quantity of the student’s participation in class.

Professors will provide reasonable notice of tests and examinations based on content covered in class lectures and discussions, as well as other assigned material. A student who is absent from class on the day of a previously announced examination, including the final examination, does not have an automatic right to make up assessments. The professor involved is free to decide whether make-up tests or assignments will be allowed.

A student who is absent from class is responsible for obtaining class materials and information about announced tests, papers, or other assignments.

In cases of prolonged absence the student or a family member should communicate with the associate dean as soon as the prospect of extended absence becomes clear. Academic accommodations should be made with individual professors, with the assistance of the associate dean if necessary, as soon as the student’s health and other circumstances permit.

In some instances, a student misses too many classes or clinical days to satisfactorily complete the course. In such cases the student should discuss withdrawing from the courses or the semester as a whole with the professor and academic advisor. All withdrawal requests are signed by the associate dean.

GRADE EQUIVALENCIES

The following conversion chart is used to compute grades for undergraduate nursing courses:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>64-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-63%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>
LATE PAPERS / PROJECTS

Students are responsible for submitting all written work for a course to the instructor by the published deadline in the syllabus. Professors are not obliged to grant extensions or accept any work submitted beyond announced deadlines. If a student has a legitimate reason for being unable to submit work on time, he or she may request a letter of explanation from the associate dean, but all arrangements for submission of the work must be negotiated directly between the student and professor.

COURSE EXTENSIONS

If any course work will be submitted after the final examination is taken, a formal extension is required from the professor. The instructor is under no obligation to grant an extension. When work is not completed on time, the professor submits an Incomplete (I) as a grade. All such grades will automatically be changed to an F on March 1 for the fall, August 1 for the spring, and October 1 for the summer unless the professor has removed the Incomplete notation by changing the grade.

LOST WORK

It is the student’s responsibility to see that the instructor receives the work submitted. The student should always make a copy of a paper or project before it is submitted, especially if it is mailed or left at a department office.

ACADEMIC EVALUATION DISPUTES/ GRIEVANCES

The instructor is also expected to provide a syllabus specifying dates for assignments and examinations and the weight given to each course component in determining the final grade. The instructor has the right to determine which course components will be graded and the weight that will be given to each, and has the responsibility to grade students consistently. Students who believe that they have been graded unfairly should first meet with the instructor, bring a copy of the paper or exam in question, and request an explanation for the grade. Students who have discussed the grade with the instructor and still feel that the grade was unfair may appeal to the teacher of record and/or the chairperson. If this discussion does not produce a satisfactory resolution, a formal appeal may be filed with the associate dean. The detailed grievance procedure may be found on the CSON website.
POLICY ON TRANSFER OF CREDITS FOR NURSING COURSES FROM OTHER ACADEMIC INSTITUTIONS

Credits for coursework taken outside of Boston College are approved for transfer to the BC transcript by 1) the Office of Transfer Admission for non-nursing courses completed before matriculating at Boston College; 2) the appropriate BC department as well as the associate dean for core courses; or 3) the associate dean for electives, and all nursing courses and nursing-specific science courses (e.g., anatomy & physiology, microbiology, statistics, and life science chemistry). For nursing courses, the associate dean reviews course syllabi and confers with course faculty as needed to determine equivalence to Boston College courses prior to acceptance of the credits. Boston College policy determines the maximum number of credits allowed for transfer. Credits for nursing courses taken abroad at Boston College-approved programs may substitute for Boston College nursing courses for which they are deemed to be equivalent. The associate dean works with the Office of International Programs when such a course substitution is proposed. In the case of nursing courses, the associate dean and Boston College faculty teaching the equivalent CSON course review the syllabus and supporting materials to determine equivalence in content, contact hours, type and degree of supervision, assignments and grading criteria. Approval must be granted before the student enrolls in the course. The Office of International Programs’ policies on credit and grade translation will apply.

MAIL ROOM

Each student has a mail folder located in the student lounge, Maloney Hall, 2nd Floor. Students are responsible for the materials in their folders. The bulletin boards in the student lounge hold information about job opportunities for students and other information that may be of interest.

