The Registered Nurse Education Student Handbook is divided into 5 sections

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Revised June 2016

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

NURSE EDUCATION PROGRAM (ADN)

Section I
EDUCATIONAL PROGRAM

PROGRAM MISSION STATEMENT

The Nurse Education Program is a two-year Associate of Science Program that prepares individuals for a career in nursing as a Registered Nurse. The program provides students with a professional foundation that integrates nursing theory with the skills and attitudes required for practice in diverse health care settings. Curriculum integration of cultural concepts and global health care issues ensures that students are prepared to live in an evolving society. The program offers a competency-based curriculum that utilizes diverse learning methodologies and experiences that facilitate learning. The program fosters lifelong education recognizing the dynamic role of nursing education and practice.

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

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

PHILOSOPHY

The Nurse Education Faculty of North Shore Community College view

1. the person as a holistic being with unique biophysical, emotional, intellectual, social, cultural, and spiritual dimensions who throughout the life span interacts with a changing environment.
2. the environment as including all factors, internal and external that impacts upon and contributes to the uniqueness of the person.
3. health as a dynamic state of wellness. Wellness is a fluctuating state of being, encompassing physical, psychological and spiritual health.
4. the 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 toward 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 toward 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 she/he strives 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 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 ranks needs on levels according to how critical they are to survival. The levels on an ascending scale are: physiologic, safety, love and belonging, self-esteem, and self-actualization. The extent to which these needs are met determines a person’s well being. Unmet needs lead to a less healthy state or disease.

The 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.
Core Concepts

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 a 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 learning 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, and course and 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 Organizational framework and core concepts. The student learning outcomes and program outcomes include:

**Student Learning Outcomes**

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

1. Utilize a holistic approach to nursing care.
2. Demonstrate professional behaviors.
3. Recognize the role of the nurse as a leader in healthcare.
4. Utilize system based practices to plan and deliver care and identify nursing care concerns.
5. Utilize information technology as a communication tool to deliver patient centered care.
6. Utilize effective communication modalities to interact with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.
7. Utilize collaborative processes within nursing, interdisciplinary teams and with patients.
8. Minimize risk of harm to patients and providers through system effectiveness and individual performance.
9. Utilize evidence based practices, quality initiatives and quality indicators to deliver and evaluate safe care and quality.
10. Identify, evaluate and utilize the best current evidence while considering patients’ preferences, experiences and values to make practice decisions.
**Program Outcomes**

1. Seventy-five percent or more of students will complete the Program of Study within three academic years.
2. Graduates of the program will pass NCLEX-RN examination at or above the national mean for associate in science prepared nursing graduates.
3. Eighty percent or more of the graduates will be employed as registered nurses within one year of graduation.
4. Eighty percent or more of the graduates who respond will identify program satisfaction by indicating they were prepared for practice at an acceptable level or higher.
5. Eighty percent or more of employers who respond will identify program satisfaction by indicating that graduates were prepared at an acceptable level or higher.

**PROGRAM OVERVIEW**

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

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Hours</th>
<th>Class hours</th>
<th>Clinical practice &amp; lab</th>
<th>Credits</th>
<th>Total hours</th>
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<td>Nursing 1</td>
<td>75</td>
<td>135</td>
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<tr>
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<tr>
<td>PSY102</td>
<td>Intro Psychology</td>
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<td></td>
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<td>NSG201</td>
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<td>BIO110</td>
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<td><strong>Total Hours In Term</strong></td>
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<td><strong>180</strong></td>
<td><strong>14</strong></td>
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**Choose any humanities, math at the MAT 140 level or above, social science, computer science (CPS), or interdisciplinary studies (IDS) course.**

15 class hours = 1 credit
45 clinical practice/nursing lab hours = 1 credit
Curriculum Plan 2014

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

The student is required to take program courses in sequence. The student may take non-nursing courses in advance of the program sequence.
Students admitted into the Program of Nurse Education as LPN to Associate Degree RN students must take Nursing 140: Transition to the Role of the Registered Nurse.

The Nurse Education Program curriculum is approved by the Board of Registration in Nursing of the Commonwealth of Massachusetts and is accredited by the Accrediting Commission for Education in Nursing. Information regarding accredited nurse education programs may be obtained from the Accrediting Commission for Education in Nursing at 3343 Peachtree Road NE, suite 500, Atlanta, Georgia, 30326, 1-800-669-1656.

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

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

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

Nursing 1 (NSG101)

Prepares the student to view persons holistically using Maslow’s Human Needs Theory and the nursing process. Students are introduced to the Nurse of the Future Core Competencies for nursing practice. Didactic, laboratory and clinical practice experiences provide the framework for the student to assimilate the knowledge, skills and behaviors which are considered basic to nursing practice across the lifespan. Evidence-based knowledge and sensitivity to age, gender, culture, race, health disparities, socioeconomic status and spirituality are introduced with special consideration given to the older adult. Content draws upon knowledge from the biophysical and psychological sciences, which are taught concurrently. The Nursing Skills Laboratory is an integral part of learning, providing the student opportunities to observe, practice skills, plan and demonstrate clinical skills. Correlated clinical experiences are offered in diverse health care settings.

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

Introduction to Pharmacology (NSG 104)

This course introduces basic principles of pharmacology, identifying the legal and scientific principles of safe medication and immunization administration. Specific drug classifications will be studied including actions, indications and nursing interventions. The emphasis is on the use of the nursing process for safe medication administration. The student will participate in simulated medication administration experiences.

1 credit (class hours)
Nursing 2 (NSG102)

Prepares the student to become a provider of care to the childbearing and childrearing family and the older adult using Maslow's Human Needs Theory and the nursing process. The focus is on the biophysical, cultural, emotional and social factors involved in nursing across the lifespan. Didactic, laboratory and clinical practice experiences provide the basis to develop previously acquired knowledge, skills and behaviors. A family centered approach is emphasized with the utilization of the nursing process and the Nurse of the Future Core Competencies. Under the guidance of the faculty, students use evidence based knowledge with sensitivity to age, gender, culture, race, health disparities, socioeconomic status and spirituality. A teaching/learning community health project is assigned in the clinical setting. Correlated clinical experiences are provided in diverse health care settings. Collaboration with members of the health care team introduced.

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

Pharmacology and the Role of the Registered Nurse – (NSG105)

This course builds on the basic principles of pharmacology from Nursing 1. The emphasis will be on the drug classification system, pharmacodynamics and therapeutic actions of drugs and the use of the nursing process for the safe and effective administration of medications.

