MONROE COUNTY COMMUNITY COLLEGE
DIVISION OF HEALTH SCIENCES
PRACTICAL NURSING PROGRAM

PRACTICAL NURSING STUDENT INFORMATION HANDBOOK

2026

Revised: 11/18; 11/19; 12/21; 11/22; 11/23; 11/24; 11/25

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Program Information

Accreditation

Accreditation is a voluntary, non-governmental process that uses peer review to determine if academic programs meet public confidence. Students benefit from accreditation through availability of financial aid for some programs under Title IV, qualification to attend other accredited schools when pursuing higher degrees, and a competitive edge in the job market.

The Practical Nursing program at Monroe County Community College located in Monroe, Michigan is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the practical nursing program is Initial Accreditation.
View the public information disclosed by the ACEN regarding this program on the ACEN website.
https://www.acenursing.org/search-programs

If you have any questions regarding the nursing program's ACEN accreditation status and/or current program improvement activities, please contact the MCCC Director of Nursing.

Program Approval

The MCCC Practical Nursing Program is fully approved through the Michigan Board of Nursing.

Michigan Board of Nursing
Department of Licensing & Regulatory Affairs
Bureau of Professional Licensing
611 W. Ottawa
Lansing, MI 48933
Michigan Board of Nursing

MONROE COUNTY COMMUNITY COLLEGE

MISSION STATEMENT

Monroe County Community College enriches lives in our community by providing opportunity through student-focused, affordable, quality higher education and other learning experiences.

VISION STATEMENT

Monroe County Community College will be recognized for our student-focused service, academic excellence, affordability, innovation, community responsiveness and student success.

These core values form our attitudes and guide our behavior:

- Student-focus: Execute student-centered decision making
- Excellence: Offer high-quality educational opportunities, programs and services
- Accessibility: Offer ease of access to educational opportunities, programs and services
- Affordability: Provide affordable educational opportunities, programs and services
- Diversity and Inclusion: Celebrate the individuality and diversity of our students, community, nation and world
- Respect: Practice equity and mutual respect
- Stewardship: Manage our resources with efficiency and integrity to ensure the long-term health of the college and infuse responsible, sustainable and transparent practices throughout all operations and programs
- Outreach and Engagement: Advance a culture of engagement and collaboration
- Relevance: Offer relevant educational programs through innovation and responsiveness

MCCC PRACTICAL NURSING PROGRAM

MISSION STATEMENT

Monroe County Community College's Practical Nursing Program enriches lives in our community by providing opportunity through student-focused, affordable, quality nursing education.

VISION STATEMENT

Monroe County Community College's Practical Nursing Program will be recognized for our student-focused curriculum, academic excellence, affordability, innovation, community responsiveness and student success.

PHILOSOPHY

The Monroe County Community College Practical Nursing Program philosophy supports the core values of the college, recognizing the value of excellence and diversity in education. The Practical Nursing Program provides relevant educational opportunities that are student-focused, accessible and affordable.

The Practical Nursing Program is built upon a framework of human flourishing, nursing judgment, professional identity, and a spirit of inquiry, with a curriculum that accounts for emerging evidence-based practice and will be accomplished in settings that align with current workforce trends. The program outcomes are the expected culmination of learning experiences taking place throughout the curriculum.

CORE VALUES

The practical nursing curriculum is founded on the following core values:

- Caring
- Integrity
- Diversity
- Excellence
- Holism
- Patient-centeredness
- Ethics

The core values are supported by 6 competencies including:

- Quality
- Safety
- Team/Collaboration/Communication
- Relationship-centered care
- Systems-based care
- Personal & professional development

Philosophical Outcomes Defined

Human Flourishing is a life-long endeavor to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts. Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The practical nurse assists the individual in reclaiming and/or developing new pathways toward human flourishing.

Nursing Judgment encompasses ways that the practical nurse synthesizes patient problems, issues, and concerns while responding in a knowledgeable and caring manner to every patient situation. Nurses employ nursing judgment in complex patient care situations, working with the health care team to ensure health care quality and safety. Essential components of practical nursing judgment include recognizing changes in patient status, acknowledging uncertainty and seeking assistance about the most appropriate course of action, accounting for context, and the nurse's practical experience. Making clinical decisions is rooted in the nurse's theoretical knowledge, ethical perspective, relationship with patients, their caregivers, and community, and understanding of the influence of systems on health care outcomes.

Professional Identity includes both personal and professional development, involving the internalization of one's core values and perspectives, recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, reflects, and grows in the nursing profession. Integral to the development of professional identity is the nurse's commitment to upholding ethical codes of conduct, advocacy for improved health care access and service delivery for vulnerable populations, improved patient outcomes, and the growth and sustainability of the nursing profession.

Spirit of Inquiry is a persistent sense of curiosity that informs both learning and practice. A nurse instilled with a spirit of inquiry will raise questions, challenge traditional and existing practices, and seek creative approaches to problem-solving. A spirit of inquiry in nursing stimulates inquisitive thinking and extends possibilities for discovering innovative solutions in both predictable and unpredictable situations.

(Based on National League for Nursing Practical/Vocational Program Outcomes, 2014)

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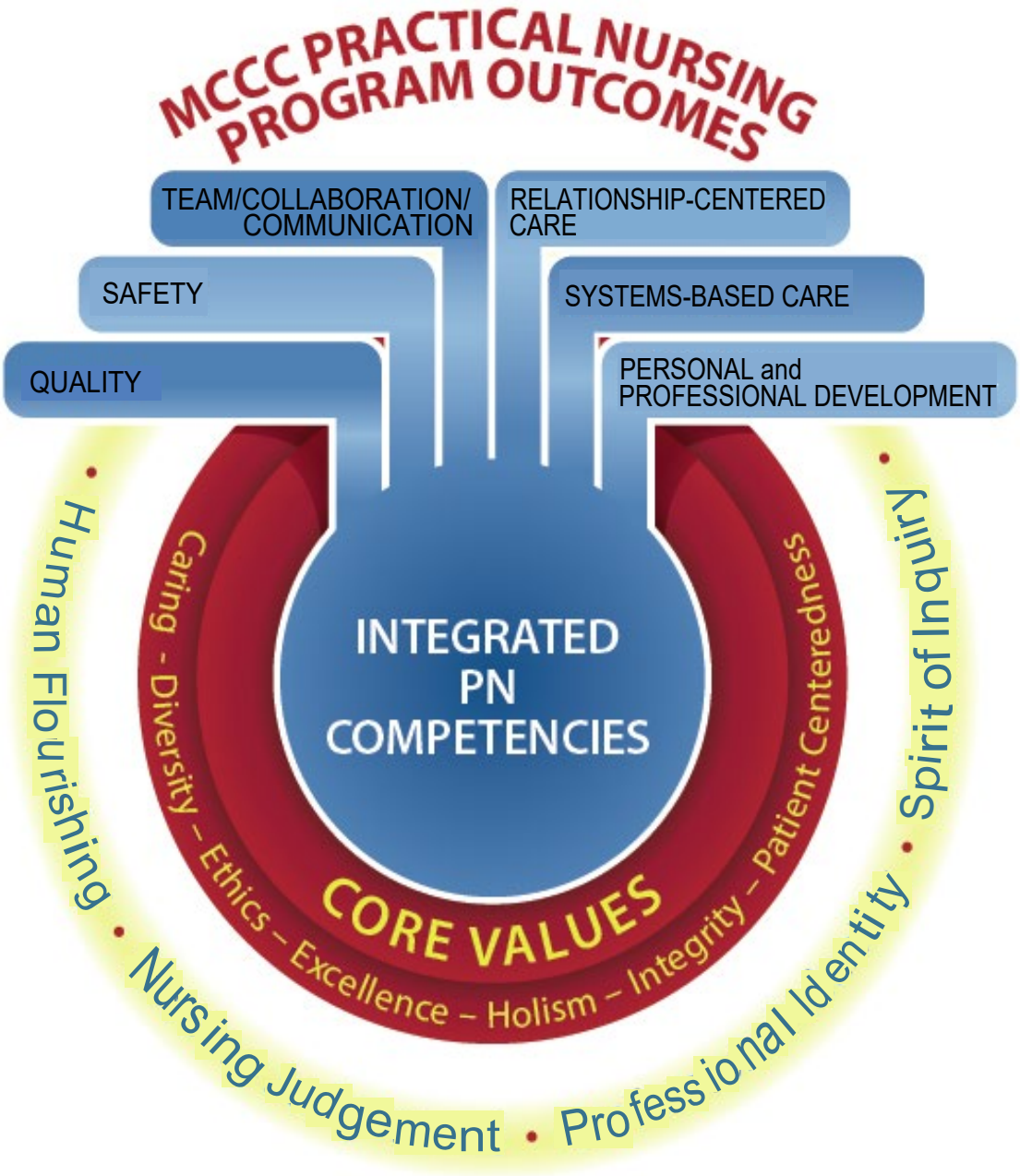

MCCC PRACTICAL NURSING PROGRAM OUTCOMES
TEAM/COLLABORATION/ COMMUNICATION
RELATIONSHIP-CENTERED CARE
SAFETY
SYSTEMS-BASED CARE
QUALITY
PERSONAL and PROFESSIONAL DEVELOPMENT
INTEGRATED PN COMPETENCIES
CORE VALUES
Caring – Diversity – Ethics – Excellence – Holism – Integrity – Patient Centeredness
Human Flourishing • Nursing Judgement • Professional Identity • Spirit of Inquiry

Practical Nursing Program Student Learning Outcomes
Program Student Learning Outcomes

End-of-Program and Leveled Student Learning Outcomes with Competencies, Definitions, Related NCLEX-PN Categories

1. Support human flourishing through the promotion of dignity, integrity, self-determination, and personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship-centered nursing care.			
Level I (PNUR 121, 123)	Level II (PNUR 124)	Level III (PNUR 130, 127)	Level IV (PNUR 128, 129)
Describe promotion of dignity, integrity, self-determination, and personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship-centered nursing care.	Identify the importance of promotion of dignity, integrity, self-determination, and personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship-centered nursing care.	Apply principles to promote dignity, integrity, self-determination, and personal growth of increasingly more diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship-centered nursing care.	Analyze principles used in the promotion of dignity, integrity, self-determination, and personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship-centered nursing care.

Human Flourishing - Related Competencies:

1. **Quality** - Engage in holistic practice that respects the dignity, diversity, and self-determination of patients and their families, without conditions or limitations.
2. **Safety** - Identify strategies that create a safe environment while appreciating the cognitive and physical limits of human performance.
3. **Team/collaboration/communication** - Function in a collaborative role to provide care in multiple settings.
4. **Relationship-centered care** - Provide culturally appropriate, individualized care to patients and their families, especially vulnerable populations experiencing life changes and transitions of care.
5. **Systems-based care** - Deliver quality and safe care within a healthcare system, while supporting the patient's pursuit of human flourishing.
6. **Personal and professional development** - Engage in reflective practices to promote one's journey toward self-fulfillment.

NCLEX Categories:

- Health Promotion and Maintenance
- Psychosocial Integrity

2. Make nursing judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care for diverse patients and their families in collaboration with the health care team.			
Level I (PNUR 121, 123)	Level II (PNUR 124)	Level III (PNUR 130, 127)	Level IV (PNUR 128, 129)
Describe judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care for diverse patients and their families in collaboration with the health care team.	Apply judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality basic medical-surgical care for diverse patients and their families in collaboration with the health care team.	Demonstrate judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care for increasingly more diverse patients and their families in collaboration with the health care team.	Analyze the ability to make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care for diverse patients and their families in collaboration with the health care team.

