

**NURSE EDUCATION
PROGRAM (ADN)
STUDENT HANDBOOK
2009 - 2010**



**NORTH SHORE
COMMUNITY COLLEGE**

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The Registered Nurse Education Program Handbook is divided into five sections.

	PAGE
Section I. Nurse Education Program (ADN).....	1 - 8
Section II. Nurse Education Program Academic and Administrative Policies	9 - 22
Section III. Nurse Education Program Competency Packet Directions	23 - 29
Section IV. Nurse Education Program Clinical Guide	30 - 41
Section V. Appendix	42
1. Clinical Waiver Form.....	43
2. Reference Letter Request Form.....	44
3. Student Handbook Verification Form.....	45
4. Emergency Fund Contract Form.....	46
5. Medical Release Form	47
6. Appeals Process Form	48
7. Course of Study Sheet.....	49

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***Please note: The Faculty reserves the right to change the course syllabi at any point during the semester. The Faculty will notify the students when appropriate of any changes made.**

**NORTH SHORE COMMUNITY
COLLEGE**

NURSE EDUCATION PROGRAM (ADN)

Section I

EDUCATIONAL PROGRAM

PROGRAM MISSION STATEMENT

The Nurse Education Program is a two-year Associate of Science Program that prepares individuals for a career in nursing as a Registered Nurse. The program provides students with a professional foundation that integrates nursing theory with the skills and attitudes required for practice in diverse health care settings. The program offers a competency-based curriculum that utilizes diverse learning methodologies and experiences that facilitate learning. The program fosters lifelong education recognizing the dynamic role of nursing education and practice.

The Nurse Education Program is an integral part of the Division of Health Professions and the total College. The mission and goals of the program support and reflect the missions of the Division of Health Professions and the College.

The philosophy of the Nurse Education Program is derived from the unifying force in the discipline of nursing that includes, Person, Environment, Nursing and Health and concepts from the discipline of Education that include nursing education, learning and the teacher's role. The Nurse Education Program Philosophy helps to clarify the beliefs, values and purpose of the Program.

PHILOSOPHY

The Nurse Education Faculty of North Shore Community College view

1. the person as a holistic being with unique biophysical, emotional, intellectual, social, cultural, and spiritual dimensions who throughout the life span interacts with a changing environment.
2. the environment as including all factors, internal and external that impacts upon and contributes to the uniqueness of the person.
3. health as a dynamic state of wellness. Wellness is a fluctuating state of being, encompassing physical, psychological and spiritual health.
4. the client as the individual, family and /or the community.

Nursing

1. Is a profession which engages in a caring, compassionate, collaborative endeavor with the client throughout the lifespan to facilitate wellness.
2. Assists client(s) in the promotion, maintenance, and restoration of health or toward a dignified death.
3. Utilizes the nursing process to meet client needs, drawing knowledge from nursing, biophysical, behavioral, and social sciences.

Nursing Education

1. Is the study of the principles of nursing, biophysical, behavioral and social sciences and the application of these principles in the care of clients, under the direction of the faculty.
2. Is the systematic development of understandings, skills and attitudes which result in desired behavioral changes.
3. Assists the student to progress toward their potential.
4. Recognizes and builds on previous learning.

Learning is

1. A continuous process during which behavior is changed.
2. Most effective when the student is an active participant in the teaching-learning process and the environment is democratic.
3. Best facilitated when learning experiences are selected on the basis of the learner's needs, abilities and curriculum requirements.

The Teacher's role is

That of facilitator of the learning process during which she/he strives to stimulate and guide the student in learning activities.

CONCEPTUAL FRAMEWORK

The philosophy of the nurse education program aligns with the college mission and provides the fundamental belief system from which the conceptual framework flows. The philosophy is broad in nature, guides the conceptual framework, and directs the development of courses and learning experiences.

The conceptual framework, developed by the Nurse Education faculty reflects the program mission, philosophy, and outcomes (educational and program) and is the foundation from which the curriculum flows throughout the program. The two key components of the framework are:

- Maslow's Hierarchy of Needs
- The Nursing Process

The Nurse Education philosophy states the person has unique biophysical, emotional, intellectual, social, cultural, and spiritual dimensions and throughout the life span interacts with a changing environment. Maslow's Human Needs Theory provides a framework for viewing people holistically. This theory assists the learner to identify and prioritize client needs.

Maslow's hierarchy ranks needs on levels according to how critical they are to survival. The levels on an ascending scale are: physiologic, safety, love and belonging, self-esteem, and self-actualization. The extent to which these needs are met determines a person's well being. Unmet needs lead to a less healthy state or disease.

The client's needs are best met through the application of the nursing process. The nursing process is a systematic and purposeful method for providing individualized nursing care to the client. The nurse assists clients in the promotion, maintenance, and restoration of health or toward a dignified death.

The Nursing Process and Maslow's Hierarchy provide direction and organization to the nurse education curriculum. The conceptual framework is supported by major threads, which are integrated throughout the curriculum. These threads reflect knowledge and current trends in nursing education and practice and modeled after the National League for Nursing educational competencies for graduates of Associate Degree Nursing Programs and from competencies developed by the Quality and Safety Education for Nursing (QSEN) faculty members. The threads woven into the curriculum include principles of:

1. **Professional behaviors:** These behaviors include accountability, adherence to professional practice standards of care, performance measures to minimize the risk of harm, the practice of nursing within legal, ethical and regulatory frameworks and the participation in ongoing professional development.
2. **Communication:** These behaviors include the utilization of therapeutic communication, the demonstration of caring, compassion, cultural awareness, and the establishment of trusting relationships. Communication also includes the use of information and technology to manage knowledge, mitigate error and support decision making.
3. **Assessment:** The ongoing utilization of the nursing process in the orderly collection of information from a variety of sources to establish a foundation to provide quality nursing care.
4. **Clinical decision-making:** The utilization of evidence based information, critical thinking and the nursing process in practice to achieve positive outcomes.
5. **Caring interventions:** The utilization of nurturing, safe, protective, compassionate client centered nursing interventions. The caring interventions are based on knowledge from nursing, biophysical, behavioral and social sciences.
6. **Teaching and learning:** The utilization of a collaborative process with clients to promote and maintain health.
7. **Collaboration:** The utilization of shared planning, decision-making, problem solving, goal setting and the assumption of responsibility with the client and members of the health care team.
8. **Managing Care:** The application of efficient and effective use of personnel, physical, financial, and technological resources to meet client needs and to continuously improve the quality and safety of health care systems.

Course descriptions and course and clinical objectives are developed using the conceptual framework and threads. The learner is guided by the framework to apply theory to nursing practice, and to meet the educational outcomes of the Nurse Education Program.

The Nurse Education Faculty has developed Educational and Program Outcomes that reflect the conceptual framework and curriculum threads. The educational and program outcomes include:

Educational Outcomes

North Shore Community College Nurse Education Program prepares graduates for the NCLEX-RN Licensure Exam and for entry level practice who will:

1. *Demonstrate professional behaviors as new practitioners.*
2. *Utilize effective communication skills in practice.*
3. *Apply the nursing process to meet the needs of clients.*
4. *Utilize evidenced based information and clinical decision-making skills to achieve positive outcomes.*
5. *Apply caring interventions in practice.*
6. *Apply teaching and learning concepts in practice.*
7. *Collaborate with the health care team to provide comprehensive care to clients.*
8. *Manage resources to meet the needs of clients.*

Evaluation of success in academic achievement at the Associate Degree level is made when students successfully achieve program outcomes.

Program Outcomes

1. *Seventy-five percent or more of students will complete the Program of Study within three academic years.*
2. *The licensure pass rates will be at or above the National mean for ADN programs*
3. *Eighty percent or more of the graduates will be employed as registered nurses within one year of graduation.*
4. *Eighty percent or more of the graduates will identify program satisfaction by indicating they were prepared for practice at an acceptable level or higher.*
5. *Eighty percent or more of employers will identify program satisfaction by indicating that graduates were prepared at an acceptable level or higher.*

CURRICULUM OVERVIEW

The curriculum utilizes the conceptual framework and threads to provide direction for the ongoing development of the Nurse Education curriculum. The curriculum includes six nurse education courses that focus on a continuum of nursing knowledge. Each course is guided by the conceptual framework and eight threads. A competency base model divides each nursing course into units. Each unit is divided into modules of study. Modules are competencies of learning. Competencies are further divided into subcompetencies. The subcompetencies provide an outline, which operationalizes the integration of nursing theory with the skills required for practice.

The student progresses in the curriculum through a planned series of learning experiences in the classroom, nursing skills laboratory, computer laboratory, and community facilities. Learning experiences are selected on the basis of curriculum requirements, learner's needs and abilities. A variety of settings for learning are utilized including acute, long-term care and community agencies. A systematic progression assists the learner to develop understanding, skills, and attitudes to meet the educational outcomes of the Nurse Education Program.



The Nurse Education Program Curriculum Plan:

Course Number	Course Hours	Class hours	Clinical practice & lab	Credits	Total hours
	<u>TERM 1</u>				
NSG101	Foundations of Nsg.	90	90	8	180
CMP101	Composition 1	45		3	45
BIO103	Anatomy & Physiology 1	60	30	5	90
PSY102	Intro Psychology	45		3	45
	Total Hours In Term TOTAL CREDITS	225	120	19	360
	<u>TERM 2</u>				
NSG102	Maternal & Child Nsg	90	90	8	180
CMP104-144	Composition 2 Elective	45		3	45
BIO104	Anatomy & Physiology 2	45	30	4	75
PSY118	Human Growth and Development	30		3	45
NSG 103	Nursing Role in Pharm.	30		2	30
	Total Hours In Term TOTAL CREDITS	240	120	20	375
	<u>TERM 3</u>				
NSG201	Nursing in Mental & Physical Illness 1	90	180	10	270
BIO110	Intro. Microbiology	45	30	4	75
SOC106	Intro. Sociology	45		3	45
	Total Hours In Term TOTAL CREDITS	180	210	17	390
	<u>TERM 4</u>				
NSG202	Nursing in Mental & Physical Illness 2	75	180	9	255
**	Nurse Education Directed Elective**	45		3	45
NSG203	Registered Nurse in Contemporary Society	30		2	30
	Total Hours In Term TOTAL CREDITS	150	180	14	330

**Choose any humanities, math at the MAT 141 level or above, social science, computer science (CPS), or interdisciplinary studies (IDS) course.