2 credits (classroom)

Nursing 3 (NSG201)

Prepares the student to practice nursing within the legal, ethical and regulatory frameworks using Maslow’s Human Needs Theory and the Nursing Process. Didactic, laboratory and clinical practice experiences provide the framework for the student to develop the knowledge, skills and behaviors for nursing practice, guided by the Nurse of the Future Core Competencies. Emphasis is placed on the health care needs of the adult and older adult patient. Under the guidance of the faculty, students use evidence based knowledge with sensitivity to age, gender, culture, race, health disparities, socioeconomic status and spirituality to care for one or two patients in diverse health settings. Collaboration with members of the health care team is fostered,

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

Nursing 4 (NSG202)

Prepares the student within the legal, ethical and regulatory frameworks using Maslow’s Human Needs Theory and the Nursing Process. Didactic, laboratory and clinical practice experiences provide the framework for the student to build their knowledge, skills and behaviors for nursing practice guided the Nurse of the Future Core Competencies. Emphasis is placed on the care of the adult in the community and mental health settings. Nursing management, leadership and delegation skills are developed. Under the guidance of the faculty, students use evidence based knowledge with sensitivity to age, gender, culture, race, health disparities, socioeconomic status and spirituality to care for a patient or groups of patients in diverse health settings. The learner builds competence with leadership, management, delegation and collaboration with healthcare team members.

9 credits (4 clinical practice & NSL)
(5 classroom)
The Registered Nurse in Contemporary Society  (NSG203)

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

2 credits

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

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

1 credit (classroom)

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

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

NURSE EDUCATION PROGRAM

ACADEMIC AND ADMINISTRATIVE POLICIES

Section II
# Section II

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Academic Policies

I. Evaluation, Testing and Grading

Evaluation of Student Achievement

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

1. **Formative evaluation** is a participatory process through which both the students and faculty evaluate the student’s progress, using weekly formative evaluation tool, verbal feedback, and periodic conferencing.

2. **Summative evaluation** is a final overall evaluation of the student’s level of achievement upon completion of a clinical course or specialty rotation, which includes the student’s self-evaluation. The faculty’s clinical evaluation and the student’s self-evaluation are reviewed with the student and are signed by both the student and the faculty member. To receive a final course grade the student must complete the evaluation process. To pass the nursing course, the student must meet the clinical competencies at this level defined on the Clinical Evaluation Tool.

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

Students appealing a clinical failure are referred to the Appeals Policy in the student handbook.
B. Student Guidelines for Testing

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

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

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

- All tests are the property of the College

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

1. Unit Testing Policies for Courses Using LXR

1. Unit tests are taken on computers at the Center for Alternative Studies (CAS) during scheduled hours.
2. Testing is not allowed on a clinical day if the student has been absent from clinical, NSL or Simulation lab on that day.
3. Students cannot leave clinical, NSL or Simulation lab early to test.
4. Students may test only one unit of study per day.
5. Students must test in sequence of the units.
6. Unit tests will be issued only if a student has 45 minutes or more to complete the examination within the operating hours of the CAS. There are no other time limits on unit testing.
7. In the event that the number of students wishing to test exceeds the number of computers for testing, students will be asked to wait. The testing assistant will assign students computers for testing on a first come first serve basis. Students will be asked to wait in the student lounge area. There is no guarantee of computer availability.
8. On a completion day, students must sign in 2 hours prior to the posted closing hour.
9. Students must read, sign, and agree to follow the academic honesty policy.
10. Students violating the testing policies will be penalized with a cap on the unit test grade at 75%. Examples of testing violations include but are not limited to
   
   A. Testing on an absence day from clinical, NSL, or Simulation experience.
   B. Taking more than one test on a given test day.

11. Students who do not take unit tests by the completion date within the posted test center hours will receive a zero grade for untested units.
2. **Testing Procedure for Courses Using LXR:**

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

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

1. The **Basic Mathematics examination**: This examination tests the student's basic mathematics proficiency. Students must achieve an 80% or better on the basic math test and must retest 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.

2. The **Equivalency examination**: This examination tests the student's ability to convert values in different systems of measurement. Students must achieve a score of 100% and retest until this score is achieved. The initial score of the exam is a part of the NSG 104 grade.

Students must successfully pass these two examinations in order to administer medications in the clinical setting. Students must have a minimum of three clinical days to administer medications for evaluation on this clinical competency. Students failing to pass the mathematics examinations by the completion date will be placed on academic and clinical warning, the warning will state the student is at risk for failure in meeting the competencies for Nursing 1.

C. **Nursing 2 Math Exam**

This examination tests the student's math proficiency. The grade achieved on this examination counts as a unit examination and is averaged into the final course grade. If a student is absent on the day of the NSG 102 math examination, they must make-up the examination within one week.

D. **Final Examinations**

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

E. **Course Grading 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 with the following exception:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 2.0</td>
<td>75 – 76</td>
</tr>
<tr>
<td>C- 1.7</td>
<td>70 – 74</td>
</tr>
</tbody>
</table>

Unit examination scores comprise 70% of the final grade and the final examination is 30% of the final grade for nursing courses NSG 101, 102, 201 & 202.
F. **Final Grade Calculation**  
Students in Nursing Courses, 101, 102, 201, and 202 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 a 75% or greater. Other assignments are identified in the course syllabi.

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, clinical and program evaluations.
5. If assignments are not submitted by the due date, they will not be eligible for the additional points.

For NSG 104, 105 and 203 students should refer to the course syllabi for grading details.

II. **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 may be submitted in either a Microsoft Office Word document or a paper copy. Assignments not meeting the criteria may be returned one time only for re-writing/correction, and the student may be referred to the Student Writing Center. 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.

III. **The Use of Social Media**

A. **Policies**

The NE program supports the use of social media, in personal/non-school or non-work contexts, for educational and professional purposes.

This policy is commonly thought of as a group of internet-based applications that are built on the web and that allow for the creation and exchange of user-based content.

This policy applies to NE students who engage in internet conversations for school-related purposes or school-related activities such as interactions in or about clinical and didactic course activities.

The use of social media is prohibited while performing direct patient care.

Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional and the college’s reputation.

Students are responsible for knowing and abiding by the policies of the clinical agencies to which they are assigned regarding the use of hand held devices in the patient care areas. Students are not allowed to text for personal reasons while in the clinical agency. Students are strictly prohibited from texting or photographing test questions, (refer to academic honesty policy).
B. Consideration
There is no such thing as “private” social media.

Do not be lulled by false security, set your privacy settings as high as possible.

If you feel angry or passionate about a subject, it’s wise to delay posting until you are calm and clear headed. Think twice about posting.

Future employers hold you to a high standard of behavior. By identifying yourself as a NSCC student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even patients. Ensure that content associated with you is consistent with your professional goals.

Nursing students are preparing for a profession which provides services to a public that also expects high standards of behavior.

Respect your audience.

Adhere to all applicable College privacy and confidentiality policies.

You are legally liable for what you post.

Employers are increasingly conducting Web searches on job candidates before extending offers. Be certain that what you post will not come back to haunt you.

