PROGRAM HANDBOOK

Nurse Education Program

Student Handbook

2023-2024

ACCREDITATION

North Shore Community College's Nurse Education Program is accredited by the Accreditation Commission for Education in Nursing (ACEN):
3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326.
Telephone: 404-975-5000
Website: www.acenursing.org

The recent accreditation decision made by the ACEN Board of Commissioners for the North Shore Community College's Nurse Education Program is Continuing Accreditation.

APPROVAL MASSACHUSETTS BOARD OF REGISTRATION IN NURSING

The Nurse Education Program at North Shore Community College is approved by the Massachusetts Board of Registration in Nursing, 250 Washington Street, Boston MA 02108.
Telephone: 617-973-0900
Main 800-414-0168
Website: https://www.mass.gov/orgs/board-of-registration-in-nursing

LICENSE ELIGIBILITY

Graduates from the NSCC NURSE EDUCATION Program are qualified to work in the state of Massachusetts upon the successful attainment of a Registered Nurse license by taking and passing the NCLEX-RN. If you intend to practice outside of Massachusetts and obtain a license in another state applicants are encouraged to review the NCSBN website: www.ncsbn.org for eligibility requirements. As an applicant to the NSCC NE Program, you are encouraged to discuss your ability for licensure and work in another state other than Massachusetts with the Department Chair or Director of Nursing of the Program prior to enrollment in the Program.

MEMBERSHIP

National League for Nursing.
2600 Virginia Avenue NW, 8th Floor, Washington DC 20037.
Main: 800-669-1656
Telephone: 202-909-2500
Website: http://www.nln.org/
Email: communications@nln.org

Massachusetts/Rhode Island League for Nursing – Committee of Associate Degree Nursing Programs.
PO Box 407, Westwood, MA 02090.
Website: https://mariln.nursingnetwork.com
Email: nursing.mariln@gmail.com

NURSE EDUCATION STUDENT ACHIEVEMENT DATA

Below you will find the student achievement data for the most recent graduates of the NSCC Nurse Education Program.

Graduation Year	NCLEX-RN Pass Rate	Program Completion 100% of time	Program Completion 125-150%	Job Placement
2023	Pending	64%	Pending	Pending
2022	88%	71%	73%	96%
2021	95.6%	77%	86%	94%
2020	94%	66%	72%	92%

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The Registered Nurse Education Student Handbook is divided into 5 sections

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

NORTH SHORE COMMUNITY COLLEGE

NURSE EDUCATION PROGRAM (ADN)

Section I

NORTH SHORE COMMUNITY COLLEGE MISSION

North Shore Community College is a diverse, caring, inclusive community that inspires our students to become engaged citizens and to achieve their personal, academic, and career goals through accessible, affordable, rigorous educational opportunities that are aligned with our region's workforce needs and will prepare them for life in a changing world.

NORTH SHORE COMMUNITY COLLEGE VISION

North Shore Community College is a beacon of hope and opportunity for those who learn, live and work on Massachusetts' North Shore. The College creates responsive partnerships and collaborations to make a positive difference for residents. By providing an educated and innovative workforce, North Shore Community College contributes to the economic vitality and resiliency of the Commonwealth.

NORTH SHORE COMMUNITY COLLEGE VALUES

The Faculty and Staff at North Shore Community College exemplify the highest academic and institutional integrity through our commitment to:

1. **Access and Opportunity:** We provide access to quality higher education by offering clear and flexible pathways to academic success for the diverse populations we serve.

2. **Respect and Inclusion:** We seek to create a respectful, welcoming, and appreciative learning environment in which each person and every group belongs, is accepted, has value, and actively contributes.

3. **Educational Excellence and Innovation:** We embrace the highest standards in developing dynamic learning environments through excellent faculty and staff, academic freedom, innovative teaching methods, quality facilities, and engaging technologies.

4. **Student Learning and Success:** We are devoted to maximizing our students' ability to learn and achieve academic, personal, and professional success through appropriate support and services.

5. **Purposeful Life and Global Citizenship:** We are dedicated to empowering students to become lifelong learners and engaged citizens, to understanding the global landscape, and to equipping them for transformative careers.

6. **Social Responsibility and Justice:** We are committed to developing productive, collaborative relationships within the college and among our various constituencies so that we may serve to improve the quality of lives in the North Shore communities.

7. **Sustainability and Resourcefulness:** We uphold our heritage for tenacity, sustainability, responsible stewardship and equitable distribution of our resources.

DIVISION MISSION STATEMENT

The Division of Health Professions enriches lives and the community through high quality health and human service degree and certificate programs that are responsive to societal and workforce needs. The Division strives to inspire student success and lifelong learning through interpersonal, interprofessional, and community collaboration needed for impactful and sustainable employment. We facilitate student learning, scholarship, and leadership with a commitment to excellence in person-centered care.

PROGRAM MISSION STATEMENT NURSE EDUCATION

North Shore Community College Nursing Programs prepare individuals for entry level careers as Registered or Licensed Practical Nurses. The Programs provide students with a professional foundation that integrates the core values of diversity, equity and inclusion. Students acquire a caring professional identity along with foundational knowledge, skills and attitudes required for nursing practice in diverse health care settings. The curriculums include a wide array of learning experiences that prepare graduates to work in a global society and address the social determinants of health and health disparities and utilize best practices to improve the wellbeing of underrepresented and vulnerable populations. Each Nursing Pathway emphasizes a commitment to excellence in nursing care, professional values and lifelong learning.

VALUES

- **I**ntegrity
- **R**espect
- **E**xcellence
- **A**ccountability
- **C**reativity
- **H**onesty
- **U**nity
- **P**erseverance

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 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 patient as the individual, family and/or the community.

Nursing

1. Is a scholarly profession and practice-based discipline that is built on a foundation of knowledge and reflects the dual components of nursing science and art.
2. Is patient centered and based on a framework of caring and respect for human dignity.
3. Practice assists patients(s) in the promotion, maintenance, and restoration of health or towards a dignified death.
4. Utilizes the nursing process to meet patient 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 patients, 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 towards their potential.
4. Recognizes and builds on previous learning.

Learning is

1. Achieved based on principles from the Humanistic Learning Theory. Each individual is unique and all individuals desire to grow in a positive way.
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 they strive to stimulate and guide the student in learning activities.

ORGANIZATIONAL FRAMEWORK

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

The organizational 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 that 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 patient needs.

Maslow's hierarchy rank needs on levels according to how critical they are to survival. The levels on an ascending scale are: physiological, 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 patient'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 patient. The nurse assists patients 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. This organizational framework is supported by core concepts which are integrated

throughout the Program. These core concepts reflect knowledge and current trends in nursing education and practice and are modeled after the competencies for nursing practice developed by the Massachusetts Nurse of the Future Nursing Core Concepts.

NURSE EDUCATION END OF PROGRAM OUTCOMES STUDENT LEARNER OUTCOMES

End of Program Learner Outcomes (EPSLO) Fall 2023
1. Demonstrate use of clinical judgement to provide evidence-based, patient centered care with a focus on the social determinants of health utilizing the core values of diversity, equity and inclusion.
2. Utilize a caring professional identity and standards to provide ethical and legal nursing care for patients in diverse health settings.
3. Uphold professional accountability while utilizing leadership skills to delegate nursing care and evaluate patient outcomes.
4. Use information and technology to enhance therapeutic communication to support interdisciplinary patient care.
5. Use and evaluate quality improvement strategies at the individual and systems level that lead to optimal patient outcomes.
6. Establish a caring professional identity and grow as a provider of care by engaging in ongoing professional development.

CORE CONCEPTS: Based on the Massachusetts Nurse of the Future Competencies

1. **Patient Centered Care:** Holistic care that recognizes individual preferences, values and needs; respects the patient and/or family as a partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care.

2. **Professionalism:** Includes accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.

3. **Leadership:** Includes recognition of the role of the nurse as a leader, the ability to use critical thinking in the management of care, ability to work as part of an interdisciplinary team and to value the perspective and expertise of others.

4. **Systems Based Practice:** Plans and delivers care in the context of the patient, work unit and available resources. Identifies issues at the work unit level and communicates concerns to those who can help facilitate resolution.

5. **Information and Technology:** Use of information technology to communicate, manage knowledge, mitigate error and support decision making while providing patient centered care.

6. **Communication:** Interacts effectively with patients, families, and colleagues, fostering mutual respect and shared decision making to further patient satisfaction and health outcomes.

7. **Teamwork and Collaboration:** Interacts effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team building and development.

8. **Safety:** Minimizes risk of harm to patients and providers through system effectiveness and individual performance.

9. **Quality Improvement:** The use of evidence-based practices, quality initiatives and quality indicators to deliver safe care and evaluate quality and safety of care.

10. **Evidence Based Practice:** Identify, evaluate and use best current evidence while considering patients' preferences, experiences and values to make practice decisions.

Course descriptions, course clinical objectives, and student learning outcomes are developed using the organizational framework and core concepts. The learner is guided by the framework to apply theory to nursing practice, and to meet the student learning outcomes of the Nurse Education Program.

The Nurse Education Faculty has developed Student Learning Outcomes and Program Outcomes that reflect the Organizational framework and core concepts.

The student learning outcomes and program outcomes include the following:

NURSE EDUCATION END OF PROGRAM OUTCOMES

1. Sixty percent (60%) or more of students will complete the Program of Study within 100% of the Program length. Seventy percent (70%) of the students will complete the Program of Study within 125% -150% of the time.
2. Eighty percent (80%) or more of program graduates will pass NCLEX-RN examination as first-time test takers.
3. Eighty percent (80%) or more of the graduates will be employed as registered nurses within one (1) year of graduation.
4. Eighty percent (80%) or more of the graduates who respond will identify program satisfaction by indicating that they were prepared for practice at an acceptable level or higher.

PROGRAM OVERVIEW

The Nurse Education Program utilizes an organizational framework and core concepts to provide direction for ongoing development. The curriculum includes seven (7) nurse education courses that focus on a continuum of nursing knowledge. Each course is guided by the organizational framework and ten (10) core concepts. A competency-based 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 sub-competencies to 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, simulation 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 knowledge, skills, and attitudes to meet the educational outcomes of the Nurse Education Program.

CURRICULUM PLAN: 2023

Course Number	Course Hours	Class hours	Gen Ed LAB	Clinical	NSL	SIM	Credits	Total hours
BIO211 CMP101	**Term 1 - Summer** Anatomy & Physiology 1 Composition 1	45 45	30				4 3	75 45
Total Hours in Term TOTAL CREDITS		**90**	**30**				**7**	**120**
NSG101 NSG104 BIO212 PSY102	**Term 2 - Fall** Nursing 1 Intro Pharmacology Anatomy & Physiology 2 Intro Psychology	75 15 45 45	30	98	26	12	8 1 3 4	210 15 75 45
Total Hours in Term TOTAL CREDITS		**180**		**98**	**26**	**12**	**16**	**345**
NSG102 PSY204 NSG105 CMP102 -150	**Term 3 - Spring** Nursing 2 Human Growth & Development Nursing Role in Pharm. CMP102 -150	75 45 30 45		84	15	36	8 3 2 3	210 45 30 45
Total Hours in Term TOTAL CREDITS		**195**	**135**	**84**	**15**	**36**	**16**	**330**
NSG201 BIO214 SOC106	**Term 4** Nursing 3 Intro Microbiology Intro Sociology	90 45 45	30	166	0	14	10 4 3	270 75 45
Total Hours in Term TOTAL CREDITS		**180**	**30**	**166**	**0**	**14**	**17**	**390**
NSG202 ** NSG203	**Term 5** Nursing 4 Nurse Education Directed Elective** Registered Nurse in Contemporary Society	75 45 30	0	166	0	14	9 3 2	255 45 30
Total Hours in Term TOTAL CREDITS		**150**		**166**	**0**	**14**	**14**	**330**

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

15 class hours = 1 credit.
45 clinical practice, nursing lab hours or simulation hours =1 credit.
30 Nursing lab hours or simulation hours = 1 credit.
Students must achieve a C grade or better in all courses.

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 Nurse Education Program LPN to RN Associate Degree option must take Nursing 106: Transition to the Role of the Professional Nurse.