15 class hours = 1 credit

45 clinical practice /nursing lab hours =1credit

*Electives can be selected from any humanities, math at the designated level, social science, computer science, or interdisciplinary studies course.

The student is required to take program courses in sequence. The student may take non-nursing courses in advance of the program sequence.

Students admitted into the Program of Nurse Education as LPN to Associate Degree RN students must take Nursing 140: Transition to the Role of the Registered Nurse.

The Nurse Education Program curriculum is approved by the Board of Registration in Nursing of the Commonwealth of Massachusetts and is accredited by the National League for Nursing Accrediting Commission. Information regarding accredited nurse education programs may be obtained from the National League for Nursing Accrediting Commission at 61 Broadway, New York, NY 10006; 800-669-1656.

The Nurse Education curriculum is a competency-based program with modified self-pacing and several identified learning alternatives. The faculty has developed a Competency Packet for each nursing course with a clinical component. The Competency Packet provides the student with a comprehensive syllabus and guide to learning alternatives. Each nursing course has clear objectives for learning. Course objectives are identified as modules in the course Competency Packet. The Nurse Education mission statement, philosophy, and conceptual framework are reflected throughout the curriculum. The nursing course competencies and associated learning activities, required and optional, reflect Maslow's theory, the nursing process, and the supporting threads.

The nursing curriculum is composed of six nursing courses and is supported by nine courses from the disciplines of science, social science, liberal arts, and one directed elective course. Of the five nursing courses, four have a clinical learning component. Each clinical course is divided into Units, with a Unit Competency, Unit Rationale, Unit Requirements and Clinical Competencies.

The nursing curriculum flows in a logical progression, which builds a strong theory base, integrates previous learning, and provides for application to clinical practice over the length of the program. The nursing courses follow a sequence, which require students to utilize skill and theory while applying the nursing process in the care of clients. Program orientation includes an Introduction to each semester's course.

Foundations of Nursing – FON (NSG101)

Prepares the student to view persons holistically using Maslow's Human Needs Theory and the nursing process. Students are introduced to knowledge, skills, and therapeutic communication, which are considered basic to nursing practice across the lifespan with special consideration given to the older adult. Content draws upon knowledge from the biophysical and psychological sciences, which are taught concurrently. Nursing Skills Laboratory is an integral part of learning, providing the student an opportunity to observe demonstrations, practice skills, and plan clinical practice. Correlated clinical experiences are offered in acute and long term care settings.

8 credits 2(clinical practice & NSL)
6(classroom)

Maternal-Child Nursing - MCN (NSG102)

Prepares the student to become a provider of care to the childbearing and childrearing family. The focus is on biophysical, cultural, emotional, and social factors involved in Maternal-Child Nursing, building upon previously acquired knowledge and skills. A family centered approach is emphasized with utilization of caring interventions. The nursing process is employed to meet basic needs of the family unit. A teaching/learning project is assigned in the clinical setting. Correlated experiences are provided in selected health care settings serving the family.

8 credits 2(clinical practice & NSL)
6(classroom)

Nursing in Mental and Physical Illness – MPI I (NSG201)

Prepares the student to practice nursing within the legal, ethical and regulatory frameworks. Emphasis is placed on the client viewed holistically and on the unique mental and physical needs of the adult client. The application of the nursing process is the means through which students meet the needs of clients and practice client-centered care. Students provide care for one or two adult clients in acute-care medical-surgical, psychiatric and community settings. The utilization of evidence-based practice and critical thinking skills is developed with the guidance of the faculty. Collaboration with members of the health care team is fostered.

10 credits 4(clinical practice & NSL)
6(classroom)

Nursing in Mental and Physical Illness – MPI 2 (NSG202)

Prepares the student to apply the nursing process in the care of clients with acute and chronic mental and physical health needs. The professional behaviors of the nurse are expanded to provide client-centered nursing interventions. The student becomes more independent in the utilization of evidence-based practice, critical thinking and the nursing process to achieve positive client outcomes. The student may be responsible for the care of two or more clients. The student collaborates with the members of the health care team to effectively manage the care of clients.

9 credits 4(clinical practice & NSL)
5(classroom)

The Registered Nurse in Contemporary Society (NSG203)

Prepares students to make the transition to a graduate by critically examining contemporary issues and trends in Professional Nursing Practice. The professional role of the nurse is explored from a historical, economic and political perspective. Emphasis is placed on helping the student to make the transition to membership within the discipline of nursing. Students are expected to read critically and analytically on topics that impact nurses in contemporary practice settings. Topics include legal responsibilities for practice, ethical issues, leadership, and the development of the professional role.

2 credits

Transition to the Role of the Registered Nurse - (NSG140): – (Bridge course for advanced placement LPN to RN students)

Prepares Licensed Practical Nurse students to make the transition from the role of the Licensed Practical Nurse to the role of the Associate Degree Registered Nurse utilizing the framework from Maslow's Higher Needs Theory and the Nursing Process. Selected topics and skills are presented to provide a synthesis of prior learning with the philosophy and objectives of the Nurse Education curriculum.

1 credit

Pharmacology and the Role of the Registered Nurse – (NSG103)

This course builds on the basic principles of pharmacology from Foundations of Nursing. The emphasis will be on the drug classification system, pharmacodynamics and therapeutic actions of drugs and the use of the nursing process for the safe and effective administration of medications.

2 credits

The design of the curriculum provides for flexibility. It allows for modified self-paced learning and the choice of learning alternatives to achieve course objectives. Students select Learning Alternatives from those developed by the faculty. The selection of Learning Alternatives may be influenced by previous educational and/or life experiences. The student collaborates with assigned faculty/facilitator to reach educational goals. The student is an active participant in the learning process.

Opportunities for advanced placement are available to students who have previous educational and practice experience. Educational mobility is facilitated by recognizing and building on previous learning experiences through advanced placement options.

**NORTH SHORE COMMUNITY
COLLEGE**

NURSE EDUCATION PROGRAM

**ACADEMIC AND ADMINISTRATIVE
POLICIES**

Section II

Section II

TABLE OF CONTENTS Academic Policies

I.	Evaluation, Testing, Grading	11
	Evaluation Of Student Achievement	
	A. Clinical Practice Evaluation	11
	Formative Evaluation	
	Summative Evaluation	
	B. Student Guidelines For Testing	12
	Self Test	
	Unit Examinations	
	1. Unit Testing Policies	
	2. Testing Procedure	
	Basic Math Examinations.....	13
	Equivalency Examinations.....	13
	C. The Maternal Child Nursing Math Exam	13
	D. Final Examinations	13
	E. Course Grading.....	13
II.	Criteria for Written Assignments	13
III.	Promotion Policy.....	14
IV.	Academic Warning Policy.....	14
	A. Theoretical Component	
	B. Clinical Component	
V.	Clinical Suspension Policy.....	14
VI.	Withdrawal Policy	14
VII.	Completion Dates	15

Administrative Policies

I.	National Council of State Boards Examination, RN	15
II.	Admissions Policy.....	15
III.	Student Records Policy	15
IV.	Professional Behavior Policy	16
V.	Academic Honesty Policy	16
VI.	Audit Policy	16
VII.	Dismissal Policy.....	17
VIII.	Academic Grade Appeal Policy	17
IX.	Clinical Practice Grade Appeal Policy	18
X.	Program Grievance	18
XI.	Readmission Policy	18
XII.	Health Policies	18
XIII.	Attendance Policies	
	A. Classroom	19
	B. NSL	19
	C. Clinical Attendance Policies.....	20
	D. School Cancellation Policy.....	20
	Clinical Attendance – Emergency School Closing	
	E. Course and Classroom Schedules	21
	Classroom Etiquette	
	F. CORI Policy.....	22
XIV.	Financial assistance policies	22

Academic Policies

I. Evaluation, Testing and Grading

Evaluation of Student Achievement

The Nurse Education Program is designed to assist students to gain basic understandings, skills, and attitudes necessary for entry into practice as a registered nurse. There is an emphasis on learning and self-direction. The instructors and students work together to meet:

1. The course and clinical competencies
2. Competencies of the associate degree nurse on entry into practice

A. Clinical Practice Evaluation

Evaluation is a method provided to give students guidance in meeting the clinical competencies of the Nurse Education Program. It is a continuous process, assessing the extent to which the student achieves competencies. The clinical competencies directly correlate to the course competencies. The clinical practice evaluation tool is part of the course materials and is distributed at the beginning of each course

The purpose of evaluation is to:

1. identify how the student is progressing through self-evaluation
2. identify how the student is progressing through formative and summative evaluation.
3. determine if the student met or did not meet the clinical competencies.

Clinical practice evaluation of students is accomplished in two ways:

1. **Formative evaluation** is a participatory process through which both the students and faculty evaluate the student's progress, using weekly formative evaluation tool, verbal feedback, and periodic conferencing.
2. **Summative evaluation** is a final overall evaluation of the student's level of achievement upon completion of a clinical course or specialty rotation, which includes the student's self-evaluation. The faculty's clinical evaluation and the student's self-evaluation are reviewed with the student and are signed by both the student and the faculty member. To receive a final course grade the student must complete the evaluation process. To pass the nursing course, the student must meet the clinical competencies at this level defined on the Clinical Evaluation Tool.

A clinical failure means that the student receives a C- grade or lower when combined with the theory grade. Students who do not pass the clinical component of the course cannot continue in the Nurse Education Program.

Students appealing a clinical failure are referred to the Appeals Policy in the student handbook.

B. Student Guidelines For Testing

Testing is an important part of the program's evaluation process. Tests fall into four categories. Self tests, unit examinations, mathematics examinations, and final examinations. Requirements to be completed prior to testing are found on the course requirement pages of the competency packet.

A *self-test* covers a unit or part of a specific unit of study. It is designed to help the student evaluate readiness to test the unit examination. Self-tests are included in the course competency packets. Achievement of an 80% or better on the self-tests suggests the student is prepared for the unit examination.

A *unit examination* tests the material in a specific unit of study and may include content from previous units of study in nursing courses. Unit tests are taken only after the student has completed the requirements for the given unit.