Monitor your comments. You can set your site so that you can review and approve comments before they appear.

Don’t use ethnic slurs, personal insults, obscenity, pornographic images or engage in any conduct that would not be acceptable in the professional workplace.

C. Consequences

Violations of patient privacy with an electronic device will be subject to HIPAA procedures and guidelines.

Students who share confidential or unprofessional information do so at the risk of disciplinary action, including failure in a course and/or dismissal from the program.

Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law.

Students may also be liable postings include confidential or copyrighted information (music, videos, text etc.)
IV. Promotion Policy:

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

V. Academic Warning Policy:

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

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

A. Theoretical Component

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

B. Clinical Component:

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

VI. Clinical Suspension Policy

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

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

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

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

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

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

Administrative Policies

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

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

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

II. Admissions Policy
Admission information for the Nurse Education Program is available from the Enrollment Service Offices located at the Danvers and Lynn Campuses or online at www.northshore.edu. Students may call these offices at (978) 762-4000, (Danvers) and at (781) 593–6722, (Lynn). Information sessions are held on a monthly basis during the academic year. Attendance at an information sessions is required prior to submission of an application to the program.

NSCC Nurse Education Program is committed to promoting an educational environment where diversity is encouraged. Diversity includes but is not limited to, race/ethnicity, physical abilities/qualities, disability,
gender, sexual orientation, age, religious affiliations, class, educational background, and employment category

III. Student Record Policies

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

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

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

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

IV. Reference Letter Request:

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

V. 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 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.

VI. Academic Honesty Policy

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

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

Dishonest academic behavior includes, but is not limited to:

Cheating: Some examples of cheating are:
- use of unauthorized notes during an examination
- giving or receiving unauthorized assistance on an examination
- copying from someone else's examination, term paper, homework, or report
- theft of examination materials
- falsification of works or records
- 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 Vice President of Academic Affairs for consideration of further disciplinary action. The Vice President will review the case and determine if further action is to be taken.
Disciplinary action may be appealed by the student. A full description of the student grievance procedure is available in the Office of the Vice President for Student and Enrollment Service as well as in the NSCC Student Handbook.

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

**VII. 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.

**VIII. 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 clear the CORI/SORI.
6. Unprofessional behavior.

A committee will be convened when necessary and shall include:

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

*Procedure for Dismissal*

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

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

1. The faculty member involved will present the circumstances which may warrant initiation of the dismissal procedure with the Department Chairperson. A joint decision will be made as to whether the procedure will be initiated.

2. The Department Chairperson will notify the student in writing of the reasons the dismissal procedure has been initiated and the date the dismissal committee will convene.

3. In the interim period, in the case of unsafe clinical performance or inappropriate behavior, the Department Chairperson reserves the right to suspend the student from nurse education classroom and/or clinical activities until the committee reaches a decision.

4. The Department Chairperson will convene the dismissal committee within five working days from the date of the notification to the student from the Chairperson.

5. The student may participate in the discussion and clarification of circumstances at the committee meeting with the option of having an advocate in attendance.

6. The members of the dismissal committee will then review and discuss the circumstances. A decision will be made by majority vote of the committee members and the student shall receive written notification of the decision within five working days.

7. A summary of the proceedings will be prepared by the Chairperson and made a part of the student’s record.

8. If the student is not satisfied with the decision of the dismissal committee, they may, within five working days, file the Nurse Education process for appeal form with the Dean of the Division of Health Professions, completing parts I and II.

**IX. Academic Grade Appeal Policy**

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

**X. Clinical Practice Grade Appeal Policy**

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

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

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

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

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

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

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

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

XI. 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. 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 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.

XII. Re-admission Policy:

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

XIII. Health Policies

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

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

Documentation of annual flu vaccination is required by most clinical agencies. Students are required to submit documentation of vaccination according to the annual deadline date of each academic year. Students who are allergic to the flu vaccine must submit documentation from their Health Care Provider. Students may be unable to attend clinical learning experiences if the vaccination is a requirement of the agency.

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

Students who are unable to meet technical standards are advised to contact the Disabilities Service office or go to the Disabilities Service component of the College web page @ www.northshore.edu and click on Student Services.
Students are required to contact the Department Chairperson if they are unable to meet the Technical Standards while enrolled in the Program. Students who do not meet the Technical Standards are not eligible to rotate to most clinical agencies. Students with temporary activity restrictions need to provide documentation from their health care provider that they are able to meet the technical standards without limitations prior to the return to clinical rotations.

**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 1X 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 doctor 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 College Title 1X coordinator.

Due to potential presence of containments 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 or to participate in 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. (Please refer to clinical absence policy).

### XIV. 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 for registration 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.

**Blackboard/ E-mail Policy:** The Nurse Education Program requires students to use the Learning Management System Blackboard. To use Blackboard you need to have basic computer literacy skills and access to a computer with reliable internet access. There are several open computer rooms on campus for students to use if needed. Students are expected to check their NSCC e-mail and Blackboard at a minimum of once daily Monday through Friday. To log into Blackboard for the first time you will need to log into your College pipeline account and select the My Courses tab. You can then click on the Blackboard link.

#### B. Class Attendance

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

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

1. 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. Attendance is mandatory. Students should spend additional time in the NSL or at home (if appropriate) independently, with a peer, or with the assistance of an NSL instructor in order to master that skill prior to skills performance evaluation.

2. 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 competency packets. Students who are unable to meet proficiency with the skills will not meet the course requirements. All NSL skills and Simulation performance evaluations must be completed by the completion date for the skill.

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

D. Clinical Attendance Policies:

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

In the event that a student is unable to attend a clinical experience, the student must:
   1. Notify the agency and/or the Clinical Instructor before the scheduled arrival time as directed by the Clinical Instructor.
   2. Submit to the clinical instructor, within one week, a written explanation of the absence.
   3. Submit a written physician/practitioner's statement for absences longer than two consecutive clinical days. This must document that the student is able to fully participate in all clinical learning activities.

Absence and Clinical Learning Experience Make-Up Policy
   1. Absences that exceed more than one clinical day per semester will result in a clinical failure unless they are made-up.
   2. Case Study Style make-up may be used for one absence per semester only.
   3. Service Learning Activities (including flu clinics) do not meet the criteria for clinical make-up.
   4. Students who are absent from the clinical area must see their clinical instructor within a week of the absence to discuss the clinical make-up. If the student is assigned to a part-time clinical adjunct the student should see their facilitator.

All students are responsible to pay for clinical make-up, if it is completed outside the normal scheduled clinical experiences conducted by the NSCC Nurse Education Faculty. One simulated clinical make-up day will be scheduled at the end of each semester for those students requiring a clinical make-up.