Reviewed Summer 2023

The Nurse Education curriculum is a competency-based program with modified self-pacing and several identified learning alternatives. The faculty has developed a Course Materials Packet for each nursing course with a clinical component. Course materials provide 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 materials. 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 seven (7) nursing courses and is supported by nine (9) courses from the disciplines of science, social science, liberal arts, and one (1) directed elective course. Four (4) courses 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 patients. Program orientation includes an introduction to each semester's course.

NURSING 1 (NSG101)

Prepares the student to view the global society holistically using Maslow's Human Needs Theory, the nursing process, and the core values of diversity, equity, and inclusion. Students are introduced to the Nurse of the Future Core Competencies for nursing practice to begin to establish a caring professional identity. Didactic, laboratory, simulation and clinical practice experiences provide the framework for the student to assimilate the knowledge, skills, and attitudes that are foundational to nursing practice across the lifespan. Evidence based knowledge and practice with sensitivity to social determinants of health and health disparities are introduced with special consideration given to the older adult, under-represented and vulnerable populations. Content draws upon the knowledge from the biophysical and psychological sciences, which are taught concurrently. The Nursing Skills and Simulation Laboratory are integral parts of learning, providing the student opportunities to observe, practice, plan and demonstrate clinical skills. Correlated clinical experiences are offered in diverse health care settings where students are taught to begin understanding and utilizing clinical judgment to provide individualized patient-centered care that leads to the most optimal patient outcomes.

8 credits (3 clinical practice & NSL credits & simulation)
(5 classroom hours per week)

INTRODUCTION TO PHARMACOLOGY (NSG104)

Introduces basic principles of pharmacology, identifying the legal and scientific principles of safe medication and immunization administration. The emphasis will be on drug nomenclature and classification systems, drug approval and regulation, pharmacokinetics, pharmacodynamics, and use of the nursing process for the safe and effective administration of medications. Evidence based knowledge and sensitivity to age, gender, culture, race, health disparities, socioeconomic status and spirituality as part of the medication administration process are introduced. The student will participate in simulated medication administration experiences.

1 credit (15 class hours)

NURSING 2 (NSG102)

Prepares the student to become a provider of care to patients across the lifespan with a primary focus on maternal and child health. The student will perform a comprehensive health assessment guided by

Maslow's Human Needs Theory and the nursing process. There is a focus on the core values of diversity, equity, inclusion, with sensitivity to social determinants of health and health disparities. Didactic, laboratory, simulation and clinical practice experiences provide the framework for the student to assimilate the knowledge, skills, and attitudes which further develop nursing practice across the lifespan. A family centered approach is emphasized with utilization of the Nurse of the Future Core Competencies. The Nursing Skills and Simulation Laboratory are integral parts of learning, providing the student opportunities to observe, practice, plan and demonstrate clinical skills. Correlated clinical experiences are offered in diverse health care settings where students are taught to continue applying clinical judgment to provide individualized patient-centered care that leads to the most optimal patient outcomes.

8 credits (3 clinical practice & NSL credit & simulation)
(5 class hours per week)

PHARMACOLOGY AND THE ROLE OF THE REGISTERED NURSE (NSG105)

This course builds on the basic principles of pharmacology from Introduction to Pharmacology (NSG104) and Nursing 1 (NSG101). Prototypes within individual drug classifications will be studied including pharmacodynamics, therapeutic actions, indications and adverse reactions. The emphasis is on the role of the nurse and the use of the nursing process in assessment, patient education, and the administration of these medications.

2 credits (30 class hours)

NURSING 3 (NSG201)

Prepares the student to practice nursing within the legal, ethical and regulatory frameworks using Maslow's Human Needs Theory, the nursing process, and the core values of diversity, equity and inclusion. Didactic, laboratory, simulation and clinical practice experiences provide the framework for the student to build upon their caring professional identity, knowledge, skills, and attitudes for nursing practice, guided by the Nurse of the Future Core Competencies. Emphasis is placed on the health care needs of the adult, older adult, and underrepresented and vulnerable patient populations. Students use evidence-based knowledge to practice with sensitivity to social determinants of health and population-based health disparities to care for one to two patients in diverse clinical settings. Students will continue to expand upon their ability to utilize clinical judgment to provide individualized patient-centered care. Collaboration with members of the health care team is fostered to enhance communication, support interdisciplinary care, and promote optimal patient outcomes.

10 credits (4 clinical practice & NSL credits & simulation)
(6 class hours per week)

NURSING 4 (NSG202)

Prepares the student to practice nursing within the legal, ethical and regulatory framework using Maslow's Human Needs Theory, the nursing process and the core values of diversity, equity and inclusion. Didactic, laboratory, simulation and clinical practice experiences provide the framework for the student to build on their knowledge, skills, and attitudes for nursing practice, guided by the Nurse of the Future Core Competencies. Emphasis is placed on the care of the adult in the medical/surgical and mental health settings. The concepts of nursing management, leadership and delegation are introduced to enhance students' caring professional identity. Students use evidence-based knowledge with sensitivity to social determinants of health and population-based health disparities to provide holistic, patient-centered care for a patient or group of patients in diverse clinical settings. The learner builds competence with clinical judgment, leadership, management, delegation and interdisciplinary collaboration to provide the most optimal patient outcomes.

9 credits (4 clinical practice & NSL simulation)
5 (class hours per week)

THE REGISTERED NURSE IN CONTEMPORARY SOCIETY (NSG203)

Prepares the student to make the transition into the role of the professional nurse by critically examining leadership, management, contemporary practice issues, and the nursing licensure process. The professional role of the nurse is explored from a contemporary, historical, economical, and political perspective. Emphasis is placed on viewing issues from a global perspective with consideration of the social determinants of health and health disparities when caring for underrepresented and vulnerable populations. Students are expected to read critically and analytically on topics that impact nurses in contemporary practice settings. Students continue to build a caring professional identity as they learn the legal and ethical components of nursing licensure and the process to prepare and apply for NCLEX - RN.

2 credits

TRANSITION TO THE ROLE OF THE PROFESSIONAL NURSE (NSG106)
(Bridge course for advanced placement LPN to RN students)

This course prepares selected Licensed Practical Nurses (LPN) 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, the Nursing Process and the Massachusetts Nurse of the Future Core Competencies. Selected topics and skills are presented to provide a synthesis of prior learning with the philosophy and student learning outcomes of the Nurse Education curriculum.

2 credits (hybrid)

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 an assigned faculty advisor to reach educational goals. The student is an active participant in the learning process.

Opportunities for advanced placement are available to Licensed Practical Nurses (LPN) 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

* Policies denoted with an asterisk are required by MABORN

NON-DISCRIMINATORY POLICY

Policies in the Nurse Education Student Handbook follow the North Shore Community College Policy Statement on Affirmative Action, Equal Opportunity, and Diversity.

North Shore Community College maintains and promotes policies of non-discrimination on the basis of race, creed, religion, color, gender, gender identity, sexual orientation, age, disability, genetic information, maternity leave, military service and national origin ("protected class(s)/classification(s)." Further, this policy prohibits retaliation and incorporates by reference, and where applicable, the requirements of Titles VI and VII of the Civil Rights Act of 1964; Title VI of the Civil Rights Act of 1968; Titles I and II of the Civil Rights Act of 1991; Title IX of the Education Amendments of 9172 and its regulations found at 34 C.F.R. part 106; Equal Pay Act of 1963; Civil Rights Restoration Act of 1988; Sections 503 and 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Section 402 of the Vietnam-era Veterans Readjustment Act of 1974, Uniformed Services Employment and Reemployment Rights Act (USERRA); Age Discrimination Act of 1975; Age Discrimination in Employment Act of 1967, as amended; Family and Medical Leave Act of 1993; Federal Executive Order 11246 of 1965, as amended by Executive Order 11375 of 1967; Federal Executive Order 12900 of 1994; Federal Executive Order 13145 of 2000; Federal Executive Order 13160 of 2000; Federal Executive Order 13166 of 2000; Massachusetts Civil Rights Act; Massachusetts General Laws Chapters 151B, 151C, and Chapter 149.

ACADEMIC POLICIES

I. EVALUATION, TESTING AND GRADING

EVALUATION OF STUDENT ACHIEVEMENT

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

1. The course and clinical competencies (formative and summative evaluations).
2. Competencies of the Associate Degree Nurse (ADN) 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 (2) ways:

1. **Formative evaluation** is a participatory process through which both the student and faculty evaluate the student's progress, using a 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 the 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 Process in the Nurse Education Program Student Handbook in the appendix.

B. NURSING 4 CAPSTONE SIMULATION EXPERIENCE

Students must successfully meet the objectives for the experience to pass Nursing 4. Students who do not meet the objectives have one (1) opportunity to remediate.

C. STUDENT GUIDELINES FOR TESTING

Testing is an important part of the program's evaluation process. Tests fall into five (5) categories: In-class or online quizzes, self-tests, unit examinations, mathematics examinations, and final examinations. Requirements to be completed prior to testing are found on the course requirement pages found in the course materials.

Students enrolled in NSG101, NSG202 and NSG203 are required to take an Assessment Technologies Institute (ATI) examination as part of their course work.

A **self-test** covers a unit of study. It is designed to help the student evaluate readiness to test the unit examination. Self-tests are included in the course materials. Achievement of an 80% or better on the self-test is an indicator that 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.

ALL TESTS ARE THE PROPERTY OF THE COLLEGE

1. TESTING POLICIES FOR COMPUTER-BASED TESTING

A. Unit tests are taken on computers at the Center for Alternative Studies (CAS) during scheduled hours.
B. Testing is not allowed on a clinical day if the student has been absent from clinical, NSL or Simulation lab on that day.
C. Students cannot leave clinical, class, NSL or Simulation lab early to test.
D. Students may test only one (1) unit of study per day.
E. Students must test in sequence of the units.
F. Students must read, sign, and agree to follow the academic honesty policy.
G. Students violating the testing policies will be penalized with a cap of the unit test grade at 75%. Examples of testing violations include, but are not limited to:
    a. Testing on an absence day from clinical, class, NSL or simulation experience.
    b. Taking more than one (1) test on a given day.
H. Students who do not take unit tests by the completion date within the posted test center hours will be capped at 75% for the first missed test and a zero (0) grade for any other missed exams.
I. Technology support is available to students during normal test center operating hours and students may email them at netesting@northshore.edu

2. TESTING PROCEDURE FOR COMPUTER-BASED TESTING (EXAM SOFT) ON CAMPUS

A. Complete Exam Soft Orientation.
B. Complete all requirements for the unit of study.
C. Present valid picture ID to the test supervisor at the Test Center.
D. Unit tests will be issued only if a student has seventy-five (75) minutes or more to complete the examination within the operating hours of the CAS for on campus testing. Students will be given a copy of the test center operating hours at the beginning of each semester.
E. In the event that the number of students wishing to test exceeds the number of computers for on campus 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 lounge area. There is no guarantee of computer availability.
F. On a completion day, students must sign in two (2) hours prior to the posted closing hour.
G. Enter time, name, unit, form number, and test station letter on paper testing sheet.
H. Secure books and personal belongings in areas provided.
I. Enter testing area and sit at an assigned computer. Pencil and paper are provided in the test area. This must remain in the test center.
J. Talking or non-verbal communication is not allowed during testing; however, students may raise their hand if assistance is needed.
K. Tests are not timed but students must complete examinations thirty (30) minutes prior to the test center closing time.
L. Upon test completion students are allowed up to ten (10) minutes to review incorrect answers. A separate password will be provided to allow students to review.
M. In the event of a fire alarm students should exit the test center and follow the fire drill protocol. Computers must remain on.

3. TESTING PROCEDURE FOR BLACKBOARD TESTING

Nursing courses may use the testing feature in the LMS Blackboard. Specific details about Blackboard testing either remotely or in class will be detailed in the nursing course syllabus.

