

Nursing Programs Student Handbook

2023

Mayland Community College
P.O. Box 547
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Rev: 8/23

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WELCOME

Welcome to the nursing program! We are glad you have chosen Mayland Community College to pursue your nursing education. We feel you will find the nursing program to be a very meaningful, worthwhile, enjoyable, and at times, a difficult course of study. Nursing is an exciting career and one marked with many challenges. We will do our best to help prepare you to master those challenges.

This *Nursing Program Student Handbook* was developed for you. It will enable you to become familiar with nursing program policies and expectations. It is important that you understand this material and keep it readily accessible should you have questions about the program. You are responsible for meeting these program policies and expectations, and also the institution-wide policies found in the *MCC Catalog*.

Mayland Community College and employers recognize the importance of good work ethics. The standards that govern the conduct of persons in the workplace are known as work ethics. More specifically, a person's conduct, such as punctuality, honesty, motivation, reliability, cooperation, thoroughness, and creativity, pertains to values, abilities, and behaviors that he or she brings to the job. Studies show that employees' lack of ability to do a job accounts for only 15 percent of dismissals. Of the other 85 percent, employers often give the following reasons for "letting employees go".

- *Frequent absences from work*
- *Habitual laziness*
- *Inability to get along with other workers*
- *Dishonesty*
- *Lack of reliability*
- *Failure to use resources properly*

MCC instructors want you to be prepared for further education and success in the workplace: therefore, they have classroom, lab and clinical rules and standards. Below is a check list for assessing your commitment to school/work success.

- *I understand the importance of quality of doing a school / job assignment right the first time.*
- *I am motivated, and I accept responsibility without close supervision.*
- *I am receptive to new ideas, methods, and processes, and I pursue emerging technologies.*
- *I speak and write effectively in a clear, concise, and professional manner.*
- *I function in a "team" environment that requires working for the "good of the whole."*
- *I am dependable and reliable at school/work, reporting to my classes/work on time and completing assignments within the required time.*
- *I am honest in my dealings with instructors, supervisors, students, and co-workers, and I display a cooperative and supportive attitude.*
- *I dress appropriately for school and the workplace and maintain a neat clean appearance.*
- *I manage my time effectively and look for ways to be more efficient at school and on the job.*
- *I maintain a clean, orderly school/work space and leave it ready for use by others. **

We look forward to working with you. If we can be of any assistance to you, please let us know.

Dean of Health Sciences
Director of Nursing

Kimberly Ledford

Kimberly Ledford MSN, RN, CNE

MCC Nursing Faculty

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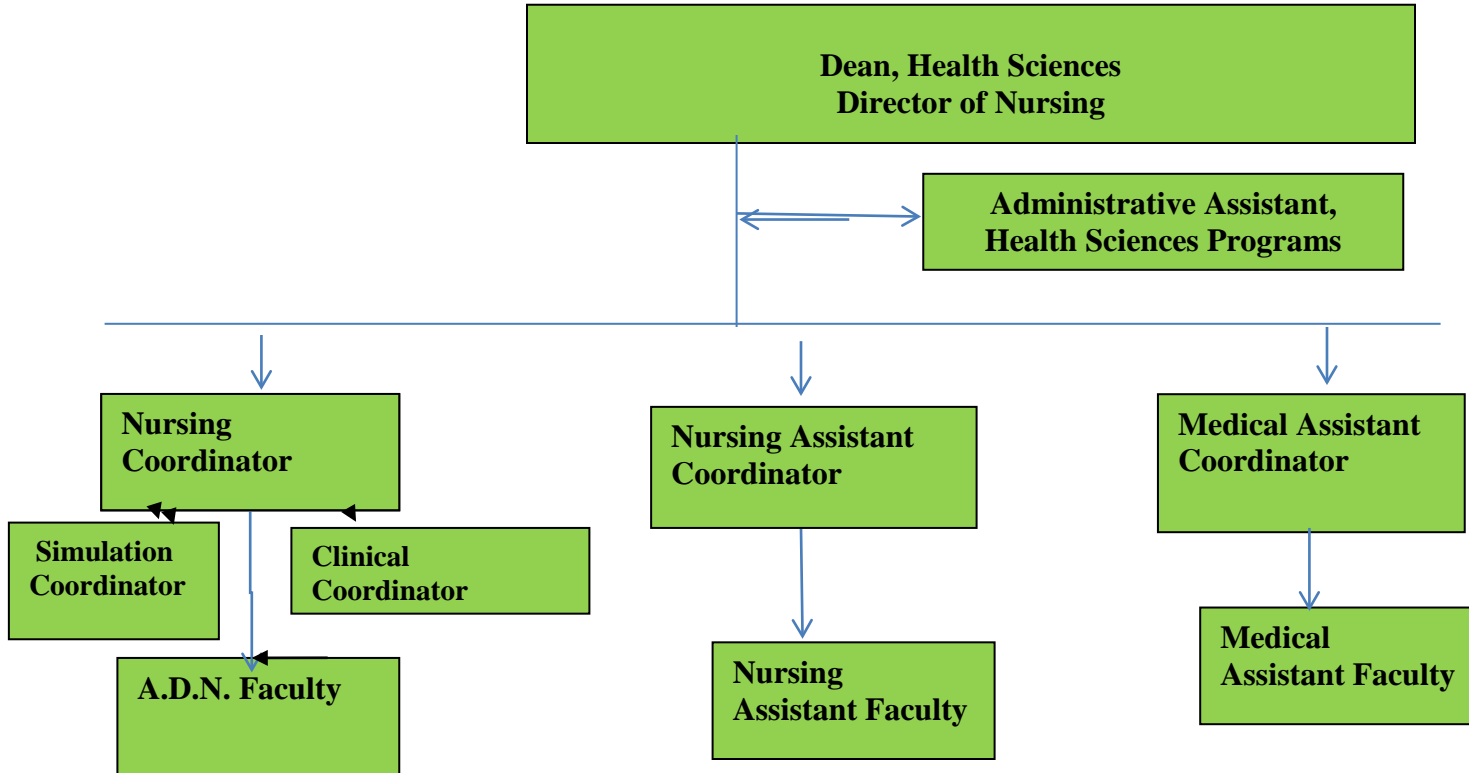
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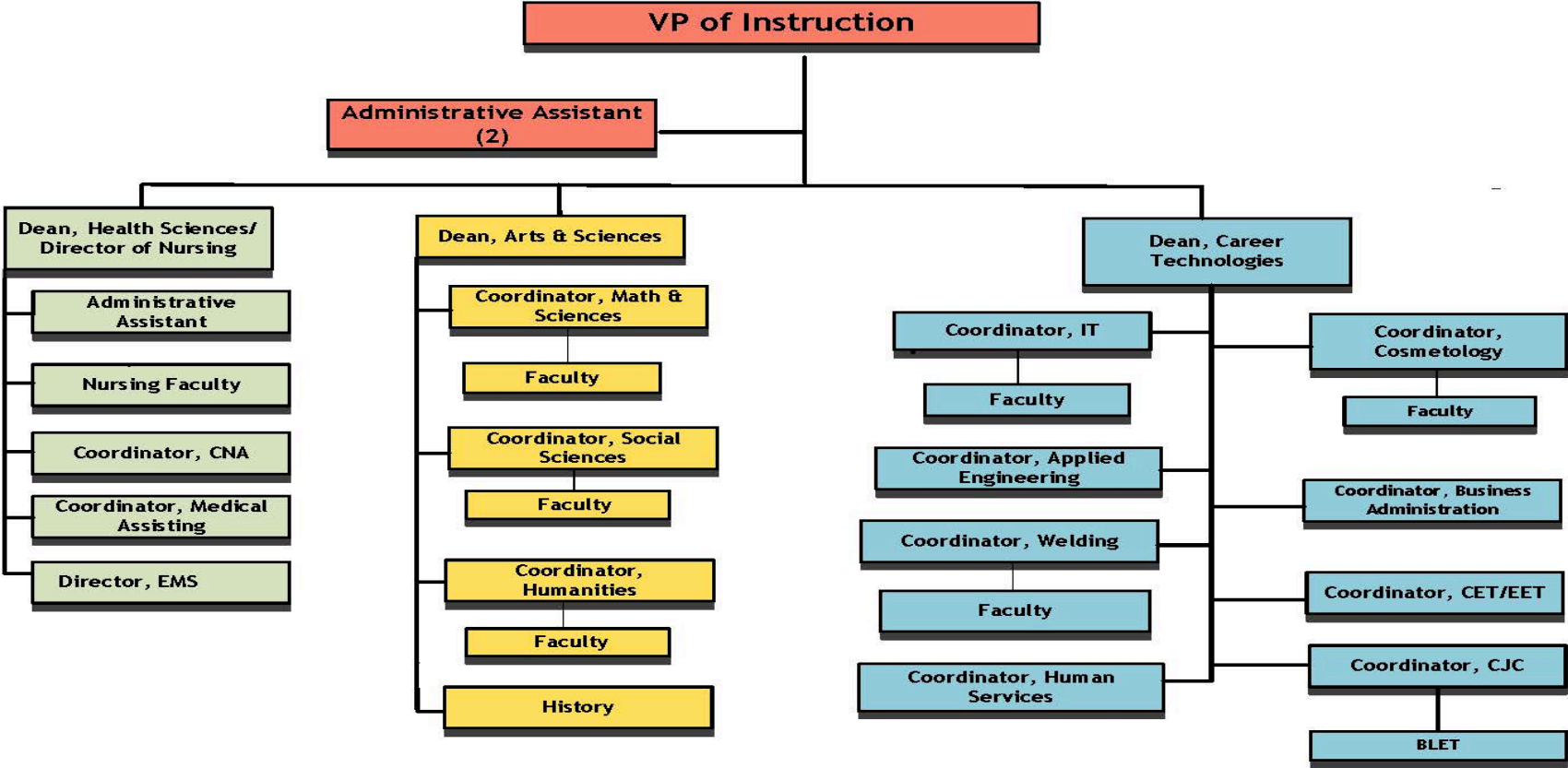
Stacy Good, MSN, RN

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MCC Health Sciences Division Organizational Chart



Curriculum Organizational Chart



ASSOCIATE DEGREE NURSING PROGRAM

ADN PROGRAM COHORTS

Mayland Community College Nursing programs are composed of 4 separate groups of students;

1. Traditional ADN (Seated)
2. Advanced placement (LPN-to ADN Hybrid)
3. Paramedic-to-ADN (Hybrid)
4. Practical Nursing (Hybrid)

*Specific MCC Nursing program handbook policies may only apply to one particular group of students. It is the student's responsibility to know which group they are in and the policies applicable to their group.

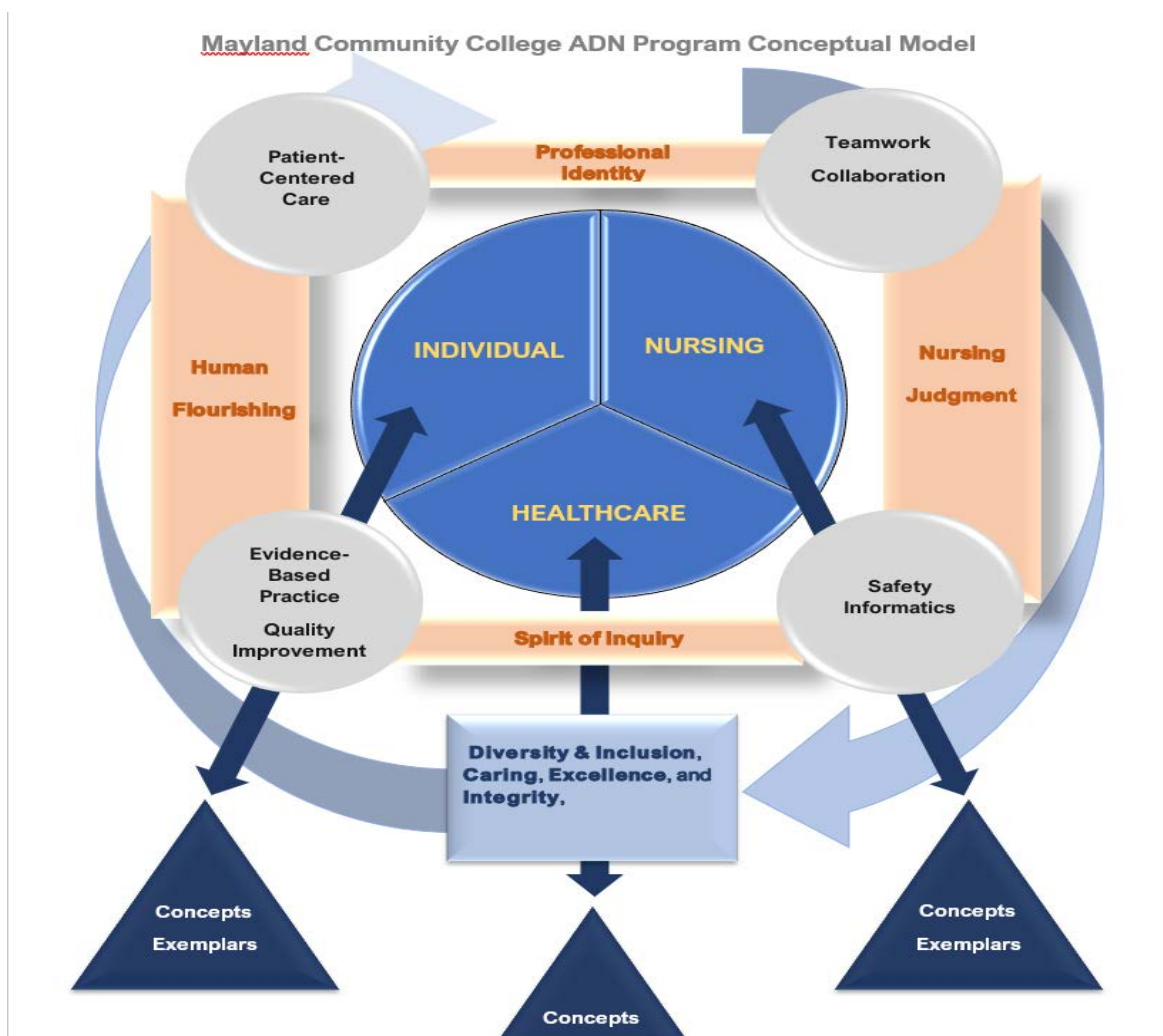
ADN PROGRAM PURPOSE

The purpose of the nursing program is to educate beginning practitioners to deliver direct nursing care to persons of all persons, throughout their lifespan with common to complex alterations of health in a variety of healthcare settings. The graduate is prepared to practice nursing within the legal scope defined for the Registered Nurse or Licensed Practical Nurse by the North Carolina Board of Nursing. As stated in the *Nursing Practice Act State of North Carolina*, the practice of nursing by a Registered Nurse consists of the following ten components:

1. Assessing the patient's physical and mental health including the patient's reaction to illnesses and treatment regimens.
2. Recording and reporting the results of the nursing assessment.
3. Planning, initiating, delivering, and evaluating appropriate nursing acts.
4. Teaching, assigning, delegating to or supervising other personnel in implementing the treatment regimen.
5. Collaborating with other healthcare providers in determining the appropriate healthcare for a patient but, subject to the provisions of G. S. 90-18.2, not prescribing a medical treatment regimen or making a medical diagnosis, except under supervision of a licensed physician.
6. Implementing the treatment and pharmaceutical regimen prescribed by any person authorized by State law to prescribe the regimen.
7. Providing teaching and counseling about the patient's health.
8. Reporting and recording the plan for care, nursing care given, and the patient's response to that care.
9. Supervising, teaching, and evaluating those who perform or are preparing to perform nursing functions and administering nursing programs and nursing services.
10. Providing for the maintenance of safe and effective nursing care, whether rendered directly or indirectly.