Fee for service cost is $56.00 per hour payable by money order to Nurse Education Faculty Organization in advance of the make-up day.

Fee for service make-up days must be completed by the end of final exam week.
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. If mandatory college closing (classes cancelled) is required 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. 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.
6. Students may access the college adverse weather/emergency closings by:
   -Calling the college adverse weather hotline at (978) 762 4200
   -Accessing the college website
   -Local television and radio stations

F. Course & Classroom Schedules:

Schedules are located in the course Competency Packets which can be accessed through the NSCC Blackboard Platform.

Classes for Nursing 1 are scheduled:
- Tuesday - 8:00 AM – 12:30 PM
- Wednesday - 8:00 AM – 12:30 PM
- Skills Lab – as posted on Blackboard.

Introduction to Pharmacology are scheduled:
- Tuesday - 8:00 AM-10:30 AM, beginning Week 5

Nursing 2 are scheduled:
- Tuesday - 8:00 AM – 12:30 PM
- Wednesday - 8:00 AM – 11:30 PM
- Skills Lab – as assigned on Blackboard.

Pharmacology and the Role of the Registered Nurse
- Mondays - 2:00 PM – 4:20 PM

NSG 3 and NSG 4 are scheduled:
- Monday - 8:00 AM – 12:30 PM
- Friday - 8:00 AM – 12:30 PM
**RN in Contemporary Society**

*Tuesday’s 8:00- 10:20 AM*

*Class schedules are posted on Blackboard. Schedules will be adjusted to make-up classes for emergency school closings. Any changes to the schedule will be posted on Blackboard.*

**G. Classroom Etiquette:**

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. Do not use cell phones or PDA’s. 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.

**H. Criminal Offense Record Investigation Policy**

**CRIMINAL OFFENSE RECORD INVESTIGATION AND SEX OFFENDER RECORD INFORMATION CORI/SORI) POLICY AND DRUG TESTING POLICY**

The College is authorized and certified by the Commonwealth’s Criminal History Systems Board in the State of Massachusetts to obtain and review student’s criminal history information in order to determine student eligibility for clinical/fieldwork. All students enrolled in a Health Professions Program will be required to complete a CORI (Criminal Offender Record Information) and/or SORI (Sex Offender Record Information).

The CORI/SORI(s) form gives permission for an agency to access all criminal case data including conviction, non-conviction and pending data therefore completing a criminal background check. Depending on the contents of the student’s CORI/SORI(s), participation in clinical or field placement may be denied or the facility may request their CORI/SORI(s) process.

In addition, CORI/SORI(s) and/or a urine drug test may be required. Failure to complete or participate in any required agency / college screening will result in the student not being placed at that agency and will lead to dismissal from the Health Profession Program.

This CORI or SORI requirement that occurred during the admission process does not presume a guarantee of employment in a professional facility upon graduation.

The College is authorized by the Commonwealth’s Criminal Systems Board in the State of Massachusetts to access CORI/SORI(s) records. In order to be eligible to participate in clinical, all students enrolled in any Health Professions’ Program will be required to complete CORI/SORI(s).

This CORI/SORI(s) requirement that occurred during the admission process does not presume a guarantee of employment in a professional facility upon graduation.
If a student is arrested or has new criminal charges, the student is responsible to disclose this to the Department Chairperson to determine eligibility for continued clinical placement. In this situation a new CORI will be conducted following the College CORI procedure.

I. **Drug Screening Policy**

Students enrolled in Health Professions Programs may be required to undergo and pass a drug screening analysis in order to be eligible for placement in clinical fieldwork facility. Students may also be required to undergo and pass random drug screening analysis during clinical rotations at clinical facilities. Students who fail to pass or refuse to submit to a drug screening analysis will be ineligible for clinical/fieldwork placement and will be dismissed from their Program of Study.

J. **Fingerprint Policy**

Rotations to the Public Schools or other clinical experience may require students to be finger printed in advance of the rotation. The procedure and cost of fingerprinting will be provided at the beginning of each course. Specific information is not provided here as the procedure may change. (Fingerprinting may be subject to a student fee).

XV. **Financial Assistance Information**

I. **Emergency Loan Fund**

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

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

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

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

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

II. **The North Shore Community College Foundation Scholarship Program**

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

NURSE EDUCATION PROGRAM

COMPETENCY PACKET DIRECTIONS

Section III
ORGANIZATION OF THE NURSE EDUCATION CURRICULUM

OVERVIEW

The Nurse Education Program utilizes a competency based education model. The nursing theoretical component is divided into six courses, four of which have a clinical learning component. The student moves through the Program in a logical sequence of content and performance levels. NSG 101, 102, 104, 105, 201 and 202 have expanded course syllabi called competency packets. These courses are divided into units of study. Each unit is divided into modules of study. Modules are competencies of learning. Competencies are further divided into subcompetencies. Subcompetencies are learning objectives.

The competency packet, which is available via electronic format for downloading on the NSCC website include: pages that pertain to the entire course, a specific unit, individual modules containing subcompetencies and learning alternatives for the unit of study. There are bibliographies and 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 subcompetencies. Finally, pages which are skill-related handouts and critical criteria passoffs sheets utilized in nursing skills laboratory (NSL).

Competency Based Learning

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

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

Advantages of Competency Based Learning:

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

Entire Course

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

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

Course Competencies are the objectives of learning for the course

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

The course schedule details the method of instruction as lectures, seminars, and discussions, and the time and the location of class. When multiple offerings are available, the class is divided into sections; students may be assigned specific sections.
The Course Bibliography lists most of the references that are used in the course. Additional journal articles which relate to specific units of study may be included at the end of each unit of study.

**Unit of Study**

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

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

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

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

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

**Module Outlines**

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

**SUBCOMPETENCIES**

Subcompetencies identify the learning objectives for study and are correlated with classes. Each subcompetency is assigned a number listed under in a table on the left side of each page. Subcompetencies are numbered consecutively within each unit. The number of the subcompetency follows the module number which follows the unit number. For instance NSG 1 05.03.07 means Nursing 1, Unit 05, Module 03, and Subcompetency 07.

**LEARNING ALTERNATIVES (LA)**

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

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

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

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

   *The lecture* is a class where the instructor presents information. There may be a chance to ask questions. Students are expected to read relevant content in textbooks prior to attending lecture.
The seminar is a class which is limited in size where the instructor presents part of the information and the rest comes from the students themselves as they respond to questions and exchange ideas about important points. This means that preparation by the student is essential and done prior to participating in the seminar.

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

3. NSL Demonstrations and Skills Performance Evaluation – A demonstration is a class that demonstrates application of principles to a procedure in the NSL. Practice time follows before the instructor evaluates the student’s performance of the skill in a skills performance evaluation.