Students enrolled in NSG 202 and NSG 203 are required to take an NCLEX predictor examination as part of their course work.

1. Unit Testing Policies

1. Unit tests are taken on computers at the Center For Alternative Studies (CAS) during scheduled hours.
2. Testing is not allowed on a clinical day if the student has been absent on that day.
3. Students may test only one unit of study per day.
4. Students must test in sequence.
5. Unit tests will be issued only if a student has one hour or more to complete the examination within the operating hours of the CAS. There are no other time limits on unit testing.
6. In the event that the number of students wishing to test exceeds the number of computers for testing, students will be asked to wait. The testing assistant will assign students computers for testing on a first come first serve basis. Students will be asked to wait in the student lounge area.
7. Students must read, sign, and agree to follow the academic honesty policy.
8. Students violating the testing policies will be penalized with a cap on the unit test grade at 75%. Examples of testing violations include but are not limited to
 - A. Testing on a clinical absence day
 - B. Taking more than one test on a given test day.
9. Students who do not take unit tests by the completion date within the posted test center hours will receive a zero grade for untested units.

2. Testing Procedure:

1. Obtain a test password from the Assistant Department Chairperson.
2. Complete all requirements for the unit of study.
3. Present picture ID to the test supervisor at the CAS.
4. Enter in logbook, time, name, unit and form number, and test station letter.
5. Secure books and personal belongings in areas provided
6. Enter testing area and sit at an assigned computer (pencil and scrap paper are provided in the test area)
7. No talking or non-verbal communication is allowed.
8. Exit immediately if a fire alarm sounds. Computers must remain on.
9. To maintain test security students are not permitted to review the specific unit examinations.
10. Students may make an appointment to discuss test content or concerns with their facilitator in the college office.
11. Test review is available after completion dates. Students are permitted to review only the examinations related to the most recent completion date.

Mathematics examinations include tests taken during the Freshman Nursing courses. These include:

1. The *Basic Mathematics examination*: This examination tests the student's basic mathematics proficiency. Students must achieve an 80% or better on the basic math test and must retest the examination until an 80% score is achieved. Students must successfully complete the basic mathematics examination prior to testing the equivalency examination.
2. The *Equivalency examination*: This examination tests the student's ability to convert values in different systems of measurement. Students must achieve a score of 100% and retest until this score is achieved.

Students must successfully pass these two examinations in order to administer medications in the clinical setting. Students must have a minimum of three clinical days to administer medications for evaluation on this clinical competency. Students failing to pass the mathematics examinations by the completion date will be placed on academic and clinical warning, the warning will state the student is at risk for failure in meeting the competencies of the Foundations of Nursing course.

C. The Maternal-Child Nursing Math Exam

This examination tests the student's math proficiency. The grade achieved on this examination counts as a unit examination and is averaged into the final course grade.

D. Final Examinations

These are cumulative examinations taken at the end of each nursing course. These will be scheduled by the NE department and/or the college. **Final examination questions are not reviewed with students.**

E. Course Grading

Students are required to attend classes, clinical laboratory experiences, and nursing skills laboratory sessions (NSL). A minimum grade of 75 % and a passing clinical performance evaluation must be achieved in each nursing course with a clinical component. Nurse education faculty will award grades according to the college grading policy, found in the college catalog with the following exception:

C 2.0 75 –76
C- 1.7 70 – 74

Unit examination scores comprise 70% of the final grade and the final examination is 30% of the final grade for nursing courses NSG 101, 102, 201 & 202.

To obtain a passing grade the student must:

1. Complete all class, clinical and NSL assignments by the designated due dates.
2. Complete all testing by the designated completion dates.
3. Sit for the final examination on the designated date.

For NSG 103 and 203 students should refer to the course syllabi for grading details.

II. Criteria for Written Assignments

Writing assignments must follow the written assignment grading guide established by the Nurse Education faculty. Universally accepted medical and nursing abbreviations may be used. Assignments not meeting the criteria may be returned for re-writing/correction, and the student may be referred to the Student Support Center.

III. Promotion Policy:

The student must achieve a QPA of 2.0 and complete all courses required in the first year in order to be eligible for promotion to the second year. A minimum grade of 75% must be achieved in all nursing courses in order to be eligible for the subsequent course. A grade of C designated by the college, as equal to 73–76% must be earned in all non nurse education courses. Students must successfully complete all course requirements according to the curriculum plan to continue in the sequence of nursing courses.

IV. Academic Warning Policy:

When a student is having difficulty in either the theoretical or clinical component of a course, the student will be placed on academic warning. Students will be notified in writing by their facilitator and will be advised to take appropriate action. Forms must be read and signed by both the student and the student's facilitator. The student will retain a signed copy, and a copy will be forwarded to the Department Chairperson.

The following list are some, but not all of the reasons that a student may be placed on academic warning.

A. Theoretical Component

Grade point average of 77 and below
Repeated failure to keep appointments with facilitator/clinical instructor
Repeated absences from classes and/ or NSL sessions.
Repeated failure to comply with program policies.

B. Clinical Component:

Unsafe practice.
Failure to progress toward meeting clinical competencies within a reasonable time period.
Failure to apply theory to practice.
Inadequate preparation for clinical/ NSL experiences.
Absences from clinical experiences.
Repeated lateness for clinical/NSL experiences.
Conduct which conflicts with professional behavior policy.
Testing on a clinical day, when absent from the clinical area on that day.
Failure to meet due dates for required clinical assignments.

In addition to Nurse Education Faculty initiating a warning, the college has an early alert and mid semester warning system in place to notify students who may be having academic difficulty.

V. Clinical Suspension Policy

The Nurse Education Program will suspend any student from the clinical area for an:

- incomplete health form.
- incomplete Nursing Skill Laboratory requirements.
- incomplete documentation of current American Heart Association BCLS certification health care provider level and Malpractice insurance has not been provided to facilitator.
- incomplete clinical orientation.

The student will be suspended until such time as the facilitator/or Department Chairperson receives evidence of successful completion of the requirements.

VI. Withdrawal Policy

If the student wishes to withdraw from the Nurse Education Program, it is recommended that the student make an appointment with the Department Chairperson. The student must report to the Enrollment Center to officially withdraw from the College by making a written application. Notifying the Instructor or ceasing to attend class and/or clinical does not constitute official withdrawal. The importance of following the withdrawal procedure cannot be overemphasized. Students who do not formally withdraw will receive an "F" grade for the enrolled courses. Failure to follow the official withdrawal procedure may also result in the College giving incomplete or misleading academic transcript results and/or recommendations. (*Please refer to the College handbook, Academic Standing, for more information.*)

VII. Completion Dates

One of the primary purposes of the program is to provide students with guidelines to successfully meet course competencies. A unit of study is not complete until all unit requirements have been met. Completion dates are preset to provide a time frame for testing of unit examinations. These dates indicate completion of a group of units in the overall course of study.

Every course with a clinical component has three or four completion dates. Each completion date is identified as a part of the course schedule. Students who do not take the unit tests by the completion date will receive a zero grade for all untested unit examinations. Students who are unable or fail to take unit exams by the completion dates must contact the Assistant Program Chairperson (Testing Coordinator) regarding their academic standing prior to or within one academic day of the completion date.

If the CAS closes due to inclement weather or for any other unexpected reason, the Nurse Education faculty will decide if the completion date will change. Faculty will notify students by posting changes.

Administrative Policies

I. National Council of State Boards Examination, RN

The Nurse Education Program prepares students to sit for the National Council of State Boards Examination, RN. The General Laws of Massachusetts governs the practice of nursing in the Commonwealth of Massachusetts. The Board of Registration in Nursing is the legal body, which enforces the laws relating to the practice of nursing.

Applicants for Licensure as Registered Nurses in Massachusetts must provide evidence of (1) good moral character, (2) high school graduation or its equivalent, and (3) graduation from a state-approved program of nurse education, and (4) certification of good standing for all licenses and certifications the applicant holds, as well as a record of any license/certification denial or surrender. The Board of Registration in Nursing retains the right to refuse to grant permission to any candidate to sit for licensure examination if the candidate is not in compliance with the Massachusetts Board of Registration Regulations.

The application to take the license examination in nursing requires the following information: "Have you ever been convicted in a court of law? If yes, please enclose a certified copy of the court record of conviction and attach an explanation stating date, charge, and disposition."

II. Admissions Policy

Admission information for the Nurse Education Program is available from the Enrollment Service Offices located at the Danvers and Lynn Campuses or online at www.northshore.edu. Students may call these offices at (978) 762-4000, (Danvers) and at (781) 593-6722, (Lynn).

III. Student Record Policies

Official academic records are maintained by the Enrollment and Student Record Office, Danvers campus. The academic record is the only permanent record guaranteed maintenance in perpetuity. In accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA) North Shore Community College has adopted the regulations to protect the privacy rights of its students.

Records related to student health, clinical evaluation, academic honesty, clinical evaluation are kept with the Department of Nurse Education. Students requesting access to their records housed in the nursing department may do so by contacting their faculty advisor and making an appointment to review their folder. These records are maintained for five years after graduation from the Program.

Graduate and Withdrawn Students: Records are kept with the Department of Nurse Education for five years following withdrawal from the Program.

Transcript Policies: Official transcripts may be obtained from the Enrollment and Student Record Office. Students must request a transcript in writing or in person and pay the appropriate fee.

Reference Letter Request: References are given at the discretion of the faculty member. Students should submit the reference letter request form to the faculty member found in the appendix. Students should allow at least two (2) weeks and complete the approved form, which follows.

IV. Professional Behavior Policy

Students are expected to act in a professional manner in any academic or clinical setting. Students in violation of this policy will be referred to the Department Chairperson and will be subject to disciplinary action and/or dismissal from the program.