ADN CONCEPTUAL FRAMEWORK

The conceptual model provides a framework to prepare learners for new knowledge and instruction. It provides a meaningful connection between the learner and the curriculum. The conceptual framework and the student learning outcomes for the nursing program encompass three domains: the individual, nursing, and the healthcare system. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement and informatics. The learner addresses and embraces each domain of the conceptual framework throughout the curriculum. The concept-based curriculum engages the learners to actively participate in learning the role of the nurse toward providing, implementing, and evaluating patient-centered care for individuals across their lifespan. The curriculum focuses on promotion of health and wellness, the achievement of optimal levels of physical, psychosocial, spiritual, and mental health, wellbeing, and preservation of a meaningful quality of life and potential. Concepts are organized within each of these domains and learning occurs from simple to complex.



MCC ADN PROGRAM CURRICULUM ALIGNMENT

Individual Domain	Nursing Domain	Healthcare
<p>NLN Competency: Human Flourishing (EPSLO #1) MCC Definition: Advocate for patients, families, and communities in ways that promote their physical, psychosocial, and spiritual uniqueness, optimal health, integrity, and self-determination</p>	<p>NLN Competency: Clinical Judgment (EPSLO #2) MCC Definition: Demonstrate effective clinical judgment and decision-making to evaluate patient health, integrating nursing science, informatics, and technology to safely meet individual, family, and community needs across the lifespan and in all healthcare settings. Professional Identity: (EPSLO #3) MCC Definition: Practice professional nursing behaviors, personal and ethical responsibility, including communication, interprofessional teamwork, and leadership, using knowledge, skills, and attitudes of professional nursing practice, along with continued competence and commitment to lifelong learning.</p>	<p>NLN Competency: Spirit of Inquiry (EPSLO #4) MCC Definition: Examine current evidence-based practice in all facets of healthcare, with the goal of improving and expanding care to individuals and the community.</p>
<p>QSEN Competency: Patient-centered Care</p>	<p>QSEN Competencies: Safety Informatics Teamwork Collaboration</p>	<p>QSEN Competencies: Evidence-Based Practice Quality Improvement</p>
<p>NLN Values: Caring Diversity Inclusion Excellence Integrity Ethics</p>	<p>NLN Values: Caring Diversity, Inclusion Excellence Integrity Ethics</p>	<p>NLN Values: Caring Diversity Inclusion Excellence Integrity Ethics</p>
<p>Concepts: Fluid and Electrolytes Acid Base Elimination Metabolism Intracranial Regulation</p>	<p>Concepts: Professional behaviors Communication Assessment Clinical Decision-making Caring Behaviors</p>	<p>Concepts: Safety Advocacy Legal issues Health Policy Healthcare systems</p>

Thermoregulation Cellular Regulation Oxygenation Perfusion Sexuality Reproduction Inflammation Tissue Integrity Infection Immunity Sensory/Perception Mobility Comfort Stress/Coping Grief and Loss Mood and Affect Cognition Behaviors Self Family Diversity Culture Spiritual awareness Violence/Wellness/Illness	Teaching/Learning Collaboration Managing Care	Ethics Accountability Evidence-Based Practice Quality Improvement Informatics
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MAYLAND COMMUNITY COLLEGE ASSOCIATE DEGREE NURSING END-OF- PROGRAM STUDENT LEARNING OUTCOMES

The nursing faculty provide and implement a nursing curriculum that is based on the nursing clinical judgment model and is regulated by law, ethics, and standards of practice. **Upon program completion, graduates of the Associate Degree Nursing program at Mayland Community College will be able to:**

Human Flourishing

Advocate for patients, families, and communities in ways that promote their physical, psychosocial, and spiritual uniqueness, optimal health, integrity, and self-determination.

Nursing Judgment

Demonstrate effective clinical judgement and decision making to evaluate patient health, while integrating nursing science, informatics and technology to safely meet individual, family, and community needs across the lifespan and in all healthcare settings.

Professional Identity

Practice professional nursing behaviors, personal and ethical responsibility, including communication, interprofessional teamwork, and leadership using the knowledge, skills, and attitudes of professional nursing practice, along with continued competence and commitment to lifelong learning.

Spirit of Inquiry

Examine current evidence-based practice in all facets of healthcare, challenging the state of existing norms, with the goal of improving and ending care to individuals and the community.

ADN PROGRAM OUTCOMES

1. Mayland Community College ADN Program has established an expected level of achievement (ELA) of 80% or greater for all first-time test-takers during the same 12-month period.
2. Within six months of licensure, 80% of graduates will be employed as a registered nurse.
3. Program completion rate for on time completion will be greater than 60% for students who begin the ADN program.

ADN PROGRAM MISSION AND PHILOSOPHY

The Mayland Community College Associate Degree Nursing program will strive to provide our community with the highest level of comprehensive nursing education available. The school of nursing endorses the mission and philosophy of Mayland Community College (MCC), the North Carolina Community College Systems (NCCCS), the North Carolina Board of Nursing (NCBON) and the National League of Nursing (NLN). The Mayland Community College Associate Degree Nursing program is dedicated to preparing graduates to successfully pass the National Council Licensure examination for entry into the profession of the registered nurse.

Our Mission: The Mayland Community College Associate Degree Nursing program is committed to academic excellence by providing a dynamic environment in which students are prepared to be competent providers of holistic client centered care in various healthcare and community settings through concept based education.

Our Philosophy: The Mayland Community College Associate Degree Nursing program identifies with the progressivism philosophy in that faculty diligently assists students in developing critical thinking skills, problem-solving skills and scientific inquiry, as related to the profession of the nurse. The philosophical framework is to promote the partnership between the individual, environment, health, nursing education, and the profession of nursing.

In addition to the philosophical framework, the faculty of Mayland Community College Associate Degree Nursing program is steadfast in upholding the professional standards of the registered nurse: NLN Core Values, NLN Core Competencies for Associate Degree Nurses and Quality and Safety Education for Nurses (QSEN) competencies.

I. Organizing Framework

The philosophy of the Mayland Community College Associate Degree Nursing program is to promote the individual, environment, health, nursing education, and the profession of nursing. The faculty of Mayland Community College Associate Degree Nursing program is steadfast in upholding the professional standards of the registered nurse: the NLN Core Values, the NLN Core Competencies for Associate Degree Nurses and the QSEN Competencies.

- o **Individual** – The faculty of Mayland Community College Associate Degree Nursing program believe that individuals are dynamic beings that possess physical, psychosocial, social, spiritual and developmental needs. Individuals impact their family, community, and society in various means. They are to be respected, cared for and assisted in a compassionate manner

regardless of ability, age, cultural background, economic status, ethnicity, gender, or race. The individuals' overall health and well-being, both physical and mental, are to remain at the forefront of all nursing care.

- **Environment** – The environment refers to any internal or external force, situation, or circumstance that has the ability to interact with an individual. The environment has the potential to exert stressful situations on individuals in which the nurse must respond in order to assist the individual to return to a healthy state of wellbeing.
- **Health** – Health is a dynamic state of wellness and illness that encompasses physical, mental and spiritual states. This level exists on the wellness and illness continuum in which the individual is ever-changing from optimal wellness to extreme illness or death. An individuals' health is impacted by their perception of their health and their ability to cope with the environment that surrounds them.
- **Nursing Education** – Nursing education at the Mayland Community College Associate Degree Nursing program focuses on comprehensive instruction of a knowledge focusing on the NLN core competencies, NLN core values and QSEN competencies in a conceptual environment. Nursing education places the individual at the center of its focus by providing students with an integrated curriculum that allows students the opportunity to gain the knowledge, skills and attitude that will be required for the profession and lifelong learning.
- **Profession of Nursing** – “ ‘Nursing’ is a dynamic discipline which includes the assessing, caring, counseling, teaching, referring and implementing of prescribed treatment in the maintenance of health, prevention and management of illness, injury, disability or the achievement of a dignified death. It is ministering to, assisting, and sustained, vigilant, and continuous care of those acutely or chronically ill; supervising clients during convalescence and rehabilitation; the supportive and restorative care given to maintain the optimum health level of individuals, groups, and communities.” (North Carolina Nurse Practice Act, 2018)

- **NLN Core Values (NLN, 2018)**

Caring	Promoting health, healing, and hope in response to the human condition.
Integrity	Respecting the dignity and moral wholeness of every person without conditions or limitation.
Diversity & Inclusion	Affirming the uniqueness of and differences among persons, ideas, values, and ethnicities.
Excellence	Creating and implementing transformative strategies with daring ingenuity.

○ **NLN Core Competencies for Graduates of Associate Degree Programs (NLN, 2018)**

Human Flourishing	Advocate for clients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.
Nursing Judgment	Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of clients within a family and community context.
Professional Identity	Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse clients within a family and community context.
Spirit of Inquiry	Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for clients, families, and communities.

○ **QSEN Competencies (QSEN, 2018)**

Patient Centered Care	Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, values, and needs.
Teamwork & Collaboration	Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality client care.
Evidenced Base Practice	Integrate best current evidence with clinical expertise and client/family preferences and values for delivery of optimal health care.
Quality Improvement	Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
Safety	Minimizes risk of harm to clients and providers through both system effectiveness and individual performance.
Informatics	Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

ACCREDITATION

Effective January 31, 2022, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing.

This candidacy status expires on January 31, 2024 | Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 | Atlanta, GA 30326 | 404) 975-5000

<http://www.acenursing.com/candidates/candidacy.asp>

CURRICULUM CODE, TITLE, AND DESCRIPTION ASSOCIATE DEGREE NURSING, INTEGRATED (A45110)

The Associate Degree Nursing curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the lifespan in a variety of settings.

Courses will include content related to the concepts within the three domains of the individual, healthcare and nursing.

Graduates of this program meet the requirements to take the National Council Licensure Examination (NCLEX-RN) which is required for practice as a Registered Nurse. Employment opportunities include hospitals, long-term care facilities, clinics, physicians' offices, industry, and community agencies.

* For an Registered Nurse or Licensed Practical Nurse nursing student, application for NAII must be submitted within 30 business days following completion of course work equivalent to above Nurse Aide II requirements.

<https://www.ncbon.com/licensure-listing-apply-nurse-aide-ii-na-ii>

**ASSOCIATE DEGREE NURSING PROGRAM CURRICULUM
TRADITIONAL STUDENTS (A45110) BY SEMESTER**

Fall Semester

		<u>Class</u>	<u>Lab</u>	<u>Clin.</u>	<u>Credit</u>	<u>Hrs/Wk</u>
BIO 168	Anatomy & Physiology I	3	3	0	4	6
NUR 111	Introduction to Health Concepts	4	6	6	8	16
NUR 117	Pharmacology	1	3	0	2	4
ACA 118	College Success Skills	1	2	0	2	3
ENG 111	Writing & Inquiry	3	0	0	3	3

Spring Semester

BIO 169	Anatomy & Physiology I	3	3	0	4	6
NUR 112	Health-Illness Concepts	3	0	6	5	9
NUR 114	Holistic Health Concepts	3	0	6	5	9
PSY 150	General Psychology	3	0	0	<u>3</u>	<u>3</u>

Summer Semester

BIO 175	General Microbiology	2	2	0	3	4
NUR 113	Family Health Concepts	3	0	6	<u>5</u>	<u>9</u>

Fall Semester

NUR 212	Health Systems Concepts	3	0	6	5	9
NUR 211	Health Care Concepts	3	0	6	5	9
PSY 241	Developmental Psychology	3	0	0	3	3

Spring Semester

NUR 213	Complex Health Concepts	4	3	15	10	22
HUM	Humanities Elective (see selections below)	3	0	0	3	3
ENG 112	Writing/Research in the Disciplines	3	0	0	<u>3</u>	<u>3</u>

TOTAL HOURS: 73

Humanities Electives: ART 111*, ART 114*, ART 115*, HUM 115, MUS 110, MUS 112, PHI 215, PHI 240

Note: Classes with an * are Universal General Education Transfer (UGETC) classes, Associate in Arts. The student must take and successfully earn a "C" or better in any non-nursing course as scheduled in the nursing program semester-by-semester plan above. Students may take a non-nursing course early but cannot take any course later than scheduled in the above plan.