EMAIL

Students are required to check their Boston College email account on a regular basis, because important announcements and opportunities are communicated from the associate dean’s office by email.
Academic and Professional Integrity

(SEE THE BOSTON COLLEGE CATALOG OR STUDENT SERVICES WEBSITE FOR THE COMPLETE TEXT OF THE UNIVERSITY ACADEMIC INTEGRITY POLICY)

Nursing students are expected to have high standards of integrity in both the academic and clinical settings. All freshmen must complete the University online tutorial on academic integrity. Integrity is a reflection of the respect that one holds for oneself and others. It is reflected by a student’s behavior in class and in the clinical laboratory. It is expected that students arrive for class on time and refrain from talking, using cell phones, viewing websites or email on electronic devices, or otherwise making a disturbance. Professors may prohibit the use of computers or other electronic devices in the classroom. If a student’s behavior is disruptive, she/he will be asked to leave the classroom. It is up to the professor whether latecomers will be allowed to enter the classroom.

The following are definitions of terms that deal with issues of integrity:

**Cheating** is any fraudulent or dishonest presentation of work. This includes unauthorized aids in exams or other academic exercise submitted for evaluation; the falsification or fabrication of data; copying from another student’s work; unauthorized cooperation in doing assignments or examinations; the use of purchased term papers; and dishonesty in requests for extensions of assignments or make-up examinations.

**Plagiarism** is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one’s own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

**Collusion** is assisting another student in an act of dishonesty. However, students must learn to work cooperatively rather than competitively, and learn to use the works and ideas of others without violating intellectual honesty.

**ETHICAL BEHAVIOR**

Ethical behavior in clinical situations is based on the American Nurses’ Association Code for Nurses and federal regulations related to patient information privacy (HIPAA). Students are expected to protect patients’ confidentiality and to be honest in any documentation regarding the patients’ conditions and their own assessments and actions/interventions. Students are expected to maintain high professional standards, including being physically, intellectually, emotionally, and academically prepared when caring for patients.
SANCTIONS AND PROCEDURES

Faculty and students have a responsibility to take appropriate action when they detect any form of academic or professional dishonesty. Professors may handle minor infractions themselves. Students should bring concerns to the attention of the course professor involved or the chairperson. Behavior that is deemed unethical or unprofessional may result in a student’s dismissal from the school or the University.

ELIGIBILITY FOR LICENSURE

Graduates of the School of Nursing must meet all requirements of the Board of Nursing in the jurisdiction they wish to practice in, as well as pass a national examination (NCLEX-RN) in order to become licensed as a registered nurse in the United States. The Bachelor of Science (nursing) program is nationally accredited and approved by the Massachusetts Board of Registration in Nursing. However, students planning on seeking licensure outside the Commonwealth of Massachusetts upon graduation or at a later date should be aware that licensure is state-specific and additional requirements beyond graduation from BC CSON may apply. They should contact the relevant Board and/or the associate dean’s office for details, keeping in mind that requirements may change without notice. In addition to successfully completing an approved educational program, students should be aware that licensure as a Registered Nurse generally requires that an individual demonstrates good moral character and at the time of application for licensure that he or she discloses all criminal charges and convictions in the manner specified by the relevant Board.

CRIMINAL BACKGROUND CHECKS AND DRUG TESTING

The School of Nursing conducts expanded national background checks. Health care agencies require that all personnel who care for patients undergo a criminal offense record investigation (CORI). Information about this procedure will be discussed prior to registering for clinical nursing courses. Students may be subject to drug testing if it is required by clinical agencies.
Academic Advisement

It is the student’s responsibility to take advantage of the advisement system. Each student is assigned a faculty advisor from the School of Nursing. That assignment is permanent unless the student requests a new advisor or the faculty member leaves Boston College. Students should meet with their advisors on a regular basis but must meet with them prior to registration in the fall (for the following spring) and spring (for the upcoming fall) semesters). The faculty advisor will provide the student the access code number required for online registration. Students are expected to keep their advisors informed about their academic progress and to seek assistance with problems in a timely manner. A detailed Advising Guide may be found on the CSON website undergraduate page.
Support Services

The Connors Family Learning Center located in the O’Neill Library provides services for students that enhance academic performance. Here students may request tutoring, help in test-taking, and learn about strategies for academic success. Free tutoring is available for most courses.

The Counseling Service assists students with concerns about personal adjustment and emotional well-being. Counseling services are confidential. Students may contact a counselor directly in Gasson 001 or call 617-552-3310 to make an appointment.