4. PROCESS FOR UNIT TEST REVIEW

A. During the exam students may write comments on the paper testing form received at the test center or write in the notes section of Exam Soft pertaining to the specific question. If paper form is used it must be submitted to the test center personnel prior to leaving the test center.
B. Students may make an appointment to discuss test content or concerns with their advisor during office hours. Review must occur after the completion date and prior to the next completion date.
C. Students are permitted to review only the test questions related to the most recent completion date, and not after the final exam.

5. MATHEMATICS EXAMINATIONS include tests taken during the freshman nursing courses. These include:

A. 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 as scheduled by the faculty until an 80% score is achieved. Students must successfully complete the basic mathematics examination prior to testing the equivalency examination.

B. 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. The <u>initial score</u> of the exam is a part of the NSG104 grade.

Students must successfully pass these two (2) exams to administer medications in the clinical setting. Students must have a minimum of three (3) clinical days to administer medications for evaluation of this clinical competency. Students failing to pass the mathematics exams by the completion date will be placed on academic and clinical warning. The warning will state that the student is at risk for failure in meeting the competencies for Nursing I.

6.   FINAL EXAMINATIONS

These are cumulative examinations taken at the end of each nursing course in a proctored classroom. Students are required to bring their laptops to campus for final exams.

7.   COMPLETION DATES

One of the primary goals 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 has several completion dates. Each completion date is identified as a part of the course schedule. Students who do not take the tests by the completion date will be allowed to test; however, the grade will be capped at 75%. A zero (0) grade will be given to any other missed exams. Students who are unable or fail to take unit exams by the completion date must contact their advisor regarding their academic standing prior to or within one (1) academic day of the completion date.

Extensions to completion dates will be considered by the teaching teams for urgent situations. Students must email their advisor for consideration prior to the completion date. See the policy below on extenuating circumstances.

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

8.   EXTENUATING CIRCUMSTANCES

In the event a student cannot test by the scheduled completion date due to an unforeseen extenuating circumstance, (accident, disaster, family extreme illness, death of a family member, quarantine, etc.) the student may request an extension to test by adhering to the following guidelines:

A   Submit a written request for an extension via EMAIL to the faculty advisor PRIOR to the completion date.
B.   Within the written request, include details of the unforeseen situation and the extra time requested. Times may vary for different situations.
C.   A definitive answer may not be given right away, as team faculty will need to discuss as a unit before a decision may be rendered. The student may need to provide proof of their circumstance, such as a heath provider note before a conclusion is reached.
D.   If the student circumstance impacts a technical standard for clinical the student will need a health

provider note.

E. The student is responsible for completing the exam by the time requested in the extension, or as mutually agreed on with faculty.

9. COURSE GRADING FOR COURSES WITH A CLINICAL COMPONENT

Students are required to attend classes, clinical laboratory experiences, nursing skills laboratory (NSL) and simulation laboratory sessions. 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. There are no exceptions and grade calculations are covered in the sections that follow, Nurse Education grading, etc. in sections 9-12.

10. NURSE EDUCATION GRADING

Grading System – Faculty members will award the following grades to students. The Quality Points for each grade are listed. The raw score range is a guideline for faculty.

A	4.0	93-100	B-	2.7	80-82	D+	1.3	67-69
A-	3.7	90-92	C+	2.3	77-79	D	1.0	63-66
B+	3.3	87-89	C	2.0	75-76	D-	0.7	60-62
B	3.0	83-86	C-	1.7	70-74	F	0	Below 60

11. POLICY OF GRADE ROUNDING

Grades on course assignments and examinations which are determined by percentages involving decimals will not be rounded and remain posted at two (2) decimals. Only **FINAL course grades** which are determined by percentages involving two (2) decimals should be rounded up to the next whole number when equal to .50 or greater. When the decimal is less than .50 the grade is to be rounded down. **EXAMPLE:** 89.43 = 89 and 89.51 = 90.

12. CLINICAL GRADING POLICY

A minimum academic grade of **75% (C) <u>and</u> a "pass"** clinical evaluation must be achieved in all courses in the Nurse Education Program of study.

Unit examination scores comprise 70% of the final grade and the final exam is 30% of the final grade for nursing courses NSG102 and NSG201. In nursing courses with ATI proficiency such as NSG101 and NSG202, students earning proficiency scores may earn up to 2% of the final grade, based on the earned score on ATI.

13. FINAL GRADE CALCULATION (Written Assignment Course Points)

Students in NSG101, NSG102, NSG201, and NSG202 who obtain a 75% average or better on unit exams and the final exam will then have their final course grade calculated using grades achieved on the additional course assignments. Grades for other assignments (examples; papers, oral presentations, teaching plans and projects) will be factored in only when the average grade for the unit tests and final exam is 75% or greater.

Other assignments are identified in the course materials. Student who do not satisfactorily complete written assignments will not pass the course. Final grades are rounded from two (2) decimal places to

whole numbers.

For example: 89.43 rounds down to 89.
89.57 rounds up to 90.

To obtain a passing grade the student must:

1. Complete all class, clinical, NSL and simulation 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.
4. Complete course, agency, and clinical evaluations prior to final exam.
5. If assignments are not submitted by the due date, they will not be eligible for the additional points.
6. For Nursing 4: Students must complete the program evaluation to be able to sit for the final exam.

For NSG104, NSG105 and NSG203 students should refer to the course materials for grading details.

14. CRITERIA FOR WRITTEN ASSIGNMENTS

Course assignments must follow the written assignment grading guide established by the Nurse Education faculty. Universally accepted medical and nursing abbreviations may be used in nursing care and teaching plans. The assignments should be submitted as a Microsoft office Word document. Assignments that do not meet criteria will be returned one (1) time only for rewriting/correction and the student will be referred to the writing center. Assignments must be resubmitted within one (1) week for regrading. Assignments not submitted by the due date will not be eligible for points. All papers are required to complete the clinical component of the course and failure to do so will result in a course failure. Students are encouraged to make an appointment with the Tutoring Center in Navigate.

15. ACADEMIC ACCOMMODATIONS ACCESSIBILITY SERVICES

As a student at North Shore Community College (NSCC), you are invited to engage in an interactive, collaborative partnership with Accessibility Services and your professor to meet any disability-related need for reasonable academic accommodations in any course.

To begin this process, please visit **www.northshore.edu/accessibility/** and follow the outlined procedure to request services. Follow the process listed on the website to request services.

Students with extended test time are required to follow faculty instructions for the date and time of testing in the Center for Alternative Studies or when testing remotely. Students must take the exam at the time it is scheduled to receive the extended time.

II. THE USE OF SOCIAL MEDIA*

A. POLICIES

1. The NE Program supports the appropriate use of social media.
2. The use of social media is prohibited during all student lab, simulation and clinical learning experiences.
3. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.
4. Students are responsible for knowing and abiding by the policies of the clinical agencies to which they are assigned regarding the use of electronic devices in patient care areas. Students are not allowed to text, email, take photos or video record for personal reasons while in the clinical agency.

B. GUIDELINES FOR SOCIAL NETWORKING

1. Students must not transmit or place online individually identifiable patient information.
2. Students must observe ethically prescribed professional patient-nurse boundaries.
3. Students should understand that patients, colleagues, institutions, and employers may view postings.
4. Students should take advantage of privacy settings and seek to separate personal and professional information online.
5. Students should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.

C. TIPS TO AVOID PROBLEMS

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

III. ACADEMIC PROMOTION, PROGRESSION POLICY, AND GRADUATION POLICY*

The student must achieve a GPA of 2.0 and complete all courses required in the first semester in order to be eligible for promotion to the second semester in each academic 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 concurrent curriculum plan to continue in the sequence of nursing courses and to graduate. Students must complete the online petition to graduate form at the beginning of the semester to confirm graduation eligibility.

IV. ACADEMIC/CLINICAL WARNING POLICY

When a student is having difficulty in either the theoretical or clinical component of a course, the student will be placed on an academic/clinical warning. Students will be notified in writing by their advisor and/or clinical or simulation instructor and will be advised to take appropriate action. Forms must be read and signed by both the student and the faculty member. 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 or clinical warning:

A. ACADEMIC COMPONENT

1. Grade point average of 77 and below.
2. Repeated failure to keep appointments with advisor/clinical instructor, NSL instructor or simulation instructor.
3. Repeated absences from classes.
4. Repeated failure to comply with program policies.

B. CLINICAL COMPONENT

1. Unsafe practice.
2. Failure to progress towards meeting clinical competencies within a reasonable time period.
3. Failure to apply theory to practice.
4. Inadequate preparation for clinical, NSL experiences and/or simulation experiences.
5. Absences from clinical experiences, NSL experiences or simulation experiences.
6. Repeated lateness for clinical, NSL experiences and/or simulation experiences.
7. Conduct which conflicts with professional behavior policy.
8. Testing on a clinical skills lab or simulation day, when absent from the clinical skills lab or simulation area on that day.
9. Failure to meet due dates for required clinical, NSL, and simulation assignments and activities.

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 a:

1. Incomplete health form.
2. Incomplete Nursing Skill Laboratory and simulation requirements.
3. Incomplete documentation of current American Heart Association BLS certification health care provider level and incomplete Dementia Cares certification.
4. Incomplete clinical orientation centralized clinical placement modules (CCP).
5. Unsafe performance.
6. Positive urine drug screen.
7. Incomplete CORI or SORI state or national.

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

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

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 of Nursing Examination, NCLEX RN. The General Laws of Massachusetts govern 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."

The 2006 **Adam Walsh Act** allows private and public organizations to request a search of the Massachusetts Department of Children and Families Central registry to determine if an individual has any substantiated report of child abuse and/or neglect within the Commonwealth of Massachusetts. The CPS central registry check does not include unsubstantiated reports. Criminal Offender Record Information (CORI) or Sexual Offender Registry information (SORI) uses the registry to perform background checks for prospective employers, licensing authorities, and other public agencies permitted by law to request such checks.

Candidates who have had substantiated reports with DCF will need to meet with the MABORN to determine their eligibility to take the licensing exam.

There is no process currently to have a review of DCF reports prior to applying to take NCLEX.

II.   VALOR ACT – ACADEMIC CREDIT EVALUATION POLICY*

The VALOR Act (Senate Bill 2254) requires that as a public institution of education in the Commonwealth, North Shore Community College develops a set of policies and procedures that govern the evaluation and award of academic credit for student's military experience, training, coursework, and occupation/s. The act also mandates that each institution designate a single point of contact for student veterans who will also have responsibility for decisions regarding the award of such academic credit.

As a Military Friendly School, North Shore Community College proudly supports a comprehensive Academic Credit Evaluation Policy for our military students. NSCC recognizes the value of the many foundational training and leadership learning experiences provided by the United States Army, Air Force, Navy Marine Corps and Coast Guard. Veteran and active-duty students often receive academic credit for these experiences, which can shorten the time it takes to complete a degree and prepare them for smooth military-to-workforce transition.

Please refer to: https://www.northshore.edu/cas/veterans/evaluation-policy.html for more information

III.   ADMISSIONS POLICY*

Admission information for the Nurse Education Program is available at the Enrollment Service Offices located at the Danvers and Lynn Campuses or online at www.northshore.edu/academics/programs/nsg Students may call these offices at (978) 762-4000 (Danvers) and at (781) 593-6722 (Lynn) for information. Information sessions are held monthly during the academic year. Attendance at an information session is required prior to submission of an application to the program. Interested candidates can sign up to attend an Information session at www.northshore.edu/academics/programs/nsg/mandatory-info-sessions.html

NSCC Nurse Education Program is committed to promoting an educational environment where diversity is encouraged without regard to race, gender, sexual orientation, color, national origin, age, religion or accessibility status.

IV.   READMISSIONS POLICY*

Students who have withdrawn, failed or interrupted their sequence of study may apply for readmission within two (2) years of withdrawal; to the Enrollment Service Office. Students seeking re-admission must meet current admission requirements, and are required to submit a readmission application and attend an informational meeting with the Department Chair and a NE faculty member. If readmitted, students are permitted one (1) readmission to the Nurse Education Program on a space availability basis.

Re-admission applications must be submitted by the priority deadline date posted on the program webpage. Enrollment Services will send notice of re-admission to an individual in the month of April notifying an individual of admission status for the fall semester OR in November for spring semester admission.