**ASSOCIATE DEGREE NURSING PROGRAM CURRICULUM
ADVANCED PLACEMENT STUDENTS (A45110) BY SEMESTER**

Fall Semester

		<u>Class</u>	<u>Lab</u>	<u>Clin.</u>	<u>Credit</u>	<u>Hrs/Wk</u>
*BIO 168	Anatomy & Physiology I	3	3	0	4	6
ENG 111	Writing & Inquiry	3	0	0	3	3

Spring Semester

BIO 169	Anatomy & Physiology I	3	3	0	4	6
NUR 112	Health-Illness Concepts	3	0	6	5	9
NUR 114	Holistic Health Concepts	3	0	6	5	9
PSY 150	General Psychology	3	0	0	<u>3</u>	<u>3</u>

Summer Semester

BIO 175	General Microbiology	2	2	0	3	4
NUR 113	Family Health Concepts	3	0	6	<u>5</u>	<u>9</u>

Fall Semester

NUR 212	Health Systems Concepts	3	0	6	5	9
NUR 211	Health Care Concepts	3	0	6	5	9
PSY 241	Developmental Psychology	3	0	0	3	3

Spring Semester

NUR 213	Complex Health Concepts	4	3	15	10	22
HUM	Humanities Elective (see selections below)	3	0	0	3	3
ENG 112	Writing/Research in the Disciplines	3	0	0	3	<u>3</u>

TOTAL HOURS: 61

Humanities Electives: ART 111*, ART 114*, ART 115*, HUM 115, MUS 110, MUS 112, PHI 215, PHI 240

Note: Classes with an * are Universal General Education Transfer (UGETC) classes, Associate in Science. The student must take and successfully earn a "C" or better in any non-nursing course as scheduled in the nursing program semester-by-semester plan above. Students may take a non-nursing course early but cannot take any course later than scheduled in the above plan.

**ASSOCIATE DEGREE NURSING PROGRAM CURRICULUM
PARAMEDIC-TO-ADN STUDENTS (A45110) BY SEMESTER**

Summer Semester (10 Semester Hours)		Class	Lab	Clin.	Credit
NUR 215	Paramedic/RN Bridge Concepts	3	3	6	6
BIO 275	Microbiology	3	3	0	4
					<u>10</u>
Fall Semester (13 Semester Hours)		Class	Lab	Clin.	Credit
NUR 211	Health Care Concepts	3	0	6	5
NUR 212	Health Systems Concepts	3	0	6	5
PSY 241	Developmental Psychology	3	0	0	3
					<u>13</u>
Spring Semester (16 Semester Hours)		Class	Lab	Clin.	Credit
NUR 213	Complex Health Concepts	4	3	15	10
ENG 112	Writing/Research in the Discipline	3	0	0	3
	Select one Humanities Elective	3	0	0	3
					<u>16</u>
TOTAL HOURS:					39

NUR 215 Paramedic to RN Bridge Concepts completed with a grade of B or better.
Humanities Elective: ART 111*, ART 114*, ART 115*, HUM 115, MUS 110, MUS 112, PHI 215, PHI 240

Note: Classes with an * are Universal General Education Transfer (UGETC) classes, Associate in Science. The student must take and successfully earn a "C" or better in any non-nursing course as scheduled in the nursing program semester-by-semester plan above. Students may take a non-nursing course early but cannot take any course later than scheduled in the above plan.

PRACTICAL NURSING PROGRAM

PN PROGRAM PURPOSE

The Practical Nursing (PN) program supports the mission of the North Carolina Community College System and the mission of Mayland Community College (MCC) by providing accessible high quality nursing education to meet the diverse and changing health-care needs of the service area. The PN program will also promote the development of qualified students prepared for the professional role of licensed practical nurse at the entry level. Graduates of this program meet the education requirements to take the National Council Licensure Examination (NCLEX-PN).

PN PROGRAM STUDENT LEARNING OUTCOMES

The Student Learning Outcomes for the Mayland Community College Practical Nursing program are derived from the NLN Core Competencies for Practical Nursing (NLN, 2010) and the QSEN competencies (2018). Upon completing of the Practical Nursing program, the graduate will upon licensure:

1. Incorporate all concepts within the domains of the individual, the healthcare system, and nursing into providing safe, ethical, holistic, therapeutic, client-centered nursing care to the individual.
2. Promote human dignity, integrity, self-determination and personal growth of clients, significant persons, and self, in the delivery of nursing care.
3. Communicate and collaborate effectively with individuals, their significant support person(s), and members of the multidisciplinary healthcare team.
4. Utilize nursing judgment and the spirit of inquiry in making healthcare decisions and taking actions which promote and protect the health and safety of clients.
5. Integrate knowledge of informatics and quality improvement initiatives in all independent and multidisciplinary healthcare team activities in the health care environment.
6. Practice professional nursing behaviors, according to legal, ethical, and professional standards, as prescribed by NC Nurse Practice Act, healthcare facilities, and other recognized stakeholder organizations, incorporating personal responsibility and accountability for continued education.

NLN Core Competencies for Practical Nursing

Core competencies are the discrete and measurable skills, essential for the practice of nursing (NLN, 2010)

- Human Flourishing: Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team
- Nursing Judgment: Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context
- Professional Identity: Assess how one's personal strengths and values affect one's personal identity as a nurse and one's contributions as a member of the health care team
- Spirit of Inquiry: Question the basis for nursing actions, considering research, evidence, tradition, and patient preferences.

Institute of Medicine Competencies

The five core competencies identified by the IOM for healthcare providers are; patient centered care, interdisciplinary teams, evidence-based practice, quality improvement, and informatics. (IOM, 2003)

PN PROGRAM OUTCOMES

1. Prepare graduates to be entry-level practitioners who will be able to provide safe and therapeutic nursing care within the healthcare system for individuals with common alterations in health.
2. Graduates students who pass the NCLEX-PN at or above the national pass rate for first-time writers.
3. Graduates students of whom 80% become employed in nursing within six months.
4. Graduates students of whom 80% indicate that they are satisfied overall with the quality of the nursing education they received.
5. Graduates students of whom 95% of employers indicate that they would hire another graduate in the future if the need arises.
6. Graduates students of whom 25-50% seek transition to the RN level of nursing practice within five years of graduation.
7. Maintains full approval of the North Carolina Board of Nursing.
8. Meets standards of Mayland Community College, the North Carolina Community College System, and the Southern Association of Colleges and Schools-Commission on Colleges.

PN PROGRAM MISSION AND PHILOSOPHY

The practical nursing program is an integral part of Mayland Community College. The philosophy of the PN program is derived from statements about the health, quality of life, achievement of potential, the individual, environment, health, nursing, the practice, and education of the Practical Nurse. Within this mission, the goal of nursing faculty is to promote the highest quality of nursing care to the individual, families and significant persons, and the community. The aim is to facilitate optimum health, quality of life and achievement of potential for the individual. The nursing faculty also endorses the North Carolina Board of Nursing's mission which states: "The North Carolina Board of Nursing is committed to protecting the health and well-being of the public through regulating the delivery of safe, effective nursing care."

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PN PROGRAM CURRICULUM CODE, TITLE, AND DESCRIPTION (D45660)

Curriculum Description:

The Practical Nursing curriculum prepares individuals with the knowledge and skills to provide nursing care to children and adults.

Students will participate in assessment, planning, implementing, and evaluating nursing care.

Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, rehabilitation/long term care/home health facilities, clinics, and physicians' offices.

**PRACTICAL NURSING PROGRAM CURRICULUM
PN DIPLOMA (D45660) BY SEMESTER**

Spring Semester (16 Semester Hours)			<u>Class Lab Clinical Credit</u>			
ACA	118	Success and Study Skills	1	2	0	2
BIO	168	Anatomy & Physiology I	3	3	0	4
NUR	101	Practical Nursing I	7	6	6	11
Summer Semester (17 Semester Hours)						
BIO	169	Anatomy & Physiology II	3	3	0	4
ENG	111	Writing and Inquiry	3	0	0	3
NUR	102	Practical Nursing II	7	0	9	10
Fall Semester (12 Semester Hours)						
NUR	103	Practical Nursing III	6	0	9	9
PSY	150	General Psychology	3	0	0	3
 Total Credits						<u>46</u>

The student must take and successfully earn a “C” or better in any non-nursing course as scheduled in the nursing program semester-by-semester plan above. Students may take a non-nursing course early but cannot take any course later than scheduled in the above plan.

MCC NURSING PROGRAMS GENERAL POLICIES

1. Student Information Changes Policy

It is the responsibility of each student to keep the nursing program director advised of any student information changes. The nursing faculty needs to be able to contact each student directly should circumstances dictate. For example, instructors must frequently and suddenly contact students about rescheduling class/lab/clinical or about registration and advisement issues. Therefore, each student must keep the following information current at all times with the nursing program director: name, address, telephone numbers at home and work, e-mail address and any other additional information needed to contact the student. Every student must provide a telephone contact person.

Students who fail to keep the nursing program director advised of these changes will be responsible for any consequences resulting from the nursing faculty being unable to contact them. These consequences could result in dismissal from the program or could be detrimental to the student's grades, ability to register for a given course, progression in the nursing program and graduation. Personal information is kept confidential and is not given out without students' permission.

2. Transportation

Transportation to and from all classes and clinical learning experiences is the responsibility of each individual student. Students must not rely on being assigned to the same clinical area as a friend.

3. Inclement Weather

Refer to MCC College Catalog for information related to inclement weather. Because of demands and requirements of the nursing profession, instructors may opt to hold scheduled clinicals despite inclement weather and MCC class closings, schedule adjustments and/or virtual class days. Due to inclement weather conditions, clinical schedules may not always follow the MCC College schedule. Decisions regarding clinical attendance must be made by the clinical instructor by 0530am at the latest, while the college decisions are not made until 0600am or later. If the decision is made to attend clinical, students are responsible for attendance. The decision to drive in inclement weather is a personal one. The College cannot accept responsibility for that decision. Students are responsible for work missed because of cancellations, delays, closings. A student's personal decision not to attend a scheduled class, lab, or clinical due to inclement weather will be counted as absent (page 37).

4. Client Confidentiality Policy

The Health Insurance Portability and Accountability Act (HIPPA) passed by Congress and effective April 2003, establishes rules for the privacy and use of health information. Students are responsible for complying with the rules of conduct concerning the disclosure or use of patient information in the academic and clinical setting. Students may only access and use patient information in order to perform the duties required in their clinical assignments. In addition, students should not access electronic health records to obtain personal health information. It is the student's responsibility to protect health information from loss or tampering and to ensure

confidentiality at all times. Confidentiality, security, and the protection of all individual patient information are required according to federal and state laws.

5. Reference Policy

Unless previously approved by the instructor, only Learning Resource Center holdings and other references, current within the past five years may be used by students in nursing courses. Articles must come from professional and scholarly journals and websites.

6. Faculty Advisors

Students are assigned a faculty advisor who will serve as a resource person. The faculty advisor is available by appointment during office hours or by special requests. The nursing advisors consider it a privilege to assist students when needed. Students are responsible for seeking assistance from their advisor as needed.

7. Accident Insurance

All students are required to purchase accident insurance. The policy is carried by the College and the payment is collected at the time of payment of tuition and fees.

8. Liability Insurance

All students purchase liability (malpractice) insurance, to practice in the clinical area, through Mayland Community College. This insurance will be maintained until graduation from the program. Students are encouraged to continue malpractice insurance coverage throughout their career.

9. Photocopying

Students are required to pay a fee at the beginning of each semester (fall and spring) to help pay for photocopying course documents and other materials distributed by faculty. Students who need additional photocopies are to use, at their own expense, the copying machine in the LRC. **Students are not to use any MCC copying machines other than the one designated for their use in the LRC.**

10. Lab Fee

Students are required to pay a fee at the beginning of each semester to help pay for supplies used in the nursing lab.

11. Achievement Exams

All students are required to pay a fee each semester to purchase the testing package. Achievement exams are given in selected nursing subjects throughout the course of the nursing program. Students are required to take all of these exams. The exams are announced in advance. These tests help students recognize their strengths and areas that need improvement through more required study and testing. Students, making less than the predetermined score, will be required to complete remediation and review materials as assigned by faculty.

12. CPR, Immunizations, Criminal Background Checks and Drug Screens

Students must provide the required documentation regarding CPR certification (American Heart BLS), immunizations, and drug screens by the date specified by the Director of Nursing. The student must have current infant, child and adult CPR certification. Students must also submit proof that the required Criminal Background Check and drug screen have been completed. **The student is required, and it is the student's responsibility, to keep CPR certification and immunizations current and provide a copy to the Health Sciences Administrative Assistant. Students must keep their own copies of CPR and immunizations records. A student who has expired CPR certification, immunization deficiencies, failure to obtain exemption, or who has failed to complete the onboarding requirements for the assigned clinical facility will not be allowed to attend clinical and therefore will be counted absent. Clinical absences for this reason are treated the same as any other clinical absence. Please see clinical absence policy page 38.**

Some clinical sites may require additional student criminal background checks, drug tests, or other documentation after the initial screen. **The most recent criminal background check will be sent to all pertinent clinical sites at the beginning of each semester. In addition, all felony charges.**

If any SINGLE clinical agency refuses to allow a student to participate in clinical activities at that facility based on any screening, the student shall not progress and will be dismissed from the nursing program.

13. Conduct

(a) Nursing is a profession dealing with human life: therefore, unprofessional conduct such as lying, cheating, stealing, as well as the use of alcohol, **prescribed or unprescribed** drugs which impair performance in class, lab, or clinical is prohibited. Engaging in any of the above activities will result in student dismissal from the nursing program.

(b) All nursing students at Mayland Community College (MCC) are considered responsible adults; therefore, each student at all times will conduct him/herself as a responsible, mature adult in appearance and behavior. Furthermore, the nursing program does not accept the role of parent or guardian of students (in loco parentis). It is the responsibility of each student to be knowledgeable of all policies, rules, regulations, and events as described in course documents, course handouts, the *MCC Student Handbook*, *Nursing Practice Act State of North Carolina*, student bulletins, bulletin board notices, and the *Nursing Programs Student Handbook*. Disruptive conduct is defined as any behavior which deprives students and faculty/staff members of their rights to give and receive educational instruction in a pleasing and reasonable manner. Disruptive conduct is also any behavior which deprives students and faculty/staff of their right to be treated courteously and in a respectful manner. Disruptive conduct will not be tolerated and will result in prompt and appropriate disciplinary action which may include dismissal from the nursing program.