The Nursing Laboratories, which are comprised of the Simulation Center, Examination Rooms, and the Main Lab on the second floor of Maloney Hall, are state-of-the-art centers where students complete classwork and practice clinical skills.

The Student Lounge, also located on the second floor of Maloney Hall, and connected to the nursing labs, is a place where students have access to collaborative areas that include study rooms equipped with audiovisual equipment, as well as quiet areas for studying. The lounge has a pantry that includes a microwave, lockers that can be used to store away items, and loaner laptops and textbooks available to all students.
Clinical Laboratory

Off-campus clinical nursing experiences begin in the sophomore or junior year in Adult Health I Clinical and are an essential component of the curriculum. Here the student applies the knowledge gained in the classroom and through assignments in real-life situations under the direct guidance of a faculty member. Connell School of Nursing students benefit from our location in a city with an exceptional number of world-class health care institutions and organizations.

HEALTH REQUIREMENTS

Nursing students must meet health requirements above and beyond those for all Boston College freshman. These requirements are mandated by the agencies used as clinical practice sites, and include an annual screening for tuberculosis (PPD), immunity to varicella (chickenpox), MMR vaccine (measles, mumps, and rubella), hepatitis B, a flu shot, and an updated tetanus shot as needed. Students who are out of compliance with these requirements will not be allowed to attend clinical practice sites and will have their online course registration privileges blocked. Additional physical examinations and/or other health data may be required by the School of Nursing, and all requirements are subject to change.

CPR

Students are required to be certified in cardiopulmonary resuscitation (CPR) prior to enrolling in NURS2230 (Adult Health I) and maintain that certification. CPR certification must be at the health care provider level and provide hands-on training related to resuscitation of adults, infants, and children. Appropriate courses would include the American Heart Association “Basic Life Support (BLS) for Health Care Providers” or the Red Cross “CPR for Professional Rescuers.” Courses offered at Boston College may be found at www.bc.edu/clubs/eagleEMS/cprfaclass.html

LIABILITY INSURANCE

All students are covered by the University liability insurance policy when they are enrolled in a course with a clinical component. This insurance covers the student only for activities directly related to the School of Nursing courses. This insurance does not cover students working as aides, nursing assistants, or independent contractors or those who volunteer during emergencies/disasters. Students who work in healthcare related jobs during the school year or summer are not practicing as nursing students. They are either independent contractors if working directly for a patient/client, or are employees of an agency. As independent contractors, students must not practice nursing without a license or perform procedures restricted to licensed nurses.
STUDENTS ACCOMPANYING PATIENTS ON EMS OR OTHER TRANSPORTS

Please be advised that involvement in EMS or other patient transports is not a standard component of BC CSON clinical experiences. Students who choose to accompany EMS or other patient transports are doing so at their own risk and are not covered by any Boston College liability policy and therefore these students assume full responsibility for this participation.

TRANSPORTATION TO CLINICAL

Students are responsible for their own transportation to clinical sites. Students generally travel in groups and use public transportation. Travel options and safety concerns will be discussed in their first clinical nursing course. Parking is very expensive at local health care agencies and cannot be paid for by the school. Some nursing students are allowed to bring cars to campus, although space in the Boston College lot is limited and costly. Juniors and seniors interested in parking can contact the associate director of student services the semester before they would like a permit.

UNIFORM POLICY

Certain standards are expected of students who represent the School of Nursing in its partnering agencies. Students are responsible for adhering to the following uniform policy:

The uniform is worn only when a student is functioning as a Boston College nursing student under the guidance of Boston College School of Nursing faculty. Boston College School of Nursing students obtain their uniforms and name pins from the Boston College Bookstore prior to entering Adult Health I clinical.

The uniform consists of:

- Maroon scrub pants and top (abdomen must be fully covered).
- Lab coat
- Official name pin specifying the student’s first and last name and “Boston College Connell School of Nursing” is worn on the uniform shirt.
- Shoes appropriate to the particular clinical setting
- Nails must be trimmed; neutral polish may be worn; no artificial nails are allowed as they harbor microorganisms
- Hair is worn off the collar and appropriately styled
- Make-up should be kept to a minimum
- Jewelry such as watches, wedding bands, Sigma Theta Tau pins, and small studs in ear lobes may be worn. Jewelry in the nose, tongue, or other sites on the face is not acceptable.
In courses where the uniform is not required (e.g., community health, psychiatric nursing), students are expected to dress appropriately and professionally. For clinical preparation days where lab coats are required instead of uniforms, professional dress usually includes a skirt or full length slacks and closed-toed shoes. Jeans or other casual attire is inappropriate. Note that some affiliating agencies have policies prohibiting visible tattoos and/or any facial jewelry.