Nursing Judgment - Related Competencies:

1. **Quality** - Be accountable for decisions and actions performed in the provision of safe, quality care to diverse populations in a variety of health care settings.
2. **Safety** - Provide safe, quality care based on evidence and standards of care that promote the health of patients within the context of the family and their environment.
3. **Team/collaboration/communication** - Collaborate with members of the health care team to implement and/or adjust the plan of care.
4. **Relationship-centered care** - Partner with patients and families to identify their preferences based on their expectations, resources, and cultural traditions when modifying care-approaches.
5. **Systems-based care** - Assume the role of team member or team leader within the context of the situation, care setting, and system requirements.
6. **Personal and professional development** - Seek assistance in situations that require knowledge/actions beyond individual expertise and scope of the LPN to provide safe, quality care.

NCLEX Categories:

- Safety and Infection Control
- Basic Care and Comfort
- Pharmacological Therapies
- Reduction of Risk Potential
- Physiological Adaptation

3. Articulate the professional identity and unique role of a Practical Nurse as a member of the health care team, committed to evidence-based practice, effective communication, caring, advocacy, and safe quality care, to provide optimal health care for diverse patients and their families.			
Level I (PNUR 121, 123)	Level II (PNUR 124)	Level III (PNUR 130, 127)	Level IV (PNUR 128, 129)
Define the unique role of a Practical Nurse as a member of the health care team, committed to evidence-based practice, caring, advocacy, and safe quality care, to provide optimal health care for diverse patients and their families.	Apply a unique role of a Practical Nurse as a member of the health care team, committed to evidence-based practice, caring, advocacy, and safe, quality, basic medical-surgical care, to provide optimal health care for diverse patients and their families.	Demonstrate a unique role of a Practical Nurse as a member of the health care team, committed to evidence-based practice, caring, advocacy, and safe quality care, to provide optimal health care for increasingly more diverse patients and their families.	Integrate to practice a unique role of a Practical Nurse as a member of the health care team, committed to evidence-based practice, caring, advocacy, and safe quality care, to provide optimal health care for diverse patients and their families.

Professional Identity - Related Competencies:

1. **Quality** - Assume responsibility and accountability for the quality of nursing care provided to patients and their families in a variety of health care settings (quality).
2. **Safety** - Function to the full scope of safe nursing practice, including management/leadership opportunities, as specified by practical nursing regulation.
3. **Team/collaboration/communication** – Effectively communicate and collaborate with other members of the interprofessional team to identify and access resources with a focus on patients and families.
4. **Relationship-centered care** - Function, according to scope of practice requirements, as an ethical licensed practical nurse collaborating and communicating successfully with patients, families, and members of the interprofessional team (relationship-centered care).
5. **Systems-based care** - Accept responsibility for the LPN's collaborative role within the community-based health care system, consistent with ethical and professional standards.
6. **Personal and professional development** - Advocate for the LPN's unique role contributing to equal access to safe, high quality, affordable health care, with a special emphasis on management of long-term, chronic care for vulnerable populations.

NCLEX Categories:

- Coordinated Care

4. Collaborate with health care team members through a spirit of inquiry, utilizing evidence and patient preferences in predictable patient care situations to promote optimal health status.			
Level I (PNUR 121, 123)	Level II (PNUR 124)	Level III (PNUR 130, 127)	Level IV (PNUR 128, 129)
Describe effective strategies for collaborating with health care team members, utilize evidence, best practice, and patient preferences in predictable patient care situations to promote optimal health status.	Apply effective strategies for collaborating with health care team members, utilize evidence, best practice, and patient preferences in predictable basic medical-surgical patient care situations to promote optimal health status.	Demonstrate effective strategies for collaborating with health care team members, utilize evidence, best practice, and patient preferences in predictable and varied patient care situations to promote optimal health status.	Analyze effective strategies for collaboration with health care team members, utilize evidence, best practice, and patient preferences in predictable patient care situations to promote optimal health status.

Spirit of Inquiry - Related Competencies:

1. **Quality** - Suggest innovative approaches to improve care to diverse patients and families.
2. **Safety** - Question existing practices to improve safe, quality, cost effective care as a member of the health care team.
3. **Team/collaboration/communication** – Collaborate with the healthcare team to seek creative approaches to care delivery.
4. **Relationship-centered care** - Use practice, clinical expertise, and patient preferences to make practice decisions.
5. **Systems-based care** - Collaborate with team members to improve health care outcomes for patients, including safety, recovery and/or care transitions.
6. **Personal and professional development** – Value and utilize evidence-based approaches to support best practices for nursing.

NCLEX Categories:

- Coordinated Care
- Pharmacological Therapies
- Reduction of Risk Potential
- Physiological Adaptation

Revised 11.1.22hb_lm

PN Program Student Achievement Data

The MCCC PN Program is committed to continuous program improvement. Part of the process is to monitor the achievements of program graduates. The following data categories are used to assess overall *Program Performance Outcomes.*

- NCLEX-PN Pass Rates:
  - Once a student has completed education/training, she/he must pass a licensing exam to become a fully licensed nurse. The exam is known as the NCLEX-PN.
  - NCLEX stands for "National Council Licensure Exam"
  - MCCC's goal is to be at or above 80% for first-time test takers on the required licensure NCLEX-PN exam.

- Program Completion Rates:
  - The expected level of achievement (ELA) for 100% completion rate for the PN program is 50% of all students who begin the first nursing course and can no longer receive a 100% tuition refund for the first nursing course will complete the program within three semesters.

- Job Placement Rates:
  - MCCC's goal is that ≥ 80% of graduates who are actively pursuing employment in the role will obtain employment in the role within 6 months of graduation.

****Program Performance Outcome results are available on the Practical Nursing Program's webpage at https://www.monroeccc.edu/programs/nursing-practical ****

Educational Theory for the Practical Nursing Program

The MCCC faculty use principles from the Adult Learning Theory to drive learning activities and teaching approach in the nursing program. Below are the principles that the faculty use from this theory.

Adult Learning Theory

An adult is self-directed and problem centered and need to learn useful information. Adults do best when asked to use their experience and apply new knowledge to solve real life problems. Their readiness to learn develops from life tasks and problems, and their orientation to learning is task centered or problem centered.

- Adults have more and different types of life experiences that are organized differently from those of children.
- Adults have preferred differences in personal learning style.
- Adults are more likely to prefer being actively involved in the learning process.
- Adults desire to be connected to and supportive of each other in the learning proves.
- Adults have individual responsibilities and life situations that provide a social context that affects their learning.

Adults make a commitment to learning when the learning goals are perceived as immediately useful and realistic and as important and relevant to their personal, professional, and career goals. Adults are not content centered.

Faculty must create a relaxed, psychologically safe environment, while developing a climate of trust and mutual respect that will facilitate student empowerment. Faculty facilitate and guide adult learners, developing a collaborative relationship, demonstrating respect for the knowledge, feeling and ideas that the adult learner possesses. As content experts, faculty need to design learning activities that are as close to possible to the actual practice they represent so that learning transfer becomes a reality. A means for systematic feedback from faculty is established.

Faculty:

- Relate to learners with value and respect their feelings and ideas.
- Create a comfortable psychological and physical environment that facilitates learning.
- Help learners to make maximum use of their own experiences within the learning process.
- Assist learners in identifying the resources to help meet their learning objectives.
- Encourage participation in cooperative activities with other learners.

Students:

- Actively participate in the learning experience

Source:

Billing. D. M. & Halstead, J. A. (2024). *Teaching in nursing: A guide for faculty*. (7th ed.) St. Louis, MO: Elsevier

Developed 12.14.22_LM_HB; Reviewed 10.23.25_LM_HB

Nursing Instructor/Student Role

Task/Responsibilities	
Teacher	*Learner*
1. Take 100% responsibility and accountability for creating a learning centered environment. 2. Provide learning experiences which require active student participation. 3. Listen carefully and provide positive and constructive feedback. 4. Provide formal instruction. 5. Serve as a role model a. In use of nursing process. b. Professional attitudes and values. c. Interaction with patients and colleagues. 6. Act as a resource person. 7. Serve as advisor. 8. Support group effort. 9. Evaluate students' performance. 10. Maintain appropriate records.	1. Take 100% responsibility and accountability for their own learning. 2. Actively pursue new knowledge and skills. 3. Communicate your needs and what you need/expect from faculty. 4. Be present, on-time and well prepared for class and clinical. 5. Model appropriate professional behavior a. Ethical and legal conduct at all times. b. Demonstrate work ethic. c. Interact effectively with patients, peers and staff. 6. Utilize faculty as a resource. 7. Seek advising as needed and appropriate. 8. Be supportive of the group and its efforts. 9. Evaluate own performance a. Examine and alter behavior as appropriate. 10. Evaluate faculty teaching in a professional manner. 11. Complete and provide records. 12. Accept constructive criticism and utilize towards learning. 13. Take 100% responsibility and accountability for their own behaviors.
Affect	
Teacher	*Learner*
1. Establish helping relationship with student a. Positive regard b. Honesty c. Empathy d. Understanding e. Unconditional acceptance	1. Allow helping relationship to exist and grow a. Trust b. Honesty c. Empathy d. Understanding e. Do not speak in a negative, derogatory manner openly about other students, faculty, or the Nursing program.
Deference	
Teacher	*Learner*
1. Maintain confidentiality of student information. 2. Respect students' rights.	1. Respect other students' right to confidentiality. 2. Respect faculty rights.
Authority	
Teacher	*Learner*
1. Assist student to move from dependence toward independence in such areas as: a. Identifying learning needs. b. Using nursing process. c. Developing effective communication patterns. 2. Retain right to determine students' progression in program.	1. Move from dependence to independence through initiating such actions as: a. Identifying own learning needs. b. Using nursing process. c. Developing effective communication patterns. 2. Recognize faculty's ultimate responsibility in determining student progression.

Program Calendar
Practical Nursing Program Plan of Study

Non-Nursing Semester (Fall Semester):			Billable contact hours
3 credit hours	ENGL 151	Composition I	3
4 credit hours	BIOL 151	Biological Sciences I*	6
4 credit hours	BIOL 257	Anatomy & Physiology I	6
Winter Semester			
8 credit hours	PNUR 121	Fundamentals of Practical Nursing	15
3 credit hours	HLTSC 120	Pharmacology**	3
4 credit hours	BIOL 258	Anatomy and Physiology II**	6
Spring/Summer Semester			
5 credit hours	PNUR 124	Practical Nursing Care of Adults I	9
2 credit hours	PNUR 123	Mental Health Concepts for Practical Nursing	2
4 credit hours	PNUR 130	Maternal and Child Care for Practical Nursing	6.5
Fall Semester			
6 credit hours	PNUR 127	Practical Nursing Care of Adults II	11
2 credit hours	PNUR 128	Issues in Practical Nursing	2
3 credit hours	PNUR 129	Management Concepts for the Practical Nurse	8.5

* Required co-requisite course to BIOL 257 if not completed previously.
**Required non-nursing program course: Must be completed in the order presented above or prior to the semester indicated.

CREDIT HOURS		**BILLABLE CONTACT HOURS**	
Nursing	*30*	*Nursing*	*54*
Total Program including BIOL 151 co-req & nursing courses	48	Total Program including BIOL 151 co-req & nursing courses	78

Admission to the Practical Nursing Program

The Practical Nursing Program admits up to 24 new students every year. Applicants must meet minimum criteria to be considered for the program. MCCC has one application deadline per year for the PN program. Only applicants who meet minimum criteria and submit a completed application to the Admissions & Guidance Services Office by the deadline will be considered for the program. Meeting minimum criteria does not ensure admission to the program. Returning students in good standing with the program will be considered for reenrollment/readmission first. Additional candidates who meet the minimum criteria will be accepted until a class is fully enrolled.

Enrollment in the Practical Nursing Program is limited. If the number of qualified applicants exceeds the number of seats available, tie breaker criteria will be utilized. To review the current application, minimum criteria to be considered, and tie-breaker criteria, please visit https://www.monroeccc.edu/programs/nursing-practical.