The following requirements and conditions **MUST** be met for consideration for re-admission into the Nursing Education Program at North Shore Community College:

1. Meet the current admission requirements of the NE Program and College.
2. Submit a completed application with an essay addressing the changes one has made to enhance academic success if readmitted to the NE Program.
3. Schedule and attend an informational meeting with the Department Chair and a faculty member during the readmission process.

Before re-entering the NE Program, the following are required of an individual:

A. Proof of health insurance.
B. BLS certification.
C. Required up to date Immunization and Technical Standards.
D. CORI/SORI and Urine Drug Screen.
E. N95 mask testing may be required.

V. EDUCATIONAL MOBILITY POLICIES

Students may meet the Nursing Education Transfer Compact (NETC) by completing an Associate degree in Nursing at North Shore Community College and by completing the Mass Transfer block. Students with a 2.75 GPA from NSCC are eligible for Mass Transfer RN to BSN. NETC students are required to apply for Mass Transfer eligibility at NSCC and apply for admission to SSU RN to BSN program. Students must pass the Nursing Licensure exam NCLEX-RN to be eligible for the SSU RN to BSN program. Students are required to complete nursing courses specified by the RN to BSN major, to complete the 120 credits needed for graduation. This Program is temporarily on hold.

North Shore Community College maintains transfer agreements with several BSN Programs. A full list of Transfer Programs is available on the NSCC web site at https://www.northshore.edu/transfer-services/

VI. ADVANCED PLACEMENT POLICY LPN TO RN*

The Nurse Education LPN to RN option offers advanced standing credit for Licensed Practical Nurses (LPN's) to earn their associate degree in nursing and take the licensure exam to become a Registered Nurse. For detailed information, application and list of dates to learn about the program option visit the academic program page at https://www.northshore.edu/academics/programs/nsg/advanced-placement-option.html

VII. STUDENT RECORD POLICIES

Official academic records are maintained by the Enrollment and Student Record Office on the Danvers campus. This academic record is the only permanent record guaranteed maintenance in perpetuity. In accordance with the provisions of the Family Education Rights and Privacy Act (FERPA), North Shore Community College has adopted the regulations to protect the privacy rights of its students. Written student consent is required before disclosing personally identifiable information to a third party.

The NE Program Record: The Nurse Education Program maintains nonpermanent records of students currently enrolled in the program to document verification that students are fulfilling progression criteria. The student's Faculty Advisor will maintain the nonpermanent record files of currently enrolled students in a locked file cabinet. Students requesting access to their records housed in the NE department may do so by contacting their faculty advisor and making an appointment to review their folder. The nonpermanent program file will include:

Program Record Contents
Student Data Sheet Summative Clinical Evaluation Forms ExamSoft Academic Advising/Clinical Warning Forms CARES Dementia Training Certificates (2 modules/8 hrs.) Nursing Skills Lab Verification Form – Program File Handbook Verification Form (year 2) Evidence of Clinical Make-up Fiction and Confidentiality Contract – Program File NE Program documents Maintained by Castle Branch in perpetuity: Audio Visual Release Form Basic Life Support Certification Code of Conduct Signed Policy Student Handbook acknowledgement form Copy of Health Insurance Information

Post-Graduation Policy

Each student graduating from the Nurse Education Program and those who have withdrawn shall have their files stored in a locked cabinet and maintained for five (5) years by the Department Chair, after which time they are destroyed.* The Student Clinical Evaluation Record (Formative Form) is destroyed after course completion.

Graduate and Withdrawn Student Record Policy

Records are kept in the Nurse Education suite in a locked cabinet in a locked room for five (5) years following graduation or withdrawal from the Program by the Department Chairperson or designee.

Transcript Policy

Official transcripts may be obtained by logging into MyNorthShore. Search for the Transcript Request tile and complete the form. Students will need to pay the appropriate fee.

VIII. REFERENCE LETTER REQUEST

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

IX. PROFESSIONAL BEHAVIOR POLICY

Students are expected to act in a professional manner in any academic or clinical setting. They must accept responsibility for their own behavior and practice and be free from tobacco, drugs and alcohol in all classroom and clinical settings. 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.

X. ACADEMIC HONESTY POLICY

NSCC students are expected 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 Director of Nursing for consideration of disciplinary action. Disciplinary action may include:

1.   Course failure.
2.   Dismissal from the Nurse Education Program.
3.   Dismissal from the College.

Dishonest academic behavior includes, but is not limited to:

Cheating: (list not all inclusive)

1.   Use of unauthorized notes during an examination.
2.   Giving or receiving unauthorized assistance on an examination.
3.   Copying from someone else's examination, term paper, homework, or report.
4.   Theft of examination materials.
5.   Use of unauthorized electronic devices.
6.   Falsification of works or records.
7.   Discussion of test items with those who have not tested.

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 Director of Nursing for consideration of further disciplinary action. The Director of Nursing will review the case and determine if further action needs to be taken with the Dean of Academic and Student Development.

Disciplinary action may be appealed by the student. A full description of the student grievance procedure is available 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 Nurse Education Program handbook appendix.

XI. 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 patient's safety).
4.   Inappropriate behavior.
5. Inability to meet compliance standards for clinical placement (background checks and drug

screening).
6. Unprofessional behavior.
7. Clinical absence that is a no show, no call.

A committee will be convened when necessary and shall include:

1. The Director of the Nurse Education Program, who will serve as the chairperson.
2. One Nurse Education faculty member and the Department Chairperson.
3. One alternate committee member from the NSCC Faculty and/or professional staff.

Procedure for Dismissal

Students failing to meet academic performance criteria and/or clinical competencies will not be allowed to continue in the program. 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 Director of the Nurse Education Program for review.

Dismissal Process

1. The faculty member recommending dismissal will present the circumstances to the Director of the Nurse Education Program. A decision will be made as to whether the dismissal process will be initiated.
2. The Director of the Nurse Education Program will notify the student in writing of the reasons the dismissal process has been initiated and the date the dismissal committee will convene.
3. In the case of unsafe clinical performance or inappropriate behavior, the Director of the Nurse Education Program reserves the right to suspend the student from nurse education classroom and/or clinical activities until the committee reaches a decision.
4. The Director of the Nurse Education Program will convene the dismissal committee within five (5) working days from the date of notification to the student.
5. The student may participate in the discussion and clarification of circumstances at the committee meeting with the option of having an advocate per college policy in attendance.
6. The members of the dismissal committee will then review 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 (5) working days.
7. A summary of the proceedings will be prepared by the Director of the Nurse Education Program and made part of the student's record.
8. If the student is not satisfied with the decision of the dismissal committee, they may, within five (5) working days, file the Nurse Education appeal form found in the Student Handbook appendix; with the Dean of the Division of Health Professions, completing parts I and II.

XII. ACADEMIC/CLINICAL GRADE APPEAL POLICY

An academic failure is defined as a grade below 75% on exams.

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. Students should meet with their academic advisor prior to completing the appeal form. Appeals should be submitted within five (5) working days of the notification of failure.

XIII. CLINICAL GRADE APPEAL POLICY

An academic failure is defined as a grade below 75% on the clinical evaluation tool.

If a faculty member determines that a student fails to meet clinical competencies, the student should meet with their academic advisor and may request a conference with the Department Chairperson prior to the student completing and filing Part I of the Nurse Education Clinical Grade Appeal Form, found in the appendix within five (5) working days of the 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 clinical faculty.

The decision at this level will be entered on the student's record. A failure of the clinical component of a course constitutes a course failure. If the student is not satisfied with the decision of the Department Chairperson, the student may within five (5) school days file the Nurse Education Program clinical grade appeal form with the Director of the Nurse Education Program.

The Department Chairperson will convene a meeting with the student and may include involved faculty members and the Director of the Nurse Education Program. The case will be reviewed to determine if due process has been followed.

The Director of the Nurse Education Program will complete Part III and may:
- a. Return the case, for reconsideration, or
- b. Uphold the decision of the Director of the Nurse Education Program.

An academic or clinical grade appeal is not considered a program grievance.

XIV. PROGRAM GRIEVANCE*

A grievance is an expression of dissatisfaction about something or someone that is the cause or subject of protest. The Nurse Education Program supports the "Student Grievance Procedure" published in the North Shore Community College Students Rights and Responsibilities Handbook:
https://northshore.smartcatalogiq.com/en/current/college-catalog/student-handbook/
Prior to filing a formal grievance, students are encouraged to first:

1. Discuss the matter with the appropriate faculty member.
2. If the matter is not resolved, the student should schedule a meeting with the Department Chairperson within two (2) working days.
3. If the matter cannot be resolved by the parties, the student should file a written grievance following the Student Grievance Procedure in the Student Rights, Responsibilities and Policies Handbook website listed above.

XV. HEALTH IMMUNIZATION

Candidates for admission must provide satisfactory evidence of compliance with the immunization requirements specified by the Massachusetts Department of Public Health. Those requirements can be found here: https://www.mass.gov/info-details/school-immunizations and on the Health Form that is mailed to all accepted students.

Students must submit the required completed health immunization form to be enrolled in the Nurse Education Program as listed below.

XVI. HEALTH AND IMMUNIZATION REQUIREMENTS

1. Tetanus, diphtheria, and pertussis: (TdaP) vaccination required within the past 10 years, then a Td booster every 10 years.
2. Measles - evidence of two live vaccinations or immune titer results required.
3. Mumps - evidence of two live vaccinations or immune titer results required.
4. Rubella - evidence of two live vaccinations or immune titer results required.
5. Hepatitis B - evidence of a positive titer or evidence of a completed two (2) or three (3)-part series followed by titer with positive results.
6. Varicella (chickenpox) - evidence of two vaccinations or immune titer results required.
7. Meningitis - Menveo or Menactra dose required after 16th birthday for all newly enrolled students between 16-21 years old (these vaccines are known as MenACWY, formerly listed as MCV4) or a waiver.
8. Two Step Tuberculin Skin Test (TST) upon admission or IGRA-serology (T-SPOT or QuantiFERON GOLD). One step annual TST test for subsequent years of enrollment.
9. A Health Provider screening with chest x-ray in the last five (5) years is required for individuals with positive TST results. The College will provide a screening form.
10. Annual flu vaccine.
11. *Covid vaccination series and one bivalent booster.

MEDICAL/RELIGIOUS EXEMPTION

Students who cannot be vaccinated for COVID-19 because of a medical reason or religious belief may request an exemption through the College. **Exemptions or reasonable accommodations are not guaranteed.** Personal and philosophical reasons for not getting vaccinated are insufficient, and requests of this nature will be denied.

Individuals who wish to submit a medical exemption must provide a letter from either their MD, NP or PA that states administration of COVID-19 vaccine is likely to be detrimental to the individual's health. For religious exemption, students must state in writing how this vaccine conflicts with his/her/their religious belief.

Students seeking a covid vaccination exemption must submit an email request to the Dean of Health Professions at lvinci@northshore.edu . Submit the request along with the Program name prior to the due date for vaccinations. Clinical placement can not be guaranteed for students with exemptions which may mean the student will be unable to complete the required courses and graduate from the program.

FALSIFYING VACCINATION RECORDS

As you may have read, there have been instances of people submitting falsified vaccination records to various institutions. This is fraud. We will be checking the veracity of any card that appears suspicious, and submission of a falsified card will result in disciplinary action.

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 and is also in the Appendix section of this student handbook.

Students who are unable to meet technical standards are advised to contact the Wellness and Accessibility Services office or go to the Accessibility Services component of the College web page at https://www.northshore.edu/accessibility/ for further assistance.

Students are required to contact the Director of the Nurse Education Program if they are unable to meet the Technical Standards while enrolled in the program. Students who do not meet the Technical Standards are not eligible to rotate to clinical agencies. Students with temporary activity restrictions need to provide documentation from their health care provider that they can meet the technical standards without limitations prior to the return to clinical practice.

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

In accordance with Title IX of the educational amendments of 1972, absences due to pregnancy or related conditions, including recovery from childbirth shall be excused for as long as the student's Health care provider deems the absences to be medically necessary. When the student returns to the College she shall be reinstated to the status she held when the leave began. The College may offer the student the opportunity to make up any missed work. The College may offer the student alternatives to making up missed work, such as retaking the semester, taking part in on-line instruction, or allowing the student additional time in the program. For additional information the student should contact the Chief Diversity and Equity Officer, Nikki Pelonia at 978-762-4010 or via email at npelonia@northshore.edu .