(c) All students must follow the policies as published in the *MCC College Catalog and MCC Student Handbook and Planner*.

(d) All students must follow the policies of the respective clinical agencies and Mayland Community College as they pertain to conduct, dress, uniform regulations, grooming, jewelry, ornaments, cell phone use, patient confidentiality, smoking, and related matters.

(e) Beepers and cell phones **must be turned off** during class, lab, clinical, and remediation sessions. Students in the program, must not be on "call status" during class, lab or clinical.

(f) To ensure the safety of patients, students who work third shift must not work the shift prior to a morning clinical session. Students are also strongly discouraged from working third shift prior to class.

g) Clinical facilities reserve the right to deny access to individual students based on prior behaviors. **If these behaviors are documented as being so egregious as to prevent access to the clinical facility, the student shall not progress and will be dismissed from the nursing program.**

14. Honesty Policy

Students who demonstrate dishonest behaviors will be charged with violation of the MCC Student Code of Conduct, and will be subject to disciplinary procedures, as they are defined in the *MCC Student Handbook*. Sanctions include a grade of zero on the assignment in question, **and/or** expulsion from the program, if the charge is upheld via the investigative process. The investigative process will be conducted by the MCC Dean of Students. Students who are dismissed from the MCC Nursing Program and who seek readmission will be considered on an individual basis. There is no guarantee of readmission to the program. It is up to the discretion of the Director to determine where the student reenters the program. Students who are required to audit courses are not guaranteed a space in the nursing program. **Examples of dishonest behavior include, but are not limited to: copying another person's study guide or workbook (even when the answers are in the back of the book); copying paperwork or tests; copying questions from a test/quiz either during or after the test/quiz or during its review; possessing written information during a test/quiz; talking to another student during a test/quiz; stealing school property; lying; plagiarism; or falsification of documents.**

Plagiarism is the direct use or copying of the ideas or words of another published work or another student's work without crediting the source. When copying material from a book, journal, handout, etc, students must properly credit the source(s). To copy material without crediting the author is plagiarism or cheating. A student found to be plagiarizing will be dismissed from the nursing program.

Falsification of reports, records, or class/lab/clinical assignments is the deliberate inclusion of false information or omission of information on said documents. Documents may be school records or medical records in an affiliating clinical agency. A student found to be falsifying information will be dismissed from the nursing program.

Unless given information from course/clinical/lab instructor that any assignment may be done collaboratively with other student(s), or with the use of outside sources, it should be understood that work should be the student's and no one else's but that student's work. Unapproved collaboration can be viewed by the instructor as cheating.

15. Course Documents

A written course document, which includes content outline; teaching methods; learning activities; evaluation/grading criteria; and performance expectations used to evaluate student achievement, will be provided at the beginning of each course. The information contained in the course/lab/clinical documents for the nursing program is subject to change in the event of extenuating circumstances. Students will be notified verbally and in writing prior to the institution of changes in the course documents.

16. Grievance Procedure

Concerns related to the program in general are to be discussed with the Director of Nursing. If a nursing student has a problem regarding a particular course, he/she should seek to discuss the concern on a one-to-one basis with the course instructor. Students are referred to the organizational chart in the *Nursing Programs Student Handbook* for the appropriate channels of communication. Problems should be solved at the lowest level possible. Any student has the right of appeal regarding grievances. The student is referred to the *MCC College Catalog and MCC Student Handbook* for a detailed discussion of the Grievance Procedure.

17. Children

It is expected that students will make child care arrangements so as to avoid the necessity of bringing children to class. Children are not permitted in class, lab or clinical areas.

18. Employment Policy

Employment during the school year is discouraged. Students who must work should do the **ABSOLUTE MINIMUM** number of hours necessary. Progress in the nursing program is often jeopardized when students work too many hours. In order to succeed in the nursing program, students should make school a higher priority than employment. Students may wish to discuss their academic standing with their advisor before securing employment and may want to contact the Financial Aid Officer. MCC makes an effort to secure financial aid and scholarships for students who meet eligibility criteria.

If the student is employed by an area healthcare facility, or with an area healthcare organization, it is the policy of the nursing programs to utilize other facilities/sites for clinical placement, and/or preceptorship placement for that student.

19. Dress Code

The following dress code applies to the MCC Health Science environment ONLY: Students are expected to dress neatly and appropriately for classes and other school functions. The faculty and students believe that proper dress is essential for the students to present themselves in a professional manner to promote a positive environment. Therefore, students are expected to dress in an appropriate and acceptable modality for class and campus activities. Denim, shorts (of a reasonable length), sweatpants/shirts and conservative tank tops are acceptable clothing for women and men. While these clothing types are acceptable, we strive for a higher standard of professional excellence. Avoid halter tops, crop tops, revealing tank tops, and revealing necklines. Pants should conceal all undergarments. Sandals, flip-flops and sneakers that are in good repair are acceptable footwear for students on the college campus.

Lab and Simulation Activities: Students are expected to wear scrubs, and to bring appropriate supplies, such as watch, stethoscope, and lab kit. Students are also expected to dress as if they were at clinical, in other words, the same dress code applies for lab as it does for clinical, with the exception that students may wear scrubs of their choice. Students should not wear flip flops or sandals to lab or Sim Lab due to safety concerns.

Clinical: All students must purchase and wear the standard uniform chosen by nursing faculty. Professional nursing shoes (closed-heel and toe) that are white leather, clean, and polished are to be worn with either white hose or socks. No blue jeans are to be worn in the

clinical agencies. Students are expected to be dressed professionally while in the clinical agencies.

The name tag with the designation of "Student Nurse Mayland Community College" is part of the uniform. Students are also required to wear name tags on lab coats over regular, street-length clothing when obtaining patient assignments in the clinical setting. While in uniform, students may not chew gum or smoke. If a student smokes while in uniform at clinical, the instructor or facility may send the student home or ask them to change clothes. Students should not come to clinical with clothes or uniforms smelling like smoke, or smokeless tobacco. If a student is sent home due to failure to follow the no-smoking policy, they will be counted as absent for the day and will receive a "U" for the clinical day.

Only white long-sleeved shirts, without embroidery or embellishments, may be worn under scrubs. Scrub dresses and suits are worn only in certain areas and at the instructor's discretion. They must be covered by white lab coats when outside designated areas.

Other school functions: There are times when students will attend functions off campus, such as workshops, and as such are considered representatives of Mayland Community College. It is expected that students will be dressed according to the MCC dress code.

20. Grooming

- a. While on the premises of the clinical agencies, all students are required to maintain standards of dress and grooming that are consistent with professional conduct. These standards include good hygiene, use of deodorant, and a clean, wrinkle-free MCC uniform or lab coat.
- b. Students are not to wear perfume, cologne, or strong shaving lotion as these may be offensive and dangerous, especially for patients with allergies and/or other respiratory illnesses. Students are requested not to smoke while in a clinical situation, as the cigarette odors may also be offensive or dangerous to those with allergies and/or other respiratory illnesses.
- c. Students are required to arrange or restrain their hair neatly, and the style should not draw undue attention to the student. Hair must be clean, neat, away from the face, out of the eyes, must clear the collar line and must be a natural human hair color.
- d. Beards, mustaches, and sideburns must be kept short and neatly trimmed. . In special areas where the danger of contamination is high, a surgical hood, hair net, or cap must be worn. Students may be required to shave facial hair if it impedes with client care (ex. not allowing for proper fit of TB respirator).
- e. Fingernails must be clean and cut so that they do not extend beyond the fingertips. Artificial nails are not allowed. Nail polish is not allowed.
- f. Make-up should be minimal and not distracting.
- g. Students with visible tattoos will follow the tattoo policies of the assigned clinical agency.

21. Jewelry and Ornaments

- a) Necklaces, bracelets, and other non-functional ornaments may not be worn with the uniform. Body ornaments and jewelry are limited to the following: engagement and wedding rings, name tags, wristwatches, and earrings. Rings with large stones or sharp edges may not be worn. Earrings are not to exceed three-eighths of an inch in diameter

and must be gold, silver, or pearl, and limited to one per ear. Flesh colored plugs must be worn for visible stretched piercings.

- b) Sunglasses may not be worn in the classroom or clinical area unless prescribed by a physician.
- c) Hair restraining devices should be plain and colored to blend with the hair. Black or brown headbands are acceptable.
- d) Transdermal implants must be covered with a band-aid or dressing during clinical experiences.

NOTE: Students will be sent home, counted absent, and receive an unsatisfactory (U) for the day, if the above requirements related to dress, grooming, jewelry, and ornaments, are not met.

22. Student Professional Behaviors

1. Assume responsibility for meeting personal and professional behaviors by:
 - a. Accepting professional responsibility as evidenced by courteous, caring, and cooperative behavior in classroom, lab, and clinical settings.
 - b. Accepting personal responsibility for one's own actions.
 - c. Assume responsibility for communicating in a respectful, professional manner in all areas, at all times including verbally, via e-mail, in writing, both electronically and handwritten.
 - d. Utilizing moral, ethical, and legal principles.
 - e. Representing MCC in a professional manner at all times.
 - f. Wearing professional attire.
2. Demonstrate professional responsibility and accountability in providing nursing care by:
 - a. Showing self-direction in providing patient care.
 - b. Reporting promptly to the clinical area.
 - c. Leaving assigned clinical areas by reporting off appropriately.
 - d. Identifying own assets and limitations with instructor.
 - e. Accepting and utilizing feedback and suggestions.
3. Complete responsibility for assigned patient prior to post conference.
 - a. Charting and reporting completely by the designated time.
 - b. Terminating patient relationships prior to leaving each day.
 - c. Organizing care to utilize time effectively.
 - d. Leaving work area neat, clean, and re-supplied.
4. Inform instructor at appropriate intervals during clinical.
 - a. Assuming responsibility for assignments.
 - b. Reporting pertinent observations promptly.
 - c. Participating in learning situations.
 - d. Accepting responsibility for own errors and actions.
 - e. Reporting any errors made.

f. Informing instructor prior to leaving clinical area.

5. Report any student injury that occurs in the clinical facilities to the instructor.

Failure to adhere to any of the above behaviors will be grounds for disciplinary action and possible dismissal from the class/college.

23. Social Media Policy

As future healthcare professionals with a unique obligation and responsibility, nursing students must be cognizant of the public nature of social media and other electronic communication and the permanent nature of communicating therein. These technologies may give the impression of privacy, but postings and other data should be considered in the public realm and freely visible by many people. State and federal regulations related to confidentiality, along with HIPAA, require that no patient information be made available to the public. These regulations apply to comments made on social networking sites, and violators are subject to the same disciplinary action as with other HIPAA violations.

As a Health Sciences student, you may encounter confidential information within the College or within the patient care environment during clinical practicum. Consistent with the clinical facility Confidentiality Statements that you signed at the beginning of your program, it is the students' responsibility to:

- Not use patients' name or any identifiers (including images, initials, room numbers, patient age, hospital name, etc.) and personal health information in any way.
- Not disclose confidential information, post content or otherwise speak on the behalf of the College, its employees, its students or clinical agencies.
- Not state personal opinions as being endorsed by the College.
- Not use information and conducting activities that may violate MCC academic and/or nursing program policies, or may violate local, state, or federal laws, and regulations.
- Not post embarrassing, threatening or harassing statements on either a personal page or site.
- Not refer to patients in a disparaging manner, even if the patient is not identified (ANA Paper).
- Not take photos or videos of patients on personal devices, including cell phones.
- Maintain professional boundaries in the use of electronic media. Online contact with patients or former patients blurs the distinction between a professional and personal relationship and is not permitted (Adapted ANA Paper).
- Refrain from accessing any personal social networking sites while in the clinical setting.
- Promptly report any identified breach of confidentiality or privacy to the instructor and appropriate authority within the clinical facility (ANA Paper).
- Not videotape, photograph or voice record professors and/or fellow students for social media use without the express written permission of the faculty or fellow student. At NO TIME shall patients/clients/mannequins be videotaped, photographed or voice-recorded without written permission of the patient/client/faculty AND of the facility.

- Not make disparaging remarks about clinical agencies, MCC Nursing Program faculty, employees, or colleagues. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic, or other offensive comments (ANA Paper)
- Maintain professional communications within social network sites or other electronic communication sites. These are subject to the same professional standards as any other personal interactions.
- Be aware that statements made by nursing students within online networks will be treated as if you verbally made the statement in a public place.
- All students participating in simulation activities are also to follow these guidelines.

Any violation of this policy may result in disciplinary action and/or dismissal from the nursing program.

In the event that opposing views arise on a social media feed, exercise professional judgment. While the MCC Health Sciences Department does not regularly review content posted to social media sites, it shall have the right to remove any content for any reason, including but not limited to, content that it deems threatening, obscene, a violation of intellectual property rights or privacy laws, or otherwise injurious or illegal. The MCC Health Sciences program does not tolerate content from students that is defamatory, harassing, libelous or inhospitable to a reasonable academic/work environment. Social media may be used to investigate student behavior.

The North Carolina Board of Nursing has specific rules regarding nursing student behavior including social media.

North Carolina Board of Nursing Education Rules

21 NCAC 36 .0320 STUDENTS

(a) Students in nursing programs shall meet requirements established by the controlling institution.

(b) Admission requirements and practices shall be stated and published in the controlling institution's publications and shall include assessment of the student's:

(1) record of high school graduation, high school equivalent, or earned credits from a post-secondary institution;

(2) achievement potential through the use of previous academic records and pre-entrance examination cut-off scores that are consistent with curriculum demands and scholastic expectations; and

(3) physical and emotional health that is indicative of the applicant's ability to provide competent nursing care to the public.

(c) The number of students enrolled in nursing courses shall not exceed by more than 10 students the maximum number approved by the Board, as established pursuant to 21 NCAC 36 .0302(f) and 21 NCAC 36 .0321(k).