Continuing Education/Automatic Progression Opportunity

MCCC PN Program graduates may be eligible to automatically progress into the LPN to RN option of the Associate of Applied Science in Nursing degree (RN) program at MCCC. The only additional requirements to automatically progress is to successfully complete PSYCH 151 (C or better) and pass the LPN NCLEX. The opportunity for automatic progression into the LPN to RN option is good only for the year immediately following completion of the MCCC PN Program. For information regarding the opportunity to automatically progress into the LPN to RN option at MCCC, please visit the PN to RN webpage on the MCCC website (https://www.monroeccc.edu/programs/nursing-pn-to-rn-option) or contact the Health Sciences Division Office at 734-384-4102.

Minimum Technology Requirements

All nursing students utilize internet services and resources to supplement instruction. Students must have reliable internet access. Students enrolled in the nursing program will be required to take assessments (ie: exams, quizzes, etc) electronically using an online assessment program called ExamSoft Examplify and access other instructional software. Students enrolled in these courses will be required to provide their own portable computer (with webcam and microphone) that will support the assessment software. The software can be used on most modern Microsoft Windows-based computers and Mac OS X devices. Examplify will not run on Chromebook, Android, or Linus operating systems. Information related to minimum system requirements can be located by visiting: https://examsoft.com/resources/examplify-minimum-system-requirements. Students are encouraged to check with the Health Sciences Division for a complete list of minimum system requirements.

Technical Standards

The purpose of the technical standards is to inform students choosing to enter into a health occupation program of the basic minimal technical standard requirements that must be met in order to complete all course work objectives and student outcomes. The listed standards encompass what is minimally required to perform necessary tasks. This list is not exhaustive, and can be modified as the College deems necessary at any time. Students enrolled in a health occupation program at MCCC must provide care that is safe and effective. These technical standards apply to any student enrolling in any one of the health occupations programs. The student must be able to demonstrate sufficient cognitive, professional, motor (physical), sensory, and other abilities, with or without accommodation, to meet program technical standards. Technical standard requirements are listed below. Examples of tasks associated with each requirement and standard are available for review by visiting http://www.monroeccc.edu/health_sciences/HealthOccupationPrograms_TechnicalStandards2017.pdf . Prospective students are encouraged to review the Technical Standards for Health Occupational

Programs document in its entirety prior to enrolling in or applying to any health occupation course or program.

- **Critical Thinking and Cognitive Competencies**: Sufficient critical thinking and cognitive abilities in classroom and clinical settings.
- **Professionalism**: Interpersonal skills sufficient for professional interaction with a diverse population of individuals, families, and groups.
- **Communication**: Communication sufficient for professional interactions.
- **Mobility**: Physical abilities sufficient for movement from room to room and in small spaces.
- **Motor Skills**: Gross and fine motor abilities which are sufficiently effective and safe for providing allied health care.
- **Sensory**: Auditory and visual ability sufficient for observing, monitoring, and assessing health needs.
- **Observation**: Ability to sufficiently make observations in a health care environment, consistent with program competencies.
- **Tactile sense**: Tactile ability sufficient for physical assessment.

A prospective student or participant in the program with a disability for which accommodations may be appropriate can request reasonable accommodations to meet technical standards. The College will provide appropriate accommodations, but is not required to fundamentally alter the requirements or nature of the program, or lower its academic standards. Requests for accommodations should be directed to a disability services counselor in the Student Success Center. To make an appointment, please call 734-384-4167.

New Student Orientation

The purpose of new student orientation is to explain policies, procedures and overall requirements of the program of study. Information is provided related to technologies used in the program, disability support services, health forms, as well as student nurse organization activities. All students are required to attend orientation prior to the beginning of the program. Exceptions to attendance are limited and must be approved by program administration prior to the orientation day. Orientation is held prior to entry into the first nursing course.

Student Policies and Procedures

The Student Information Handbook outlines the services available to students, accreditation and program approval information, program policies, the curriculum framework, attendance and grading policies, health/background check/drug screening policies, in addition to other important information needed by students to meet program expectations. Should contradictory information be found in the particular course syllabus or in the handbook, please notify the course faculty. Syllabi policies take precedence over policies detailed in the Student Information Handbook.

Faculty reserve the right to change policies when needed. Timely and written notification of changes will be provided to all students. MCCC reserves the right to change class and clinical hours of study as printed in the class schedule published on Self Service/Husky Portal (formerly WebPal). Again, advance notice will be given.

Additionally, College student policies are found in the MCCC College Catalog available through the College's website at www.monroeccc.edu.

Nursing students who fail to adhere to the policies and procedures as outlined in this handbook may earn a failing grade in each nursing course in which he or she is enrolled during the semester that the violation occurred. The violation may also result in dismissal from the program and ineligibility for readmission.

Communication/Information

E-mail Students are required to use their official college e-mail address (@my.monroeccc.edu) when communicating electronically with faculty or staff. All communications should be completed in a professional manner utilizing proper email etiquette (i.e. clear subject line, salutation, concise message, signature, no texting lingo, etc.). Students are encouraged to explore proper email etiquette for college students on the Internet if uncertain regarding the expectations. Students should check their accounts frequently, or forward the mail to a frequently checked account. For assistance logging into a college e-mail account, students should call the Information Systems Help Desk at 734-384-4234.
Brightspace is the College's official electronic learning management system (LMS) used to communicate course information, organize online/remote instruction, or facilitate supplemental instructional materials. Each nursing course is affiliated with a Brightspace shell. Students are required to check their Brightspace account frequently.

Connecting to Brightspace at MCCC and selecting a course:

- From your web browser connect to the MCCC homepage at http://www.monroeccc.edu
- Click on the "Brightspace" button located at the top of the home screen.
- Log in with your user name and password, which is the same as your Self Service/Husky Portal (formerly WebPal) user name and password. Faculty will provide additional information regarding how the Brightspace LMS is utilized in each course.
- Select the course you would like to review

For assistance using Brightspace, please contact the e-Learning and Instructional Support Help Desk (Founders Hall F-191) at 734-384-4328 or elearning@monroeccc.edu. Brightspace also offers support 24 hours a day through their Brightspace Community available at https://community.brightspace.com/s/.

Self Service/Husky Portal

Self Service/Husky Portal is an online system that allows students to access records, view final course grades, view class offerings, register for classes, plan future coursework, pay fees, and complete a number of other processes through a secure web server. For assistance logging in or using Self Service/Husky Portal (formerly WebPal), please contact the Help Desk at 734-384-4333.

Television

College events and emergency information are also visible on the communication televisions located in each building campus wide.

MCCC Webpage (http://www.monroeccc.edu)

The College webpage also provides information about student activities, policies, financial aid, inclement weather, and provides access to the MCCC College Catalog.

Where to Find Information:

- The MCCC College Catalog is available online at https://www.monroeccc.edu/catalog .
- The Student Information Handbook is available online at https://www.monroeccc.edu/programs/nursing-practical .
- Graduation and Licensed Practical Nursing Certificate requirements are available through the MCCC College Catalog, program webpages, or through the Registrar's Office.
- Certificate Audit Request: The Registrar's Office
- College Admissions Services: The Admissions & Guidance Office

- Application Information: The MCCC College Catalog, program webpage, the Admissions & Guidance Office, and the Health Sciences Division Office
- Health requirements for nursing students:
  The Student Information Handbook and the Health Sciences Division Office
- Information about Transfer to other schools:
  The *Transfer* webpage on the College's website, Career Services through the Admissions & Guidance Services Office, and the Health Sciences Division Office
- Information about student rights and responsibilities:
  The MCCC College Catalog, the College website, program webpages, the Student Information Handbook, and course schedules
- College grade change policy and appeal: The MCCC College Catalog and Student Information Handbook.
- College probation and dismissal information: The MCCC College Catalog and the Student Information Handbook
- Academic Dishonesty Policies: The MCCC College Catalog, the College website, and the Student Information Handbook
- Financial Aid Policies: The MCCC College Catalog and *Financial Aid* webpage.

Student Information Literacy Guidelines

When attempting to identify resources to use for classroom, lab, or clinical assignments or prepare for providing patient care, please consult with faculty if the resources are more than five (5) years old, including information available on databases in the Library, and other online databases. Faculty will give the student direction regarding the relevance of the material and appropriateness for use on assignments.

School Closing/Inclement Weather/Emergency

The College rarely closes for inclement weather; however, students may check the MCCC *Emergency/Closing Alerts* webpage (https://www.monroeccc.edu/emergency-alerts) to see if the College is closed. The College will announce any decision to close on local television and radio stations and by using the Emergency Notification System (see below). The College may also implement a delayed start time that will be announced in the same manner as the above. Students must make a personal decision about unsafe driving conditions and are encouraged to review the program's attendance policy or speak to course faculty about program/course requirements. Students should contact their course or clinical instructor if unable to attend class or clinical. **Students should not be contacting their clinical instructor to inquire about cancelling clinical; students will be notified if clinical is cancelled.**

Emergency Notification System: In case of emergency, college delays, closings, or inclement weather situations, MCCC officials will send emergency alerts to anyone registered in the MCCC Emergency Notification System. MCCC has a system in place to rapidly communicate with students and employees by sending an alert by text, voice messages to cellular or home telephones, and/or via email. MCCC does not charge a fee to sign up for this service, however; standard message rates and data charges from the carrier may apply. For more information and to sign up, students are encouraged to visit the *Emergency/Closing Alerts* webpage at https://www.monroeccc.edu/emergency-alerts.

Security

Students are responsible for their own personal safety. Always use caution and make a conscientious effort to decrease criminal opportunity. Purses/wallets and other personal items should not be left unsupervised in classrooms or clinical settings. Students should only carry essential items and keep

them close to their person. Students should not leave textbooks, book bags, valuables, or personal items in view on car seats or in clinical areas. The Security Office is located in the Warrick Student Center (S Building, Rm 142). Students can contact Security through the following numbers:

- By pressing "0" on a campus courtesy phone
- Calling the Security Office at ext. 6007 from any office phone on campus
- Calling the Security Office by dialing (734) 457-6007 when off campus or when using a cell phone
- Calling the Security cell phone by dialing (734) 735-9401

County emergency personnel can be contacted in emergency situations by calling 911 or by utilizing one of the eight Blue Phone Emergency Towers located across campus. MCCC encourages students to utilize escort services and other security offerings in clinical settings, car pool to clinical sites when able, and use the buddy system when walking across campus or clinical campuses. The College is not responsible for student personal safety at clinical settings nor while commuting to these settings. The College Annual Security Report can be found at http://www.monroeccc.edu/security/crimestatistics.htm.

Student Academic Support

Students are encouraged to seek academic support from the following:

1. Course instructors. For example, a student may wish to review their tests with the instructor to discuss strategies for improvement or can review difficult content to ensure better understanding of the material. Office hours and faculty/instructor contact information are posted outside of faculty offices and in course syllabi. The Health Sciences Division Office can also assist a student in determining how to contact faculty/instructors.
2. Learning Assistance/Tutoring/Disability Services/Writing Center. Located in F-149, Founders Hall; 734-384-4167.
3. Academic Counselors. Academic advising services are located in the Admissions Office in the Warrick Student Center. Students can contact the Admissions Office to schedule an appointment by calling 734-384-4104 or emailing admissions@monroeccc.edu.
4. Career Services. Call the Admissions office at 734-384-4104 for a career counseling session or visit https://www.monroeccc.edu/career-services.
5. Advisors will be assigned from the college to assist students in educational planning. In addition, all nursing instructors and administrators are available to assist with educational planning, scheduling, and referrals for other concerns.