Due to the potential presence of contaminants in the clinical setting, it is advised that pregnant students contact their health care provider to ensure that there are no health concerns or limitations. To be in the clinical area, Nursing Skills Laboratory of Simulation experiences while pregnant, students must be able to meet the technical standards for nursing students.

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. Students must provide written documentation from their health care provider, clearing them for clinical practice. (Please refer to clinical absence policy.)

XVII. ATTENDANCE POLICIES*

A.   ORIENTATION SESSIONS TO THE NURSE EDUCATION PROGRAM

Attendance at orientation sessions is required. There is a one-day orientation session each May to the Program and a second orientation day each August for orientation to the Nursing skills laboratory, the simulation laboratory, the Testing Center, College Library and Technology used by the program.

Students are orientated to the LMS Blackboard, college email and the academic planning tool Navigate during the May orientation. The Nurse Education program requires students to use the Learning Management System Blackboard for all academic courses. Students are required to complete the online learning 101 course to learn how to successfully use Blackboard. Students need to have basic computer literacy skills, and up to date laptop computer and reliable internet access. College email is the official communication method used by the College.

B. CLASS ATTENDANCE

Attendance at class virtually and face to face is required and will be monitored. Students who do not attend class may not meet course objectives, and will be placed on early alert, midterm warning and/or academic warning. Students must attend more than 80% of class hours in each course to earn a C grade or better.

Class absences impact learning and affect a student's ability to be successful. The nursing program faculty recognizes that students are adults and often need to make choices that may impact class attendance. The nursing student is accepted to prioritize school and work requirements appropriately to ensure academic success. Faculty cannot excuse absences. Absences due to routine issues are not excused. Routine reasons include, but are not limited to:

- Car maintenance
- Picking up extra shifts or hours at work
- Routine medical or dental appointments and exams or vacations
- Orientation or start at a new job
- Routine child pickup from school/caregivers
- Attendance at events

Electronic attendance tools are used to monitor attendance. Students signing into class for other students is prohibited.

C. CLINICAL ATTENDANCE: Simulation and Lab Attendance Policies

Clinical attendance Policy: Attendance at all clinical, laboratory and simulation experiences are mandatory. Students must arrive at the clinical faculty on time, in proper attire, and prepared to participate in all aspects of the learning experience. Students arriving late will not be able to participate in clinical learning and will be considered absent. In the event of a travel advisory, traffic accident or other special occurrence the faculty member will review the circumstances with the student to determine if they can participate in clinical and safely accept the patient care assignment. Absences are tracked throughout enrollment in the nursing program.

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

1. Notify the agency and the Clinical Instructor before the scheduled arrival time as directed by the Clinical instructor.

2. Email the clinical instructor no later than 48 hours, with a written explanation of the absence.

3. Submit a written Health Care Provider letter for absences longer than (2) consecutive clinical days. The letter must document that the student is fully able to meet the technical standards for nursing practice to return to the clinical area.

4. Absences that exceed three (3) clinical days per nursing course will result in course failure.

5. Failure to notify the instructor prior to start of clinical or clinical simulation will result in clinical warning and suspension from the clinical unit until the student meets with the clinical instructor and Department Chair to review the situation.

6. Students must submit a written Health Care Provider letter for absences longer than two (2) consecutive clinical days. The letter must document that the student is able to meet the technical standards for nursing practice to return to the clinical area.

7. Missed clinical hours due to instructor absence: Students will be assigned a makeup assignment or clinical hours will be rescheduled. Students are expected to be available for rescheduled clinical hours.

8. Medical illness or medical and family emergencies are often unanticipated/unforeseen and absence as a result of these is considered on a case-by-case basis. A student who misses simulation, lab or clinical experiences due to unforeseen circumstances may not be able to meet the course learning outcomes and may receive a failing course grade.

D. NURSING SKILLS LAB POLICIES (NSL)

1. NSL activities are considered clinical learning activities. On time attendance is mandatory. Absences from skills lab must be made up to successfully pass Nursing courses.

2. Demonstration and Practice 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. Students are expected to spend additional time practicing in order to master skills prior to skills performance evaluation.

3. Skills Performance Evaluation
   A skills performance evaluation is an evaluation of the student's proficiency with a clinical skill. Required skills are listed in the course materials. Students who are unable to meet proficiency with the skills will not meet the course requirements. All NSL skills performance evaluations must be completed by the completion date.

4. Missed NSL Activity
   If a student is unable to attend a weekly lab group, skills performance evaluation, the student must contact the NSL instructor prior to the class or appointment. Students absent from an NSL demonstration and practice are required to make up the lab with an equivalent assignment determined by the NSL instructor with an assigned due date. Failure to complete the make-up assignments by the due dates will result in a course failure.

E. 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 Blackboard for rescheduled class times.

Clinical Attendance Emergency School Closings

1. A mandatory College closing (classes cancelled) is announced prior to the start of scheduled clinical, the student will not be required to attend clinical for the duration of the cancellation.

2. If mandatory College closing (classes cancelled) during the day/evening, after the student has arrived at clinical, 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 site. Should the student decide that travel is not prudent, they are to follow the program policy regarding "absence from clinical": (e.g. calling the clinical instructor). Students also need to email the course team leader. Students will have to make up the hours per the clinical absence policy.

5. If the college has a delayed opening on a clinical day the clinical instructor will contact students with appropriate instruction.

6. Students may attend clinical on holidays that are not typically observed by health care agencies (e.g. College Professional Day, Patriot's Day) or any other day at the program's discretion.

7. Students may opt into the College Emergency Notification System through the MyNorthshore.

F. COURSE, CLASSROOM AND CLINICAL SCHEDULES

Class and clinical schedules can be accessed through the NSCC Blackboard LMS. Students should review the detailed schedules at the beginning of each course. Schedules may be adjusted to make-up classes or clinical for emergency school closings. Any changes to the schedule will be posted on Blackboard.

G. CLASSROOM ETIQUETTE

- Attend all scheduled learning experiences.

- Arrive on time and being well-prepared for class, lab, clinical and simulation.

- Remain for the entire learning face to face or online learning activity.

- Silence cell phones and refrain from using for non-course learning activities.

- Refrain from side conversations with others.

- Be attentive to and respectful of the faculty presenting during class.

- Be attentive to and respectful of classmates during all learning activities.

- Notify the professor or clinical instructor via email, in advance, in the event that the student will be late, unable to comply with learning activity schedule.

H. ZOOM CLASS ETIQUETTE POLICY

1. Set up for success. Find a quiet, well-lit, and distraction-free spot to log in. Dress and behave as if you are in a classroom setting. Be prepared to access course material (have textbook, PowerPoint or assigned readings available). Sit at a table or desk. In bed wearing pajamas is not appropriate

and conducive to learning. Nurse Education students are expected to conduct themselves in a professional manner.

2. Be on time. Communicate with your instructor (via their preferred communication method listed on the syllabus) if you will be late or if you lose your connection during class.

3. Identify yourself. Make sure your full name is displayed on your profile. If you change your name, please notify the instructor so the roster can be updated.

4. Stay focused. Please stay engaged in class activities.

5. Limit your distractions. Close any apps on your device that are not relevant and silence your phone. Do not engage in texting, social media, work from other classes, or other activities while in class. Let all household members know when and where you will be in class and ask them not to disturb you. Operating a vehicle while in class is prohibited and very dangerous.

6. Be aware of your physical posture and how it supports (or detracts) from your ability to focus as well as maintain a professional presence on camera.

7. Maintain eye contact with the speaker on the screen.

8. Take notes (on your computer or a notebook).

9. Turn your video on **(Required)**. It is helpful to be able to see each other, just as in an in-person class. You are welcome to use a virtual background if your computer allows use of that feature. https://youtu.be/3Zq-b51A3dA

10. Keep it clean and respect the privacy of others. Don't share anything you wouldn't put up on the projector in class.

11. Do not take screenshots, cell phone pictures, or otherwise record the meeting, your classmates, or your instructor without express permission to do so.

12. Audio: Unless otherwise requested, please mute your microphone when you are not talking. This helps eliminate background noise.

13. Use the chat window or raise hand feature for relevant questions/comments during class unless otherwise instructed.

14. Technical Issues: If you need technical help, please bbhelp@northshore.edu

I. PROFESSIONAL BEHAVIOR

1. Students are expected to be on time for class. Arriving late is disruptive to learning.

2. Refrain from side conversations as this is disruptive to learning.

3. If you must leave class early, inform the Instructor before class begins.

4. If you need clarification, you may raise your hand and ask a question or wait until the end of class to have the faculty member clarify.

5. If you wish to audio tape the class, permission is needed from the faculty member. Students may not disseminate or share recordings.

6. Videotaping class is not permitted.

7. Multimedia presentations are the intellectual property of the faculty and are for individual use only. Scholarly works cannot be posted on the Internet.

8. Smart devices should only be used for academic purposes.

9. Avoid inflammatory language and be respectful of another's opinion.

10. Inappropriate behavior in the classroom shall result, minimally in a request to leave class, and possible dismissal from the program.

11. Students are expected to assist in maintaining a classroom environment that is conducive to learning.

12. Upon entering the classroom, plan to remain seated for the entire class. Frequent comings and goings are discouraged, as this is disruptive to learning.

J. CRIMINAL OFFENDER RECORD INFORMATION POLICY

Students enrolled in Nursing and Allied Health programs are required to undergo and pass a National Criminal Offender Record Information (CORI) background screening to remain in the program and be eligible for placement in a clinical facility. Students assigned to clinical education experiences at our contracted facilities may also be required to undergo and pass additional random CORI screenings in order to remain at that clinical facility and in the college program. Students who fail a screening or refuse to submit to a screening within the designated time frame will be ineligible for clinical placement, which will affect their status in the program.

Any appeal of a CORI screening will be reviewed and decided by the North Shore Community College CORI Board.

Please refer to the College Policy 22200 and Administrative Procedure 22200 for information concerning the CORI appeal process. Program fees cover the initial National CORI for admissions purposes and the subsequent costs for state and local CORI checks.

For more information, please contact the Dean of Health Professions for Nursing and Allied Health Programs.

K. DRUG SCREENING POLICY

The Division of Health Professions is committed to high quality education and providing excellent clinical experiences for all students in Nursing and Allied Health professions. Students are expected to perform at their highest functional level during all educational and clinical experiences to maximize the learning environment and ensure both patient and student safety. Thus, a student's performance always must be free of any impairment caused by prescription or non-prescribed drugs, including alcohol or marijuana.

Students enrolled in Nursing and Allied Health programs are required to undergo and pass a college-endorsed ten panel drug and/or alcohol screening analysis to remain in the program and be eligible for placement in a clinical facility. Students assigned to clinical education experiences at the College's contracted facilities may also be required to undergo and pass additional random and scheduled drug screenings to remain at that clinical facility and in the program. Students who fail a screening or refuse to submit to a screening within the designated time frame will be ineligible for

clinical placement, which will affect their status in the program. Students with a positive drug test may appeal the results of the test within five (5) days of notification of the drug test results. This appeal must be in writing and delivered to the college's Dean of Health Professions. An appeal by a student who claims that he/she tested positive due to a prescription drug and was unable to clarify this matter with the medical review officer (MRO) from the drug testing lab shall include evidence from a health care provider of the type of prescription, dates of permissible use and dosage amounts. Students whose appeals are denied may re-apply for re-entry into the program after one year. Requests for re-admission will be considered on a case-by-case basis and in accordance with program criteria.

Students who are notified of a "negative-dilute" result will submit to a random drug test within 24 hours of the previous test to confirm the negative status of the screening. Additional random testing may also be required under the guidelines listed in your program's handbook.