4. Multimedia - Certain materials may be made available at the HP 207 Resource room or in the library. Students are encouraged to utilize DVD’s, computer assisted instructional programs and online learning resources. These provide reinforcement for textbook and classroom learning.

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

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

Unit Completion
Successful completion of study includes all of the following:

1. Meet all prerequisites for that unit.
2. Complete all requirements for that unit. The student must attend all NSL demonstrations and performance evaluations, all Simulation experiences and evaluations submit all required written assignments, including make-up assignments and complete all clinical requirements.
3. Take a Unit Test. Tests are available at the Center for Alternative Studies (CAS) in DB 225.

Unit Evaluation
At the end of each unit of study is an optional unit evaluation to be completed 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 eliminate confusion and having to deal with an excessive back load of material.

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

1. Prior to class read all pages in the Competency Packet related to the current unit of study.
2. Review the Learning Alternatives (LA’s) related to the material in the modules.
3. Review class schedule and assigned reading – review each class to see which modules and subcompetencies are covered.
<table>
<thead>
<tr>
<th>Sub-competencies</th>
<th>Professional Publications</th>
<th>Multimedia Materials</th>
<th>Classes</th>
<th>Written Assignments &amp; Clinical Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>01. Identify factors affecting blood pressure</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>02. Explain the following terms:</td>
<td></td>
<td></td>
<td>Lecture: Measuring Blood Pressure, Oxygen Saturation and Intake and Output (Modules 04.02-08)</td>
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<tr>
<td>a. systolic</td>
<td></td>
<td></td>
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<tr>
<td>b. diastolic</td>
<td></td>
<td></td>
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<tr>
<td>c. pulse pressure</td>
<td></td>
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<tr>
<td>d. hypotension</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>e. hypertension</td>
<td></td>
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</tr>
<tr>
<td>03. Identify the process for assessing blood pressure.</td>
<td></td>
<td></td>
<td>“</td>
<td>Attend demonstration and practice measuring blood pressure. Complete passoff of BP. Take and record a patient’s B/P in clinical.</td>
</tr>
<tr>
<td>04. Describe variations in normal blood pressure that occur from infancy to old age.</td>
<td></td>
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<tr>
<td>05. Identify factors affecting O₂ saturation,</td>
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<tr>
<td>06. Define the following terms:</td>
<td></td>
<td></td>
<td>Practice measuring O₂ saturation</td>
<td></td>
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<tr>
<td>a. pulse oximeter</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>b. hypoxemia</td>
<td></td>
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<tr>
<td>07. Identify the process for assessing O₂ saturation.</td>
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<tr>
<td>08. Describe variation in normal O₂ sat that occur from infancy to old age.</td>
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<tr>
<td>TERM</td>
<td>EXPLANATION</td>
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</tr>
<tr>
<td>ACCURATELY</td>
<td>Utilize learned principles</td>
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<tr>
<td>ANALYZE</td>
<td>Given an idea, problem, situation, etc., break it into its component parts and explain how the parts fit together to make the whole.</td>
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<tr>
<td>ASSESS</td>
<td>Evaluate according to recognized standards.</td>
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</tr>
<tr>
<td>CHOOSE</td>
<td>Select.</td>
<td></td>
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</tr>
<tr>
<td>COMPARE</td>
<td>Given two or more ideas, problems, situations, etc., describe their similarities.</td>
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<tr>
<td>CONSISTENTLY</td>
<td>Achieve 95% of the time.</td>
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<tr>
<td>CONTRAST</td>
<td>Given two or more ideas, problems, situations, etc., describe their differences.</td>
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<tr>
<td>DECIDE</td>
<td>Given a problem, select from alternatives and explain your decision.</td>
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</tr>
<tr>
<td>DEFINE</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DESCRIBE</td>
<td>To give an account of in words.</td>
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<tr>
<td>DIFFERENTIATE</td>
<td>Contrast. Compare characteristics.</td>
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<tr>
<td>DISCUSS</td>
<td>To consider the pros and cons, written or verbal.</td>
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<tr>
<td>DISTINGUISH</td>
<td>To separate into kinds, classes &amp; categories.</td>
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<tr>
<td>EXAMINE</td>
<td>Study and describe.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EXPLAIN</td>
<td>To make plain or understandable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDENTIFY</td>
<td>Indicate the appropriate answer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ILLUSTRATE</td>
<td>Explain by giving one or more examples in writing, using a simple drawing or diagram, or orally, at the instructor's discretion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIST</td>
<td>Enumerate without explanation.</td>
<td></td>
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</tr>
<tr>
<td>LOCATE</td>
<td>Given a physical structure, describe its placement by labeling it correctly on a diagram or explaining it in writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAME</td>
<td>State or list.</td>
<td></td>
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</tr>
<tr>
<td>OUTLINE</td>
<td>Explain briefly, emphasizing the major points.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>PURPOSE</td>
<td>Given a problem, offer a solution and explain reasoning.</td>
<td></td>
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</tr>
<tr>
<td>STATE</td>
<td>To set forth in detail.</td>
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</tr>
<tr>
<td>SUGGEST</td>
<td>Propose.</td>
<td></td>
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</tr>
<tr>
<td>SUMMARIZE</td>
<td>Conclude briefly.</td>
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</tr>
</tbody>
</table>
NORTH SHORE COMMUNITY COLLEGE

NURSE EDUCATION PROGRAM

CLINICAL LEARNING GUIDE

Section IV
CLINICAL LEARNING EXPERIENCE

The clinical learning experience is an essential portion of the 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.

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.