Director of Nursing	Christy Chisholm	H-116	734-457-6056	Cchisholm@monroeccc.edu
Nursing Clinical and Consortium Coordinator	Lori Biggs	H-117	734-384-4248	lbiggs@monroeccc.edu
PN Faculty/Lab Coordinator	Holly Boylan	L-214	734-384-4175	hboylan@monroeccc.edu
PN Faculty	Lindi McClure	L-215	734-384-4267	lmcclure@monroeccc.edu
PN Skills Lab		L-203	734-384-4338	
Division Coordinator	Rachel Knabusch	H-120	734-384-4102	rknabusch@monroeccc.edu
Dean of Health Sciences	Helen Stripling	H-115	734-457-6055	Hstripling@monroeccc.edu

Financial Aid

MCCC, in conjunction with the federal and state governments and private and civic organizations, offers a variety of scholarship, grant, loan, and employment opportunities to assist students in financing their education. It is the College's goal to offer financial assistance to all candidates accepted for admission who demonstrate financial need. Information regarding the sources of financial assistance is available in the MCCC College Catalog (under the Financial Aid section) and on the *Financial Aid* webpage of the College's website (https://www.monroeccc.edu/financial-aid). Students may also contact the Financial Aid office by calling 734-384-4135 or by sending an e-mail message to fastudent@monroeccc.edu. The Financial Aid Office is located in the Warrick Student Center (S Building), Room S-101 on the main campus.

Textbooks

The faculty realizes that nursing textbooks are expensive. However, it is essential that the student purchase the books and required materials listed for nursing courses. Book expenses during the first semester will be greater than in subsequent semesters. Books purchased for nursing courses will serve as excellent references for subsequent nursing courses and should be retained for continued use during the program and after graduation. Texts should be the exact edition required in the course syllabus.

Fitness Facility

Students may use exercise and recreation facilities located in the Welch Health Education Building's Fitness Center. Rules, times, and regulations are posted each semester. Students are required to present your student ID badge to gain access to the Fitness Center.

Student Policies and Procedures

Standards of Professionalism

Students are expected to meet these requirements during all college-, program-, and course-related activities including on campus, during distance education, and in the clinical setting at all times. If students are unclear how a policy may be applied, they should consult with a faculty member or program administration. ***Students who violate the requirements may be assigned a failing grade and may be dismissed from the program and ineligible for readmission or entrance into other MCCC health occupations programs.***

1) Conduct themselves honestly and with integrity regarding all learning and program-related activities.
2) Fabrication of any clinical or college record will result in dismissal from the program.
3) Behavior which threatens the public's health, welfare, and/or safety will constitute grounds for immediate dismissal from the program.
4) Abide by the rules, regulations, and Code of Conduct for students of Monroe County Community College (refer to the MCCC College Catalog).
5) Follow the rules and regulations of the clinical facility in which they are studying, such as health and CPR requirements, health insurance maintenance, and practice policies.
6) Abstain from the use of any mind altering or controlled substances before or during any contact with faculty, staff, or patients. See *Drugs, Intoxicants, and Mind-Altering Substances* in the Student Information Handbook.
7) Maintain the confidentiality of privileged information and adhere to HIPAA regulations. See *Privileged Information and Confidentiality* in the Student Information Handbook.
8) Be accountable and report all accidents or errors immediately to the instructor. See *Unusual Occurrence/Incidence Reporting* in the Student Information Handbook.
9) Be present and on time for all scheduled clinical and experiences. See *Clinical Attendance Policy* in the Student Information Handbook.
10) Utilize/abide by the learner roles as described in *Nursing Instructor-Student Role* table located in the Student Information Handbook to meet performance expectations as a student nurse.
11) Observe the stated dress code whenever in the clinical setting. See *Dress Code* in the Student Information Handbook.
12) Inappropriate and/or disruptive behavior may result in disciplinary action. Inappropriate or disruptive behavior includes, but is not limited to: hostile, confrontational communication; distracting (repeated late arrivals, excessive talking during lecture), attention-seeking behavior; behavior which is disrespectful, threatening or abusive to others; bullying; lateral abuse (acts between peers); destruction, theft (including examinations), mutilation of college property, and any illegal activity or behavior that results in discipline (ANA, 2012). Upon the occurrence of the described behavior(s), the MCCC non-academic disciplinary procedure (Procedure 3.10) will be implemented. This procedure is specified in the College Policies and Procedures Manual located on the College's website and can also be found in the MCCC College Catalog under the heading *Student Rights and Responsibilities*.
13) Nursing examinations or testing materials, both hard copy and electronic, are the property of the Health Sciences Division/Nursing Department. Removing or accessing testing materials from an external source, classroom, lab, or the computer by any means is considered "theft," unless the faculty has given students permission to have a copy of the exam, the exam answers, or the exam is designated by the faculty as a "take home" exam. Students who remove or attempt to copy or retain an image of a nursing examination(s) or exam answer(s), from the classroom, lab or computer, without faculty permission will face disciplinary actions under the *Honesty/Professional Ethics* policy outlined in the *Student Information Handbook*. Other disciplinary actions may also apply.
14) Follow all policies in the Student Information Handbook not specifically mentioned here.

Honesty/Professional Ethics Policy

Nursing students are expected to adhere to high standards of professional ethics and academic honesty. Because of the nature of the work, unethical behaviors may affect the life and safety of patients. The following behaviors shall not be tolerated: cheating (including, but not limited to, misrepresentation of self, attempting to access, accessing, possession, copying, distributing, and/or using unauthorized materials such as testing materials, instructor resources, and/or test banks), copying (including other students' work), lying, plagiarism, withholding pertinent information, stealing, falsification of records, breach of confidentiality, giving false information, etc. **A student who is found to have violated this policy will receive a failing grade for the course, and be immediately dismissed from the course, from the nursing program, and ineligible for readmission.** Students found in violation of this policy will also be subject to the MCCC Academic Dishonesty Policy (College Catalog).

Academic/Clinical/Professionalism Warning Form

The Academic/Clinical/Professionalism (ACP) Warning Form is used by the faculty and administration as a counseling tool and as a way to document student expectations and/or violations of program policy. A student who receives three written warnings related to concerns with professional behavior while in the nursing program may be assigned a failing grade and may be dismissed from the program and ineligible for readmission or entrance into other MCCC health occupation programs. Please refer to the Standards of Professionalism and the Honesty/Professional Ethics policies for additional information, as well as course syllabi for course expectations.

Progression in the Practical Nursing Program The policies stated in the MCCC College Catalog regarding academic probation and dismissal, and the requirements for graduation, apply to all students, including nursing students. Refer to the catalog for specifics.

In order to progress in the practical nursing program, a student must receive no less than a "C" grade in all practical nursing courses, and no less than a "C" in all other required non-nursing coursework. Earning less than a "C" in required program courses will result in the inability of the student to progress in the program. PN courses must be completed in sequence as printed in the college catalog. All support courses must be completed in the semester listed in the curriculum plan or prior to the semester listed. Students who do not have the pre- or co-requisite course work successfully completed according to the plan of study will not progress in the PN program.

Students must complete the program within two (2) years of the start of the 1st nursing course. Students that are unable to complete the program within the two-year time limit due to academic reasons or fail two nursing courses will be dismissed from the program; however, will be eligible to reapply to the program after 3 years. Approved administrative withdrawals and deferment for a nursing course are limited to one per student per program.

Students that decide to withdraw from a course must meet with the course faculty to complete the required paperwork. Meeting with course faculty and the DON (or another designee), is a program requirement. Failure to officially withdraw from a course according to college and program policy may put the student at risk for receiving a failing grade in the course and may put the student's financial aid in jeopardy. It is the student's responsibility for knowing deadlines associated with withdrawing as they relate to tuition reimbursement and withdrawal deadlines.

In the case of pregnancy, illness, or military service, every effort will be made to work with the student to continue the program, if possible, but at the discretion of the Director of Nursing.
Students are *strongly encouraged* to discuss their status in a course and/or program with course faculty and/or program administration prior to making decisions that may impact their enrollment status. This

counseling is important to ensure that students have a clear understanding of the progression policy and how it applies to their unique circumstances and to discuss any other opportunities available through the Registrar's Office.

Appeal Procedures for Course Grade

Students who wish to appeal the assignment of a *final* course grade should start by talking to the course faculty (theory, lab, and/or clinical if applicable). The second stage of the appeal is to the Director of Nursing. The third stage of the appeal is to the Dean of Health Sciences, and the final appeal is to a student-faculty committee appointed by the Vice President of Instruction. The decision of the committee is final. Please see the current MCCC College Catalog for information about the procedure for grade appeal.

Appeal Procedures for Program Dismissal

Students who wish to appeal dismissal or denial of readmission from the nursing program should try to resolve the issue first with involved faculty (if appropriate to the situation). The second stage of appeal is to the Dean of Health Sciences/Director of Nursing, and the final appeal is to the Vice President of Instruction whose decision is final and binding. The request for appeal must be made within 90 days of the program dismissal date of record.

After an appeal for a nursing program dismissal has been made to the Vice President of Instruction, action will be initiated upon the receipt of a written statement from the student requesting a review of the program dismissal. The Vice President will arrange for a conference with the student as soon as possible. The Vice President will make a decision to support or deny the appeal which is final and binding.

Program Re-Entry Policy

A student who fails/withdraws from a nursing course is required to meet with the DON/designee within two weeks of the failure or withdrawal (exceptions may be granted at the discretion of the course faculty). If intending to return, a dismissed, failed or withdrawn student must apply for re-entry into the practical nursing program. The student must notify the Director of Nursing or designee in writing (email) of the intent to re-enter by the first Monday in June for return in winter semester for PNUR 121, by the first Monday in March for a summer semester course (PNUR 124, PNUR 123, and PNUR 130), and by the first Monday in July for a fall semester course (PNUR 127, PNUR 128, and PNUR 129). In the letter (email), the student should also discuss what steps the student will take to facilitate success in the practical nursing program and/or in the repeated course. NOTE: A student requesting re-entry into PNUR 121 will not go into the general pool of applicants for the nursing program. Approved administrative withdrawals and deferment (i.e. medical) for a nursing course are limited to one per student per program.

The request to re-enter will be reviewed by the DON and nursing faculty and it will be determined if the student is eligible for readmission based on the following:

1. Adherence to all policies as stated in the Student Information Handbook.
2. Space availability. If seating is limited, students will be ranked by admission GPA.
3. Negative results on criminal background check and drug screen within the previous 6 months.
4. Up to date CPR, health requirements, select lab skills, ATI remediation, math competency and proof of insurance by the deadline provided.

Students will be notified of the re-entry decision after the deadlines stated above. There is no guarantee that space will be available in the class even if faculty approves re-entry. Any student who re-

enters a nursing course must retake all components of the course, regardless of the reason for withdrawal, failure or dismissal.

PN faculty will identify any needed remediation, which may include demonstrating math competency and/or nursing skills in the lab to assist in the documentation of the student's plan for success. Once students are notified of approval of readmission, the student will be given a list of required activities to complete and a timeline to complete them. The student should plan on needing to come in before the semester of readmission to practice and/or perform skills testing or math proficiency. All remediation directions and requirements must be completed by the deadline provided by the faculty or Nursing Program Coordinator/designee in order to re-enter the program.

A student who completes a practical nursing course but does not enter the next scheduled practical nursing class, must also apply for re-entry following the above procedure and must complete the program within the 2-year deadline. Students will be held to the practical nursing program requirements in place at the time of re-entry.