Students who test positive for marijuana are unable to continue in a clinical placement, which will affect their status in the program. While the use of marijuana is permitted in Massachusetts, marijuana remains classified as a controlled substance under federal law and its use, possession, distribution and/or cultivation at educational institutions remains prohibited. A student who has a prescription for Medical Marijuana and tests positive for marijuana will be referred to the Office of Accessibility Services for consideration as to whether the student's off-campus use of Medical Marijuana constitutes a reasonable accommodation under state law. If it is determined based on an interactive process with the student that his/her continued off-campus use of Medical Marijuana could impair his/her clinical performance, pose an unreasonable safety risk to patients, or violate the terms of a clinical facility's affiliation agreement with the College, then the student's continued use of Medical Marijuana will not constitute a reasonable accommodation under the law.

A NSCC student's program fees will cover the cost of drug testing and retests. Students will be responsible to pay for additional drug screening conducted as part of an appeal. All students will be required to sign a Drug Screening Release Form. By signing this form, students authorize NSCC to conduct the 10-panel urine test for drug screening. The student will be provided additional information regarding the procedure through their program's handbook and during program orientation. If assistance is needed with this drug screening process, please contact the Dean of Health Professions, Lori A. Vinci, and for the Nursing programs, Susan Maciewicz.

L. FINGERPRINT POLICY

Due to Massachusetts laws and regulations, students completing clinical internships and/or fieldwork assignments in the school setting will be required to be fingerprinted per the process established by the school to which they are assigned and/or per the process established by the Massachusetts Department of Education. Students will be notified by program faculty/staff if this applies to them based upon their individual assignments.

M. 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.

N. 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.

O. TRANSFER CREDIT POLICIES*

General Education Courses: Transfer credit is granted for comparable course work completed at other accredited institutions of higher education at a "C" level or better provided that course content relates to the student's program of study.

A C- grade will not fulfill General Education requirements. Biologic Science courses must be ten years or younger to meet the Nurse Education Program requirements at the start of the program. This includes BIO 211, 212, and 214. Location of Policy: College web page Office of the Registrar and the Nurse Education Program Student Handbook.
http://www.northshore.edu/registrar/transfer_courses.html

P. NURSING TRANSFER CREDIT*

Transfer students from another ACEN or CCNE accredited Nurse Education program looking to receive transfer credit must also provide:

- An official transcript proving enrollment in nursing courses within the last 2 years.

- A grade of "B" or better in a comparable nursing course is required for transfer credit. However, transfer credits are **NOT** guaranteed and will be evaluated upon acceptance into the program.

- **Letter of recommendation** from the Nurse Education Program, preferably from a clinical instructor or Nursing Faculty Advisor (Name and email of your reference will need to be included in your application).

- Documentation showing completion of at least 8 credits of comparable course work in an ACEN or CCNE accredited Nurse Education Program.

- Course syllabi from all previous Nurse Education courses. Additional documents can be emailed to: SelectiveAdmissions@northshore.edu

- Review all transfer policies on our website:
  http://www.northshore.edu/academics/programs/nsg/policies.html

NOTE: An informational meeting is required by the Department Chairperson/Director of Nursing. Previous Nursing courses **may not align** with the NSCC curriculum and may not transfer.

Q. COURSE EXEMPTION

The Nurse Education Program does not allow for course exemptions but follows the College policies through the Center of Alternative Studies (CAS) for testing and alternative credit options.

CAS provides services and advising about testing/alternative credit options in relation to college entrance and program completion. Call for more information or check the CAS website at http://www.northshore.edu/cas/

R.   CREDIT FOR PRIOR LEARNING (CPL)

The Nurse Education Program offers credit for prior Learning to eligible Licensed Practical Nurses. The application to the LPN to RN Program Option gives details. Admitted LPN to RN students Complete a Directed Study and Bridge Course during the summer prior to starting Nursing 3.

Students can contact the Center for Alternative Studies for the following:

- Evaluation Credit by Assessment (ECA).
- Evaluation Credit by Certificate/License (ECC).
- Evaluation Credit by Portfolio (ECP).
- Evaluation Credit by Noncredit to Credit – Internal Articulation (ECI).
- Tech Prep credit.

S.   CREDIT FOR MILITARY EXPERIENCE – Valor Act Academic Credit Evaluation Policy

Evaluation Credit by Military transcript and or training (ECM). NSCC recognizes many foundational training and leadership learning experiences provided by the U. S. Military services. Veteran and active-duty students may be eligible to receive academic credit. Contact the Center for Alternative Studies for information.

T.   GRADUATION POLICY

All students must submit an application for graduation during their final semester in the program. This can be done in the MyNorthShore using the application for graduation tile.

Once the application is submitted, an official evaluation will be done by the Registrar's Office to confirm that all graduation requirements have been satisfied. Graduation requirements include satisfactory completion of all courses in the Nurse Education Program. It takes approximately four weeks for an application to be processed. https://www.northshore.edu/registrar/graduation.html

NORTH SHORE COMMUNITY COLLEGE

NURSE EDUCATION PROGRAM

COURSE MATERIALS 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 seven (7) courses, four (4) of which have a clinical learning component. The student moves through the Program in a logical sequence of content and performance levels. NSG101, NSG102, NSG104, NSG105, NSG201, NSG202 and NSG203 have expanded course syllabi called course materials. 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 sub competencies. Sub-competencies are learning objectives.

Course materials are available via electronic format on the Blackboard Learning Management system and are accessed through the MyNorthshore portal pages that pertain to the entire course, a specific unit, individual modules containing sub-competencies and learning alternatives for the unit of study. There are self-tests to be used at the end of a unit of study for self-evaluation of learning, and handouts related to content of specific sub-competencies. Finally, pages which are skill-related handouts and skills performance evaluations forms 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 outcomes. The Nurse Education competency-based curriculum includes classroom, laboratory, clinical simulation 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 are identified at the beginning of each semester and are posted 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.

PRINCIPLES 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 modified self-pacing.
- The Learner takes responsibility for managing their own time.

COURSE MATERIALS

Course materials packet materials include Course Requirements, Course Competencies, Course Outline (unit competencies), Scheduled Learning Alternatives, and class schedule.

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

Course Outcomes are the intended outcomes of learning for the course.

The <u>Course Outline</u> lists every unit and module in the course by title.

The <u>Course Schedule</u> details the method of instruction as lectures, seminars, and discussions, and the time and the location of class either on campus or remote synchronous zoom session. When multiple offerings are available, the class is divided into sections; students may be assigned to specific sections. Most lectures are pre-recorded and posted on blackboard for students to review prior to participating in the synchronous class active learning sessions.

UNIT OF STUDY

These materials 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, Nursing Skill Laboratory Skills performance evaluations to demonstrate proficiency with nursing skills.

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

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 sub competencies. Figure 1 (page 47) shows a sample module. It consists of a list of sub-competencies next to their corresponding learning alternatives.

SUB-COMPETENCIES

Sub-competencies identify the learning objectives for study and are correlated with classes. Each sub-competency is assigned a number listed in a table on the left side of each page. Sub-competencies are numbered consecutively within each unit. The number of the sub competency follows the module number which follows the unit number. For example, NSG 1, 04.02.07 means Nursing 1, Unit 04, Module 02, and sub-competency 07. See figure 1, Sample Module on page 47.

LEARNING ALTERNATIVES (LA)

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

Learning Alternatives consist of activities that will help the student to gain understanding of the sub competency. Learning Alternatives include, publications/handouts, multi-media materials, classes, written assignments and clinical activities. Learning Alternatives are listed in a table format.

1. <u>Publications/ Handouts</u>: include textbooks, journals and handouts. Bibliographies are included in all courses.

2. <u>Multimedia</u> - Certain materials may be made available at the HP 207 Resource room or in the library. Students are encouraged to utilize digital resources outlined on the course syllabi resources.

3. <u>Classes</u> – 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.

   <u>The lecture</u> 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.

   <u>The seminar</u> is a class wherein 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.

   <u>The discussion</u> 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.

4. <u>Written Assignments and Clinical Learning activities</u> are used to connect classroom theory to practice and may include activities performed in the clinical or laboratory setting or a written assignment.

SELF TESTS

NSG101, NSG102, NSG104, NSG201, NSG202 and NSG 203. NSG105 has pre-class quizzes posted in Blackboard.

UNIT COMPLETION

Unit Tests are available at the Center for Alternative Studies (CAS) in DB 225 or LS 215. Students are to plan ahead to test, prior to the test completion date deadline.

UNIT EVALUATION

At the end of each unit of study a unit evaluation is posted on Blackboard. 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.

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 help decrease stress 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 Blackboard for any changes in the schedule.

1. Prior to class read all pages in the course materials related to the current unit of study.

2. Review the Learning Alternatives (LA's) related to the material in the Unit modules.

3. Review class schedule and assigned reading – review each class to see which Unit, modules and sub-competencies are covered.

Figure 1 (Sample Module 2)

Unit 4 Module 02
ASSESSING BLOOD PRESSURE, OXYGEN SATURATION, INTAKE AND OUTPUT

Sub competencies	Publications/ Handouts	Multimedia Materials	Classes	Written Assignments & Clinical Activities
01. Identify factors affecting blood pressure.	FON textbook assigned readings	Davis Video Guide Vital Signs		
02. Explain the following terms: • Systolic • Diastolic • Pulse pressure • Hypotension • Hypertension	FON Text AND Medical Dictionary	"	Lecture: "Measuring Blood Pressure, Oxygen Saturation and Intake and Output" (04.02.01-09)	
03. Identify the process for assessing blood pressure.	"	"	"	Attend demo and practice measuring blood pressure. Take and record a patients BP in clinical.
04. Describe variations in normal blood pressure that occur from infancy to old age.	"	"	"	Complete NSL performance evaluation of BP.
05. Identify factors affecting Sp02 saturation.	"	"	"	
06. Define the following terms: • Pulse oximeter • Hypoxemia	"	"	"	
07. Identify the process for assessing Sp02 saturation.				Practice measuring 02 saturation.
08. Describe variations in normal 02 sat that occur from infancy to old age.				
09. Explain the purpose of intake and output assessment.				Record accurately intake and output in clinical laboratory.

NSG 1 04.02

FIGURE 2

EXPLANATION OF COMMON TERMS USED IN SUB-COMPETENCIES

TERM	EXPLANATION
ANALYZE	Given an idea, problem, situation, etc., break it into its component parts and explain how the parts fit together to make the whole. Explore additional information needed.
ASSESS	Evaluate or appraise a patient's condition.
COMPARE	Given two or more ideas, problems, situations, etc., describe their similarities.
CONSISTENTLY	Achieve 95% 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 and categories.
EVALUATE	Appraisal of the status of an individual based on specific criteria.
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.
IMPLEMENT	To put a plan, agreement or decision into effect.
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.
PRIORITIZE	To arrange by order of importance.
PURPOSE	Given a problem, offer a solution and explain reasoning.
RECOGNIZE CUES	Identify a prompt or indication that something is important or concerning.
STATE	To set forth in detail.
SUGGEST	Propose.
SUMMARIZE	Conclude briefly.

NORTH SHORE COMMUNITY COLLEGE

NURSE EDUCATION PROGRAM

GENERAL CINICAL LEARNING GUIDE

Section IV

CLINICAL LEARNING EXPERIENCE

The clinical learning experience is an essential portion of the program, which assists students in meeting the Student Learning and Educational Outcomes of the Program. Clinical experiences are scheduled during the day and/or evening. Faculty members assign students to clinical agencies based on the learning needs of the students and agency resources. Clinical experiences include NSL activities, simulation activities, and assigned clinical activities.

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, health insurance verifications form, personal liability insurance, BLS American Heart Association certification; and the completed Health Immunization Form including titer results documenting positive immune status must be submitted to the health compliance nurse at the start of the program and updated on an annual basis.

Drug screening, finger printing and CORI screening are required for Clinical Placement.

Students must complete the centralized clinical orientation modules and agency specific modules. Prior to attending clinical experiences students must submit the Centralized Clinical Placement Certificate to their clinical instructor. Some clinical agencies will have additional agency specific onboarding required.

SELECTED CLINICAL EXPERIENCES

Students will be assigned to a variety of clinical experiences to enhance their ability to meet student learner outcomes. Specific learning objectives are developed for selected learning experience.