FIRST SEMESTER

<table>
<thead>
<tr>
<th>Agency Affiliation</th>
<th>Clinical Scheduled Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLINICAL SCHEDULED HOURS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>(Thursday and Friday)</strong></td>
<td></td>
</tr>
<tr>
<td>Ledgewood Nursing Home</td>
<td>7:00 am- 12:00 pm</td>
</tr>
<tr>
<td>Herrick Street</td>
<td></td>
</tr>
<tr>
<td>Beverly, MA 01915</td>
<td></td>
</tr>
<tr>
<td>(978) 921-1392</td>
<td></td>
</tr>
<tr>
<td>Addison Gilbert Hospital</td>
<td>7:00 am- 12:00 pm</td>
</tr>
<tr>
<td>Washington Street</td>
<td></td>
</tr>
<tr>
<td>Gloucester, MA 01930</td>
<td></td>
</tr>
<tr>
<td>(978) 283-1000</td>
<td></td>
</tr>
<tr>
<td>Northshore Medical Center</td>
<td>7:00 am- 12:00 pm</td>
</tr>
<tr>
<td>Dove Avenue</td>
<td></td>
</tr>
<tr>
<td>Salem, MA 01970</td>
<td></td>
</tr>
<tr>
<td>(978) 745-9000</td>
<td></td>
</tr>
<tr>
<td>Beverly Hospital</td>
<td>7:00 am- 12:00 pm</td>
</tr>
<tr>
<td>Herrick Street</td>
<td></td>
</tr>
<tr>
<td>Beverly, MA 01915</td>
<td></td>
</tr>
<tr>
<td>(978) 922-3000</td>
<td></td>
</tr>
<tr>
<td>Kindred Hospital</td>
<td>7:00 am-12:00 pm</td>
</tr>
<tr>
<td>15 King Street</td>
<td></td>
</tr>
<tr>
<td>Peabody, MA</td>
<td></td>
</tr>
<tr>
<td>(978) 531-2900</td>
<td></td>
</tr>
<tr>
<td>Danvers Council on Aging</td>
<td>As assigned</td>
</tr>
<tr>
<td>Stone Street</td>
<td></td>
</tr>
<tr>
<td>Danvers, MA 01923</td>
<td></td>
</tr>
<tr>
<td>(978) 762-0208</td>
<td></td>
</tr>
<tr>
<td>Salem Council on Aging</td>
<td>As assigned</td>
</tr>
<tr>
<td>5 Broad Street</td>
<td></td>
</tr>
<tr>
<td>Salem, MA</td>
<td></td>
</tr>
<tr>
<td>(978) 745-0409</td>
<td></td>
</tr>
<tr>
<td>Lynn Council on Aging</td>
<td>As assigned</td>
</tr>
<tr>
<td>8 Silsbee Street</td>
<td></td>
</tr>
<tr>
<td>Lynn, MA 01901</td>
<td></td>
</tr>
<tr>
<td>(781) 599 0110</td>
<td></td>
</tr>
</tbody>
</table>
Peabody Council on Aging
79 Central Street
Peabody, MA 01960
(978)531-2254

Beverly Council on Aging
90 Colon Street
Beverly, MA 01915
(978)921-6017

AVIV
240 Lynnfield Street
Peabody, MA 01960
(978) 471-5100

Rosewood
22 Johnson Street
Peabody, MA 01960
(978) 535-8700

As assigned

As assigned

6:45 am to 11:45 am

6:45 am to 11:45 am
<table>
<thead>
<tr>
<th><strong>SECOND SEMESTER</strong></th>
<th><strong>CLINICAL SCHEDULED HOURS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beverly Hospital</td>
<td>Maternity 7:00 am-1:30 pm</td>
</tr>
<tr>
<td>85 Herrick Street</td>
<td>Pediatrics</td>
</tr>
<tr>
<td>Beverly, MA 01905</td>
<td>(978) 922-3000</td>
</tr>
<tr>
<td>Mass General Hospital for Children</td>
<td>Maternity and Pediatrics 7:00 am-1:30 pm, 2:00-8:30 pm</td>
</tr>
<tr>
<td>57 Highland Ave</td>
<td></td>
</tr>
<tr>
<td>Salem, MA 01915</td>
<td></td>
</tr>
<tr>
<td>(978) 414-2000</td>
<td></td>
</tr>
<tr>
<td>Lynn Community Health Center</td>
<td>Pedi and Maternal Child experiences</td>
</tr>
<tr>
<td>269 Union Street</td>
<td>Day experience: hours assigned</td>
</tr>
<tr>
<td>Lynn, MA 01901</td>
<td></td>
</tr>
<tr>
<td>(781) 596-3900</td>
<td></td>
</tr>
<tr>
<td>North Shore Medical Center</td>
<td>Maternal Child 7:00 am-1:30 pm, 2:00 pm-8:30 pm</td>
</tr>
<tr>
<td>85 Herrick Street</td>
<td>Day experience: hours and school assigned</td>
</tr>
<tr>
<td>Beverly, MA 01915</td>
<td></td>
</tr>
<tr>
<td>(978) 922-3000</td>
<td></td>
</tr>
<tr>
<td>Beverly Public Schools</td>
<td>Pediatrics</td>
</tr>
<tr>
<td>20 Colon Street</td>
<td>Day experience: hours and school assigned</td>
</tr>
<tr>
<td>Beverly, MA 01915</td>
<td></td>
</tr>
<tr>
<td>(978) 921-6108</td>
<td></td>
</tr>
<tr>
<td>Saugus Public Schools</td>
<td>Pediatrics</td>
</tr>
<tr>
<td>23 Main Street</td>
<td>Day experience: hours and school assigned</td>
</tr>
<tr>
<td>Saugus MA 01906</td>
<td></td>
</tr>
<tr>
<td>(781) 231-5000</td>
<td></td>
</tr>
<tr>
<td>River Valley Charter School</td>
<td>Pediatrics</td>
</tr>
<tr>
<td>2 Perry Way</td>
<td>Day experience: hours and school assigned</td>
</tr>
<tr>
<td>Newburyport, MA 01950</td>
<td></td>
</tr>
<tr>
<td>(978) 609-0298</td>
<td></td>
</tr>
<tr>
<td>Marblehead High School</td>
<td>Pediatrics</td>
</tr>
<tr>
<td>2 Humphry Street</td>
<td>Day experience: hours and school assigned</td>
</tr>
<tr>
<td>Marblehead, MA 01945</td>
<td></td>
</tr>
<tr>
<td>(781) 576-9556</td>
<td></td>
</tr>
<tr>
<td>Salem Academy Charter School</td>
<td>Pediatrics</td>
</tr>
<tr>
<td>45 Congress Street</td>
<td>Day experience: hours and school assigned</td>
</tr>
<tr>
<td>Salem, MA 01970</td>
<td></td>
</tr>
<tr>
<td>(978) 744-2105</td>
<td></td>
</tr>
<tr>
<td>Danvers Public Schools</td>
<td>Pediatrics</td>
</tr>
<tr>
<td>Avon Road</td>
<td>Day experience: hours and school assigned</td>
</tr>
<tr>
<td>Danvers, MA 01923</td>
<td></td>
</tr>
<tr>
<td>(978) 774-6946</td>
<td></td>
</tr>
</tbody>
</table>
(Third and Fourth Semesters) CLINICAL SCHEDULED HOURS (Wednesday and Thursday)

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

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

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

Most Services 7:30 am- 3:30 pm

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

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

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

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

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

Mental Health Services 8:00 am - 4:00 pm

All Care Visiting Nurse Association
210 Market Street
Lynn, MA 01902
(800) 287 2454

8:00 am - 4:00 pm

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

7:45 am - 3:45 pm

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

8:00 am - 4:00 pm

VNA of Middlesex East
607 North Avenue #17
Wakefield, MA 01880
(781) 224-3399

8:00 am - 4:00 pm

Lahey Health at Home
600 Cummings Center Suite 270X
Beverly, MA 01915
(978) 921-2615

8:00 am - 4:00 pm
SELECTED CLINICAL EXPERIENCES

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

Selected clinical experiences include:

**First Year Students**
- Surgical Day Care
- Medical Day Care
- Preoperative Screening
- Lynn Community Health Center
- Operating Room
- Pathways for Children
- Labor and Delivery
- Prenatal Testing
- Intravenous Therapy
- Senior Adult Unit
- Special Care Nursery

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

The student will prepare for the experiences by reviewing the objectives and by reading assigned literature prior to the selected clinical learning experience. 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 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.