(d) The nursing program shall publish policies in a nursing student handbook and college catalog that provide for identification and dismissal of students who:

(1) present physical or emotional problems that conflict with the safety essential to nursing practice and do not respond to treatment or counseling within a timeframe that enables meeting program objectives;

(2) *demonstrate behavior that conflicts with the safety essential to nursing practice; or*

(3) *fail to demonstrate professional behavior, including honesty, integrity, and appropriate use of social media, while in the nursing program of study.*

(e) *The nursing program shall maintain a three-year average at or above 95 percent of the national pass rate for licensure level pass rate on first writing of the licensure examination for calendar years ending December 31.*

(f) *The controlling institution shall publish policies in a nursing student handbook and college catalog for transfer of credits or for admission to advanced placement, and the nursing program shall determine the total number of nursing courses or credits awarded for advanced placement.*

History Note: Authority G.S. 90-171.23(b)(8); 90-171.38; 90-171.43; Eff. February 1, 1976;

Amended Eff. December 1, 2016; January 1, 2006; August 1, 1998; January 1, 1996; June 1, 1992; January 1, 1989; January 1, 1984;

Readopted Eff. January 1, 2019.

Social Media References

- American Nurses Association (2011). ANA's principles for social networking and the nurse.
- National Council of State Boards of Nursing (2011). White paper: A nurse's guide to the use of social media.
- NC Board of Nursing "Use of Social Media"

X. SPECIFIC CLASSROOM AND LAB POLICIES

The following are required policies in the classroom and lab area. Failure to follow these policies will result in a failing grade in theory and/or the lab component of the course and dismissal from the nursing program.

1. The student will demonstrate acceptance of professional responsibilities and values by performing according to these role expectations:
 - a. Assume responsibility for acquiring knowledge necessary to participate in class and lab.
 - b. Report to class and lab at the assigned time.
 - c. Use judgment regarding his/her illness, i.e., does not unnecessarily expose others to illness.
 - d. If late or absent, notify the instructor prior to beginning of class or lab.
 - e. Perform within the published policies of Mayland Community College and the nursing program.
 - f. Seek supervision appropriately from the instructor.
 - g. Accept responsibility for own actions.
 - h. Communicate accurately and truthfully regarding assignments (verbal and written).
 - i. Demonstrate respect, cooperation, and professional conduct in interactions with staff, instructors, and fellow students.

- j. Refrain from talking to classmates during class and lab unless instructed to do so by instructor.
- k. Dress neatly and appropriately for class, lab, and other school functions.

2. The student will demonstrate the following behavior regarding assignments:

a. Pre-Lecture assignments-The syllabi contain descriptions of the concepts/exemplars to be addressed on each class day, along with educational outcomes, learning activities, assigned readings, and other necessary information. For each class, the assigned learning guide must be completed prior to class. If the student fails to complete the assignment prior to class, no grade credit will be given.

- b. Follow directions given in completing assignments.
- c. Submit written assignments accurately at the designated time.
- d. Write clearly, accurately, concisely, and legibly using scientific terminology, correct spelling and grammar, and references where appropriate. Assume responsibility for improving writing skills by initiating and seeking assistance from campus resources such as the writing lab, learning lab, tutors, and others.
- f. Submit written assignments that are professionally presented and organized, i.e., are stapled or paper clipped, include the student's name, and have been proofread. Submitting papers in notebooks, plastic binders, or similar materials is strongly encouraged and may be required.
- g. Use a personal, collegiate dictionary, such as Webster's, to check spelling and definition of words.

3. The student will demonstrate the following behavior related to enhancing learning opportunities:

- a. Apply knowledge and principles previously taught in theory, lab and /or clinical courses.
- b. Take advantage of available learning experiences.
- c. Employ effective behavior, as determined by the instructor, in coping with stress and anxiety.
- d. Manage own feelings of anxiety in the classroom and lab setting without communicating the anxiety to others.
- e. Make contributions to class and lab.
- f. Accept suggestions for improvement. Alter performance according to suggestions for improvement.
- g. Demonstrate behavior change(s) within designated period of time as determined by instructor.
- h. Utilize time appropriately.

4. Online Expectations

If a nursing course is delivered in a hybrid format or transitions from seated to online due to extenuating circumstances at any point in the semester, students will adhere to the following expectations:

- Participate in courses according to the syllabus and schedule posted by the instructor.
- All course materials are required on the first day of class.
- Students must be competent users of the internet, computers, email and word-processing software.
- Attendance/tardy policies are applicable.
- Students must have a camera and microphone to participate in class activities.
- Keep microphone muted when faculty are speaking.
- Be aware of strong language, all caps, exclamation points, humor and sarcasm.
- Do not post or share inappropriate material.
- Use grammar and spelling appropriate for professional communication.
- Use respect and professional behavior in all online communication.
- Students must participate in class discussions/activities per the direction of the faculty member.
- Have the faculty members contact information accessible in case of technical issues.
- Ask faculty members questions or clarification of anything you don't understand or need help with.
- Faculty will have virtual office hours each week.
- Comply with the policies and procedures in the MCC Nursing Program Student Handbook.
- Take responsibility for computer problems that prevent you from accessing your course or completing assignments.
- Students who do not have computer or internet access must notify the instructor. On-campus access may be arranged if possible.

XI. SPECIFIC CLINICAL POLICIES

Students are not allowed to discriminate patients and/or patient assignments for any reason. Students are responsible to reviewing and adhering to all practice guidelines for the facility to which the student is assigned. Practice guidelines are located in the course syllabus.

The following are required policies in the clinical area:

Clinical performance is graded at mid-term as satisfactory (S), needs improvement (NI) or unsatisfactory (U) using the Clinical Performance Evaluation (CPE) and the CPE rubric. Final grading of clinical performance using the Clinical Performance Evaluation (CPE) and the CPE rubric is either Satisfactory (S) or Unsatisfactory (U). The student is also graded each clinical day as satisfactory (S), needs improvement (NI) or unsatisfactory (U). Exceeding the maximum number of unsatisfactory daily clinical grades will result in dismissal from the nursing program.

Daily Clinical Grade

The daily grade for clinical is based upon five broad competencies of expected student performance and behaviors in nursing practice. Examples of the expected student performance and behaviors in nursing practice are listed, but are not limited to the following;

Competency 1

The student will demonstrate nursing knowledge appropriate for the level of the course in the curriculum.

- Identifies health and psychosocial risk factors of patients throughout the lifespan.
- Identify signs and symptoms of acute and chronic illnesses across the lifespan.
- Demonstrate understanding of diagnostic tests and interpret implications.
- Examine pathophysiology of patient conditions and associated pharmacological interventions.
- Explain appropriate individualized nursing interventions.
- Describe possible patient complications and interventions to prevent and/or manage complications.

Competency 2

The student will demonstrate acceptance of professional responsibilities and values by performing In compliance with these role expectations:

- Assumes responsibility for acquiring knowledge necessary to provide care.
- Chewing gum or food is not allowed during clinical hours except in designated break areas.
- Students will be given a lunch break but are not allowed to leave the clinical facility during the lunch break.
- **If late or absent, notifies instructor prior to the assigned starting time for the clinical experience. Not calling prior to being tardy for clinical counts as a clinical absence.**
- Reports any student injury in clinical facilities.
- Clarifies personal values in order to deliver unbiased client care.
- Provide evidence of preparation for clinical learning experiences.
- Maintain a positive attitude and interact with inter-professional team members, faculty, and fellow students in a positive, professional manner.
- Follows MCC Nursing Program Handbook dress code.
- Demonstrate core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice).
- Accept constructive criticism and develop plan of action for improvement.

- Verbal and written communication is relevant, concise and conveyed in a respectful manner.
- Demonstrates accountability in practice.
- Manage data, information, and knowledge of technology in an ethical manner.
- Demonstrates accuracy, thoroughness, and attention to detail while practicing nursing.
- Provides care for assigned patients regardless of their age, race, sex, religion, ethnic background, disease process, or maturational level.
- Refers to instructor, or designee, possible resources available to assist the client.
- Employs effective behavior, as determined by the instructor, in coping with stress and anxiety.
- Manages own feelings of anxiety in the clinical setting without communicating the anxiety to others.
- Unless given information from clinical instructor that any assignment may be done collaboratively with other student(s), or with the use of outside sources, it should be understood that work should be the student's and no one else's but that student's work. Unapproved collaboration will be viewed by the instructor as cheating.

Competency 3

The student performs fundamental nursing care and skills safely and competently.

- Obtain accurate health histories for patients of all ages.
- Perform accurate, appropriate comprehensive or focused physical assessment for patients of all ages. Provide comprehensive patient care in compliance with clinical agency policy and procedure.
- Perform safe medication administration.
- Performs nursing care and procedures safely and competently (with supervision as needed).
- Demonstrates ability to access and agency policy and procedure manuals and integrates appropriately into patient care.
- Conduct and document patient admit and shift assessments within the electronic health record.
- Assesses health care environment to determine patient safety needs.
- Gives concise, accurate, complete SBAR report.
- Practices standard precautions in the clinical setting.
- Promptly reports errors and/or changes in client status to instructor.
- Receives report from appropriate staff member prior to implementing nursing care.
- Reports accurately and thoroughly to appropriate staff and/or instructor before leaving clinical unit for break, lunch, conference, or end of clinical day. Breaks and or meals are at the direction of the clinical instructor. Students are not to leave the clinical area until a thorough report is made to the clinical instructor and/or any supervising nurse(s).

Students are not to leave the grounds of the facility during a clinical rotation. Leaving the clinical facility without giving report will be construed as patient abandonment, and will be grounds for dismissal from the program.

- No emergency drugs may be administered by a student in a clinical or precepted setting.

Competency 4

The student demonstrates appropriate nursing judgment and clinical decision making for the level of the course.

- Exercises critical thinking in making judgments and decisions. Validates decisions with instructor or designated staff.
- Uses judgment regarding his/her illness, i.e., does not unnecessarily expose the client/staff to illnesses).
- Demonstrates safe, competent nursing judgement
- Demonstrates clinical decision-making and formulates appropriate responses.
- Protect confidentiality of electronic health records.
- Provides clear directives when delegating to others. Follows the Principles of Delegation designated by the NCBON

Competency 5

The student demonstrates organization and time-management skills.

- Demonstrates initiative and motivation in the practice of nursing.
- Demonstrate expected behaviors and complete tasks in a timely manner.
- Reports on time to unit/ participates in post-conferences.
- Clinical documentation submitted on time.
- Demonstrates time management skills by working independently.
- Performs independently to the extent that only appropriate supervision is needed, but not exceeding course/clinical practice level. Follows directions given in completing assignments.

Competency 6

Clinical assignments submitted by due date and satisfactory grade received.

- All clinical assignments are due by 5pm prior to the next clinical day or as designated by the clinical instructor. Failure to submit clinical assignments by the date due will result in an “Unsatisfactory” for the clinical day for which the paper was due. No late work will be accepted.

PROGRESSION POLICIES

1. Attendance

Attendance is the responsibility of students and is necessary in order to evaluate the students' developing skills. Students are expected to attend every meeting of class, lab, and clinical. An absence is defined as not being present in class, lab and/ or clinical due to an illness or unexpected emergency. No matter what basis exists for absence, students are held accountable for the academic activities they miss. **Failure to attend all class, lab, and clinical sessions may jeopardize the students' ability to complete objectives of the course and will result in an "F" and dismissal from the nursing program if the maximum of three absences are exceeded** Attendance in class, lab and clinical is taken separately and is used to provide documentation of attendance. Students must notify instructors in advance of any absences or tardies to class, lab or clinical.

In case of illness or periods of inclement weather, students are expected to use good judgment concerning attendance. Life and safety are to be the primary considerations. While students are expected to give due consideration to their responsibilities for attendance, the nursing faculty recognizes and expects their adult students to ultimately make their own decisions about attendance and accept responsibility for them.

Healthcare employers expect employees to be on time. Likewise, nursing faculty plan to start class, lab, and clinical on time and expect students to be present and on time. If the student finds that it is necessary to be absent or tardy, he/she must contact the appropriate faculty member as soon as possible and preferably before the class/lab/clinical session begins. If unable to speak directly with the appropriate faculty member, the student must leave a message with the Program Coordinator or Administrative Assistant to the Director of Nursing, or the Unit Secretary at the assigned clinical agency. Sending word with a classmate, texting or e-mails are unacceptable alternatives and do not excuse the student from notifying the appropriate person. Failure to give prior notification will be considered a serious violation of responsibility, and will result in an "Unsatisfactory" for the day. The student is expected to cultivate those behaviors which characterize professional conduct.

COVID 19 EXCEPTION

Due to COVID-19 illness ONLY, the attendance policy of MCC Nursing Programs will be as follows:

- Make-up assignments will be required for all individual clinical/simulation absences.
- Students will be expected to attend class virtually and complete class assignments as scheduled if they are unable to attend seated classes.
- Only one exam per semester is eligible for make-up.
- Absences greater than 14 days will require medical documentation.
- Exceptions to this policy will only be made in the event of extenuating circumstances per the discretion of the Director of Nursing.

If a student is exposed to COVID-19 through close contact (as defined by the CDC) or receives a positive test result, **DO NOT return to class/lab/simulation or clinical.** Please notify the Nursing Program Coordinator promptly for further instructions.

Tardiness

Tardiness is defined as arriving in class after the official start of class. An early departure is defined as leaving before the scheduled end of class. **A student must be in class for more than 50% of the class to be counted for the day's attendance.** After the first tardy or early departure, the student is given a verbal warning. A written warning is given after the second tardy or early departure, and a problem occurrence form is generated. Two tardies or early departures from class, lab, or clinical constitute one absence. A student may receive more than one tardy in a class period if they are late returning from lunch or breaks. A pattern of tardiness or early departures in class, lab, or clinical is not acceptable or professional behavior. Continued tardiness will result in dismissal from the nursing program.

Absences

An absence is defined as not being present in class, lab and/ or clinical due to an illness or unexpected emergency. Lack of preparation is not an excuse for an absence. Students who are absent due to reasons other than illness or unexpected emergencies **will not** be allowed to make-up exams. A student who is absent for an exam must remain absent for the entire class period in which the exam was given and will not be allowed to return to class after completion of the exam. Students must notify their instructor of the absence prior to the end of the missed class in order to be eligible to make up the exam. Learning guides must be submitted prior to the end of the missed class in order to receive credit. Any student who misses one scheduled test may be required to submit in writing reasons for the absence(s) and present this information to the instructor, Program Coordinator and/or Director of Nursing, who will make recommendations based on policies. Failure to adhere to the performance improvement plan will result in dismissal from the nursing program.