Students are required to prepare for the Clinical Learning experiences by reviewing the objectives and by reading assigned literature prior to the assigned clinical learning experience. Learning experiences may involve a written assignment with a specified due date.

Clinical Procedures: Many clinical procedures require direct supervision by the nursing instructor. Students are required to seek guidance in advance of performing clinical procedures.

INTRODUCTION TO CLINICAL LEARNING

The clinical agencies provide nursing experience in diverse health care settings such as acute, long term, and community health 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 patients.

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. Failure to attend orientation to clinical counts as a clinical absence.

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 patients fifteen (15) minutes prior to the scheduled start time.

No student will be excused early from clinical. Time will be made up as per the absence policy. Students with incomplete health records, clinical placement orientation tickets, BLS certification, unacceptable

CORI/SORI, unacceptable urine drug screen or federal background check will not be allowed in the clinical areas.

LATEX SENSITIVITY & ALLERGY POLICY

Latex products are common in the Health Care environment. Allergic responses to latex can range from irritation and allergic contact dermatitis to the possibility of life-threatening anaphylactic shock. Guidelines have been established at North Shore Community College to provide information to Nurse Education applicants/students who are sensitive to latex.

Latex free environments are seldom available in either clinical or academic settings. Therefore, an individual with a latex allergy/sensitivity wearing alternative vinyl or nitrile gloves is still exposed to latex residue of others working in the area or to latex present in the equipment, models and mannequins. Although latex gloves are the most prominent source of latex allergen, many other products contain latex including, but not limited to:

- Blood pressure cuffs, medication vials, syringe connectors and wound drains.
- Stethoscopes, catheters, respirators, and goggles.
- Oral and nasal airways, surgical masks, and electrode pads.
- Endotracheal tubes, syringes, IV tubing, and tourniquets.

Any student who has or develops symptoms consistent with latex allergy/sensitivity is advised to consult a qualified allergist for evaluation prior to enrollment in the Nurse Education Program. If a student is already admitted to the Nurse Education Program he/she must consult a qualified allergist for evaluation of latex allergies should signs and symptoms develop. All such evaluations are at the student's expense. If it is determined that a student suffers from latex sensitivity/allergy and the student desires an academic adjustment or reasonable accommodation due to this condition, the student must contact the College's Office of Accessibility Services.

As with all matters related to one's health, the utmost precautions should be taken by the student to reduce the risk of exposure and allergic reactions. This may include the carrying of an epi-pen by the individual or other precautions as advised by the student's health care provider. It is the responsibility of the student with a latex sensitivity to understand and acknowledge the risks associated with continued exposure to latex during clinical education, fieldwork, and healthcare career, even when reasonable accommodations are made and to regularly consult with his/her health care provider.

In an effort to minimize the presence of latex in the Nursing Skills and Simulation Laboratories, North Shore Community College provides latex-free and powder-free gloves in all College lab facilities.

CLINICAL LEARNING PREPARATION

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 between 4:00 pm and 8:00 pm, to gather data about the assigned patient(s). The data collection tool and simulated electronic health record will assist the student to organize patient care. The student should use this time to establish priorities and develop a beginning plan of care.

If the student is assigned to an evening rotation, clinical preparation time will be assigned by the instructor and communicated to students at the beginning of the rotation. For selected clinical rotations, the student will research patients prior to the clinical experience and will be required to come to clinical at least one (1) hour prior to the beginning of clinical.

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, sandals or open toed shoes, plunging necklines, or spandex).
- The student should notify the charge person that they are on the unit to collect patient data for the clinical learning experience.
- Students should work independently as the staff will be caring for patients and not available to give much assistance.
- Students should not visit the patient 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 to collect data and prepare for the clinical experience. Students who have not sufficiently prepared for the clinical learning experience or who show signs of fatigue will be unable to participate in the clinical learning experience for patient safety reasons. Students must make up these missed clinical learning experiences.

Semester I: NSG101 - Nursing 1

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 patient. Using the Nursing 1 textbooks, outline the procedure.
3. Identify data collected about the patient that has not been covered in class. Using Nursing 1 textbooks, 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 patient care using the Nursing Process Text.

Semester II: NSG102 – Nursing 2

Preparation for clinical learning varies in Nursing 2 according to the assigned agency. In the following areas, the student will:

Life Span Inpatient

1. Follow guidelines for Semester I.
2. Use the growth and development tool to identify normal developmental parameters for assigned patients across the life span.
3. Identify the impact of hospitalization on the patient's developmental level.
4. Identify the top 3 nursing care priorities.

Maternity and Pediatric Community Experiences

The student
1. May not be 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 &NSG202: - (Nursing 3 and Nursing 4)

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

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

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. All student assignments are posted per HIPAA policies.

Semester I Nursing 1 and Semester II Nursing 2

Pre-Conference focuses on:
1. Reviewing student preparation and understanding of the patient care needs.
2. Reinforcing patient goals to correlate theory with practice.
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 divided dosage and documentation.
4. Allowing students to discuss clinical learning experiences and what they learned.
5. Providing direction for the next clinical experience.

Semester III and IV: Nursing 3 & 4

Pre-Conference focuses on:
1. Application of the nursing process and clinical judgement in the care of the patient and family.
2. Correlation of nursing theory to the care of the patient.
3. Setting evidence-based priorities for patient care.

4. Discussion of procedures and system-based practices involved in the care of patients.

Post-Conference focuses on:
1. Analyzing/Debriefing clinical experiences.
2. Correlating theory to practice.
3. Discussion and reflection of clinical experiences and what has been learned.

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. Students complete a weekly evaluation using the formative evaluation tool and submit this to their instructor for instructor feedback.

Satisfactory progress in clinical practice is a requirement to successfully earn a passing grade in the course. 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. 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 by the last day of clinical in order to pass the nursing course. Students will receive an incomplete grade until all clinical work is completed.

NURSING SKILLS LABORATORY AND GRADING GUIDELINES

The Nursing Skills Laboratory (NSL) is designed to provide a practice setting for skill building in nursing. 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 in the NSL folder on Blackboard. Students are assigned to weekly sessions for demonstration, practice or performance evaluation. Students may also make appointments with NSL instructors for additional assistance.

The following activities are required to complete each skill.

Preparation

1. View assigned videos and multimedia materials.
2. Review NSL study guides and pertinent textbook pages.

Demonstration

1. The instructor demonstrates skills using scientific principles and evidence-based practice.

Practice

1. Practice in a small group setting with the NSL instructor to review demonstration content and practice each skill thoroughly.
2. The student may also seek additional assistance from the instructor, practice alone (at home or in the

lab) or work with a peer.
3. Prepare for the appointment to have a performance evaluation.

CLINICAL GRADING

Students must have a satisfactory performance on all NSL activities to pass the corresponding nursing course. Unsatisfactory performance will result in a C- grade or lower grade corresponding to theory grade performance.

INJURIES AT CLINICAL AGENCIES/SKILLS AND SIMULATION

Students are required to report injuries to clinical faculty immediately and follow the agency/college procedures regarding reporting and documenting the accident/injury.

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 and simulation experience. Uniforms (clinical and work-related) are not to be worn other than directly to or from the clinical agency. Lab coats are worn for NSL clinical preparation.

Standard Uniform	Program green or white 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 long sleeve, crew neck tee-shirt may be worn under uniform top.
Socks	White socks to be worn with pants.
Shoes	White shoes and laces are to be clean at all times. No open toe 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. Certain clinical areas prohibit the use of wigs, hair extensions and/or hairpieces. Head Scarves, if worn, should be a solid black or white and should be unadorned. Some clinical agencies may require students to cover brightly colored hair. Students must follow individual clinical agency policies.
Beards/Mustache	Short, clean, and neatly trimmed. Students are encouraged to be clean shaven for improved infection control. Facial hair may need to be removed if fit testing for N95 masks is required by clinical agency.
Cell Phones/Smart phones	Cell phones, texting, and picture taking are not allowed in the clinical areas. Smart phones may be allowed for clinical reference purposes only. Clinical Agency policies must be followed.
Sweater/Scrub Jackets	Sweaters and sweatshirts with hoods are not allowed. Regulation white scrub jacket may be worn at bedside.
Jewelry/Tattoo	Visible body piercing jewelry is not allowed (except stud earrings). Skin tone nose plug may be worn. An attempt should be made to cover all tattoos. Tattoos with offensive or frightening language/picture are not allowed. A wedding band is permitted.
Nails	Artificial fingernails or extenders are not allowed. 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 clear 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.
Alcohol or Marijuana Products	Drinking alcoholic beverages or using marijuana products while wearing the student uniform is prohibited.
Tobacco Policy	Use of tobacco or tobacco related products while wearing the student uniform is prohibited.
Watch	A watch with a second hand is required. (Subject to infection control precautions).
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, sandals, open toed shoes, plunging necklines, or spandex).
Other	Be mindful that some odors and scents are offensive to some patients. For example: perfumes, colognes and/or offensive hygiene (body odor, poor oral hygiene and the odor of smoke) are not acceptable. Makeup should be minimal.

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

THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT OF 1996

HIPAA rules mandate that all health care personnel including students protect Patient Health Information (PHI). The regulations 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 patient name, room number, nurse and physician, etc.
- Identification of patient by name and diagnosis on published operating room schedules.
- Answering questions in person or on the phone from friends and family about the patient'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. There should be no discussion about patients in public spaces.
- Know the facility's regulations regarding release of PHI.
- When charting electronically, log out before leaving the work area.
- Do not photocopy any part of the patient's chart.
- In preparing clinical paperwork, only identify the patient by his/her initials.
- Health information may only be discussed with the patient, the designated patient advocate, and the healthcare team. Patient's private health information may never be shared on social media.

**** <u>Failure to abide by HIPAA regulations will result in dismissal from the Nurse Education Program.</u>***

<u>Student Compliance with the Health Insurance Portability and Accountability Act (HIPAA)</u>

According to the regulations of HIPAA, nursing students are permitted to have access to Protected Health Information (PHI) when observing and performing patient care as part of their learning activities. Students 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 clinical agency.

Documented completion of the Centralized Clinical Placement 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

APPENDIX A
North Shore Community College
Nurse Education Program

Clinical Absence Advising

_____ is placed on warning for the remainder of the semester as
     (Student Name)

a result of an absence on _____. Written explanation of absence received _____.
         (Date)   (Date)

Academic Advising

_____ met on _____ to discuss academic performance
     (Student Name)   (Date)
in _____.
     NSG 1, NSG 2, NSG 3, NSG 4, PHARM 1, PHARM 2, NSG 203

The student is placed on warning for the remainder of the semester.   Yes ☐   No ☐

Classroom Attendance

_____ met on _____ to discuss classroom attendance
     (Student Name)   (Date)
in _____.
     NSG 1, NSG 2, NSG 3, NSG 4, PHARM 1, PHARM 2, NSG 203

The student is placed on warning for the remainder of the semester.   Yes ☐   No ☐

Clinical Advising

_____ met on _____to discuss his/her clinical performance
     (Student Name)   (Date)
in _____.
     NSG 1, NSG 2, NSG 3, NSG 4

The student is placed on warning for the remainder of the semester.   Yes ☐   No ☐

The student is advised to seek assistance from

☐ Member of the teaching team/facilitator   ☐ Department Chairperson
☐ Nursing Skills Lab Instructor   ☐ Student Support Center
☐ Nurse Education Program Tutor   ☐ See attached narrative   ☐ Yes ☐ No
☐ Other _____

_____   _____
Faculty Signature   **Date**

I have read the above.

_____   _____
Student Signature   **Date**

One Copy each:
- Student
- Student Folder
- Department Chairperson

Appendix B

NORTH SHORE COMMUNITY COLLEGE
(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

Date: _____

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

_____

Appendix C

NORTH SHORE COMMUNITY COLLEGE
NURSE EDUCATION PROGRAM

Reference Letter Request Form

Student Name _____ Date_____

To:_____(person from whom you want a reference)

I would like a reference written for: job_____ scholarship_____ externship_____ other_____

Please specify_____

Letter should be addressed to:

Name_____Title_____

Address_____

References are given at the discretion of the faculty. Please allow at least 2 weeks.
This reference needs to be sent by (date) _____
In addition to what you know about me from class/clinical, here is some more information about my
background that may help you with the reference letter.
Include data about other jobs held, community service, volunteer experience, etc.