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. No student will be excused early from clinical. Time will be made up as per the absence policy.
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, including auxiliary aids or service, or reasonable accommodation due to this condition, the student must contact the College’s Office of Disability 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 a 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 will provide latex-free and powder-free gloves in all College lab facilities. Should a clinical agency site NOT provide latex-free gloves, the College will provide latex-free gloves for clinical use. Additionally, the College is taking the following steps to minimize latex in its lab facilities: 1) replacement of all gloves in use by faculty and students with nitrile or vinyl gloves; 2) future purchasing of latex-safe supplies and equipment whenever possible.

As with all students in the Nurse Education Program, a student with a latex sensitivity or allergy is required to satisfactorily complete all requirements and technical standards of the program to which they have been accepted.
CLINICAL LEARNING ASSIGNMENTS

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

Expectations for data collection:

- Clean neat professional work clothes and NSCC lab coat and identification badge are to be worn. (no jeans, shorts, halter tops)
- 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 in order 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 area

Semester I: NSG 101 - 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: NSG 102 – Nursing 2

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

Pediatric Inpatient
1. Follow guidelines for Semester I.
2. Use the growth and development tool to identify normal developmental parameters for assigned patients.
3. Identify the impact of hospitalization on the child’s developmental level.

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 & 202: - (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. Describe diagnostic studies using the Laboratory Data Form.
6. Describe medications using the Medication Addendum Form.
7. Describe medical management.
8. Describe surgical procedure including complications.
9. Describe teaching plan for the patient including prevention of disease and health promotion.
10. 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.

Semester I Nursing 1 and Semester II Nursing 2

Pre-Conference focuses on:
1. Reviewing student preparation.
2. Reinforcing goals to correlate with theory.
3. Identifying the role of the nurse.
4. Providing time for student questions.

Post Conference focuses on:
1. Utilizing critical thinking to discuss selected clinical experiences.
2. Correlating theory to practice.
3. Practicing clinical skills such as math and documentation.
4. Allowing students to discuss clinical learning experiences.
5. Providing direction for the next clinical experience.
Semester III and IV: Nursing 3 & 4

Pre-Conference focuses on:
1. Utilizing critical thinking in applying the nursing process in the care of the patient.
2. Setting priorities for patient care.
3. Correlating theory to the care of the patient.
4. Discussing procedures and protocols involved in the care of the patient.

Post-Conference focuses on:
1. Analyzing clinical experiences.
2. Correlating theory to practice.
3. Allowing students to discuss clinical learning experiences.

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

PERFORMANCE CRITERIA

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

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

NURSING SKILLS LABORATORY

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

The NSL scheduled hours are posted in the NSL folder on Blackboard. Students are assigned to weekly sessions for demonstration/practice or pass off. They may also make appointments with NSL instructors for additional assistance.

The following activities are required to complete each skill.

Preparation
1. View available videos and or computer software
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.
**DRESS CODE**

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

**Standard Uniform**
- Program white blouse/shirt and program green straight-legged pants.
- Properly fitted, neat, clean and ironed at all times (No smocks, aprons or fancy tops allowed). Undergarments are to be light colored. A white long sleeve, crew neck tee-shirt may be worn under uniform top.

**Cap**
- Students may purchase a cap, which may be used for ceremonial purposes.

**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. This includes time spent in the NSL.

**Hair**
- Hair should be clean, combed and pulled back out of the face. Blue, green, bright pink and purple etc. are not acceptable. 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. In keeping with the clinical agency policy

**Beards/Mustache**
- Short, clean and neatly trimmed.

**Cell Phones/ PDA’s/Smart phones**
- Cell phones, texting, and picture taking are not allowed in the clinical areas. PDA’s and smart phones may be allowed for clinical reference purposes only. Clinical Agency policies must be followed.

**Sweater/Scrub Jackets**
- Sweaters are not to be worn while giving care. Regulation white scrub jacket may be worn at bedside.

**Jewelry**
- Visible body piercings (with the exception of 1 stud in each ear) and visible tattoos are not acceptable in the clinical area. Tongue piercing/jewelry are not allowed. Only a wedding band is permitted.

**Nails**
- Students will not wear artificial fingernails or extenders. Artificial nails are defined as any material applied to the nail to strengthen (excluding clear liquid nail hardener) or lengthen the nails including but not limited to wraps, acrylics, tips, tapes or bonding materials. Healthcare workers who have direct contact with patients will not wear nail jewelry or any appliqués other than those made of nail polish. Natural nails must be clean and should be no longer than ¼ inch long. If nail polish is worn, it should be clear and not be cracked, chipped, or scratched.

**No Drinking**
- Drinking alcoholic beverages while in NSCC identified clothing is prohibited.

**No Smoking Policy**
- Smoking on campus and at clinical agencies and while wearing the student uniform is prohibited.

**Watch**
- A watch with a second hand is necessary

**For Community Placement and Data Collection at agencies**
- Name pins/identification badges as required, a NSCC lab. coat and appropriate street clothes (no jeans, shorts, halters, plunging necklines, or spandex).

**Other**
- Be mindful that some odors and scents are offensive to some 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 Privacy Act of 1996 (HIPAA)

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

- Anyone who has access to medical records; including computerized records.
- Inadvertent displays of personal information on computer screens.
- Use of publicly accessible "name boards" to note 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. Thus, there should be no talking about patients how the day went, etc., especially in the cafeteria or elevator.
- Know the facility’s regulations regarding release of PHI.
- If charting on the computer, close out of screen before leaving the work area.
- Do not photocopy any part of the patient’s chart.
- In preparing clinical paperwork, only identify the patient by his initials.
- If a friend or family member asks about the patient’s condition, result of tests, or other privileged information refer the person to the nurse or physician. This is true whether the family asks the question in person or on the phone.
- If in doubt, ask the Nurse Education faculty member or another nurse for guidance.
- Think before you speak.

**** Failure to abide by HIPAA regulations will result in dismissal from the Nurse Education Program.****
Student Compliance with the Health Insurance Portability and Accountability Act (HIPAA)

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

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

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

Documented completion of a College of Health Professions approved HIPAA training program is required of all nursing students prior to attending the first clinical experience. Information about how to complete this training will be made available; however, it is each student’s responsibility to assure that this activity has been accomplished and adequately documented. Students who fail to do so may not attend clinical.
(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
- Occupational Therapy Assistant
- Practical Nursing
- Respiratory Care
- Veterinary Technology
- Nurse Education
- Physical Therapist Assistant
- Radiologic Technology
- Surgical Technology

Date: __________________________

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

______________________________________________________________________________
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.