PROCEDURE FOR PROTECTION FROM COMMUNICABLE DISEASES

The Health Assessment, Adult Health II, Child Health, and fall Community Health courses will include content on standard precautions. The information will be consistent with Occupational Safety and Health Administration (OSHA) and Centers for Disease Control and Prevention (CDC) guidelines. Students will sign a form in the above identified courses indicating that they have received information about reducing the risk of exposure to pathogens. This form will be updated every year and the signed form will be placed permanently in the student record. Current policies consistent with existing OSHA and CDC guidelines will be posted in the simulation laboratory.

If a student, while engaged in clinical practice activities, has an exposure to potentially infected body fluid from a client, the student should do the following:

a. Immediately remove soiled clothing and wash the exposed area with soap and water.

b. Notify faculty member.

c. Report to nearest emergency room on site at the agency or as directed by the University Health Service within 1-2 hours

d. Identify self as student with a possible HIV/HBV exposure

e. Give close attention to filling out the Incident Report for the agency, School of Nursing and University Health Services. A copy of the agency report form must be forwarded to the office of the associate dean within 72 hours of the exposure.

Students who have been exposed to tuberculosis should go to the University Health Service or to their primary health care provider.

Boston College will assume the financial responsibility, if necessary, for emergency assessment and interventions through the first 72 hours after the exposure incident occurs. No member of the Boston College community, either student or faculty member, shall be denied medical evaluation and counseling based on immediate fee-for-service. The School of Nursing will keep a confidential record of medical treatment and evaluation according to OSHA standards.
Registration Policies

(DETAILED INFORMATION IS PUBLISHED IN THE SCHEDULE OF COURSES)

HOW TO REGISTER FOR COURSES

Prior to the registration period each semester, students must meet with their faculty advisors to have course selections approved and obtain their registration access codes. The registrar will assign the student a registration time; this determines the earliest time at which a student will be able to register online. The student may register at this assigned time or anytime later, but the likelihood of a course being closed increases the longer the student waits. It is imperative that students register for clinical nursing courses, because clinical group assignments are made from the course roster.

DROP/ADD/CHANGE COURSES

Students may drop or add a course any time after they have registered until the end of the drop/add period (see date published in the University catalog). Drop/adds after that time must be approved by the associate dean.

TAKING A COURSE PASS/FAIL

After the first year of study, students may register on a pass/fail basis for electives only. This option is designed to allow students to explore fields of study without being unduly concerned about grades. In a pass/fail course, the student must do all of the work required to achieve a passing grade. If the student passes, the grade will not be averaged into the GPA. If the student fails, the F will be included in the GPA. Course registration may be changed from graded to pass/fail during the drop/add period. Additional details may be found in the Boston College Undergraduate Catalog. PLEASE NOTE: The right to register for any specific course on a pass/fail basis is at the discretion of the course professor—check syllabus and ask.

ENROLLMENT STATUS/OVERLOAD

Students must be registered for courses totaling at least 12 credits per semester to be considered full time. At least nine of the credits must be in courses of three credits or more. Students who have earned at least a 3.0 overall cumulative GPA or a 3.0 GPA in the semester immediately prior to the one for which the overload is sought may register online for an additional course (up to a maximum of 24 credits) during the first week of class each semester. Students must notify the associate dean by October 1 in the first semester and February 15 in the second semester if they wish to drop the course.
SUMMER COURSES

Students who wish to take courses over the summer to make up a deficiency or complete a requirement with a time conflict during the regular school year (e.g., students studying abroad who need to fulfill core requirements) should complete an Undergraduate Course Approval Form (available on the Student Services webpage). The completed form (with a copy of the course description) should be submitted to the associate dean prior to registering for the course. Core courses must also be approved by the relevant Boston College department. All courses must be taken at accredited four-year colleges.