Appendix D
2023-2024 TECHNICAL STANDARDS FOR NURSE EDUCATION PROGRAM

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.

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

Throughout the performance of your duties as a healthcare provider, you will be exposed to infectious diseases in all practice settings. Although you will learn practices and procedures to minimize the risk of exposure, you should be aware of the risk and take it into consideration when deciding to enter this program and profession.

PHYSICAL STANDARDS		Expected Performance Level *	Self-Assessed Performance Level
LIFT:	patients, equipment up to 25 lbs safely	F	
CARRY/MOVE:	equipment, objects up to 25 lbs safely	F	
KNEEL:	to perform CPR, work with patients, assist patients who fall	O	
STOOP/BEND/ TWIST:	assist in ADL; perform transfers, operate low level equipment	F	
BALANCE:	safely maintain while assisting patients in ambulation, and transfer	C	
CROUCH:	to locate and plug in equipment	O	
REACH:	to adjust equipment, to guard patient, to reach supplies	F	
WALK:	for extended periods of time and distances over an eight (8) hour period	C	
STAND:	for extended periods of time over an eight (8) hour period	C	
HANDLE:	equipment such as syringes, Bp cuffs, IV infusions, buttons, switches and touch pads	F	
DEXTERITY:	to perform fine motor skills, manipulate and fine tune knobs, dials, blood pressure cuffs, equipment, scales and stretchers. Don and remove protective clothing. Safely handle sterile supplies to prevent contamination.	F	
PUSH/PULL:	wheelchairs, stretchers, patients, Hoyer lifts	F	

PHYSICAL STANDARDS		Expected Performance Level *	Self-Assessed Performance Level
PALPATE:	pulses, skin texture, bony landmarks	C	
DIFFERENTIATE:	between temperature and pressure variations	F	
VISUAL STANDARDS		Expected Performance Level *	Self-Assessed Performance Level
READ:	accurately read numbers, letters, cursive writing in fine and other print in varying light levels	C	
DETECT:	changes in skin color, patient's facial expressions, swelling, atrophy, forms of non-verbal communication (gestures)	F	
OBSERVE:	patient 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 STANDARDS		Expected Performance Level *	Self-Assessed Performance Level
SPEAK:	in English language in clear, concise manner; to communicate with patients, families, significant others and the health care team	C	
RESPOND:	to patient with communication disorders (aphasia, hearing loss), or those who use English Language Learner (ELL)	C	
COMPREHEND:	oral and written language, including health care terminology in order to communicate with patients, families, significant others, health care providers, and community	C	
WRITE/WORD PROCESS	in English, clearly, legibly; for charts, computer input of data	C	
AUDITORY STANDARDS		Expected Performance Level *	Self-Assessed Performance Level
HEAR:	heart sounds, breath sounds, patient distress sounds, machine timer bells and alarms; verbal directions and requests from health care team and patients	C	
MENTAL/COGNITIVE/BEHAVIOR STANDARDS		Expected Performance Level *	Self-Assessed Performance Level
Function safely, effectively, and calmly under stressful situations.		F	
Remain alert to surroundings, potential emergencies; respond to patient 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	

MENTAL/COGNITIVE/BEHAVIOR STANDARDS CONTINUED	Expected Performance Level *	Self-Assessed Performance Level
Interact effectively, appropriately and exhibit respect for cultural and ethnic differences of clients, peers and individuals in the classroom setting.	C	
Interact effectively and appropriately with patients, families, supervisors, and co-workers of the same or different cultures with respect, politeness, tact, collaboration, teamwork, and discretion in both the clinical and classroom settings.	C	
Communicate an understanding of basic principles of supervision, ethics, and confidentiality.	C	
Display effective 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 patient care.	C	
Maintain composure while managing multiple tasks simultaneously.	C	
Prioritize multiple tasks.	C	
Remain free form alcohol and/or chemical impairment in the clinical and classroom settings.	C	
IMMUNIZATIONS		

Health science students must meet immunization requirements under state law, MGL Chapter 76, Section 15C and its regulations at 105 CMR 220.000 – 220.700. Students must also meet any additional immunization requirements required by clinical affiliates. https://www.mass.gov/info-details/school-immunizations

According to MGL Chapter 76, Section 15C, a health science student who is in contact with patients may be exempt from the immunization requirements imposed under state law pursuant to a medical or religious exemption. Submission of documentation will be required and, if sufficient to qualify for a medical or religious exemption, it will be granted. **PLEASE BE ADVISED** that, while the college will make a reasonable effort to place you in a clinical facility, **clinical placement cannot be guaranteed in light of an un-immunized status. If a clinical placement cannot be secured, then you will be unable to complete the program's clinical requirement. Thus, you will be unable to progress and will fail out of the program.**

*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 Accessibility Services for eligibility determination for reasonable accommodation(s). For those applicants offered admission into the program, you will be asked to self-certify that you meet the Technical Standards.

TECHNICAL STANDARDS – NURSE EDUCATION

Applicants must acknowledge and self-certify by initialing and signing the Technical Standards form that they have read and understand the need to perform all essential tasks with or without reasonable accommodation. This form is required to be uploaded to the applicant's online application in order to be considered for admission.

NURSE EDUCATION PROGRAM TECHNICAL STANDARDS	INITIAL
PHYSICAL STANDARDS	
TACTILE STANDARDS	
VISUAL STANDARDS	
COMMUNICAITON STANDARDS	
AUDITORY STANDARDS	
MENTAL/COGNITIVE/BEHAVIORAL STANDARDS	
IMMUNIZATIONS	

I certify that I am able to perform the above Technical Standards and that the above information is true and correct. If, at any time, during my enrollment in the program, I am unable to meet the above performance requirements, please see below.

_____   _____
                Student Signature   Date

OR

I will be seeking a reasonable accommodation for the following technical standard/s

_____

and will make an appointment with accessibility services at accessibility@northshore.edu if I am admitted to the

Nurse Education program.

_____   _____
                Student Signature   Date

Appendix E

NORTH SHORE COMMUNITY COLLEGE
NURSE EDUCATION PROGRAM
CLINICAL GRADE APPEAL FORM

Part I

Please Print

Student's Name: _____ Student ID#: _____

Address: _____ City: _____ State: _____ Zip: _____

Day Telephone Number: (___)_____ Evening Telephone Number: (___)_____

Cell Phone Number: _____

Date: _____ Date Form Received: _____

Course Title: _____

Reason for appeal – (attach additional pages if needed): _____

_____

_____

_____

Part II

Date Form Received: _____ Date Conference Held: _____

Department Chairperson's Decision: ☐ Original decision upheld ☐ Original Decision **NOT** upheld

Director of the Nurse Education Program: _____ Date: _____

Part III

Date Form Received: _____ Date Conference Held: _____

Director of the Nurse Education Program Decision:
☐ Original decision upheld ☐ Original Decision **NOT** upheld

Comments: _____

Dean of Health Professions Signature: _____ Date: _____

North Shore Community College

Nurse Education Program

Student Handbook Acknowledgement Form

The responsibility of each student is to read the Nurse Education Program Student Handbook. Failure to read the information contained in the handbook is not considered an excuse for non-compliance or lack of understanding.

The Nurse Education Program may change policies or revise information deemed necessary due to institutional and program circumstances. Students will receive an addendum for the handbook whenever policies or information is changed during the academic year.

I have read, understand, and agree to comply with all policies stated in the Nurse Education Program Student Handbook.

I agree to allow any accrediting agency for the program unlimited access to view any work produced by me while a student in the program.

I agree to follow the Nurse Education programs' Academic Honesty Policy.

_____

Student Signature   Date

_____

Student Printed Name

North Shore Community College

Nurse Education Program

Audiovisual Release Form

Audiovisual recordings of simulations are routinely used in simulation learning sessions to provide student(s) with reflection on individual and/or team performance(s). These recordings are intended to support an environment for learning, performance, improvements, and/or performance evaluation(s).

The undersigned herby authorizes North Shore Community College to produce audiovisual recordings of simulations for teaching and learning purposes.

_____

Student Signature   Date

_____

Student Printed Name

_____

Address

North Shore Community College

Nurse Education Program

Code of Conduct

Each student must read the College's Code of Conduct Policy, which can be found here: http://northshore.smartcatalogiq.com/en/current/Credit-Catalog/Student-Handbook/Code-of-Conduct

Failure to read the information contained in the handbook is not considered an excuse for non-compliance or lack of understanding.

Every student must demonstrate appropriate conduct becoming of a health care professional both in the classroom as well as the clinical setting. Professional conduct is outlined in this policy along with the disciplinary process should any infraction occur.

I have read, understand, and agree to comply with the College's Code of Conduct Policy.

_____

Student Signature   Date

_____

Student Printed Name

Appendix I

NURSING SKILLS LAB
HANDBOOK VERIFICATION FORM

I, _____, have read and agree to comply and conform to the policies and contents of the Nursing Skills lab Handbook. I acknowledge that it is my responsibility to assure my understanding of the content by seeking further information from one of the NSL instructors.

Signature _____   Date_____

NURSING SKILLS LAB
POLICY FOR INVASIVE PROCEDURES
VERIFICATION FORM

I, _____, have read North Shore Community College's (NSCC) Policy for Invasive lab Procedures in its entirety. I am fully aware that my participation in any invasive procedures performed on myself or a willing lab partner is completely voluntary. Additionally, I acknowledge that willing participation in invasive lab procedures will be conducted without the knowledge of the participant's health or immunization status. As in clinical practice, Standard Precautions should be utilized at all times. Furthermore, all of my questions have been answered and I fully understand NSCC's Policy for Invasive Procedures.

Signature _____   Date_____

_____
Name

Fiction and Confidentiality Contract

      The purpose of simulation-based healthcare training is for you to develop skills, including judgment and reasoning, for the care of real patients. Using patient simulators and simulation teaching techniques, your instructors will recreate realistic patient care situations. The realism of each simulation may vary depending upon the learning outcomes for the session. The simulated environment and patient/patient simulators have certain limitations in their ability to exactly mirror real life.

      When participating in the simulations, your role is to assume all aspects of a practicing healthcare provider's professional behavior. Additionally, when a gap occurs between simulated reality and actual reality, it is expected that you try to understand the goals of the learning session and behave accordingly.

      During your time in the nursing program at North Shore Community College, you will participate in simulation, be observed by others and also observe the performance of others in managing patient care and clinical events.

      To maintain the learning, safety, and integrity of the simulation environment, please maintain confidentiality regarding the performance of others and the details of the simulation scenarios. Sharing information about scenarios with students who have not yet participated is considered academic misconduct or cheating. ONLY approved electronic devices are to be used in this setting such as cell phones, iPods, laptops, or iPad/tablet(s) that have your learning resources to assist with the simulation. No tape recorders or video recording are permitted by students during this simulation.

<u>Instructor Responsibilities</u>:

- Create goal-oriented, practical simulations based upon measurable learning objectives.

- Add enough realism to each simulation so the learner receives sufficient clues to identify and solve a problem.

- Create and maintain a safe, productive learning environment.

- Maintain the integrity of simulation learning activities.

- Provoke interesting and engaging discussions, fostering reflective practice.

- Identify performance gaps and help close the gaps.

<u>Learner Responsibilities</u>:

- Suspend judgment of realism for simulation in exchange for the promise of learning new knowledge and skills.

- Maintain a genuine desire to learn even when suspension of disbelief becomes difficult.

- Treat the simulated patient with the same care and respect due an actual patient.

- Maintain confidentiality regarding the performance of others and the details of the simulation scenarios.

<u>Video & Photo Release:</u>

- I authorize North Shore Community College personnel to show videos and/or photographs taken of me during simulation.
- Videotapes or photos will not be made public without my permission.
- I understand that, unless otherwise approved by me, I will **not** be identified; in addition, the videos and/or photographs will be shown only for educational purposes.

By signing below, I acknowledge that I have read and understand this contract. I will maintain confidentiality about any observations, the performance of individuals, and the simulation scenarios themselves.

_____   _____

Signature   Date