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EMERGENCY FUND CONTRACT

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

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

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

Student Signature ______________________________

Assistant Department Chairperson ______________________________

Date ________________
TECHNICAL STANDARDS FOR NURSE EDUCATION

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

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

<table>
<thead>
<tr>
<th>PHYSICAL</th>
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<tbody>
<tr>
<td>LIFT: patients, equipment</td>
<td>F</td>
</tr>
<tr>
<td>CARRY: equipment, objects</td>
<td>F</td>
</tr>
<tr>
<td>KNEEL: to perform CPR, work with patients, assist patients who fall</td>
<td>O</td>
</tr>
<tr>
<td>STOOP/BEND/TWIST assist in ADL; perform transfers, operate</td>
<td>F</td>
</tr>
<tr>
<td>BALANCE: safely maintain while assisting patients in ambulation, and transfer.</td>
<td>C</td>
</tr>
<tr>
<td>CROUCH: to locate and plug in equipment.</td>
<td>O</td>
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<td>REACH: to adjust equipment, to guard patient, to reach supplies</td>
<td>F</td>
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<tr>
<td>HANDLE: equipment such as syringes, Bp cuffs, IV infusions</td>
<td>F</td>
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<tr>
<td>DEXTERITY: to perform gross motor skills, manipulate and fine tune knobs, dials, blood pressure cuffs, equipment, scales and stretchers</td>
<td>F</td>
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<tr>
<td>PUSH/PULL: wheelchairs, stretchers, patients, Hoyer lifts</td>
<td>F</td>
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<td>WALK: for extended periods of time and distances over a normal work day</td>
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<tr>
<td>STAND: for extended periods of time</td>
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<td>TACTILE</td>
<td>Freq*</td>
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<td>PALPATE: pulses, skin texture, bony landmarks,</td>
<td>C</td>
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<tr>
<td>DIFFERENTIATE: between temperature and pressure variations</td>
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<tr>
<th>VISUAL</th>
<th>Freq*</th>
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<tbody>
<tr>
<td>READ: numbers, letters, cursive writing in fine and other print in varying light levels</td>
<td>C</td>
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<tr>
<td>DETECT: changes in skin color, patient’s facial expressions, swelling, atrophy, forms of non-verbal communication (gestures)</td>
<td>F</td>
</tr>
<tr>
<td>OBSERVE: patient and environment in order to assess conditions or needs.</td>
<td>C</td>
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<tr>
<td>SEE: BP manometer, small print on vials, syringes, dials, gauges and computer screens.</td>
<td>C</td>
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<tr>
<th>COMMUNICATION</th>
<th>Freq*</th>
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<tr>
<td>SPEAK: in English language in clear, concise manner; to communicate with patients, families, significant others and the health care team</td>
<td>C</td>
</tr>
<tr>
<td>RESPOND: to patients with communication disorders (aphasia, hearing loss), or those who use ESL</td>
<td>C</td>
</tr>
<tr>
<td>COMPREHEND: oral and written language, including health care terminology in order to communicate with patients, families, significant others, health care providers, and community</td>
<td>C</td>
</tr>
<tr>
<td>WRITE/WORD PROCESS: in English, clearly, legibly; for charts, computer input of data</td>
<td>C</td>
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<tr>
<th>AUDITORY</th>
<th>Freq*</th>
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<tbody>
<tr>
<td>HEAR: heart sounds, breath sounds, patient distress sounds, machine timer bells and alarms; verbal directions and requests from health care team and patients</td>
<td>C</td>
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<tr>
<td>MENTAL/COGNITIVE</td>
<td>Freq*</td>
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<tr>
<td>Function safely, effectively, and calmly under stressful situations.</td>
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</tr>
<tr>
<td>Remain alert to surroundings, potential emergencies; respond to patient situations, i.e. falls, burns, pain, change in physical status.</td>
<td>F</td>
</tr>
<tr>
<td>Integrate information, and make decisions based on pertinent data, in a collaborative manner.</td>
<td>C</td>
</tr>
<tr>
<td>Interact effectively and appropriately with patients, families, supervisors, and co-workers of the same or different cultures with respect, politeness, tact, collaboration, teamwork, discretion.</td>
<td>C</td>
</tr>
<tr>
<td>Communicate an understanding of basic principles of supervision, ethics, and confidentiality.</td>
<td>C</td>
</tr>
<tr>
<td>Display basic interpersonal skills necessary to interact in situations requiring close, personal contact.</td>
<td>C</td>
</tr>
<tr>
<td>Display attitudes/actions consistent with the ethical standards of the profession.</td>
<td>C</td>
</tr>
<tr>
<td>Maintain personal hygiene consistent with close personal contact associated with patient care</td>
<td>C</td>
</tr>
<tr>
<td>Maintain composure while managing multiple tasks simultaneously</td>
<td>C</td>
</tr>
<tr>
<td>Prioritize multiple tasks</td>
<td>C</td>
</tr>
</tbody>
</table>

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

*Applicants who are offered admission must document their ability to perform all essential tasks with or without reasonable accommodation in order to begin the professional courses. If you are an otherwise qualified individual with a disability who seeks a reasonable accommodation, you need to contact the Office of Disability Services for eligibility determination for reasonable accommodation(s). For those applicants offered admission, you will be asked to self certify by signing the Technical Standards which are included in the Health Forms packet that you will be required to complete no later than July 8, 2010.
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

Department Chairperson’s Signature: ___________________________   Date: ___________________________

Part III

Date Form Received: ___________________________   Date Conference Held: ___________________________

Dean of Health Professions Decision: □ Original decision upheld   □ Original Decision NOT upheld

Comments: ____________________________________________

Dean of Health Professions Signature: ___________________________   Date: ___________________________
Student Handbook Verification Form

1. I, ________________________________, have read and agree to comply and
   (Please print name)
   conform with the policies and contents of the Nurse Education Student Handbook. I
   acknowledge that it is my responsibility to assure my understanding of the content by seeking
   further information from my facilitator or other Nurse Education faculty.

2. 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. (  )

3. I verify that I have health insurance. (  )

4. I hereby give permission to the Nurse Education Program at North Shore Community College
   to release my health records to fieldwork facilities requesting information regarding my essential
   functions and immunity status. (  )

Name____________________    Date____________________
Address____________________  Signature_________________
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 hereby authorizes North Shore Community College to produce audiovisual recordings of simulations for teaching and learning purposes.

________________________________________
Print Name: _______________________________________________________________________

Address: __________________________________________________________________________

__________________________________________________________________________________