V. Academic Honesty Policy

NSCC students are expected, at all times, to act within the standards of academic honesty. Violation of academic honesty is subject to disciplinary action and/or dismissal from the Nurse Education Program. The student will be referred to the Chairperson of the Nurse Education Program and/or the Vice President of Academic Affairs for consideration of disciplinary action. Disciplinary action may include:

1. Faculty imposed consequences
2. Dismissal from the Nurse Education Program
3. Dismissal from the College

Dishonest academic behavior includes, but is not limited to:

Cheating: Some examples of cheating are:

- use of unauthorized notes during an examination
- giving or receiving unauthorized assistance on an examination
- copying from someone else's examination, term paper, homework, or report
- theft of examination materials
- falsification of works or records

Plagiarism: This form of cheating involves using words, data, or ideas of another as one's own without properly acknowledging their source. All students are required to follow APA format when citing references.

In addition to action taken relative to the specific course, the course Instructor may bring any matter related to academic honesty to the Vice President of Academic Affairs for consideration of further disciplinary action. The Vice President will review the case and determine if further action is to be taken.

Disciplinary action may be appealed by the student. A full description of the student grievance procedure is available in the Office of the Vice President for Student and Enrollment Service as well as in the NSCC Student Handbook.

Students are required to sign an Academic Honesty Policy Agreement at the beginning of each academic year. The signature sheet is found in the handbook appendix.

VI. Audit Policy

Students may audit a course with the permission of the Chairperson of the Nurse Education Program. To audit a course is to attend class in accordance with the instructors' attendance policy as designated in the course syllabus. Credits are not awarded for audited courses. Audit costs are the same as for per credit cost.

VII. Dismissal Policy

The Nurse Education Program reserves the right to initiate the dismissal procedure for the following:

1. Violation of the Academic Honesty Policy.
2. Violation of the testing policy or procedures.
3. Unsafe clinical performance (i.e. serious errors potentially affecting the client's safety).
4. Inappropriate behavior.

A committee will be convened when necessary and shall include:

1. The Chairperson of the Nurse Education Program, who will serve as the chairperson
2. One freshman faculty member appointed by the Department Chairperson
3. One sophomore faculty member appointed by the Department Chairperson
4. Two alternate committee members appointed by the Department Chairperson.

Dismissal Procedure

1. The faculty member involved will present the circumstances which may warrant initiation of the dismissal procedure with the Department Chairperson. A joint decision will be made as to whether the procedure will be initiated.
2. The Department Chairperson will notify the student in writing of the reasons the dismissal procedure has been initiated and the date the dismissal committee will convene.
3. In the interim period, in the case of unsafe clinical performance or inappropriate behavior, the Department Chairperson reserves the right to suspend the student from nurse education classroom and/or clinical activities until the committee reaches a decision.
4. The Department Chairperson will convene the dismissal committee within five working days from the date of the notification to the student from the Chairperson.
5. The student may participate in the discussion and clarification of circumstances at the committee meeting with the option of having an advocate in attendance.
6. The members of the dismissal committee will then review and discuss the circumstances. A decision will be made by majority vote of the committee members and the student shall receive written notification of the decision within five working days.
7. A summary of the proceedings will be prepared by the Chairperson and made a part of the student's record.
8. If the student is not satisfied with the decision of the dismissal committee, they may, within five working days, file the Nurse Education process for appeal form with the Dean of the Division of Health Professions, completing parts I and II.

Procedure for Dismissal

Students failing to meet academic performance criteria and/or clinical competencies will not be allowed to continue in the program of study. The student will be counseled by the faculty and will review the performance evaluation documents. Copies of all documented performance records will be submitted to the Department Chairperson for review. It is required that the student have an exit interview with the Department Chairperson for advisement.

Students on academic or clinical warning may be suspended from the clinical setting for any performance that would jeopardize a client's safety.

VIII. Academic Grade Appeal Policy

If a student fails to meet academic performance standards, the student should refer to the student grievance procedure (Massachusetts Community Colleges) described in the NSCC Student Handbook.

IX. Clinical Practice Grade Appeal Policy

If a faculty member determines that a student fails to meet clinical competencies, the student may request a conference with the Department Chairperson by completing and filing Part I of the Nurse Education Process for Appeal Form, found in the appendix within five working days of notification of failure.

The Department Chairperson will convene a meeting with the student and may include involved faculty members. The purpose of this conference is to review the student evaluation and determine if due process has been followed and that the documentation supports the decision.

After consideration of the situation the Department Chairperson will complete Part II and may:

- a. reinstate the student with recommendations
- b. uphold the original decision of the faculty member

The decision at this level will be entered on the student's record.

If the student is not satisfied with the decision of the Department Chairperson, the student may within five school days file the Nurse Education Process for appeal form with the Dean of Health Professions.

The Dean of Health Professions will obtain the full record as of the time of the Department Chairperson's decision: convene a meeting with the student, and may include involved faculty members and the Department Chairperson. The case will be reviewed to determine if due process has been followed and that the record supports the decision.

The Dean of Health Professions will complete Part III and may:

- a. return the case , with or without recommendations to the Department Chairperson for reconsideration, or
- b. uphold the decision of the Department Chairperson.

X. Program Grievance

A grievance is a written complaint relating to the Program. A student may file a written grievance with the Department Chairperson. The process to file a grievance is available in the NSCC student handbook. All grievance documentation related to the Nurse Education Program will be kept on file in the Department Chairperson's office.

XI. Re-admission Policy:

Students who have withdrawn or interrupted their sequence of study must apply for readmission to the Nurse Education Program through the Enrollment Office. Students seeking re-admission must meet current admission requirements and will be required to submit a readmission application. If readmitted, students are permitted only one re-admission to the Nurse Education Program on a space available basis.

XII. Health Policies

Health Forms: Students must submit the required completed health form to be enrolled in the Nurse Education Program which includes documentation of immunity to measles, mumps, rubella, chicken pox, tetanus and Hepatitis B. Students who do not have immunity to these diseases may not attend clinical until they receive immunizations and immunity documented by laboratory values.

Students must also show they are free from tuberculosis by providing the College with the results of an annual TB skin test(TST). In the event the student routinely tests positive to the TST, the student must have their healthcare provider document freedom from active TB on an annual basis prior to the start of the academic year. The College will provide the annual screening form.

Technical Standards: Prior to starting the Program, students are required to document their physical and mental/attitudinal ability to meet the technical standards associated with nursing practice. The Technical Standards Evaluation Form is included in the Health Form and in the Admissions packet.

Students who are unable to meet technical standards are advised to contact the Disabilities Service office or go to the Disabilities Service component of the College web page @ www.northshore.edu and click on Student Services.

Students are required to contact the Department Chairperson if they are unable to meet the Technical Standards while enrolled in the Program. Students who do not meet the Technical Standards are not able to rotate to most clinical agencies. Students with temporary activity restrictions need to provide documentation from their health care provider that they are able to meet the technical standards prior to returning to clinical.

Health Insurance: The Nurse Education Program requires all matriculated students to participate in the student health insurance program or in a health insurance program with comparable coverage.

Pregnancy Policy: Pregnancy is not a condition considered by the American with Disabilities Act. Therefore the student must meet all course/program requirements including attendance. Due to the potential presence of contaminants in the clinical setting, it is advised that the student contact her obstetrician once the pregnancy has been confirmed to ensure that there are no health concerns or limitations.

Chicken Pox/Varicella: If a student develops chicken pox or shingles they may not attend classes or clinical experiences until all lesions are dried and scabbed. (Please refer to clinical absence policy).

XIII. Attendance Policies

A. Class Attendance:

Attendance at class is expected. Students who do not attend class may not meet course objectives, and may be placed on early alert, midterm warning and/ or academic warning.

Students will be assigned a time for small group seminars and discussions. These will be posted one week prior to the scheduled activity. If a student is unable to attend their assigned session they should contact their facilitator for re-assignment.

B. Nursing Skills Laboratory Policies

1. Skill Groups

The student will meet in a small group setting with the NSL instructor and other nurse education students. Group assignments will be determined by freshmen nursing faculty. The instructor demonstrates skills using scientific principles and evidence-based practice. Following the demonstration, the student practices each skill with instructor supervision. Attendance is mandatory. Students should spend additional time in the NSL or at home (if appropriate) independently, with a peer, or with the assistance of an NSL instructor in order to master that skill prior to passoff.

2. Passoffs

A passoff is an evaluation of the student's proficiency with a clinical skill. Required passoffs are listed in the course competency packets. Students who are unable to meet proficiency with the skills will not meet the course requirements. All passoffs must be completed within two weeks of the group demonstration of that skill.

3. **Missed NSL Activity**

If a student is unable to attend a weekly lab group or passoff, he/she must contact the NSL instructor prior to the class or appointment. Students absent from a mandatory NSL activity will be given an "equivalent assignment" determined by the NSL instructor responsible for the activity. The student must contact the NSL instructor within one week of the absence to obtain a make-up assignment. Students will receive an incomplete for the course if make-up assignments are not done prior to the end of the last class. Failure to complete the make-up will result in a course failure.

C. Clinical Attendance Policies:

Clinical Attendance Policy: Attendance at all clinical laboratory experiences is mandatory. Students must arrive at the clinical facility on time, in proper attire, and prepared to participate in all aspects of the learning experience

In the event that a student is unable to attend a clinical laboratory experience, the student must:

1. Notify the agency before the scheduled arrival time.
2. Notify the instructor if requested to do so at the beginning of the rotation
3. Submit to the clinical instructor, within one week, a written explanation of the absence.
4. Submit a written physician/practitioner's statement for absences longer than two consecutive clinical days. This must document that the student is able to fully participate in all clinical learning activities.

Absence Policy from Clinical Learning Experiences

Attendance at all clinical learning experiences is mandatory. Absences from clinical learning experiences which exceed more than two clinical days per semester will result in a clinical failure/course failure unless the learning experiences are made up.

Clinical Learning Experience Make-up Policy

In the event of an absence, students must complete an alternative clinical learning assignment. Students must see their clinical instructor or the Assistant Department Chairperson prior to the next scheduled clinical experience or within one week following the absence, to make arrangements to complete the assignment.

Failure to complete the alternative learning assignment will result in course failure.

Students who are absent more than two clinical days per semester may make an appointment with the Department Chairperson to discuss the availability of a fee for service make-up day. The fee for service make-up is \$50.00 per hour, payable by money order in advance of the make-up day. The Nurse Education Program is unable to guarantee that fee for service makeup days will be available.

Fee for service makeup days must be completed by the end of final exam week.