Clinical absences require satisfactory completion of the MCC clinical make-up assignment. Failure to complete the make-up assignment by the assigned due date will result in dismissal from the program. After the first clinical absence, the student is given a written warning and a problem occurrence form is generated by the instructor. The student may meet with the Director of Nursing and/or the program coordinator regarding the absences. After the second class or lab absence, the student is given a written warning and a problem occurrence form is generated. The student will meet with the Director of Nursing and/or program coordinator regarding the absences.

For classes that meet for 16 weeks, the policy is as follows: Any violation of attendance (tardy or absence) after the third absence in class or lab, the student will be dismissed from the program and will receive an "F" in the course. For clinical, absence from two clinical days and one Sim Lab class is the maximum allowed. Two Sim Lab absences are equal to one clinical absence. A student who misses two clinical days is placed on academic warning, and will be dismissed after the next clinical or Sim Lab absence or tardy. Clinical absences require completion of a clinical make-up assignment.

For classes that meet for 8-9 weeks, the policy is as follows: Any violation of attendance (tardy or absence) after the second absence in class or lab, the student will be dismissed from the program and will receive an "F" in the course. Two simulation lab absences will be counted as one clinical absence. For clinical, absence from one clinical day and one Sim Lab class is the maximum allowed. The student will be dismissed after the next clinical or Sim Lab absence or tardy.

2. General Test Policies

1. All exams will be timed.
2. Cameras will be in used in the classrooms/testing center during all tests.
3. Students may be assigned seats based upon instructor discretion.
4. All scrap paper must have the student's name on it and be turned into the instructor/testing center at the completion of the exam.
5. Students may not leave in the middle of an exam unless it is an emergency.
6. **Cellular phones or beepers are to be turned off and removed from the desk area during testing.** Failure to do so will result in student being removed from testing area.
7. **Smart watches are not allowed during tests or skills check-off.**
8. **All book bags, purses, cell phones, etc. will be placed outside of the classroom and may not be accessed during the test. No books, notebooks or any personal items are allowed during testing.**
9. **One piece of blank white paper will be provided and must be returned after the exam is completed.**
10. Calculators may only be used as directed by faculty. Calculators will be provided for testing.
11. Alternate format test items will utilize the Next Generation NCLEX scoring models. For specific information, please see: https://www.ncsbn.org/NGN_Summer21_ENG.pdf
12. *For traditional ADN students:*
 - a. The student that is late for a scheduled exam will not be allowed to enter the classroom.
 - b. After an exam has been completed and submitted, the student must leave the room and not return until the designated time given, unless a collaborative test is to be administered.
13. If a faculty member conducts test review, students may not use tape recorders. Students will not be allowed to have any writing tools in their hands during review of the exam.
14. The instructor will return exam grades at least one week from the test date, if all students have completed the exam.
15. Drink bottles must have caps or lids and will be checked by the instructor.
16. No hats, hoodies, name badges, or caps will be allowed to be worn during testing.
17. It is expected that the student will take exams at the scheduled times. If the class is hybrid, students must complete the exam prior to the due date. If a student is absent from a scheduled exam or does not complete the exam by the due date, the student must email the appropriate instructor prior to missing the exam. Failure to contact the appropriate instructor prior to the end of class time may result in an exam grade of zero. Text messaging may not be used for notification. It is the student's responsibility to re-schedule a make-up exam. The student is required to take the make-up test within three working days of the missed test, or the next class day, whichever comes first. The make-up test will not contain the same items as the original test. The student cannot make-up more than one exam per semester. Any further missed exams will result in a grade of zero for the exam.

Academic dishonesty is a violation of MCC Student Code of Conduct Policy. If this circumstance occurs, disciplinary proceedings may be initiated and result in dismissal from the nursing program.

Collaborative Testing Policy

Rules for collaborative testing to immediately follow individual testing:

1. Collaborative testing may not be available in every course
2. The time allotted for collaborative testing will be one-half the time allotted for individual testing for the same exam.
3. In order to participate in the collaborative exam, the student may not leave the test site for any reason upon completion of the individual exam and during the collaborative exam. If a student leaves the test site for any reason they will forfeit the right to test on the collaborative exam.
4. Collaborative testing may only occur within the assigned group. If a student seeks assistance from anyone outside of their group all persons in the group(s) involved will forfeit their right to collaborative test.
5. Remediation will be based solely upon the individual's initial exam score. Collaborative test points will not be considered in regards to remediation.
6. Only students that take the individual exam on the assigned test date at the assigned test time are eligible for collaborative testing.
7. Groups will only be chosen by random drawing.
8. Each group will have a clean copy of the test to work from and must work collaboratively.
9. Each student in the group must actively participate in the collaborative testing. Any student that does not participate will forfeit additional points that may be earned by the group.
10. The student may not access materials or confer/discuss with other individuals during the individual exam and prior to the collaborative test. The students may not use any materials or reference information, except for individuals within the assigned group, during collaborative testing. Use of such materials will forfeit the student's right to collaborative test.
11. Collaborative grading:
Based upon the score of each group's collaborative exam, the following points will be added to the individual exam score of each student that participated in the group.
 Score 100-90 = 2 points
 Score 89 or less = 1 point
12. Collaborative testing may be utilized on selected exams according to faculty member discretion.

Test Review

Test review is a privilege. Exams may be reviewed as a group during class time. No test review will be conducted until all students have taken the test. The following procedure will be used during test review.

1. **Mutually respectful behavior is required.**
2. **All book bags, purses, cell phones, etc. will be placed against the back wall of the classroom and may not be accessed during test review. No books, notebooks or loose paper can be visible during test review.**
3. Cameras will be in used in the classrooms testing centers during all test reviews.
4. No notes may be taken during the test viewing session.
5. **Students may ask questions regarding the test. However, the purpose is for learning and clarification, not debate. The instructor will give only one response to the student's inquiry about a test question.**
6. **If the student requires further clarification and/or wishes to complete a test rebuttal form, it must be done during individual test review.**
7. **For individual test review, faculty memebbers will have a sign-up sheet outside of their office with available times. Individual test review will last no longer than 20 minutes.**
8. **Individual test review must be completed prior to the next scheduled test**
9. **Failure to adhere to this policy will result in the student losing the privilege of test review for the semester**
10. The instructor will respond to the student regarding the test question rebuttal within 5 days.
11. The test question rebuttal form may only be submitted to the theory instructor for the designated course.
12. Exams cannot be re-reviewed prior to the final exam.

Test Structure

1. Bloom's taxonomy shall be used for test question development.
2. Content from previous nursing courses will be included on tests.
3. True/false questions and knowledge-based questions will not be used.
4. Gender-specific wording should be avoided unless pertinent to the question.
5. All graded tests will be proctored.
6. Test scores shall constitute 90% or more of final grade; group work, assignments, shall either be satisfactory/unsatisfactory and will constitute no more than 10% of final grade.

Grading Guidelines

1. Alternate format test items will utilize the Next Generation NCLEX scoring models.
2. All questions that 50% or less of students answered correctly will be reviewed by the instructor. **Faculty judgment about the question will be the final determinate.**
3. All test questions will be reviewed by two faculty members after testing, and a determination will be made at that time whether or not a test item will be eliminated.

4. Questions determined to be of good quality will not be eliminated based on student test performance.
5. If a test question is removed, the grade will be recalculated based on the number of test questions remaining.
6. Test grades will be finalized prior to the next exam. Students are not allowed to challenge test questions from previous exams and/or after the test has been finalized.
7. **No test scores will be dropped.**
8. **No grades will be rounded until the final average is calculated. The final grade will be rounded to the next whole number. For example, 92.3 will be rounded to 92, and 92.5 to 93.**
9. **Item analysis shall be performed on each test.**
10. **No extra credit or take home tests will be allowed.**

Remediation

Students who do not achieve at least a grade of **80** on the first unit exam will be required to meet with the instructor for individual test review and academic advising/support.

Students who do not achieve at least a grade of **80** on the any given unit test will be required to complete remedial assignments. The original grade will stand; however, the student will be required to complete remediation assignments prior to the next scheduled exam.

FAILURE TO COMPLETE THE REMEDIATION ASSIGNMENT PRIOR TO THE DESIGNATED DUE DATE PRIOR TO THE NEXT EXAM WILL RESULT IN A PENALTY OF A 10 POINT DEDUCTION ON THE EXAM FOR WHICH REMEDIATION WAS REQUIRED. POINTS WILL NOT BE GIVEN FOR INCOMPLETE ASSIGNMENTS.

Standardized tests will be given throughout the course of the program. Students who do not receive benchmarked scores will be required to remediate for the assigned time period and may be required to repeat the standardized exam. Completion of remediation assignments is a course requirement. Failure to complete remediation assignments will result an incomplete (I) grade in the course.

All book bags, purses, cell phones, etc. will be placed against the back wall of the classroom and may not be accessed during remediation. No notebooks or any personal items are allowed during remediation. Smart watches are not allowed during remediation. A textbook and three pieces of notebook paper will be allowed to complete the remediation assignment. All papers must be turned in when the assignment is completed. Students must complete the remediation assignments in the designated classroom during posted remediation lab hours only. No exceptions. Students are not allowed to attend remediation lab during a scheduled class, lab, clinical or Kaplan exam.

Academic Progress

To progress through the required sequence in the nursing curriculum, the student must earn a grade of C or higher in all non-nursing classes courses required in the curriculum. Students must earn a grade of B or higher in all nursing courses. A student cannot take any course later than scheduled in the semester-by-semester plan. If a student withdraws or is dismissed from any course required in the nursing curriculum for a given semester, then the

student will be immediately withdrawn from all NUR courses and the nursing program. Please see the policy for **Withdrawal/Readmission**.

It is the student's responsibility to keep informed of his/her academic progress. A student who is having difficulty is responsible for seeking help when needed by making an appointment with his/her nursing faculty member. Examples of "difficulty" include but is not limited to: having a failing or near failing average or less than required scores on standardized testing. Written documentation of the meeting on a Problem Occurrence Sheet will be prepared by the faculty member and signed by the student. The original document will be placed in the student's file, and a copy given to the student. A faculty member may initiate a meeting with a student but it is the student's responsibility to seek help when needed.

Students who are deemed to be in academic trouble will be referred to Student Development Services. A written corrective action plan will be developed, which will then be submitted to the instructor, course coordinator and Director of Nursing.

Each semester the theory, lab, and clinical component must be taken concurrently. Lab skills and clinical performance are graded on a satisfactory/unsatisfactory basis. Failure to pass the theory, lab, or clinical component will result in an "F" for the final course grade and dismissal from the nursing program.

Some clinical sites may require satisfactory student criminal background checks, drug tests, onboarding or other requirements. **If any single clinical agency refuses to allow a student to participate in clinical activities at that facility, the student shall not progress and will be dismissed from the nursing program.**

A student who does not earn at least a "B" in any course required in the nursing curriculum, will be dismissed from the nursing program. (If the student's final course grade of "I" is changed to at least a "B" prior to the first day of the next semester, the student may be readmitted to the program.)

The following grading scale is used in the nursing program.

A = 90- 100 4 GP

B = 80- 89 3 GP

F= 79- 0

I = See *MCC Catalog*

S/U = Satisfactory/Unsatisfactory - grading for labs/clinical

PR = See *MCC Catalog*

WA = Administrative withdrawal

R = Course Repeated

W = Withdrawal

Y = Audit

Grading Policy for Course Components:

(1) Written Assignments

In order for any written assignment to be considered for a satisfactory or passing numerical grade, it must be submitted on time and be legible, with accurate content, correctly spelled words, and appropriate use of grammar and terminology. Written assignments will be graded according to the grading rubric..

(2) Criteria for Grading of Class (Theory)

In order to pass each nursing (NUR) course, the student's unit test grades must average 80.00 and lab test grades must average 80.00 before the grades of other assignments are calculated to determine the final course grade. Students who do not achieve a unit test grade average of 80.00 or lab test grade average of 80.00 do not have the option of taking the final exam.

Completing the Kaplan Focused Review Tests, content videos, integrated tests and any required remediation, as listed in the syllabus, are required for this course. These must be completed or the student will receive a "U" and will not complete/pass the course. The student will receive a final grade of "F" for the course and be unable to progress to the next semester of the nursing program. If the "F" is received in the final semester of the program, the student will be unable to graduate.

(3) Criteria for Grading of Skills Lab

Labs will be graded satisfactory/unsatisfactory. In skill labs, each skill must be checked off with an "S" prior to performing the skill under supervision at a clinical agency. The student is expected to use audiovisual resources and to practice independently before performing lab nursing skills. Appointments can be made for practice time with the course instructor or lab facilitator.

- Students must practice skills during designated open lab hours prior to demonstration check-off. Failure to do so will result in one failed check-off attempt.
- Two check-off attempts are allowed per skill. If a student makes a "U" on a skill performance check-off, the skill check-off can be repeated only once.
- The student should schedule a time with the instructor to practice the skill prior to the second attempt check-off.
- Smart watches are not allowed during a skill check-off.
- The student's second attempt at a skill-check-off may be filmed.
- Failure to meet with the lab instructor at the designated check-off time with no prior notice that the student is unable to check-off at the agreed upon time will result in "U or failed attempt.
- **If the student fails two attempts at a clinical skill, the student will be dismissed from the program.**

(4) Criteria for Grading of Clinical

- Final grading of performance in the clinical area will be evaluated and graded as an "S" (satisfactory) or "U" (unsatisfactory) grade. When deemed necessary, or when a student receives a "U" for the day or at midterm, an evaluation conference will be scheduled to identify strengths and areas for improvement on clinical outcomes. The student will, with the assistance of the instructor, develop a plan of corrective action to assist the student in improving identified unsatisfactory areas. Follow-up conferences will be scheduled as needed to monitor student progress.
- A final evaluation conference will be scheduled at the end of the semester to examine student performance in relation to clinical outcomes and arrive at a final grade of satisfactory or unsatisfactory. The student must achieve an "S" in clinical in order to pass the course.
- To obtain an "S" in clinical, the student must achieve an "S" on the clinical outcomes on the Clinical Performance Evaluation.
- All clinical paperwork, including the Clinical Attendance Log Sheet, must be legible and submitted by the designated date. This is a course requirement. Failure to comply will result in a final grade of U in clinical and failure of the course.