Ratio of Clock Hours to Credit Hours

Credit hours in nursing are calculated as follows:

- One (1) contact hour of class per week equals one (1) credit hour (calculated according to a 15-week semester).
- Three (3) contact hours of lab, clinical, or simulation (counted toward lab or clinical hours) per week equal one (1) credit hour (calculated according to a 15-week semester).
-

Basic Requirements for Passing a Nursing Course: Summary

In order to pass a nursing course, students are required to:

1. Meet all course and program requirements and outcomes.
2. Complete the course with no less than a "C" grade.
3. Achieve satisfactory clinical performance in all outcomes.
4. Successfully complete skills testing within three attempts of each skill throughout the semester.
5. Successfully complete math competency testing each semester within three attempts, at 90% or greater score.
6. Completion of ATI testing and remediation, if required.

ATI Policy for Testing, Remediation, and Program Evaluation

What is ATI?

- ATI stands for Assessment Technologies Institute. ATI offers an Assessment-Driven Review (ADR) program designed to increase student pass rates on the nursing licensing exam and lower program attrition.
- At MCCC, we use ATI as a comprehensive program from the first semester through the final semester.
- Used as a comprehensive program, ATI supports course content mastery and preparation for NCLEX-RN and NCLEX-PN.
- The ATI program includes books, skills modules, tutorials and online practice and proctored testing covering the major content areas in nursing. It also is a program that includes critical thinking tests and tests the student comprehensively on a test similar to the NCLEX-RN or NCLEX-PN exam.

How will I use my ATI materials?
In your first nursing semester, you will receive access to ATI resources used for supplemental instruction and assessment of student learning. You can review course content by using these resources as a way to help you study throughout the entire program. Faculty utilize ATI content throughout the curriculum. Proctored exams assigned by course faculty are required and will be given according to the schedule provided. Proctored exams and remediation are intended to determine mastery of the course content.

What is Remediation?
Remediation means to go back over what you did not learn/did not get correct to clarify areas in which your knowledge is lacking. ATI Exam Results will detail the topics you need to review, in a list format. ATI will provide a focused review. Following utilization of the focused review, you may be assigned remediation activities, including a non-proctored exam, to measure your level of remediation. When completing online remediation activity that is not proctored (i.e. on the internet at home or out of the classroom) the instructor has access to detailed information about the timing and duration of remediation activity. If the course instructor believes that the student has not taken the time to remediate seriously, the instructor has the authority to require that the student take another remediation test in a proctored environment. Remediation is intended to help the student recover important information that was missed on the initial test.

ATI Testing for Competence in Nursing Courses:
Students are required to take ATI proctored assessments at a designated time and place; exceptions are at the instructors' discretion. Missing a scheduled ATI assessment will result in a three-point deduction off the course grade. The student must email the instructor prior to the scheduled assessment to request an exception for testing. If approved, the student must make arrangements for a make-up assessment as soon as possible.

What is a Proficiency level?
Expert professors from around the USA have agreed upon the ATI scores on each Content Mastery Test that relate to different levels of proficiency. The proficiency level is used as a way to assign a grade for your performance on a test. Refer to course syllabus for more information. However, the test grade is not part of your overall course grade. **O*ur goal at MCCC is for you to reach proficiency level 2 or 3.***

Listed below is a description of each proficiency level:

For students reaching proficiency level 3: Proficiency Level 3 indicates a student is likely to exceed NCLEX-RN or PN in this content area. Students are encouraged to engage in continuous focused review to maintain and improve their knowledge of this content.
No remediation is necessary. (our goal at MCCC is for you to reach proficiency level 2 or 3)

For students reaching Proficiency level 2: Proficiency Level 2 indicates a student is fairly certain to meet NCLEX- RN or PN standards in this content area. Students are encouraged to engage in continuous focused review in order to improve their knowledge of this content.
No remediation is necessary (our goal at MCCC is for you to reach proficiency level 2 or 3)

For students reaching Proficiency level 1: Proficiency Level 1 indicates a student is likely to just meet NCLEX-RN or PN standards in this content area. Students are encouraged to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content. **You must remediate**.

Remediation will include the mandatory utilization of a Focused Review and may require a specific time commitment to these reviews. Nursing faculty will evaluate the remediation efforts. Failure to comply with remediation will result in an ACP Warning.

For students not reaching Proficiency level 1: Below Proficiency level 1 indicates a need for thorough review of this content area. Students are strongly encouraged to develop and complete an intensive plan for focused review. ***You will have to remediate.***

Remediation will include the mandatory utilization of a Focused Review and may require a specific time commitment to these reviews. Nursing faculty will evaluate the remediation efforts. Failure to comply with remediation will result in an ACP Warning and may affect point totals in a nursing course (see course syllabus). Students who do not complete the required remediation will receive an Incomplete in the course.

COURSE	ATI TESTS PLANNED
PNUR 121	Fundamentals
PNUR 123	Mental Health
PNUR 130	Maternal Newborn Nursing Care of Children
PNUR 129	Adult Medical Surgical Pharmacology in Nursing Management Comprehensive Predictor

What about when I am in my last semester and preparing to graduate?
The student will take a comprehensive predictor test, which may be helpful in preparing them to take the NCLEX-RN or PN. The Comprehensive Predictor Assessment is designed to reflect the content areas of the current NCLEX (RN and PN licensing examination) blueprint. This tool provides information on the student's probability of NCLEX success, as well as detailed information about strengths and weaknesses. These tests are not a part of a course grade, but must be completed as a requirement for passing a nursing course. Students have access to their ATI materials for one year following completion of the program and are encouraged to use these resources in preparation to take the NCLEX-RN or PN exam.

Student Portfolio

A portfolio is a self-assessment of academic and professional growth. More than just a record-keeping device, it should guide a student's educational and career goal setting, and document progress toward achieving identified educational and career goals. It should include specific objectives and evidence of progress such as examples of written work, certificates of achievement, acquisition of skills, etc. ***It is the student's responsibility to keep the duplicate copies of anecdotal records and evaluations prior to submitting to the instructor.*** Remember to submit **originals** to the instructor. In the final semester, students will be expected to submit a portfolio. Course syllabi/handouts will suggest other information to include in the portfolio. The final portfolio will be submitted and evaluated in PNUR 128 during the fall semester prior to graduation. The portfolio is an excellent tool to share with prospective employers.

Examinations

It is expected that the student take quizzes and exams at the designated time and place. Failure to notify the faculty of an absence prior to a scheduled exam may result in a zero score for that test. Missing one scheduled exam in a course may result in a three-point deduction off the test score. Students arriving

late (defined as arriving greater than 1 minute after the quiz/exam has begun) will not be given additional time to complete the quiz/exam. Missing subsequent exams may indicate a pattern and may result in a five-point deduction off the test score. The student must notify the faculty prior to the exam of an absence and make arrangements with the faculty for a make-up exam. The student is expected to take the exam as soon as possible at the instructor's discretion. An alternate make-up exam may be given at the discretion of the instructor.

- Students cheating on any course assignment, including exams and quizzes, will be subject to the PN *Honesty/Professional Ethics* Policy. A student who is found to have violated this policy will be immediately dismissed from the course, the nursing program, and/or the College. Course dismissal will result in a failing grade, program dismissal, and possible ineligibility for readmission. Also, students found in violation of this policy will also be subject to the MCCC Academic Dishonesty Policy (see College Catalog).

Program Grading Equivalency

A	92% and above
B+	88% - 91%
B	84% - 87%
C+	81% - 83%
C	78% - 80%
E	Below 78%

(Grades will not be rounded up)

Testing Policies

ExamSoft

Practical nursing students will be required to take assessments (i.e.: exams, quizzes, etc.) electronically using an online assessment program called ExamSoft Examplify. Students will be required to provide their own computer (laptop or tablet) that will support the assessment software. The software can be used on most modern Microsoft Windows-based computers, Mac OS X devices, and IPads. Information related to minimum system requirements can be located by visiting the following links:

a. Students must view Minimum System Requirements (MSRs) to ensure devices are supported for computerized exams. MSRs can be viewed at: Examplify: Minimum System Requirements - ExamSoft
b. Further assistance can be provided by the ExamSoft support team at: Contact ExamSoft For Your Next Assessment Platform

Financial Aid can be utilized to purchase a laptop. Students are encouraged to check with the MCCC Campus Store to explore what options are available.

Technical Support

If you need assistance and/or have further technical questions, the ExamSoft support team can be reached at https://examsoft.com/about/support, via email at support@examsoft.com or by phone at (954 429-8889 extension 1. Additional helpful resources are also available through ExamSoft's community page: https://support.examsoft.com/hc/en-us

Administration Protocol

Please note the following excerpt from the MCCC Nursing Examination Policy: Any student cheating on an exam will receive a grade of zero (0) for that examination and will be in violation of the *Honesty/Professional Ethics* policy and the MCCC Academic Dishonesty policy. Students cheating on an exam may:

- Receive a failing grade for the course
- Be immediately dismissed from the course
- Dismissed from the program
- Ineligible to reapply/apply to any MCCC Health Sciences programs

The following College and program policies apply to all students when taking an examination or quiz:

- Standards of Professionalism
- Honesty/Professional Ethics Policy
- Examination Policy
- MCCC Academic Dishonesty Policy

1. Exams will be administered electronically using an online assessment program called ExamSoft/Examplify. Students will be required to provide their own portable computing device that will support the assessment software.
    a. Students must view Minimum System Requirements (MSRs) to ensure devices are supported for computerized exams. MSRs can be viewed at: Examplify: Minimum System Requirements - ExamSoft
    b. Further assistance can be provided by the ExamSoft support team at: Contact ExamSoft For Your Next Assessment Platform
2. When necessary, remote testing using ExamID and ExamMonitor (or similar product) may be required. Faculty will provide additional information regarding requirements when taking an electronic exam at the time of testing.
3. Students new to ExamSoft will participate in a mock exam prior to any course exams for process training.
4. Students will receive a password to download the exam. Students must download the exam prior to the scheduled examination time.
5. Any Microsoft Anti-Virus programs must be **DISABLED** before beginning the exam.
6. On exam day, log into Examplify about an hour or two before the exam to ensure computer and ExamSoft/Examplify software is updated.
7. Computer devices must be **updated, fully charged, and ready to go for each Examplify exam/quiz**. There **will not be available plugs** to charge devices during the exam. Not being able to start an exam at the scheduled exam time may result in a 3-point deduction. Testing devices must be sticker/decal free.
8. Faculty may assign student seats before the examination. Adequate space will be placed between seats and alternate seats will be used whenever possible.
9. Students may not have anything on their desks during the exam except their laptop or tablet, a pencil/pen, and scratch paper if provided by faculty. No electronic devices (e.g., cell phones, smart watches/devices, MP3 players, fitness bands) will be allowed in any testing area. When testing on campus, all student possessions must be placed in the designated area in the testing area. All cell phones and smart watches/devices must be turned off and secured with student belongings. No gum, candy, food, drink, water bottle, lip balm, coat, hat, scarves, gloves, etc. throughout the examination.
10. Foam earplugs may be allowed with on-campus testing only. If using foam earplugs, they must be pre-approved by the proctor and students must have hair pulled back behind the ears so foam

earplugs can be clearly seen. No other type of earbuds or headsets will be allowed. All students are subject to an ear check prior to testing. The brim or bill of a hat may not be in the forward position. Remote testing and proctoring may require stricter requirements and will be communicated to the students prior to beginning an exam (see below for examples).