WITHDRAWAL FROM A COURSE

If a student wishes to withdraw from a course after the drop/add period is over, she/he must request approval from the associate dean. When a student withdraws from a course, a “W” will appear on the official transcript, but no grade is averaged into the GPA and no credit is given. The decision to withdraw should be considered carefully with the student’s academic advisor. A withdrawal may constitute a course deficiency and affect a student’s academic status, so a low passing grade may be preferable to a withdrawal under some conditions. Withdrawals must be completed before the posted deadline each semester. After the deadline, withdrawals will be approved only in the most exceptional circumstances.

WITHDRAWAL FROM THE SCHOOL OF NURSING

Students in satisfactory academic standing (minimum of 1.67 in non-nursing and 2.0 in nursing courses) may take a leave of absence from the School of Nursing with a guarantee of readmission. If a student takes a leave of absence after drop/add time, but before the deadline for course withdrawals, a grade of “W” for all semester courses will be listed on the transcript. Although readmission is guaranteed, conditions of readmission as a full time student may be specified by the associate dean.

In the case of a leave of absence or voluntary withdrawals, the student must complete a withdrawal form available from the undergraduate program assistant, discuss plans with his/her advisor, and secure permission of the associate dean. The student must apply for readmission from a leave or withdrawal through the associate dean’s office at least four months before the start of a semester in which she/he plans to return if the student will be entering a clinical course.
DIRECTED INDEPENDENT STUDY

Junior and senior students are encouraged to develop a proposal for Directed Independent Study. This option allows an eligible student to study an area of nursing that is not part of the required nursing curriculum or that the student wishes to pursue in greater depth. A cumulative grade point average of 3.0 is a prerequisite. Guidelines for Directed Independent Study (NURS4911, 1-3 credits) are available on the Students » Undergraduate page of the nursing website. A student should initiate the approval of the proposed independent study prior to registration. Once the proposal has been approved, the assistant for the undergraduate program will issue the correct section of NURS4911 to the student.

B.S./M.S. PROGRAM

Highly qualified undergraduate nursing students may be admitted to the master’s program during their senior year. In anticipation of this, junior and senior students can take graduate nursing courses as electives. Following graduation in May, admitted students take two or three graduate courses during the summer, and then complete the master’s program during the following academic year (or 2 years). In order to be eligible for admission to the B.S./M.S. program the student must maintain a GPA of at least 3.4, earn a grade of B or above in all nursing courses, and submit a completed “MS Plan of Study” to the Graduate Office by the end of junior year. Complete information is available on the CSON website.

GRADUATE COURSES

Selected undergraduate students may take up to two master’s courses as part of their elective requirement. These credits would count toward the master’s degree at Boston College Connell School of Nursing as part of the BS/MS program. Permission of the course instructor, academic advisor, and/or associate dean is required (see “Permission for Undergraduate Student to Enroll in Graduate Nursing Course” form on the undergraduate nursing website).

UNDERGRADUATE RESEARCH FELLOW PROGRAM (UGRF)

Boston College established the undergraduate research fellows program to enhance the academic experience of undergraduates by cultivating their research skills and fostering mentor relationships between undergraduates and faculty. The program provides a stipend for a student’s assistance on a faculty member’s research project. Students interested in this opportunity should contact the associate dean or visit the UGRF page on the CSON research website.
MINORS

Nursing students may minor in a field in another BC school by completing the requirements outlined in the university catalog. In addition, nursing students may complete special CSON-specific Hispanic studies, psychology, or medical humanities* minor (see the factsheet on Connell School minors on the Students » Undergraduate page of the nursing website).

*Pending approval of the CSON relevant committees in the Fall of 2015, the medical humanities minor will be available for the Class of 2018 onward.

FELLOWSHIP AND SCHOLARSHIP OPPORTUNITIES

There are many opportunities for undergraduate students to obtain grants, fellowships, and other awards. Some examples include advanced study grants for independent summer travel/projects and the Houston and Truman Fellowships. Complete details are available on the website at www.bc.edu/offices/usfel.

GLOBAL HEALTH INITIATIVES

The Connell School of Nursing has several initiatives aimed at increasing students' global proficiency. In addition to the semester and summer abroad programs through the Office of International Programs, CSON students have earned credit for their community health course through organized service trips to Haiti, Nicaragua and the Dominican Republic. Information about these and other opportunities is circulated as it becomes available and may be found on the About Us -> International page of the nursing website.
Co-Curricular Activities & Student Participation in the Governance of the School

Students in the School of Nursing are part of the University community and are encouraged to participate in the wide a variety of co-curricular activities available. Some of these activities originate in the School of Nursing and others are for students throughout the University. Some of the School of Nursing activities are listed here; students are advised to look at the Boston College Student Guide for a listing of University activities.