D. School Cancellation Policy

Adverse weather and emergency school closings are posted on the college web page www.northshore.edu, announced on local radio and television stations and recorded on the College voice mail message system. Students may call (978) 762- 4200, for school closing announcements. Classes may be rescheduled. Students should check the course bulletin board for rescheduled class times.

Clinical Attendance Emergency School Closings

1. If mandatory college closing (classes cancelled) is required prior to the start of scheduled clinical/fieldwork, the student will not be required to attend clinical/fieldwork for the duration of the cancellation.
2. If mandatory college closing (classes cancelled) during the day/evening, after the student has arrived at clinical/fieldwork site, the student is required to complete assigned procedures prior to leaving the site. The student must ensure patient safety is not compromised and documentation is completed.
3. If mandatory college closing (classes cancelled) is required, the student may have to make-up hours/times in order to fulfill program requirements (per program policy).
4. If classes are not cancelled, but there is questionable weather, the student will use their own discretion as to their ability to travel safely to and from clinical/fieldwork site. Should the student decide that travel is not prudent, they are to follow the program policy regarding "absence from clinical/fieldwork: (e.g. calling the clinical/fieldwork instructor/supervisor and the academic clinical/fieldwork education coordinator, using a personal day if available, making up time if necessary).
5. Students may attend clinical/fieldwork on holidays that are not typically observed by health care agencies (e.g. Evacuation day, College Professional Day, Patriot's Day, and Bunker Hill Day) or any other day at the program's discretion.
6. Students may access the college adverse weather/emergency closings by:
 - Calling the college adverse weather hotline at (978) 762 4200
 - Accessing the college website
 - Local television and radio stations

E. Course & Classroom Schedules:

Schedules are located in the course Competency Packets (blue pages) and are posted on the course bulletin boards.

Classes for

1. **FON** are scheduled:
 - Tuesday - 8:30 AM – 12:30 PM
 - Wednesday - 8:30 AM – 12:30 PM
 - Skills Lab – Weekly 2 hour group as assigned.
 - Make-ups for missed or incomplete lab assignments will be held on Friday afternoons**
2. **MCN** are scheduled:
 - Tuesday - 8:30 AM – 12:30 PM
 - Wednesday - 8:30 AM – 11:30 PM, 1:30-3:50 PM
 - Skills Lab – Weekly 2 hour group – as assigned.
 - Make-ups for missed or incomplete lab assignments will be held on Thursday and Friday afternoons.**
3. **MPI 1 & MPI 2** are scheduled:
 - Monday - 8:30 – 12:30
 - Friday - 8:30 – 12:30

**Class schedules are included in the course competency packets. Schedules will be adjusted to make-up classes for emergency school closings. Additional class times that do not fall into these class hours will be posted on the schedule and bulletin board.*

Classroom Etiquette:

1. Students should be on time for class. It is not acceptable to walk into a class late. It is disruptive to classmates and faculty.
2. Please do not talk or whisper in class. This is disturbing to other students and the faculty member teaching.
3. If you need clarification on a point, you may raise your hand and ask a question or wait to the end of class to have the faculty member clarify.
4. If you wish to audio tape the class permission is needed from the faculty member.

5. Multimedia presentations are the intellectual property of the faculty and are for individual use only. Scholarly works cannot be posted on the Internet.
6. All cell/digital phones and beepers must be shut off during class.

F. Criminal Offense Record Investigation Policy

Prior to the start of the Program and periodically throughout the Program, students are screened for a criminal history (CORI). CORI checks are mandatory and student must answer:

1. Have you ever been convicted of a felony?
2. Have you ever been convicted of any offense against the law?

Students with a background check that prohibits student placement will be contacted by the Criminal Offense Inventory Office (CORI). The CORI officer will inform the student of the background findings and provide information related to review of the CORI.

In the event that a students' Criminal Offense Record prohibits clinical placement the student will be unable to complete the clinical component of the course and withdrawal from the Program will be necessary.

CORI checks are performed pursuant to MA General Laws, Chapter 6, Sections 167-178B, and consistent with guidelines promulgated by the Executive Office of Health and Human Services and or the Commonwealths Department of Public Health.

XIV. Financial Assistance Information

I. Emergency Loan Fund

The Program of Nurse Education has a fund designated as the Nurse Education Emergency Fund. This Fund was established by faculty and students and is currently maintained by class gifts and faculty donations designated for the Fund.

Eligibility for the Nurse Education Emergency Fund: all students currently enrolled in the Nurse Education Program.

How to Access the Fund: Money can be borrowed from the Fund by meeting with the Assistant Department Chairperson. Terms of the loan will be discussed. Students will sign an agreement with a specific time frame for loan repayment. All loans must be paid back in full within 90 days of receipt of the loan. Students needing additional time may discuss this with the Assistant Department Chairperson.

How Much Can Be Borrowed: Students may borrow up to \$150.00 at any one time. A loan must be paid back in full prior to requesting to borrow again from the Emergency Fund. ***Failure to pay back a loan places the Emergency Loan Fund in jeopardy. All loans are made in confidence.***

• **The Emergency Loan Contract is found on a separate sheet in this packet.**

II. The North Shore Community College Foundation Scholarship Program

The North Shore Community College Foundation awards financial assistance to students annually through its Scholarship Program. Recipients are selected on a competitive basis in consideration of academic, non-academic factors and demonstrated need. Applications and information about Foundation Scholarships can be found on the college web page under student services and from the Development Office.

**NORTH SHORE COMMUNITY
COLLEGE**

NURSE EDUCATION PROGRAM

COMPETENCY PACKET DIRECTIONS

Section III

ORGANIZATION OF THE NURSE EDUCATION CURRICULUM

OVERVIEW

The Nurse Education Program utilizes a competency based education model. The nursing theoretical component is divided into six courses, four of which have a clinical learning component. The student moves through the Program in a logical sequence of content and performance levels. NSG 101, 102, 201 and 202 have expanded course syllabi called competency packets. These courses are divided into units of study. Each unit is divided into modules of study. Modules are competencies of learning. Competencies are further divided into subcompetencies. Subcompetencies are learning objectives.

The printed competency packet, which is available for purchase at the NSCC bookstore, include: pages that pertain to the entire course, pages that pertain to a specific unit, pages which are individual modules containing subcompetencies and learning alternatives for the unit of study. Other pages are self-tests to be used at the end of a unit of study of self evaluation of learning, pages which are handouts related to content of specific subcompetencies. Finally, pages which are skill-related handouts and critical criteria passoffs sheets utilized in nursing skills laboratory (NSL).

Competency Based Learning

Competency based learning is the progressive mastery of specific knowledge skills and attitudes with a learner centered approach. Mastery learning is based on the understanding that the learner acquires the knowledge, skills and attitudes to successfully meet course competencies. The Nurse Education competency based curriculum includes classroom, laboratory and clinical learning experiences and assignments that guide the student towards mastery. Flexibility with self testing and unit testing allows students to progress at different rates with pre-established dates for completion. Completion dates to successfully achieve the competencies are pre-established. These are identified at the beginning of each semester on the class schedule.

Faculty members develop competencies, identify learning alternatives for each unit of study, and assist students to effectively enhance learning. The Competencies guide the student to successfully meet the educational outcomes of the Program.

Advantages of Competency Based Learning:

- The focus is on the success of each learner
- Utilizes multiple learning options.
- Learner confidence increases with mastery of specific competencies
- Increased opportunity for academic advisement
- Learners know what is expected of them.
- Opportunities for self pacing.
- The Learner takes responsibility for managing their own time.

Entire Course

Each competency packet begins with: Title Page, Course Requirements, Course Competencies, Course Outline (unit competencies), Scheduled Learning Alternatives, class schedule and course Bibliography.

The Course Requirements page includes the course description, rationale, credits, clinical learning hours, prerequisites, co requisites, instruction methods, evaluation methods and completion time.

Course Competencies are the objectives of learning for the course

The Course Outline lists every unit and module in the course by title.

The course schedule details the method of instruction as lectures, seminars, and discussions, and the time and the location of class. When multiple offerings are available, the class is divided into sections; students may be assigned specific sections.

The Course Bibliography lists most of the references that are used in the course. Additional journal articles which relate to specific units of study may be included at the end of each unit of study.

Unit of Study

These pages contain an overview of the unit of study. Each unit starts with a Unit Outline, the Unit number followed by the Unit title. Following the Unit title is the Unit competency and rationale statement.

The next part of the unit outline lists any Unit Requirements. These are a variety of activities, including assignments, nursing skills, multimedia programs and Nursing Skill Laboratory Passoff's to demonstrate proficiency with a specific nursing skill.

The next page contains the titles of the Unit modules. These titles identify the competencies in the unit of study.

Included are the clinical competencies that relate to the Unit modules.

The student must meet all requirements in order to successfully complete the Unit of Study. Students not meeting all of the Requirements will not meet the course objectives.

Module Outlines

After each unit outline, the student will find the Module Title and corresponding number. Following the module title are lists of subcompetencies. Figure 1 (page xx) shows a sample module. It consists of a list of sub-competencies next to their corresponding learning alternatives.

SUBCOMPETENCIES

Subcompetencies identify the learning objectives for study and are correlated with classes. Each subcompetency is assigned a number listed under in a table on the left side of each page. Subcompetencies are numbered consecutively within each unit. The number of the subcompetency follows the module number which follows the unit number. For instance, FON 05.03.07 means Foundations of Nursing, Unit 05, Module 03, and Subcompetency 07.

LEARNING ALTERNATIVES (LA)

A subcompetency identifies learning objectives. The Learning Alternatives (or LA) identify various methods of learning. This important benefit of competency-based learning. The student must accomplish all of the competencies in the Program, but how these are achieved is up to the individual.

Learning Alternatives consist of activities that will help the student to gain understanding of the subcompetency. Learning Alternatives include, but are not limited to: Professional Publications, classes, NSL demonstrations and passoffs, and multimedia programs. Learning Alternatives are listed in a table format. Column A includes professional publications. Column B includes multimedia activities and NSL activities. Column C includes classes, and Column D includes written assignments and clinical activities.

1. Professional Publications include textbooks, journals and handouts. Bibliographies are included in all courses.

2. Classes – There are three formats for classes; lecture, seminar and discussion. Most students find they need to attend classes. Class attendance provides opportunity for students to exchange ideas and information with the guidance of a faculty member.