11. A calculator is provided through ExamSoft/Examplify.
12. Prior to the exam, the proctor may distribute scratch paper to students. Students must put his/her name on the scratch paper and return it to the proctor, regardless if the paper was used or not, after completing the exam.
13. At the completion of computerized testing, students must return scratch paper to faculty (if provided), upload the exam, and show the proctor the "green screen" before leaving the testing area.
14. Once testing has begun, students **may not** leave the testing area until the exam has been completed and uploaded.
15. Breaks will not be given; please use restroom prior to entering the classroom or beginning an exam. If an emergency should arise, an escort will need to be obtained to take the student to the restroom.
16. Students will be allowed 1.35 minutes per test question, 2.5 minutes for NextGen test items, and 2 minutes per math calculation question. Time may be adjusted by faculty when indicated.
17. A timer will be displayed at the top of the computer screen. A 5-minute warning will be evident when exam time nears the end, so students need to be mindful of the time.
18. No backtracking will be allowed on questions
19. Questions will not be allowed during the exam. Students cannot ask the professor/proctor any questions during the examination, including math exams/quizzes administered via ExamSoft
20. There will be no discussion of test items between students and faculty until after all grades are posted.
21. Students who are absent on an exam day must follow the guidelines for exam make-up as described in each course syllabus.
22. Students must follow all ExamSoft/Examplify protocols and guidelines provided by faculty applicable for computerized testing.

<u>Confidentiality</u>

- Students may not disclose or discuss with anyone, information about examination items. This includes posting or discussing questions on the Internet and social media websites.
- Students may not reconstruct exam items using their own memory of the exam or the memory of others.
- Students may not seek help from any other party in answering items (in person, by phone, text or by email) during the examination.
- Students may not remove examination items and/or responses (in any format) or notes about the examination from the testing room.
- Students may not talk out loud during remote or in-person exams.

<u>Additional Remote Testing Requirements</u>

1. Disable all antivirus software.
2. Must use Firefox or Chrome browser.
3. No headphone, headsets, earbuds (including foam) of ANY kind. Students are required to show ears (ear check) to camera prior to testing.
4. No electronic devices including phones. No textbooks, notes, handouts, blank pieces of paper, study materials, etc. No gum, candy, food, drink, water bottle, lip balm, etc. throughout the examination.
5. No scrap paper. Instead of scrap paper, a notes section will be available in the upper right corner of computer screen during the exam for writing self-notes, organizing thoughts, calculation questions, etc. A calculator will be available through the site.

6. Do not read exam questions out loud.
7. Do not get up from computer area for any reason until completion of the exam.
    a. Use the restroom before starting the exam.
8. Any attempts of taking screenshots are recorded and flagged.
9. Proctors from ExamSoft closely monitor and review the video recordings of students during the entire exam. Throughout the exam, no one else is allowed in the room and there must be a quiet environment with no background noise. Students must be sure to look straight ahead with eyes directed at the screen at all times. Any noise (e.g., shuffling paper, voices, etc.) or movement (e.g., turning head away from screen – up, down, sideways) flags the video as a potential academic integrity breach and provides a detailed description of the activity in question.
10. Exam grades will be pending/preliminary until ExamID and ExamMonitor reports are received and reviewed. If a student's exam is flagged for a breach in academic integrity, this may be considered an act of academic dishonesty as well as a violation of the Honesty/Professional Ethics Policy with consequences including program dismissal. Each instance will be thoroughly examined by nursing faculty and could result in course failure and/or program dismissal.
11. After completing the exam, uploading the answer and monitoring files (video) may take anywhere from 10 min up to 2 hours. During this entire time, students must be sure to keep the computer powered on and maintain the internet connection. If the uploading monitoring files process takes longer than 2 hours, please call technology support at ExamSoft for assistance in performing a manual upload.
12. ExamSoft/Examplify does not have a method in which to secure exam questions for a test review in a remote testing environment. Faculty will carry out an in-depth item analysis with every exam question to ensure exam validity and reliability standards are upheld.

<u>Exam Results and Review</u>

1. Examination results will be returned to students no later than one week from the date of the exam.
2. Prior to arriving to campus on the day of exam review, log into ExamSoft to ensure computer and ExamSoft/Examplify software is updated.
3. Students will be directed to have nothing on their desks except their computer/laptop, pencil/pen, and scratch paper if provided by the faculty.
4. All student possessions must be placed at the front and/or back of the classroom.
5. No electronic equipment allowed (e.g., cell phones, smart watches/devices, MP3 players, fitness bands).
6. Individual exam review may be conducted by appointment only, up to one week after the exam date.
7. Mandatory exam review may be required for all exams less than 78%. A student who questions an answer on an exam must present written rationale/documentation based on required learning resources within one week of the test review date. Rationale as presented will be reviewed by the lead faculty and a decision returned to the student involved within one week of receipt of documentation.

Student Academic/Clinical/Professionalism Warning

1. Academic/Clinical/Professionalism Warnings are the method of communication utilized by faculty to communicate any clinical, class, academic, or behavior issues with the student.
2. Students who have course average of less than 78% at the completion of the majority of examinations for each course will be issued an Academic Warning that is initiated and provided to the student by the course faculty.

3. The student will be notified to contact the course faculty to schedule a meeting within 7 days of the initiated warning to discuss strategies for studying and successful completion of the course.
    a. For those students whom faculty have identified in need of counseling and chose not to see faculty, a note "Did not contact faculty" will be documented on the warning form and put in the student's academic file.
4. The student and course faculty will complete the warning form which will then be placed in the student's academic file. A copy of this completed form will be provided to the student.
5. A student who receives three written warnings related to concerns with professional behavior while in the nursing program may be assigned a failing grade and may be dismissed from the program and ineligible for readmission or entrance into other MCCC health occupation programs. Please refer to the *Standards of Professionalism* and the *Honesty/Professional Ethics* policies for additional information, as well as course syllabi for course expectations.

Math Competency Policy

Students will take a comprehensive math exam each semester and will be expected to achieve a 90% or better within three attempts to meet the math competency for each course. Failure to achieve a 90% on the first or second attempt will require remediation. Remediation may include:

1. remedial work with laboratory or clinical instructor,
2. computer programs designated to enhance educational outcomes,
3. individual tutoring in the Student Success Center.

Students have two retake opportunities as scheduled by lab faculty and must achieve a 90% or better by the third attempt. Failure to pass the math retest with a 90% or better by the third attempt will result in course failure. The first attempt will be scheduled during normally scheduled lab hours. Remediation and subsequent attempts will be scheduled and proctored by faculty (or designee) outside of classroom time. An absence from a scheduled math competency exam will be considered one attempt.

Students will not be allowed to administer medications in the clinical setting until the math competency exam is successfully completed each semester. Safe and consistent medication administration is required in order to meet course outcomes and receive a **satisfactory** grade in the clinical component of the course. Therefore, failure to demonstrate math competency by successfully passing the math competency exam places the student in jeopardy of not meeting course outcomes and failing the course.

Math Competency Exams may be administered via ExamSoft. Scratch paper will be provided and must be returned to the instructor at the completion of the exam. Students may use a calculator for testing. Calculators will be supplied by the college or are available on ExamSoft.

Math Competency Exams are graded as Pass (90% or greater)/Fail and are not factored into the course point total.

Nursing Skills Lab Usage

Due to the rigor of the program, PN students will need to practice in the nursing skills lab. The nursing skills lab cannot be used without supervision and only when the lab is adequately staffed. The student will need to practice during the open lab time frames each semester.

1. When the College is closed (holidays, snow days, Sundays), students are ***not*** permitted to use the Nursing Skills Lab.
2. Children or non-nursing students should not be in the Nursing Skills Lab without faculty permission and proper supervision.

*See PN Skills Lab Policies section for further information.

Attendance Policy

1. Clinical: Because clinical experience is a vital part of the nursing courses at Monroe County Community College, and because students have a responsibility to the agency and the client, the following is required:

a. Attendance in Clinical Settings is expected. Missed clinical experiences are missed opportunities to learn and to meet course outcomes. Poor attendance/late arrivals may demonstrate unprofessionalism and an inability to meet the corresponding course outcome. Additionally, absences will inhibit the instructor's ability to evaluate whether the student has met course outcomes, potentially resulting in clinical failure. Late arrivals (defined as being 1+ minutes late) will result in a one-point deduction from the course grade. Absences or 15+ minutes late or 15+ minutes early departure will all be treated as an absence with applicable point deduction. Absences may result in clinical make-up time or written assignments at the discretion of the clinical instructor, and/or dismissal from the program if the student is not able to meet course outcomes.
Students are allotted one missed clinical day without penalty while enrolled in the program (excluding PNUR 129). Any subsequent clinical absence will result in a five-point deduction from the course grade point total for each occurrence.

At no time is a student to leave the clinical site without the knowledge and permission of the faculty. Students are expected to be ready to start clinical on time.

b. Reporting of absences and late arrivals. If absence or tardiness is unavoidable, students must notify the clinical facility nursing unit one hour prior to the start time on the assigned day so that arrangements can be made for assigned client care. Students should ask the name of the reporting person on the unit so that the absence report can be verified. Students must then notify their clinical instructor of absences or late arrivals, leaving a message which includes the student's name, the date and time of the call, the assigned facility and unit, the clinical instructor's name and the name of the reporting person notified at the clinical facility. In addition to the stated reporting policy, please follow clinical instructor's guidelines.

c. Consequence for non-reporting. A "no call, no show" absence for clinical will be grounds for course failure and result in immediate program dismissal.

d. Outside employment is difficult and not recommended during the final management nursing class and clinical rotation (PNUR 129). Plan accordingly for this time period.

2. Classroom:

Classroom attendance is expected and will be monitored. See course syllabi for any applicable point deductions. Students repeatedly arriving late to class or leaving early is considered disruptive behavior and violates standards of professionalism and may result in a written professionalism warning.

3. Scheduled Laboratory Sessions and Skill Evaluations:

Scheduled laboratory session and skill evaluation attendance is expected and will be monitored. See course syllabi for any applicable point deductions. Attendance at all scheduled lab sessions and skill evaluation sessions is mandatory.

Late arrivals for a scheduled lab session (defined as being 1+ minutes late) will result in a one-point deduction from the course grade for each occurrence. Absences or 15+ minutes late or 15+ minutes early departure will all be treated as an absence and will receive a three-point deduction from their course grade for each occurrence. Absence from a scheduled skill evaluation will be counted as one attempt. If a student will be unavoidably late or will be absent on a scheduled lab day or skill evaluation, the student must contact course faculty at least one hour prior to the start time.

- Repeated absences, late arrivals or early departures from course activities may impact a student's ability to meet course outcomes and may result in a written warning. The student's inability to meet course outcomes will result in course failure and subsequent dismissal from the program.
- Outside employment is difficult and not recommended during the preceptorship. Plan ahead for this time period. Students are expected to arrive to the clinical setting alert and ready to learn. Students should avoid working midnight shifts prior to attending any clinical learning experiences to avoid sleep deprivation that may impair judgment and success in achievement learning outcomes.
- Students issued a court summons (i.e. jury duty or subpoena) should make every attempt to be released from this responsibility by communicating class/clinical hours with the appropriate designee requesting student attendance. Students unable to be relinquished of these responsibilities should notify faculty as well as the Nursing Program Coordinator. However, absences incurred due to personal issues resulting in court dates/appearances are not excused and subject to the attendance policy and any applicable point deductions.

Preparation for Clinical Experience

Clinical assignments will be made by the clinical instructor prior to the clinical experience and posted in a prearranged place and/or discussed once on the unit.
Lack of preparation resulting in the inability to provide safe care may result in student dismissal from clinical. Students must still submit completed paperwork as directed by faculty; additional assignments may be required at the discretion of the faculty. Students will be unsatisfactory for that clinical week, receive a written warning, and are subject to attendance point deductions. Specific expectations regarding nursing process development and evaluation will be discussed during clinical and may vary between courses.

ACEMAPP Information

ACEMAPP is a software program used in the nursing program at MCCC to help organize/store health documents, CPR cards, background check information as well various other mandatory requirements, vaccination/or exemption documents. It is also used to assign students to clinical rotations and assure all requirements are met and current.

Prior to the start of the semester, students receive a welcome email from ACEMAPP. Students should use the directions provided during orientation to help log into the system. Once an account is created, students should follow the directions provided on how to complete a student profile and how to complete the three annual mandatory competencies including blood borne pathogens, HIPPA, and OSHA. A video is available to help orient students to ACEMAPP. The three competencies, along with COVID vaccination/exemption documents, are housed in ACEMAPP. Students are encouraged to save all original documents for their own personal records.