- A final grade of “U” in clinical, regardless of the theory grade, will result in failure (F) in the course.
- One “U” or more on the Final Clinical Evaluation will constitute a clinical grade of “U” and an “F” for the course.

Unsatisfactory performance may be determined on the basis of a pattern of performance or a single incidence. **Unsatisfactory clinical performance and failure in clinical may result from the following:**

(a) On the basis of a pattern of performance, the student (Examples include the following but are not limited to the following.):

1. Inconsistently meets the clinical outcomes as published.
2. Does not take initiative and/or takes initiative inappropriately.
3. Violates professional ethics such as, but not limited to:
 - a) Carelessness with client confidentiality,
 - b) Inconsistency in meeting agency policies or violates agency policies,
 - c) Inability or unwillingness to recognize implications of behavior on nursing practice.
4. Is insensitive to the needs of clients and/or significant others.
5. Is inconsistent in utilizing effective communication skills and forming therapeutic relationships with clients and/or significant others.
6. Consistently requires an unreasonable length of time to perform nursing skills.
7. Fails to use the clinical judgment model effectively, demonstrated by such behaviors as lack of knowledge of client diagnoses, treatments, or medications.
8. Fails to recognize the influence of own attitudes, values, beliefs, and behaviors on the care of clients.
9. Fails to assume responsibility for completing nursing care.
10. Fails to complete each clinical day.
11. Fails to complete all written clinical assignments.
12. Has a documented pattern of deficiencies over a two-week period in which the student fails to meet responsibilities or comply with clinical policies. During this two-week period, the student will have conferences with the instructor for assistance and guidance in correcting the deficiencies.
13. Demonstrates an inability to sustain satisfactory performance during a three-week period following documented identification of deficiencies or difficulties. (See #12 above.)

(b) On the basis of a single unsafe incident, the incident will be evaluated utilizing the NCBON SPPET tool located on the last page of the handbook. Examples include the following but are not limited to the following.:

1. Exhibits inability to perform designated nursing skills safely.
2. Fails to follow safety precautions for clients, for example, improper use of side rails and restraints and positioning clients; demonstrates acts of omission, such as failure to utilize correct principles in administration of medications.
3. Fails to take nursing action when such action is essential to the health and safety of the client.
4. Performs nursing activities which are detrimental to the health and safety of the client.
5. Attends clinical while under the influence of alcohol or drugs.

6. Deliberately gives false or inaccurate information regarding nursing care.
7. Performs interventions without adequate preparation or needed supervision

A final grade of “U” in clinical, regardless of the theory grade, will result in course failure “F” and dismissal from the nursing program.

4. Physical and Emotional Health

“Physical health” is defined as being free of disabling or contagious disease, being able to perform fine and gross motor skills, and being able to perform normal weight-bearing activities. These activities and skills include: standing, walking, sitting, lifting, carrying, pushing, pulling, climbing, stooping, balancing, and kneeling. “Emotional health” is defined as reacting appropriately to stressful situations, withstanding everyday environmental stressors with little difficulty, using healthy coping mechanisms, and demonstrating self-awareness of one’s ability to cope with stressful situations.

Final acceptance into a nursing program is contingent upon current, satisfactory physical and/or medical history examinations. The faculty reviews the results of the examinations before final admission is granted. In the event that physical or mental problems exist which may interfere with the performance of activities, the student will be referred to a physician. A letter of treatment or medical clearance will be required before the student may enroll in classroom, laboratory, or clinical practices; and will be used by the program coordinator in the determination of the decision. Students who exhibit physical or mental problems that do not respond to treatment within a reasonable period of time will be required to withdraw from the nursing program.

If a physical condition threatens to prevent or prevents satisfactory classroom or clinical performance, the individual in question is counseled and referred to an appropriate professional. A written recommendation, by this professional, will be utilized in the decision-making process regarding continued enrollment. The student may be denied admission or continued enrollment in the program.

In the case of a qualified individual with a disability, attempts will be made to provide reasonable accommodations. Mayland Community College does not discriminate against qualified individuals with disabilities and will attempt to provide reasonable accommodations as required by law.

If emotional conditions prevent satisfactory classroom or clinical performance, recommendations are made on an individual basis, for referral to an appropriate professional(s). The recommendations of the professional(s) are utilized in advising students with regard to continued enrollment in the nursing program. The student will be required to submit official written documentation from their mental health care provider that specifically addresses that the student is mentally and emotionally able to exercise judgment and to think logically in the provision of client care. A student may be denied admission or continued enrollment in the program.

In the case of a qualified individual with a disability, attempts will be made to provide reasonable accommodations. Mayland Community College does not discriminate against qualified individuals with disabilities and will attempt to provide reasonable accommodations as required by law.

a. *Physical and Emotional Standards for Admission and Progression

Core Performance Standards For Progression of Nursing Students

(Clinical is not an observational experience.)

All prospective or current students must be in stable physical or emotional health and meet the following standards: The *Nursing Practice Act State of North Carolina* (July, 2005) defines nursing as:

A dynamic discipline which includes the assessing, caring, counseling, teaching, referring and implementing of prescribed treatment in the maintenance of health, prevention and management of illness, injury, disability or the achievement of a dignified death. It is ministering to, assisting, and sustained, vigilant, and continuous care of those acutely or chronically ill; supervising patients during convalescence and rehabilitation; the supportive and restorative care given to maintain the optimum health level of individuals, groups, and communities; the supervision, teaching, and evaluation of those who perform or are preparing to perform these functions; and the administration of nursing programs and nursing services.

The practice of nursing involves cognitive, sensory, affective, and psychomotor performance requirements. Therefore, the essential eligible requirements for participants in a nursing program shall be further defined according to the following standards:

(1) Critical thinking: Nursing students should possess critical thinking ability sufficient for clinical judgment. For example, the student must be able to identify cause-effect relationships in clinical situations; collect and analyze data to aid in problem-solving; develop or participate in the development of nursing care plans.

(2) Interpersonal skills: Nursing students shall possess interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of social, emotional, cultural, and intellectual backgrounds. For example, the student shall establish rapport with patients and health-care team members.

(3) Communication skills: Nursing students shall possess communication abilities sufficient for interaction with others in verbal and written form. For example, the student is able to explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient responses.

(4) Mobility: Nursing students shall possess physical abilities sufficient to move from room to room and maneuver in small spaces, stand and walk for extensive periods of time. For example the student is able to make frequent trips from work station to patients' rooms, move around in patients' rooms, work spaces, and treatment areas.

(5) Motor skills: Nursing students shall possess gross and fine motor abilities sufficient to provide safe and effective nursing care. For example, the student shall calibrate and use equipment, document care, position and move patients, administer cardiopulmonary procedures, and perform skilled procedures.

(6) Hearing: Nursing students shall possess auditory ability sufficient to monitor and assess health needs. For example, the student must be able to hear monitor alarms, emergency signals, auscultatory sounds, and cries for help.

(7) Visual: Nursing students shall possess visual ability sufficient for observation and assessment necessary in nursing care. For example, the student must be able to observe patient responses and specimen colors.

(8) Tactile skills: Nursing students shall possess tactile ability sufficient for physical assessment. For example, the student must perform palpation, functions of physical examination and/or those related to therapeutic intervention, such as insertion of catheters and taking pulses.

(9) Weight-bearing skills: Nursing students shall possess ability to lift and manipulate/move 45-50 pounds sometimes weekly, sometimes daily. For example, the student positions patients and moves equipment.

(10) Cognitive abilities: Nursing students shall possess abilities to be oriented to time, place, and person; organize responsibilities, make decisions, and make accurate mathematical calculations. For example, students shall assess patient complaints, provide prioritized care, and implement appropriate plans.

(11) Occupational exposure: Nursing students shall possess abilities to protect self and others by implementing appropriate precautions due to possible exposure to communicable disease and/or body fluids, toxic substances and medicinal preparations. For example, the student may be assigned to a patient with AIDS or Hepatitis B and shall provide total care using standard precautions. The student shall follow the MCC Communicable Disease Policy as stated in the *MCC Catalog*.

(12) Examples utilized in above explanations (1)-(11) are not all inclusive.

NOTE: IF THE STUDENT HAS A DOCUMENTED DEFICIENCY IN ANY OF THE ABOVE CATEGORIES (FOR EXAMPLE VISION OR HEARING), THE PRESCRIBED AID DEVICE (GLASSES OR HEARING AIDE) IS A REQUIREMENT FOR THE PROGRAM. It is the responsibility of the nursing student who has a documented disability, and needs reasonable accommodations, to notify the official disability coordinator, who is the SOAR Director or Coordinator of Counseling Services, prior to the beginning of each semester. If accommodations or modifications cannot reasonably be made in order for the student to be able to meet class, lab and/or clinical competencies; objectives; or outcomes, the student will have to withdraw or be dismissed from the nursing program.

*Standards developed by the Board of Directors of the Southern Council on Collegiate Education for Nursing to assist nursing education programs in compliance with American with Disabilities Act. This document has also been prepared with assistance of the N. C. Conference of Associate Degree Nursing Directors and the N. C. Community College System staff.

b. Physical and Dental Examination

All prospective students must have a satisfactory physical and dental examination signed by a licensed physician, nurse practitioner, or physician's assistant and dentist. A physician's statement is required for pre-existing physical and/or emotional conditions. These statements are evaluated by the nursing faculty in considering the health and safety of the applicant, and her/his ability to provide safe nursing care to the public. Falsifying or failing to report significant physical, mental, or emotional difficulties on the required health form may result in dismissal from the nursing program.

c. Immunizations and Tuberculosis Testing

Appropriate documentation of completed immunizations and tuberculosis testing are part of the required health record. These requirements must be completed as directed by the Health Admissions and Retention Advisor. Complete immunization records are required of all students. Students admitted to the program will not be allowed to begin classes without completed, current immunization records. Students are required to have vaccination for influenza in September/October of each calendar year of enrollment into either nursing program. TB tests must be updated every year, prior to the anniversary date. Clinical agencies have the option of denying entry or participation in clinical to any student who cannot verify these immunizations.

d. Communicable/Bloodborne Disease and Vaccine

Students voluntarily participate in the nursing program of MCC. Students shall forever release Mayland Community College employees, or agents from all liabilities, losses, damages, claims, actions, causes of action, demands or cost of any nature that may arise in connection with bloodborne or any other communicable disease.

e. Standard Precautions

1. All nursing students are required to adhere to standard precautions, including the appropriate use of hand washing, protective barriers, and care in the use and disposal of needles and other sharp instruments, when providing care to all patients/clients.
2. In the event a nursing student is exposed to a patient's blood or body fluids, the student must immediately report the incident to the clinical instructor and the student's physician. Procedures and financial expenses for post-exposure evaluations and follow-up are the responsibility of the nursing student.
3. A nursing student is ethically obligated to undergo testing for a bloodborne pathogen when a patient has been clearly exposed to the nurse's blood or body fluids.

5. Policy on Unsafe Student Practices

The nursing faculty of Mayland Community College has both a legal and ethical responsibility to protect the public and health care community from unsafe practices. MCC disciplinary procedures will be followed for behaviors that are deemed to be unsafe or disruptive, as defined in the MCC Student Handbook sections regarding Conduct Policy and Student Code of Conduct,

XIII. REQUIREMENTS FOR GRADUATION

1. See *MCC Catalog*.
2. Complete and pass, with predetermined score, all nursing proficiency tests (i.e. Assessment Technology Incorporated) administered each semester). Those students identified by the faculty making less than the predetermined score, will be required to complete additional tests and review materials as assigned by the instructors. Grades will not be released until all remediation is completed.
3. All students are required to participate in pinning and/or graduation exercises.

XIV. LEGAL REQUIREMENTS AND ELIGIBILITY FOR LPN OR REGISTERED NURSE LICENSURE EXAM

In order to practice nursing, the graduate must obtain a license by applying, taking, and passing the National Council Licensure Examination for the Registered Nurse (NCLEX-RN) OR THE NCLEX-PN. Therefore, prior to graduation, students complete an application process for licensure. The application for licensure in North Carolina contains a question as to whether or not the applicant has ever been convicted of a misdemeanor/felony, excluding minor traffic violations. If the answer is "yes", the applicant is asked to provide a written explanation and attach legal documents. The question is asked because of the legal requirements for becoming licensed as a nurse in North Carolina. Similar requirements exist in other states. (See next page "Licensure Applicants with Prior Convictions and/or Disciplinary Action.")

The *Nursing Practice Act, State of North Carolina* Article 9A, 90-171.37 page 10 of the General Statutes of North Carolina states that the North Carolina Board of Nursing may deny licensure, if the Board determines that the applicant:

1. has given false information or has withheld material information from the Board in procuring or attempting to procure a license to practice nursing;
2. has been convicted of or pleaded guilty or nolo contendere to any crime which indicates that the nurse is unfit or incompetent to practice nursing or that the nurse has deceived or defrauded the public;
3. has a mental or physical disability or uses any drug to a degree that interferes with his or her fitness to practice nursing;
4. engages in conduct that endangers the public health;
5. is unfit or incompetent to practice nursing by reason of deliberate or negligent acts or omissions regardless of whether actual injury to the patient is established;
6. engages in conduct that deceives, defrauds, or harms the public in the course of professional activities or services;
7. has violated any provision of this Article.
8. has willfully violated any rules enacted by the Board.

<https://www.ncbon.com/licensure-listing-apply-licensure-by-examination-nclex>

XV. LICENSURE OF APPLICANTS WITH PRIOR CONVICTIONS AND/OR DISCIPLINARY ACTION

As the regulatory agency, the North Carolina Board of Nursing does not become involved in reviewing the applicant's conviction record until such time as application is made to take the national examination. On the application, the question is asked whether or not the applicant has ever been convicted of a misdemeanor/felony. If the response is yes, a certified copy of the criminal record and a detailed written explanation must be submitted. Criminal background

checks including fingerprints are required. Review of the record is made by the Board staff in accordance with guidelines established by the Board and the license may or may not be issued upon the student's passing the exam. After the Board staff reviews the record, one of several actions may occur.