The lecture is a class where the instructor presents information. There may be a chance to ask questions. Students are expected to read relevant content in textbooks prior to attending lecture.

The seminar is a class which is limited in size where the instructor presents part of the information and the rest comes from the students themselves as they respond to questions and exchange ideas about important points. This means that preparation by the student is essential and done prior to participating in the seminar.

The discussion is a class that enhances a lecture. New material is not presented as this is a time to answer questions, clarify content and utilize critical thinking skills.

3. NSL Demonstrations and Passoffs – A demonstration is a class that demonstrates application of principles to a procedure in the NSL. Practice time follows before the instructor evaluates the student's performance of the skill in a passoff.
4. Multimedia – are always available in the NSL. Certain materials may be made available at the Learning Resource Center. Students are encouraged to utilize DVD's, videocassettes, audiocassette programs, computer assisted instructional programs and online learning resources. These provide reinforcement for textbook and classroom learning.

When multiple sessions of a learning alternative are offered students are scheduled or sign up in advance of the offering.

Self-Tests

Each Unit of Study ends with a Self-Test which is an evaluation method designed for the student to assess their understanding of the subcompetencies. An 80% grade or higher on a self-test indicates that the student is prepared to take the unit exam in the testing center.

UNIT Completion

Successful completion of study includes all of the following:

1. Meet all prerequisites for that unit.
2. Complete all requirements for that unit. The student must attend all lectures, seminars, and/or demonstrations, submit all required written assignments, NSL required passoffs and complete all clinical requirements.
3. Take a Unit Test. Tests are available at the Center for Alternative Studies (CAS) in DM 225.

Unit Evaluation

At the end of each unit of study is an optional unit evaluation. The unit evaluation is the student's opportunity to identify unit strengths, areas for possible development and suggestions. The unit evaluation is a valuable way for the student to participate in ongoing program evaluation. The faculty welcomes and encourages individual student input. Completed unit evaluations can be passed in to the facilitator or course coordinator.

TIME MANAGEMENT

Students should plan to take the test for each unit prior to the beginning of classes for the next unit while the material is still fresh in their minds. This will also eliminate confusion and having to deal with an excessive back load of material.

A weekly calendar helps students keep track of their time and, therefore, meet their study needs. At the beginning of each week, note the modules to work on each day. Check the class schedule, scheduled learning alternatives and the program bulletin boards for any changes in this schedule.

1. Prior to class read all pages in the Competency Packet related to the current unit of study.
2. Review the Learning Alternatives (LA's) related to the material in the modules.
3. Review class schedule and assigned reading – review each class to see which modules and subcompetencies are covered.

FIGURE 1 - SAMPLE

**Module 02
ASSESSING BLOOD PRESSURE, OXYGEN SATURATION, INTAKE AND OUTPUT**

Sub-competencies	Professional Publications	Multimedia Materials	Classes	Written Assignments & Clinical Activities
01. Identify factors affecting blood pressure				
02. Explain the following terms: a. systolic b. diastolic c. pulse pressure d. hypotension e. hypertension		CAI: BP	Lecture: Measuring Blood Pressure, Oxygen Saturation and Intake and Output (Modules 02.01-09)	
03. Identify the process for assessing blood pressure.			“	Attend demonstration and practice measuring blood pressure. Complete passoff of BP. Take and record a client's B/P in clinical.
04. Describe variations in normal blood pressure that occur from infancy to old age.			“	
05. Identify factors affecting O ₂ saturation,				
06. Define the following terms: a. pulse oximeter b. hypoxemia		Practice measuring O ₂ saturation		
07. Identify the process for assessing O ₂ saturation.				

FIGURE 2
EXPLANATION OF COMMON TERMS USED IN SUB-COMPETENCIES

<u>TERM</u>	<u>EXPLANATION</u>
ACCURATELY	Utilize learned principles
ANALYZE	Given an idea, problem, situation, etc., break it into its component parts and explain how the parts fit together to make the whole.
ASSESS	Evaluate according to recognized standards.
CHOOSE	Select.
COMPARE	Given two or more ideas, problems, situations, etc., describe their similarities.
CONSISTENTLY	Achieve <u>95%</u> of the time.
CONTRAST	Given two or more ideas, problems, situations, etc., describe their differences.
DECIDE	Given a problem, select from alternatives and explain your decision.
DEFINE	Given a term, state in your own words, in one or two sentences, including the basic points made or the definition given in any appropriate dictionary or reference book.
DESCRIBE	To give an account of in words.
DIFFERENTIATE	Contrast. Compare characteristics.
DISCUSS	To consider the pros and cons, written or verbal.
DISTINGUISH	To separate into kinds, classes & categories.
EXAMINE	Study and describe.
EXPLAIN	To make plain or understandable.
IDENTIFY	Indicate the appropriate answer.
ILLUSTRATE	Explain by giving one or more examples in writing, using a simple drawing or diagram, or orally, at the instructor's discretion.
LIST	Enumerate without explanation.
LOCATE	Given a physical structure, describe its placement by labeling it correctly on a diagram or explaining it in writing.
NAME	State or list.
OUTLINE	Explain briefly, emphasizing the major points.
PURPOSE	Given a problem, offer a solution and explain reasoning.
STATE	To set forth in detail.
SUGGEST	Propose.
SUMMARIZE	Conclude briefly.

**NORTH SHORE COMMUNITY
COLLEGE**

NURSE EDUCATION PROGRAM

CLINICAL LEARNING GUIDE

Section IV

CLINICAL LEARNING EXPERIENCE

The clinical learning experience is an essential portion of the course, which will assist the student in meeting the Educational Outcomes of the Program. Faculty assigns students to clinical agencies based on the learning needs of the students and agency resources.

AGENCY AFFILIATIONS

North Shore Community College Nurse Education Program has contractual agreements with acute, long term, and community agencies. Transportation to and from these locations is the student's responsibility.

The clinical waiver form, personal liability insurance, CPR certification and the completed Health Form including titer results documenting positive immune status must be submitted to your facilitator at the start of each semester, per agency contract.

FIRST SEMESTER

CLINICAL SCHEDULED HOURS

(Thursday or Friday)

Masconomet Healthcare Center
123 High Street
Topsfield, MA 01983
(978) 887-7002

7:30 am-11:30 am

Ledgewood Nursing Home
Herrick Street
Beverly, MA 01915
(978) 921-1392

7:30 am- 11:30 am

Addison Gilbert Hospital
Washington Street
Gloucester, MA 01930
978) 283-1000

7:30 am- 11:30 am

Northshore Medical Center
Dove Avenue
Salem, MA 01970
(978) 745-9000

7:30 am- 11:30 am

Beverly Hospital
Herrick Street
Beverly, MA 01915
(978) 922-3000

7:00 am- 11:00 am

Kindred Hospital
15 King Street
Peabody, MA
(978) 531-2900

7:30 am-11:30am

Danvers Council on Aging
Stone Street
Danvers, MA 01923
(978) 762-0208

As assigned

Salem Council on Aging
5 Broad Street
Salem, MA
(978) 745-0409

As assigned

SECOND SEMESTER

Beverly Hospital
85 Herrick Street
Beverly, MA 01915
(978) 922-3000

North Shore Medical Center
North Shore Children's Hospital
57 Highland Avenue
Salem, MA 01915
(978) 414-2000

Northshore Education Consortium
112 Sohier Road
Beverly, MA. 01915
(978) 232-9755

SOPHOMORES
(Third and Fourth Semesters)

Beverly Hospital
85 Herrick Street
Beverly, MA 01915
(978) 922-3000

North Shore Medical Center
81 Highland Ave
Salem, MA 01970
(978) 741-1200

CLINICAL SCHEDULED HOURS
(Either Thursday or Friday)

Maternity
7:30 am-4:00pm or 2:00-10:00pm

Maternity and Pediatrics
7:30am-4:00pm

Pediatrics
Either Monday or Friday
7:30-3:30

CLINICAL SCHEDULED HOURS
(Wednesday and Thursday)

Most Services 7:00 am-3:00 pm
or 2:00-10:00pm

Most Services 7:30 am- 3:30pm

(Third and Fourth Semesters)

North Shore Medical Center
Union Hospital
500 Lynnfield Street
Lynn, MA 01904
(781) 581-9200

Melrose-Wakefield Hospital
285 Lebanon Street
Melrose, MA 02176
(781) 979-3000

Tewksbury Hospital
365 East Street
Tewksbury, MA 01876
(978) 851-7321

All Care Visiting Nurse Association
107 Audubon Road
Building #2, 2nd floor
Wakefield, MA. 01880

Bayridge Hospital
60 Granite Street
Lynn, MA 01904
(781) 477-6961

Partners Home Care
800 Cummings Center
Suite 166S
Beverly MA, 01915
978-236-1300

CLINICAL SCHEDULED HOURS

7:30 am-3:30 pm or 2:00 pm -10:00 pm

Most Services 7:30 am-3:30 pm

Mental Health Services 8:00 am-4:00

8:00-4:00pm

7:45-3:45pm

8:00 -4:00pm

SELECTED CLINICAL EXPERIENCES

Students may be assigned to selected clinical experiences to enhance their learning. Students having difficulty meeting clinical objectives may not be assigned to selected clinical experiences. Specific learning objectives are developed for selected learning experience.

Selected clinical experiences include:

First Year Students

- Birthing Center
- Surgi Center
- Preoperative Screening
- Day Surgery
- Operating Room
- North Shore Educational Consortium
- Headstart Program

Second Year Students

- ICU
- Community Health
- Cardiac Catheterization
- Emergency Services
- PACU
- Cardiac Rehabilitation
- Surgical Day Care
- Operating Room
- Medical Day Care
- IV Therapy Experience
- Endoscopy Suite
- Ventilator Units

The student will prepare for the experiences by reviewing the objectives and by reading assigned literature prior to the selected clinical learning experience. The learning experience may involve a written assignment with a specified due date.

INTRODUCTION TO CLINICAL LEARNING

The clinical agencies provide nursing experience in diverse health care settings such as acute, long term, and community settings. In these settings the student will use critical thinking, and apply nursing theory to practice through the utilization of the nursing process in the care of clients.