Students should use this link Student User Guide | ACEMAPP (https://collaboration.acemapp.org/kb/474) to access ACEMAPP directions ***to include***:

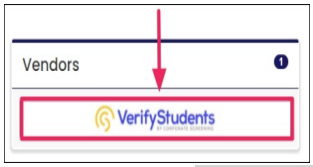
- A Student User Training video
- Step 1: Verify Email Address
- Step 2: Log in to your ACEMAPP account
- Step 3: Complete your Profile
- Step 4: Membership fee
- Step 5: Complete your Requirements, Custom Fields, and Learning Materials
- Step 6: View Affiliations & Check Compliance

Note: Three annual competencies including blood borne pathogens, HIPPA and OSHA are housed in ACEMAPP
Students are encouraged to save all original documents (hard copies) for their own personal use.

ACEMAPP AND VERIFY STUDENTS ACCOUNT INFORMATION

Make the $50.00 required annual payment in ACEMAPP

1. Students will receive an ACEMAPP welcome email that will provide you a link used to set up your account password to set up your user profile
    - All health requirements will be uploaded into this software program
    - Contains clinical orientation information when assigned to a Michigan clinical site
2. Within ACEMAPP, once your profile is established, click on the **VERIFY STUDENTS** icon under the vendor section on the left side of your ACEMAPP home page. You will need the special promotional code sent to you by the Nursing Program Coordinator randomly, prior to the start of the semester to access this account



3. Once you have paid for and set-up your **"VERIFY STUDENTS"** account, your background check begins processing immediately and you will receive information on how to proceed with completing your drug screen.

Additional information and resources will be provided at orientation and/or emailed to students.

Please contact the Nursing Nursing Clinical and Conortium Coordinator with any questions related to the use of any of these software programs for assistance.

Clinical Agencies Contact Information

Use of clinical agencies is subject to change.

Faculty will provide students with specific unit telephone numbers during clinical orientation. Students should advise their emergency contacts of the unit to which they are assigned in the event of an emergency.

LISTING OF CLINICAL AGENCIES			
Facility	***Address***	***Phone***	***Website***
Fountain View of Monroe	1971 North Monroe St. Monroe, MI 48162	734- 243-8800	http://www.cienahealthcare.com/michigan-facilities/fountain-view-of-monroe/
Hickory Ridge of Temperance	951 Hickory Creek Rd. Temperance, MI 48182	734-206-8200	http://www.cienahealthcare.com/michigan-facilities/hickory-ridge/
St. Therese IHM Senior Living	610 W. Elm Ave. Monroe, MI 48162	734-241-3660	http://ihmsisters.org/ways-of-connecting/motherhouse/
Medilodge of Monroe	481 Village Green Ln. Monroe, MI 48162	734-242-6282	http://medilodgeofmonroe.com/
ProMedica Flower Hospital	5200 Harroun Rd. Sylvania, OH 43560	419-824-1444	https://www.promedica.org/flower-hospital
ProMedica Russell J. Ebeid Children's Hospital	2142 N. Cove. Blvd. Toledo, OH 43606	419-291-5437	https://www.promedica.org/location/promedica-russell-j-ebeid-childrens-hospital
ProMedica Monroe Regional Hospital	718 N. Macomb St. Monroe, MI 48162	734-240-8400	https://www.promedica.org/monroe-regional-hospital
ProMedica Toledo Hospital	2142 N. Cove Blvd. Toledo, OH 43606	419-291-4000	http://www.promedica.org/toledo-hospital/
ProMedica Flower Hospital	5200 Harroun Rd. Sylvania, OH 43560	419-824-1444	https://www.promedica.org/flower-hospital
Wellspring Lutheran Services	1236 S. Monroe St. Monroe MI 48161	734-241-9533	https://wellspringlutheran.com/

Note: Clinical agencies are accredited through either The Joint Commission, LARA (Department of Licensing and Regulatory Affairs, State of Michigan) or CMS (Centers for Medicare/Medicaid Services) and may be licensed through either the Ohio or Michigan Departments of Health.

Required Nursing Supply List

- Black scrub bottoms and black scrub tops.
- Pen light
- All white or black closed-toe shoes
- White or black hosiery/socks
- Watch with a second hand
- MCCC Student ID (nursing student ID will be arranged by the program)
- Bandage scissors
- Stethoscope

Various lab supplies including penlight, blood pressure cuff, calipers, and gait belt will be provided in the nursing lab tote that will be distributed to students. The current supply list will be confirmed at orientation.

Dress Code

The purpose of the dress code is to provide safety and asepsis, and to present a professional image. Students are expected to adhere to the program's dress code and to any additional requirements mandated by an assigned clinical agency.

Jeans, shorts, leggings, hoodies, short skirts, open-toed shoes, sling back, high heel, or clog-like shoes, T-shirts, camisoles, and other revealing clothing are prohibited while in clinical settings, including observation experiences. Skirts and pants should be worn at the waistline, not low on the hips. No leggings may be worn in the clinical environment.

When providing patient care or when in the clinical environment, all students are expected to adhere to the following guidelines:

- Conservative, loose-fitting, black scrub tops and bottoms; uniforms that are clean and wrinkle-free.
- Scrub tops and lab jackets must be embroidered with the approved college and program logo. Pre-embroidered tops and black scrub bottoms are available for purchase through the MCCC Campus Store. Uniforms not purchased through the Campus Store and lab jackets must be taken to an embroiderer approved by the program.
- Students may wear a short black lab jacket over their scrubs if desired that is embroidered with the college/program logo.
- Students may wear white, black, or gray long- or short-sleeved undershirts under their scrubs if desired.
- Undergarments should be appropriate and discreet.
- Closed-toe, comfortable white or black shoes should be worn and laces must be clean.
- Program and clinical agency student ID badge(s) must be visible at all times and worn above the waist (except by unit policy).
- Make-up should be minimal.
- Gum chewing is not permitted in any patient-care areas.
- Fingernails should be short and clean. Light colored nail polish is permissible; no chipped nail polish, no nail extenders are allowed, including artificial nails, shellac coatings, gel nails, or acrylics.
- Perfume and after-shave lotion may be an allergen or offensive to patients and should not be worn.
- Jewelry: A watch with a second hand is required. Wedding bands and engagement rings only are accepted. Jewelry should be modest and safe if worn. Earrings should be small and inconspicuous; one per ear and no dangles. Students with gauge piercings must wear neutral color plugs. In certain clinical settings, no jewelry is permitted.
- Body Piercing: No visible body piercings/jewelry are permitted in clinical settings (except as noted for ears).
- Any tattoos that may be considered offensive (i.e. to include profanity, nudity, racial or sexual comments) MUST be covered in the clinical setting. No facial tattoos of any kind are allowed unless hidden in such an area as behind the ear.
- Hair must be off the collar and pinned back in a neat, attractive style. Beards and mustaches, if worn, must be well groomed, neatly trimmed, and of reasonable length (no longer than 1/2"). Hair should be an appropriate professional style, length, and color. Inconspicuous hair ornaments are acceptable.
- Students are expected to be neat, clean, and free of body odor and cigarette smoke.
- Exceptions may be determined in clinical sites as deemed appropriate by course faculty (i.e. observations). In all instances, students must comply with the requirements of the clinical agencies to which they are assigned.

Uniform inspections will be performed consistently throughout the program. Non-compliance with these program policies may result in an *Academic/Clinical/Professionalism Warning* and/or further disciplinary action. Failure to comply is considered a violation of the Professionalism policy.

Use of Electronic Devices in Class and Clinical

Cell phones cannot be used in any clinical setting. If brought with students to class or laboratory, they should be turned off. For emergency conditions only, they may be on in class or lab under a silent or vibration mode. Do not use text messaging or social media services while in class, lab, or clinical settings. This is considered inappropriate and disruptive behavior under the *Standards of Professionalism*.

Digital/audio recording must be approved by the professor prior to classroom/lab activities.

None of the class preparation materials or lecture/classroom activities may be shared in any format (written, photograph, social media, etc.). These materials are copyright protected.

Photographs and video/audio recordings taken with any digital device (cell phone, camera, etc.) are prohibited without faculty permission in class, lab, or in the clinical setting.

Laptop computers are to be used in the classroom, nursing laboratory and clinical for academic purposes only. Inappropriate use of laptop computers in class/lab/clinical, including email and web surfing without instructor permission, is distracting and will not be tolerated. Failure to comply with these policies will result in an Academic/Clinical/Professionalism Warning regarding non-compliance with program outcomes and policies.

Criminal Background Checks

Students admitted to health science programs must consent to background/security checks including a criminal background check and drug screening. The student is responsible for any cost associated with the background/security checks. Certain criminal convictions may render a student ineligible to train at clinical sites which are necessary in order to successfully complete the program. Additionally, certain criminal convictions may render an individual ineligible to take the licensing/ certification exam or to be licensed/certified in the State of Michigan. The college will review the results of the background/security checks. It will determine, on a case-by-case basis, whether to deny admission to any individual based on the results of the background check, criminal background check and drug screening.

MCCC requires that all students admitted to the nursing programs purchase a background check through an agency or process designated by the College. The NCCC or DON will provide information on how to complete background checks during orientation. Generally, students will be able to review their results online if required to complete a third-party background check. Results generally take 5 to 7 days for processing after an order is placed. Third-party background check results, once finalized, will be uploaded into ACEMAPP by the NCCC. Additional information regarding background checks will be provided during new student orientation.

Drugs, Intoxicants, and Mind-Altering Substances

Success in nursing, both as a student and as a practitioner, requires sound nursing judgment and positive professional relationships with the community, clinical personnel, and the patient. Behavior which threatens these relationships or alters judgment will endanger nursing effectiveness. For this reason students are expected to abstain from the use of any illegal or mind- altering substance before or during any contact with faculty, staff, or patients. Despite the passage of the Michigan Regulation and Taxation of Marijuana Act in November 2018, the possession of marijuana remains prohibited under United States Federal Law and MCCC policy (Policy 6.21). The College and Health Sciences Division prohibits employees, students, and members of the public from possessing or using marijuana (legal or medicinal) on College property or during any College activity. Health occupation students must consent to random drug screening with negative results for marijuana or any illicit substance. Failure to provide a negative drug screen will prevent participation in the program and/or result in program dismissal. Students who have been prescribed medication that could impair judgment or function should consult with his or her instructor or program administration prior to clinical experiences to discuss the matter. Students who the instructor reasonably suspects might be impaired must give permission for immediate laboratory screening for any substances at a facility of the program's choosing and at the student's expense. Reasonable suspicion may include, but is not limited to, changes in behavior, slurred speech, and pattern absence. Students suspected to be under the influence of any illegal or mind-altering drug will be required to seek transportation to the testing facility from the clinical site. Declining to do so will result in dismissal from the program. There is zero tolerance for breaches of this policy.

Documented use of mind-altering and/or illegal drugs or substances will result in immediate dismissal from the program and failure in the nursing course in which the student is enrolled. Students will be ineligible for readmission to the program under these circumstances.

Drug Testing and Dilute Urines

All students will be randomly drug tested at the student's expense for the presence of mind-altering substances. Health occupation students must consent to random drug screening and obtain negative results for marijuana or any illicit substance. Students will receive information about drug testing once their Verify student account is activated and paid for. A student will have three days to complete the drug screening at a facility from the vendor provided list. Any needed medical review is included at no additional charge. It is typically completed within a few days, but also dependent on the student being responsive to the MRO request to verify physician, prescription, etc. If on rare occasion the urine is too dilute or positive, the student will be required to complete hair testing at their expense. ProMedica 360 Health in Monroe can assist a student with this process, if needed. Students who do not meet this time commitment to complete the initial drug testing may be dismissed from the course and program or made subject to further drug testing.