HONOR SOCIETY

Alpha Chi is the Boston College School of Nursing’s chapter of Sigma Theta Tau International, the Honor Society of Nursing. It is a vibrant, active chapter composed of faculty, students, alumni, and nurses from the community. Students may apply for membership in their junior year.

SCHOOL OF NURSING SENATE

The Nursing Senate is the official representative of the undergraduate students in the School of Nursing. Among its purposes are: to aid in the development of the nursing student; to contribute to standards of nursing education; to serve on School of Nursing Committees; to promote recruitment activities; and to collaborate with Boston College Student Nurses’ Association as well as other nursing related health organizations. Membership consists of all undergraduate nursing students. The governing group of the Senate consists of the elected class officers from each class. The bylaws of the Senate may be obtained from the class officers or the associate dean.

STUDENT NURSES’ ASSOCIATION

Boston College Student Nurses’ Association is a local chapter of the National Student Nurses’ Association. This organization enables students to gain a broad perspective of various facets of nursing, including community health, legislation and education. In addition, the group provides an opportunity to travel to state and national meetings and develop leadership skills.
STUDENT INPUT INTO FACULTY PROMOTION AND CONTRACT RENEWAL DECISIONS

Students are sent the list of faculty up for promotion, contract renewal and tenure each year and are asked to submit evaluations directly to the dean’s office. The dean shares this information as appropriate, generally at the tenured faculty meeting in October.

STUDENT PARTICIPATION IN FACULTY COMMITTEES

Students are invited to participate in faculty committees, either by appointment through the Senate or by personal invitation from a faculty member. Students are not voting members of faculty committees, but their input is highly valued.
How to Prevent Problems and Where & How to Get Help

FINANCIAL ISSUES AND OUTSIDE WORK

Given the ever-increasing cost of college, students often find that they must work on or off campus to help support themselves and/or help pay tuition. Student Services in Lyons Hall maintains a listing of work/study and other openings on campus as well as a job registry of off-campus employment opportunities to assist students in finding appropriate work.

Occasionally financial pressures cause students to work longer hours than is realistically possible for someone going to college full-time. Nursing and nursing-related science courses are especially demanding of time and energy. Working too much during the academic year can jeopardize your grades and create additional expenses in the long run by delaying your progression through the program and/or costing additional tuition to remediate course deficits. If you find yourself in serious financial difficulty there are several steps you should take:

• Consult a financial aid advisor and get the facts on your eligibility for various grants and low interest loans. A wide variety of programs with differing requirements are available for both middle and lower income families. It is especially important to speak with a financial aid advisor if your family's income or expenses change significantly. If you complete your financial aid forms promptly, your advisor can help you determine which programs may benefit you and may also be able to suggest other sources of support. Make sure to ask for the current information.

• If you are having specific problems meeting the university’s tuition payment schedule, you should consult Student Services in Lyons Hall to determine whether there is some other payment schedule that could be arranged.

• In some cases it may make sense to take a leave of absence for a semester or more to try to save the money necessary for tuition. If so, you should discuss the pros and cons of taking a leave with the associate dean.
ADVICE FOR SUCCESS

• Read this handbook and other published information (undergraduate catalog, calendars, schedule of courses, web, etc.) carefully. These contain much of the information you need to know.

• Do not assume that deadlines and regulations will be waived because it seems to make sense to you. There are exceptions to every rule, but academic deadlines and regulations are not arbitrary and must be enforced consistently to be fair to everyone.

• Inquire early. Whether you feel that your circumstances warrant special treatment or you are just interested in exploring different opportunities, there are many more options available early than there are later. This is true whether you are concerned about a late paper, international study, health problems, etc.

• Do not let problems become unmanageable because you are afraid or embarrassed to see your professor, advisor, or associate dean. You can always imagine problems or decisions to be more difficult than they really are, and in any case you will have to deal with them eventually.

• Ask someone who knows. Roommates’ opinions, rumors, and even the experience of others may reflect different circumstances than your own, so you must make the effort to find the person who has the information you need.

• Enjoy your time at Boston College and make the most of it!