Prior to the start of a clinical rotation, students are required to attend an orientation including: a tour of the facility, overview of agency policies, and procedures, overview of clinical competencies, overview of clinical preparation and assignments, and other details related to the rotation.

Attendance at all clinical learning experiences is mandatory. The student is expected to be prepared, on time, in complete uniform, ready to actively participate in preconference and the safe care of clients.

CLINICAL LEARNING ASSIGNMENTS

Clinical preparation is essential to allow the student to correlate nursing theory to clinical practice. For most clinical learning experiences the instructor prepares the clinical assignment on the day prior to the experience. The student is required to go to the clinical agency at designated times to gather data about the assigned client(s). The data collection tool will assist the student to organize client care. The student should use this time to establish priorities and develop a beginning plan of care.

Expectations for data collection:

- Clean neat professional work clothes and NSCC lab coat and identification badge are to be worn. (no jeans, shorts, halters tops)
- The student should notify the charge person that they are on the unit to collect client data for the clinical learning experience
- Students should work independently as the staff will be caring for clients and not available to give much assistance
- Students should not visit the client at this time

A GUIDE TO PREPARATION FOR CLINICAL EXPERIENCE

Preparation for clinical learning is essential to provide safe care. The following outline will serve as a guide to the clinical learning experience. The clinical instructor may expect additional information to coincide with the agency, the student's particular assignment, or theory that is currently being covered in class.

The Nurse Education Faculty strongly recommends that the student keep the evening and night before clinical learning experiences free from commitments/ work in order to collect data and prepare for the clinical experience. Students who have not sufficiently prepared for the clinical learning experience will be unable to participate in the clinical area

Semester I: NSG 101-Foundations of Nursing (FON)

Following data collection the student will prepare the following in writing:

1. Brief description of the medical/surgical diagnosis. Using the Medical-Surgical Text, write a paragraph describing the diagnoses, signs and symptoms, and nursing care.
2. Brief description of any skill that the student is assigned to do with the client. Using the FON Text, outline the procedure.
3. Identify data collected about the client that has not been covered in class. Using FON texts, research a significant diet, culture, appliance, test or procedure.
4. Use the Clinical Evaluation Tool, set goals for the day, and include these on the formative evaluation.
5. Prepare questions for the instructor.
6. Plan to organize your approach to client care using the Nursing Process Text.

Semester II: NSG 102 - Maternal-Child Health (MCN)

Preparation for clinical learning varies in MCN according to the assigned agency. In the following areas, the student will:

Pediatric Inpatient

1. Follow guidelines for Semester I (FON).
2. Use the growth and development tool to identify normal developmental parameters for assigned client.
3. Identify the impact of hospitalization on the child's developmental level.

Maternity and Pediatric Community Experiences

The student

1. is not required to collect data at the clinical agency
2. Instructor will identify research to help prepare for clinical learning and assignments

A GUIDE TO PREPARATION FOR CLINICAL EXPERIENCE

Semester III and IV NSG201 & 202: - Mental and Physical Illness I & II (MPI1 & MPI2)

To prepare for safe care of clients, the student will go to the clinical agency, collect, and record appropriate data and be able to:

1. Describe the client's diagnoses: Medical, Surgical, Secondary, and Nursing.
2. Describe the pathophysiology, textbook signs and symptoms, as well as client's admitting, and present signs and symptoms using the Pathophysiology Form.
3. Utilize critical thinking in applying the nursing process in the care of clients.
4. Describe nursing assessments and interventions.
5. Describe diagnostic studies using the Laboratory Data Form.
6. Describe medications using the Medication Addendum Form.
7. Describe medical management.
8. Describe surgical procedure including complications.
9. Describe teaching plan for the client including prevention of disease and health promotion.

CLINICAL CONFERENCES

Clinical conferences are designed for students to share information regarding assignments. The role of the instructor is to facilitate student learning and clarify information and ideas that students bring to the discussion. Conferences are held in a designated area within the assigned agency.

Semester I Foundations of Nursing

Semester II Maternal- Child Nursing

Pre-Conference focuses on:

1. Reviewing student preparation.
2. Reinforcing goals to correlate with theory.
3. Identifying the role of the nurse.
4. Providing time for student questions.

Post Conference focuses on:

1. Utilizing critical thinking to discuss selected clinical experiences.
2. Correlating theory to practice.
3. Practicing clinical skills such as math and documentation.
4. Allowing students to discuss clinical learning experiences.
5. Providing direction for the next clinical experience.

Semester III and IV: Mental and Physical Illness 1 & 2

Pre-Conference focuses on:

1. Utilizing critical thinking in applying the nursing process in the care of the client.
2. Setting priorities for client care.
3. Correlating theory to the care of the client.
4. Discussing procedures and protocols involved in the care of the client.

Post-Conference focuses on:

1. Analyzing clinical experiences.
2. Correlating theory to practice.
3. Allowing students to discuss clinical learning experiences.

During the clinical experience the student should seek guidance and direction from the clinical instructor for theory and clinical questions.

PERFORMANCE CRITERIA

Criteria for successful completion of each clinical nursing course are included in the course's Clinical Evaluation Tool. Students receive a copy of this tool at the beginning of each course. These should serve as a guide for clinical learning, as well as a basis for instructor formative, summative and student self-evaluation of clinical performance. Students are evaluated weekly using a formative evaluation. Clinical experience is a pass/fail grade based on the summative evaluation. Students are expected to be an active participant in both formative and summative evaluations.

Satisfactory progress in clinical practice is a requirement to successfully earn a passing grade in the course. Student progress in the clinical setting is concurrent with progress in the theoretical component of the course. Therefore, the student must keep current with theoretical learning in order to safely practice in the clinical setting. Students must meet clinical competencies as well as complete all clinical assignments in order to pass the nursing course.

NURSING SKILLS LABORATORY

The Nursing Skills Laboratory (NSL) is designed to provide a practice setting for skill building. The amount of time students need for practice is individual. The goal is for the student to provide safe nursing care.

The NSL scheduled hours are posted on the NSL bulletin board. Students are assigned to weekly demonstration practice/passoff sessions. They may also make appointments with NSL instructors for additional individual instruction and review.

There is time for TEACHING, LEARNING, AND EVALUATION-the three parts go together. Each student should be involved with the following:

1. Demonstrations (Teaching) The instructor demonstrates skills using scientific principles and evidenced-based practice. Attendance is mandatory.

2. Practice (Learning)
 - a) The student will practice in the small group setting with the NSL instructor to review demonstration content and practice each skill thoroughly, spending as much time as necessary. The student may also seek additional assistance from the instructor, practice alone or work with a peer.
 - b) The student should view available videos and/or computer software.
 - c) The student should review NSL study guides and pertinent textbook pages..
 - d) The student may make an appointment with instructors for additional assistance.
 - e) The student must be well prepared prior to pass-off.

3. Pass-offs (Evaluation)
 - a) The student must be able to independently demonstrate the skill.
 - b) The student must meet the criteria to pass-off.
 - c) If the student does not meet criteria, he/she should review the material, practice more and/or arrange for additional help.

The Special Requirement list at the beginning of each unit clearly identifies the procedures and skills the student must Pass-off in the NSL prior to performing these during clinical experience. Students must also be passed-off on procedures in the clinical setting by the instructor. Students should utilize the NSL to improve skills throughout the program.

DRESS CODE

The uniform dress code has been established by the Nurse Education faculty to ensure that students are professionally attired in the clinical area. Uniforms are worn for clinical experience only. Uniforms (clinical and work-related) are not to be worn other than directly to or from the clinical agency.

Standard Uniform	Program blouse/shirt and program green straight-legged pants. Properly fitted, neat, clean and ironed at all times (No smocks, aprons or fancy tops allowed). Undergarments are to be light colored. A white short sleeve, crew neck tee-shirt may be worn under uniform top.
Green Scrubs (Maternity)	All students are responsible for having their own green scrubs by the first Maternal and Child Nursing (NSG102) class. Plan ahead – special size orders may take 6 to 8 weeks). Scrubs are NOT to be worn to or from the agency.
Cap	Students may purchase a cap, which may be used for ceremonial purposes.
Socks	White socks to be worn with pants.
Shoes	White <u>shoes</u> and <u>laces</u> are to be clean at all times. No clogs or open back shoes. White low top leather athletic shoes are acceptable.
Hair	Hair should be clean, combed and pulled back out of the face. Blue, green, bright pink and purple etc. are <u>not</u> acceptable. Certain clinical areas prohibit the use of wigs, hair extensions and/or hairpieces.
Beards/Mustache	Short, clean and neatly trimmed.
Sweater/Scrub Jackets	Sweaters are not to be worn while giving care. Regulation white scrub jacket may be worn at bedside.
Jewelry	Visible body piercings (with the exception of 1 stud in each ear) and visible tattoos are <u>not</u> acceptable in the clinical area. Tongue piercing/jewelry are <u>not</u> allowed. Only a wedding band is permitted.
Nails	Students will not wear artificial fingernails or extenders. Artificial nails are defined as any material applied to the nail to strengthen (excluding clear liquid nail hardener) or lengthen the nails including but not limited to wraps, acrylics, tips, tapes or bonding materials. Healthcare workers who have direct contact with patients will not wear nail jewelry or any appliqués other than those made of nail polish. Natural nails must be clean and should be no longer than ¼ inch long. If nail polish is worn, it should be clear and not be cracked, chipped, or scratched.
Watch	A watch with a second hand is necessary
For Community Placement and Data Collection at agencies	Name pins/identification badges as required, a NSCC lab. coat and appropriate street clothes (no jeans, shorts, halters, plunging necklines, or spandex).
Other	Be mindful that some odors and scents are offensive to some clients. For example: perfumes, colognes and/or offensive hygiene (body odor, poor oral hygiene and the odor of smoke) are <u>not</u> acceptable. Makeup should be minimal. Personal pagers and cell phones and texting in the clinical area are not allowed.