1. There may be a request for additional information.
2. The license may be issued once the exam is passed.
3. The applicant may be notified it will be necessary for him/her to appear before the Board Licensure Committee. This may be necessary if:
 - A felony conviction occurred after the applicant entered the nursing program
 - The conditions of the conviction have not been satisfied
 - The type and/or number of convictions bring into question the applicant's ability to safely and competently practice nursing

If an appearance before the Licensure Committee is required, the committee will make a decision and one of several actions may be taken:

1. The license is issued when the applicant is successful on the exam.
2. The license is issued with probation when the applicant is successful on the exam.
3. The license is withheld. If this should occur, the applicant will be told the reason and will have the right to address the Board concerning the decision.

<https://www.ncbon.com/>

XVI. WITHDRAWAL/READMISSION POLICY/AUDITING

A student may be dismissed from the nursing program as stated in the *Nursing Program Student Handbook*. A student may also withdraw from the nursing program due to personal reasons or unsatisfactory academic or clinical performance. The grade assigned at the time of withdrawal will depend upon the time sequence, and the instructor's evaluation of the student's performance. (See *MCC Catalog* "Withdrawal Procedures".)

The following steps must be followed at the time of withdrawal or dismissal in order for a student to be considered for readmission:

1. Student must meet with the instructor(s) of the course(s) involved, his/her advisor, or the Director of Nursing to discuss withdrawal and possible requirements and recommendations for readmission.
2. Student must contact Health Admissions and Retention Advisor in Student Development Services.
3. Student must complete withdrawal procedures per *MCC Catalog*.
4. At the time of withdrawal or dismissal, the nursing faculty will complete a "Nursing Withdrawal Summary" form which will indicate "requirements" the student must meet before he/she can be considered for readmission, and "recommendations" which are optional but highly encouraged. A copy of this withdrawal form will be sent to the student.

The student will not be considered for readmission until all faculty requirements have been met. Failure to comply with requirements will prevent readmission.

Auditing students must follow the policies of the MCC Nursing Programs Student Handbook, including attendance. Failure to adhere to the policies will result in being withdrawn from the course and the student will no longer be eligible for re-admittance into the nursing program.

Readmission must occur within two years of program withdrawal or dismissal. A student can be readmitted to the nursing program only once. The readmitting student must meet the same deadlines and requirements for admission as other students. The following steps must be followed in order for a student to be considered for readmission.

1. Application for readmission must be made in writing to the Health Admissions and Retention Advisor at least 45 days prior to the beginning of the semester that the student desires to re-enter.
2. Any student requesting readmission will be required to meet with a Nursing Admissions Review Committee. This committee is composed of the Director of Nursing, the program coordinator, and the Health Admissions and Retention Advisor. This committee will make the decision as to whether the student will be readmitted to the nursing program, and what, if any, requirements the student should meet prior to readmission. This committee will also review the student's progress in completing requirements and recommendations on the "Nursing Withdrawal Summary" form.
3. Students who re-enter the nursing program must meet nursing program policies and graduation requirements, as specified in the *MCC Catalog*, in effect at the time of readmission into the nursing program.
4. Applicants for readmission may be required to repeat specified courses, or demonstrate course competence, prior to being considered for readmission into the nursing program.
5. All requests for readmission will be considered on an individual basis. There is no guarantee of readmission to the program when a student is dismissed or withdraws for any reason. Students who are required to audit courses are not guaranteed a space in the nursing program.
6. Students who are dismissed from the MCC Nursing Program due to a violation of the Dishonesty Policy and who seek re-admittance will be considered on an individual basis. There is no guarantee of readmission to the program. It is up to the discretion of the faculty to determine where the student reenters the program.

Re-admission to nursing courses is contingent, in part, upon a space being available in the current class at the time readmission is desired. In the event of limited space in the Associate Degree Nursing Program, LPNs applying for Advanced Placement will be given priority over students who are seeking readmission.

"Admission" and "readmission" for the purposes of this policy mean the student has actually enrolled in a NUR course and attended at least one class, lab, or clinical day.

Note: The Director of Nursing reserves the right to make an exception to the any of above policies in cases of documented extreme or extenuating circumstances.

XVIII. Transfer Policies

Transfer into the Practical Nursing or Associate Degree Nursing Program is not guaranteed, and is on a case by case basis. Skills must be verified before a student is eligible to attend clinical.

Previous College Credits

Credits transferred from another school may be substituted or Mayland Community College courses if the content of the courses to be transferred is substantially the same as that of the required courses. At least one-fourth (25%) of the credits required for a degree, diploma or certificate must be completed at Mayland Community College.

Credit from another regionally accredited institution with a grade below a "C" will not be accepted.

Anyone requesting an exception will be referred to the Proficiency Exam Procedure or the Experiential Learning Procedure which can be found in the college catalog.

Credits earned at another institution will not be considered in the computation of a student's grade point average.

Transfer students must meet the same admission requirements as other students.

Transfer

Student must transfer within 2 years of withdrawal from previous college of nursing. NUR courses cannot be more than 2 years old .

Students must pass required drug calculation exams and clinical skills checkoff for PN and ADN Program.

<p>Transfer Equivalent course B or better Satisfactory reference from Clinical Instructor and Director</p>	<p>If have two exits from another program, do not transfer any NUR credits. Student could compete for admission and start program from NUR 111</p>
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**Mayland Community College
Associate Degree Nursing Program**

Criteria for Awarding Transfer Credit for Courses

Nursing courses

1. All nursing courses will be evaluated by the Registrar and the Director for transfer credit.
2. All nursing courses will be evaluated based on the number of credit hours and the content of each course.
3. All nursing courses will be evaluated to be ensure that the student received a grade of “B” or higher.
4. Students will be notified which nursing courses qualify for transfer credit.
5. Students will be notified which semester they are qualified to enter as an advanced placement student.

Other required courses

1. All other required courses will be evaluated by the Registrar for transfer credit.
2. All other required courses will be evaluated based on the number of credit hours and the content of each course.
3. All other required courses will be evaluated to be sure that the student received a grade of “C” or higher.
4. Students will receive a written document outlining which courses are eligible for transfer credit.

XIX. STUDENT-RELATED ACTIVITIES

A. Student Organizations

Students may become memebers of the MCC Student Nurses’ Association. The MCC Student Nurses’ Association is designed for those enrolled into the nursing programs at MCC. Mission of this organization is taken, in part, from the mission statement of National Student Nurses Association. It is to mentor nursing students preparing for initial licensure as practical nurses or registered nurses.

Goals:

- 1) To convey the standards, ethics, and skills the students will need to participate in nursing as responsible and accountable practicing nurses and members of the profession of nursing.
- 2) To become involved service learning, and promotion of health for the student body, as well as all of the citizens of Mitchell, Avery, and Yancey Counties, which is the primary service region for Mayland Community College.

B. Pinning Ceremony

After completion of all course and clinical work, a pinning ceremony is held at a location determined by the Director of Nursing and nursing faculty. All nursing students are required to participate in one ceremony for a graduating class. Prior to graduation, all first year and first semester PN nursing students are required to assist the graduating class before, during or after the pinning ceremony. Upon graduation, students are responsible for the costs of the nursing pin, uniform, lamp, pinning invitations, and the reception following pinning. All fundraiser ideas, goods or services must be approved by program coordinator prior to requesting permission from MCC Student Development.

**Mayland Community College
Nursing Program
Problem Occurrence Sheet**

1. Problem: (Specify aspects of problem, dates, time, witnesses, and pertinent information.)

2. Corrective Student Action: (Specify what the student is expected to do to improve.)

3. Time to improve: (Indicate deadline for expected improvement.)

Your signature on this form indicates that you have read, understand, and received a copy of it.

Student Signature _____ Date _____

Instructor Signature _____ Date _____

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Mayland Community College
Nursing Program Student Handbook

I have received a copy of the *Nursing Program Student Handbook* which includes program policies and requirements. These policies and requirements were presented and explained to me by a nursing faculty member on _____. I had opportunities to ask questions and to seek clarification of these policies and requirements.

I understand it is my responsibility to read and adhere to the policies included in this handbook. I also understand that if I have any further questions about any policies or requirements and my responsibilities in relation to following them, that I am to seek clarification from a member of the nursing faculty.

I also understand that the nursing faculty reserves the right to make changes in policies and regulations.

Student signature _____ Date: _____

Mayland Community College
Nursing Program Student Handbook

AUTHROIZATION FOR RELEASE OF INFORMATION

I have been informed that documentation regarding my criminal background check, drug screen, physical exam, immunizations and AHA BLS is required by clinical agencies. This information was explained to me by a nursing faculty member on _____ . I had opportunities to ask questions and to seek clarification of this policy.

I understand that failure to provide this information may result in dismissal from the nursing program. I also understand that it is my responsibility to make sure that my information is kept current and that appropriate copies are provided to the Director of Nursing as required. If I have questions, I will seek clarification from a member of the nursing faculty.

I hereby authorize the release of the above information (criminal background check, drug screen, physical exam, immunizations and AHA BLS) as required by clinical agencies per my clinical rotation schedule.

Student signature _____ Date: _____

NCBON Just Culture STUDENT PRACTICE EVENT EVALUATION TOOL (SPEET)

Event(s): _____

Event Number: _____

	Criteria	Human Error	At Risk Behavior			Reckless Behavior		Score
		0	1	2	3	4	5	
G	General Nursing Practice	No prior counseling for practice related issues	Prior counseling for single non-related practice issue	Prior counseling for single " <u>related</u> " issue	Prior counseling for " <u>same</u> " issue	Prior counseling for multiple related or non-related practice issues	Prior counseling for same or <u>related</u> issue with no or little evidence of improvement.	
U	Understanding expected based on program level, course objectives/ outcomes	Has knowledge, skill and ability - <i>Incident was accidental, inadvertent, or an oversight</i>	Task driven/rote learning. OR Wrong action for this circumstance.	Failed to demonstrate appropriate understanding of options/resources. OR Aware of safety issues but in this instance cut corners.	Understands rationale but failed to recognize situations in terms of overall picture or to prioritize actions. OR In this instance, failed to obtain sufficient info or consult before acting.	Able to recognize potential problems. In this instance "negligent" OR failed to act according to standards. Risk to client outweighed benefits.	Knows or should have known correct action, role and limitations. In this instance action was " <u>gross negligence/ unsafe act</u> " and demonstrated no regard for patient safety.	
I	Internal Program or Agency Policies/ standards/ inter-disciplinary orders	Unintentional breach OR No policy/standard/ order available.	Policy not enforced. OR <u>Cultural norm</u> or common deviation of staff. OR Policy/order misinterpreted	Student cut corners or <i>deviated</i> in this instance from policy/standard/order as <u>time saver</u> .- No evidence or suggestion of a pattern of behavior.	Aware of policy/ standard/ order but ignored or disregarded to achieve <i>perceived expectations</i> of faculty, staff, patient or others. May indicate pattern or single event.	Disregarded policy/standard/order for own personal gain.	Maliciously disregarded policy/standard/order	
D	Decision/ choice	Accidental/ mistake/ Inadvertent error	Advantages to patient outweighed risk	Emergent situation - quick response required.	Non-emergent situation. Chose to act/not to act without weighing options or utilizing resources. Used poor judgement	Clearly a prudent student would not have done. <u>Unacceptable</u> risk to patient/agency/public Disregard for patient safety.	Conscious choice. Put own interest above that of patient/agency/public. Egregious choice. Neglected red flags	
E	Ethics/ credibility/ accountability	Identified own error and self reported Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.	Admitted to error and <u>accepts</u> responsibility. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.	Acknowledged role in error but attributes to circumstances and/or blames others to justify action/inaction. Cooperative during investigation. Demonstrates desire to improve practice.	<i>Denies responsibility until confronted with evidence. Reluctantly accepts responsibility. Made excuses or made light of occurrence. Marginally cooperative during investigation.</i>	Denied responsibility despite evidence. Indifferent to situation. Uncooperative and/or dishonest during investigation.	Took active steps to conceal error or <u>failed</u> to disclose known error.	

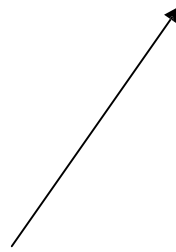
Criteria Score _____

NCBON Just Culture STUDENT PRACTICE EVENT EVALUATION TOOL (SPEET)

Event(s): _____ Event Number: _____

Mitigating Factors – check all identified		Aggravating Factors – check all identified	
Communication breakdown (multiple handoffs, change of shift, language barriers)			
Unavailable resources (inadequate supplies/equipment)		Especially heinous, cruel, and / or violent act	
Interruptions / chaotic environment / emergencies – frequent interruptions / distractions		Knowingly created risk for more than one client	
Inadequate supervision by faculty or preceptor		Threatening / bullying behaviors	
Inappropriate assignment by faculty or preceptor		Prior formal student disciplinary record for practice issue(s)	
Policies / procedures unclear			
Client factors (combative/agitated, cognitively impaired, threatening)			
Non-supportive environment – interdepartmental/staff/student conflicts		Other (identify)	
Lack of response by other departments / providers			
Other (identify)			
Total # mitigating factors identified		Total # aggravating factors identified	

Criteria Score (from front page)	
Mitigating factors (subtract 1 point for 1 – 3 factors; 2 points for 4 – 6 Factors; and 3 points for 7 or more factors)	
Aggravating factors (add 1 point for each identified factor)	
Total Overall Score	



Human Error	At-Risk Behavior	Reckless Behavior
# criteria in green= _____ total score <8 – Address event by consoling student and/or developing remedial improvement plan with student	# criteria in yellow= _____ IF 3 or more criteria in yellow OR total score 8 -19 – Address event by coaching student, possibly counseling, and/or developing remedial improvement plan with student	# criteria in red = _____ IF 3 or more criteria in red OR total score 20 or greater - Consider disciplinary action and/or remedial action in addressing event with student

Evaluator: _____
 School Name: _____
 Date of Event: _____

NCBON Education Consultant _____
 Action Taken: _____