***Students affiliating at agencies with specific uniform codes will be expected to comply with the agency's requirement.**

The Health Insurance Portability and Privacy Act of 1996 (HIPAA)

HIPAA rules mandate that all health care personnel, support staff, students and volunteers protect Patient Health Information (PHI). The regulations which affect nurses providing direct patient care, including students, are:

- Anyone who has access to medical records, including computerized records.
- Inadvertent displays of personal information on computer screens.
- Use of publicly accessible “name boards” to note client name, room number, nurse and physician, etc.
- Identification of client by name and diagnosis on published operating room schedules.
- Answering questions in person or on the phone from friends and family about the client’s medical condition.

The regulations do include teaching students under the definition of “health care operations” in the list of privacy rules. Actual implementation of HIPAA regulations varies from facility to facility and how each facility views student access to PHI may vary. Nurse Education faculty will give additional information about following HIPAA regulations during clinical orientation. In general, however, students should abide by the following practices:

- Remember confidentiality is **ALWAYS** practiced. Thus, there should be no talking about clients, how the day went, etc., especially in the cafeteria or elevator.
- Know the facility’s regulations regarding release of PHI.
- If charting on the computer, close out of screen before leaving the work area.
- Do not photocopy any part of the client’s chart.
- In preparing clinical paperwork, only identify the client by his initials.
- If a friend or family member asks about the client’s condition, result of tests, or other privileged information refer the person to the nurse or physician. This is true whether the family asks the question in person or on the phone.
- If in doubt, ask the Nurse Education faculty member or another nurse for guidance.
- Think before you speak.
- Failure to abide by HIPAA regulations will result in dismissal from the Nurse Education Program.

Student Compliance with the Health Insurance Portability and Accountability Act (HIPAA)

According to the regulations of HIPAA, nursing students are permitted to have access to Protected Health Information (PHI) when observing and performing direct patient/client care as part of their learning activities. As such, they must follow approved HIPAA policies on the usage of PHI. Students will be expected to comply with requirements and expectations for appropriate storage and transmittal of patient information. No PHI can leave a covered entity site unless it is de-identified.

To de-identify information HIPAA requires the removal of all of the following identifiers:

- Names
- Geographic subdivisions smaller than a state, e.g., county, city, Indian Reservation. In certain circumstances, the first 3 digits of a zip code can be used.
- All elements of dates (except year) for dates directly related to an individual.
- All ages or dates indicating an age over 9 (they can be lumped into one category of 90 or older).
- Telephone numbers
- Fax numbers
- Social security number
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate/license numbers
- Vehicle identifiers and serial numbers
- Web universal resource locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints
- Full face photographic images and any comparable images
- Any other unique identifying number, characteristic or code

Documented completion of a College of Health Professions approved HIPAA training program is required of all nursing students prior to attending the first clinical experience. Information about how to complete this training will be made available, however, it is each student's responsibility to assure that this activity has been accomplished and adequately documented. Students who fail to do so may not attend clinical.

APPENDIX

Section V

(referred to as "College" below)

CLINICAL/FIELDWORK WAIVER FORM

I, _____ (student name), a student at North Shore Community College enrolled in a Health Professions Program, understand and agree that I am fully responsible for the cost of any physical, emotional, or property injury resulting from my transportation, safe conduct to and from the Clinical Agency for/or my participation in clinical activities and thus, will in no way hold the College or faculty/staff member responsible for any injuries and/or losses incurred during transit or while participating in any clinical activities including but not limited to medical and dental expenses incurred as a result of my participation in this program; and, further, I agree to indemnify and hold harmless the said College against any and all claims, damages and liabilities arising therefrom.

Student Signature: _____

PROGRAM Please circle the Program you are enrolled in:

Medical Assisting

Nurse Education

Occupational Therapy Assistant

Physical Therapist Assistant

Practical Nursing

Radiologic Technology

Respiratory Care

Surgical Technology

Veterinary Technology

Date: _____

Parent's consent if the student is under 18 years of age:

ACADEMIC HONESTY POLICY

NSCC students are expected, at all times, to act within the standards of academic honesty. Violation of academic honesty is subject to disciplinary action and/or dismissal from the Nurse Education Program. The student will be referred to the Chairperson of the Nurse Education Program and/or Vice President for Academic Affairs for consideration of disciplinary action. Disciplinary action may include:

1. Faculty imposed consequences
2. Dismissal from Nurse Education Program
3. Dismissal from the College

Dishonest academic behavior includes, but is not limited to:

Cheating: Some examples of cheating are:

- use of unauthorized notes during an examination;
- giving or receiving unauthorized assistance on an examination;
- copying from someone else's examination, term paper, homework, or report;
- theft of examination materials;
- falsification of works or records;

Plagiarism: This form of cheating involves using the words, data or ideas of another as one's own without properly acknowledging their source.

Students should consult the freshman English handbook for guidelines on proper documentation procedures.

In addition to action taken relative to the specific course, the course instructor may bring any matter related to academic honesty to the Vice President for Academic Affairs for consideration of further disciplinary action. The Dean will review the case and determine if further action is to be taken.

Disciplinary action may be appealed by the affected student (s). A full description of the student grievance procedure is available in the Student Activities Office and the Vice President for Enrollment Management and Student Development Office.

I have read and understand the Academic Honesty Policy.

Student Name (please print) _____

Student Signature _____

Date _____

NORTH SHORE COMMUNITY COLLEGE
NURSE EDUCATION PROGRAM

CONTRACT AGREEMENT

I, _____ agree to comply and to conform to the rules
(please print)
and regulations of the College and of the Nurse Education Program and of those policies contained in the
Nurse Education Program handbook. Specifically, I have read and complied with the following:

Academic Honesty Policy _____

Liability Insurance _____

Completed Health Form _____

Varicella history _____ **OR** Varicella vaccine _____ **OR** Varicella Titre _____

Hepatitis B Vaccine _____ DPT _____

MMR _____

TB _____

CPR _____

HEALTH INSURANCE CARRIER _____

Signatures _____ ID# _____ Date _____
Student

Faculty

EMERGENCY FUND CONTRACT

I, _____ on this day, agree to pay back the North Shore Nurse Education Program
Emergency Fund \$ _____ by _____.

In the event that I am unable to repay this loan in the time period stipulated, I will meet with the Assistant
Department Chairperson of the Nurse Education Program to request an extension of the terms of the
loan.

**I fully understand that failure to pay back this loan in the established time frame places the
emergency fund program in jeopardy.**

Student Signature _____

Assistant Department Chairperson _____

Date _____



NORTH SHORE COMMUNITY COLLEGE

Danvers • Lynn • Beverly

TECHNICAL STANDARDS FOR NURSE EDUCATION

To the student: As you complete this form please consider your physical and mental/attitudinal ability to meet the Technical Standards associated with the health professions program that you are about to enter. Please carefully consider the General Job Description as you evaluate your ability to meet the Technical Standards specified. Contact the Nurse Education Program at (978) 762-4156, if you require more specific information about the physical and mental/attitudinal requirements of the program.

General Job Description: Assess patients using critical thinking in decision-making. Provide physical and emotional care to clients. Apply principles of therapeutic communication and teaching appropriately.

PHYSICAL		Freq*
LIFT:	clients, equipment	F
CARRY:	equipment, objects	F
KNEEL:	to perform CPR, work with clients, assist clients who fall	O
STOOP/BEND/ TWIST	assist in ADL; perform transfers, operate	F
BALANCE:	safely maintain while assisting clients in ambulation, and transfer.	C
CROUCH:	to locate and plug in equipment.	O
REACH:	to adjust equipment, to guard patient, to reach supplies	F
HANDLE:	equipment such as syringes, Bp cuffs, IV infusions	F
DEXTERITY:	to perform gross motor skills, manipulate and fine tune knobs, dials, blood pressure cuffs, equipment, scales and stretchers	F
PUSH/PULL:	wheelchairs, stretchers, patients, Hoyer lifts	F
WALK:	for extended periods of time and distances over a normal work day	C
STAND:	for extended periods of time	C

TACTILE		Freq*
PALPATE:	pulses, skin texture, bony landmarks,	C
DIFFERENTIATE:	between temperature and pressure variations	F
VISUAL		Freq*
READ:	numbers, letters, cursive writing in fine and other print in varying light levels	C
DETECT:	changes in skin color, client's facial expressions, swelling, atrophy, forms of non-verbal communication (gestures)	F
OBSERVE	client and environment in order to assess conditions or needs.	C
SEE	BP manometer, small print on vials, syringes, dials, gauges and computer screens.	C
COMMUNICATION		Freq*
SPEAK:	in English language in clear, concise manner; to communicate with clients, families, significant others and the health care team	C
RESPOND:	to client with communication disorders (aphasia, hearing loss), or those who use ESL	C
COMPREHEND:	oral and written language, including health care terminology in order to communicate with clients, families, significant others, health care providers, and community	C
WRITE/WORD PROCESS:	in English, clearly, legibly; for charts, computer input of data	C
AUDITORY		Freq*
HEAR:	heart sounds, breath sounds, client distress sounds, machine timer bells and alarms; verbal directions and requests from health care team and clients	C

MENTAL/COGNITIVE	Freq*
Function safely, effectively, and calmly under stressful situations.	F
Remain alert to surroundings, potential emergencies; respond to client situations, i.e. falls, burns, pain, change in physical status.	F
Integrate information, and make decisions based on pertinent data, in a collaborative manner.	C
Interact effectively and appropriately with clients, families, supervisors, and co-workers of the same or different cultures with respect, politeness, tact, collaboration, teamwork, discretion.	C
Communicate an understanding of basic principles of supervision, ethics, confidentiality.	C
Display basic interpersonal skills necessary to interact in situations requiring close, personal contact.	C
Display attitudes/actions consistent with the ethical standards of the profession.	C
Maintain personal hygiene consistent with close personal contact associated with client care	C
Maintain composure while managing multiple tasks simultaneously	C
Prioritize multiple tasks	C

*Performance Level: O = occasionally 50-74%; F = frequently 75-89%; C = constantly 90-100%

***Applicants who are offered admission must document their ability to perform all essential tasks with or without reasonable accommodation in order to begin the professional courses.**

If you are an otherwise qualified individual with a disability who seeks a reasonable accommodation, you need to contact the Office of Disability Services for eligibility determination for reasonable accommodation(s). For those applicants offered admission, you will be asked to self certify by signing the Technical Standards which are included in the Health Forms packet that you will be required to complete no later than July 8, 2010