There are instances in which a student may need to take prescribed medications that could be in a drug classification whose use is typically restricted or prohibited while in a clinical setting. When a student is taking medications that could be an issue in the clinical setting, the program requires that the student participate in a medical review (if indicated) through a facility approved by the College in order to receive clearance to practice in the clinical setting. The student must not be physically and/or cognitively by drugs or other intoxicants and be able to function optimally in the clinical setting at all times.

Once the medical review is completed, the findings of the physician will be considered a final determination and the student will either be cleared for clinical or not.

In the event that the student is not cleared for clinical following the medical review, the student will be dismissed from the course and the program. There is no appeal in the case of a student who is not cleared by the medical review.

Health Requirements

An exam completed by a health care provider to ensure that the student can meet the technical standards of the program is mandatory for all students and is the financial responsibility of the student. The exam must indicate that the student is free from infectious disease, immune to certain diseases for which one can be vaccinated, and can meet all technical standards of the program (with or without approved accommodations). Once completed, forms should be uploaded directly into ACEMAPP by the deadline provided for online approval by the NCCC Students are encouraged to keep all original health forms for their own personal files. Once uploaded, copies of health documents may be printed from ACEMAPP if needed and as long as the student has access to the system.

Additional health information to be uploaded into ACEMAPP includes:

A. Valid documentation of vaccination OR blood test confirmation via titers for measles, mumps, rubella, rubeola and varicella.

B. A general head-to-toe physical that assesses the student's ability to meet the technical standards.C. Proof of negative TB status by submitting **one of the options** below:
    1. Two-Step TB skin test (TST)
    2. Approved TB screening blood test (T-spot/QuantiFERON)
    3. If a person has a previously documented positive TB screening test or a documented diagnosis of TB or Latent TB Infection (LTBI) in the past, they must submit an annual risk assessment and documentation. A repeat CXR is only required if symptoms develop.

C. Immunizations:

1. Tetanus or Tdap: Proof of tetanus and pertussis vaccinations are required. Students should consult their physician regarding the use of Tdap versus separate tetanus and pertussis boosters. Td boosters required every 10 years.

2. ***Hepatitis B:*** All students must provide documentation of prior Hepatitis B vaccination (either the standard 3-dose series or the 2-dose Heplisav series). Students with no Hepatitis B vaccination history or who are missing documentation will be required to complete either the 2-dose Heplisav or 3-dose standard Hepatitis B series per the recommended dosage schedule. If the 3-dose series was completed in childhood, a Hep B booster is suggested. All students must have proof of Hep B immunity via a positive titer result. If vaccination series was received, along with a booster, yet a student remains non-immune to Hep B, a physician note is required stating you have been counseled on the risks of not being protected from Hep B. Alternatively, students may complete a declination letter waiving the Hepatitis B requirement and attesting that they understand the risks associated with waiving this requirement. These results should be upload into ACEMAPP under the “tiered requirements” section.

Students who are immunocompromised should receive a Hepatitis-B booster and a Hep-B antibody titer (blood test) showing immunity one month after.

Note: Students are responsible for tracking these results and vaccine due dates along with re-titer dates as needed

3. ***Seasonal flu shot:*** Required as soon as the shots are available each year. Failure to receive this vaccination will prevent the student from participating in clinical.

4. **COVID vaccinations:** On February 14th, 2025, President Donald J. Trump signed an Executive Order prohibiting schools, including institutes of higher education, from mandating the COVID-19 vaccination. While no longer required, the Health Sciences Division, in keeping with CDC recommendations, still HIGHLY encourages anyone over 6 years of age, regardless of previous COVID-19 vaccination status, receive one dose of either the Moderna or Pfizer-BioNTech bivalent COVID-19 vaccine (released after September 1, 2022).

Although the College will comply with federal law pertaining to higher education, some of our clinical partners are not required to do so, and may still require the COVID-19 vaccination. MCCC will work with students to the best of our ability, but cannot guarantee clinical placement for students that are not fully vaccinated. This may impact a student's ability to progress in his/her coursework and/or complete the program.

Vaccination requirements may change based on changes to state and federal law, as well as clinical partner expectations. The Health Sciences Division will notify students of any future changes to policies regarding this or any other vaccination.

D. Specific student health information will be released to clinical agency only if the information is required by the agency. The information will be kept confidential by the clinical agency.

E. Healthcare costs for students are the responsibility of the student.

Note: Students are responsible for tracking these results and vaccine due dates along with re-titer dates as needed

EXEMPTION REQUESTS

Vaccinations/boosters against infectious agents are required to participate in clinical learning activities. Students requesting vaccination exemption(s) due to medical reasons should contact the Nursing Clinical and Consortium Coordinator: lbiggs@monroeccc.edu . Students requesting vaccination exemption(s) for religious reasons will be required to contact the Director of Human Resources, Linda Torbet, to discuss the exemption process and requirements (ltorbet@monroeccc.edu). Although the College will work with students requesting an exemption, it cannot guarantee clinical placement for students that are not fully vaccinated or boosted, which may impact a student's ability to progress in his/her coursework and/or complete the program.

Health Alterations

Students are responsible to disclose any change in their health conditions that impact their ability to participate in the program or meet the program's technical standards. In such circumstances, documentation from a healthcare provider may be required.

Students should not attend clinical when experiencing symptoms of a contagious health alteration (such as bacterial or viral infections) if symptoms include vomiting and/or diarrhea, fever (especially a temperature over 100.4^{o}F), excessive nasal drainage, productive cough, shortness of breath and/or the inability to taste. A student deemed too ill to be at clinical will be sent home by the instructor and considered a clinical absence.

Serious Infectious Disease Policy

Nursing students, with support and guidance of their clinical instructor or preceptor, may have an opportunity to care for patients with an infectious disease. Students are expected to help manage care of these patients. When considering the care of clients diagnosed with serious infectious disease, we recognize that students have varying degrees of skills, both psychomotor and cognitive. We also recognize that faulty technique when caring for these clients could prove harmful or even fatal to the student. Students are not required to care for patients in isolation requiring an N-95 mask, PAPR, or any other fit-tested equipment unless specially arranged by program administration.

Health care workers are expected to have the skills and knowledge necessary to provide safe and compassionate care for all clients, regardless of diagnosis. Consideration will be given to the client's complexity of care, agency policy, and the student's knowledge and dexterity level. A student who refuses to care for infected clients will be counseled to determine the reason for refusal and regarding the failure to meet the requirements and learning outcomes for the course. Students who have serious reservations about caring for clients with infectious diseases should meet with program administration to discuss options and their career choices.

Standard Precautions

Standard Precautions are based on the principle that all blood, body fluids, secretions, excretions except sweat, nonintact skin, and mucous membranes may contain transmissible infectious agents. Standard Precautions include a group of infection prevention practices that apply to all patients, regardless of suspected or confirmed infection status, in any setting in which healthcare is delivered. These include: hand hygiene; use of gloves, gown, mask, eye protection, or face shield, depending on the anticipated exposure; and safe injection practices. Check specific agency policies and procedures. (www.cdc.gov, December, 2018)

A. Hand Hygiene

Hand hygiene procedures include the use of alcohol-based hand rubs (containing 60-95% alcohol) and hand washing with soap and water. Alcohol-based hand rub is the preferred method for decontaminating hands, except when hands are visibly soiled (e.g., dirt, blood, body fluids), or after caring for patients with known or suspected infectious diarrhea (e.g., *Clostridium difficile*, norovirus), in which case soap and water should be used.

1. Performing Hand Hygiene

Using Alcohol-based Hand Rub (follow manufacturer's directions):

- Dispense the recommended volume of product
- Apply product to the palm of one hand
- Rub hands together, covering all surfaces of hands and fingers until they are dry (no rinsing is required)

Hand washing with Soap and Water:

- Wet hands first with water (avoid using hot water)
- Apply soap to hands
- Rub hands vigorously for at least 15 seconds, covering all surfaces of hands and fingers
- Rinse hands with water and dry thoroughly with paper towel
- Use paper towel to turn off water faucet

2. Indications for Hand Hygiene

Always perform hand hygiene in the following situations:

- Before touching a patient, even if gloves will be worn
- Before exiting the patient's care area after touching the patient or the patient's immediate environment
- After contact with blood, body fluids or excretions, or wound dressings
- Prior to performing an aseptic task (e.g., accessing a port, preparing an injection)
- If hands will be moving from a contaminated-body site to a clean-body site during patient care
- After glove removal

B. Personal Protective Equipment

Personal Protective Equipment (PPE) use involves specialized clothing or equipment worn by facility staff for protection against infectious materials. The selection of PPE is based on the nature of patient interaction and potential for exposure to blood, body fluids or infectious agents.

1. Use of PPE

Gloves

Wear gloves when there is potential contact with blood (e.g., during phlebotomy), body fluids, mucous membranes, nonintact skin or contaminated equipment.

- Wear gloves that fit appropriately (select gloves according to hand size)
- Do not wear the same pair of gloves for the care of more than one patient
- Do not wash gloves for the purpose of reuse
- Perform hand hygiene before and immediately after removing gloves

Gowns

Wear a gown to protect skin and clothing during procedures or activities where contact with blood or body fluids is anticipated.

- Do not wear the same gown for the care of more than one patient
- Remove gown and perform hand hygiene before leaving the patient's environment (e.g., exam room)

Facemasks (Procedure or Surgical Masks)

Wear a facemask:

- When there is potential contact with respiratory secretions and sprays of blood or body fluids
  - May be used in combination with goggles or face shield to protect the mouth, nose and eyes

Goggles, Face Shields

Wear eye protection for potential splash or spray of blood, respiratory secretions, or other body fluids.

- Personal eyeglasses and contact lenses are *not* considered adequate eye protection
- May use goggles with facemasks, or face shield alone, to protect the mouth, nose and eyes

2. Respiratory Hygiene and Cough Etiquette

All persons with signs and symptoms of a respiratory infection (including facility staff and students) are instructed to:

- Cover the mouth and nose with a tissue when coughing or sneezing
- Using tissues to contain respiratory secretions with prompt disposal into a no-touch receptacle, offering a surgical mask to persons who are coughing to decrease contamination of the surrounding environment, and turning the head away from others and maintaining spatial separation, ideally >3 feet, when coughing. Performs hand-hygiene after contact with respiratory secretions and contaminated objects /materials.

C. Emergency Needlestick Information

If exposed to a needlestick or sharps injury or were exposed to the blood or other body fluid of a patient during the course of clinical work, **immediately follow these steps**:

- Wash needlesticks and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with water
- Irrigate eyes with clean water, saline, or sterile irrigants
- Report the incident to the clinical instructor and agency supervisor immediately
- Immediately seek medical treatment

D. Transmission-based Precautions

cdc.gov (January 2016)

Transmission-based precautions are extra steps to follow for illnesses that are caused by certain germs. Standard precautions and these extra precautions will both need to be followed. Some infections require more than one type of transmission-based precaution. Check specific agency policies and procedures.

Start following transmission-based precautions when the illness is first suspected. Stop them only when the illness has been treated or ruled-out and the room has been cleaned.

Patients should stay in their rooms as much as possible while these precautions are in place. They may need to wear a mask when they leave their room.

Airborne precautions may be needed for germs that are so small they can float in the air and travel long distances.

Airborne precautions help keep staff, visitors, and other patients from breathing in these germs and getting sick.

- These germs include chicken pox, measles, and active tuberculosis (TB) and Covid 19.
- Patients who have these germs should be in a special room where the air is gently sucked out. This is called a negative pressure room.
- Everyone who goes into the room should put on a respirator mask that fits well before they enter the room.

Contact precautions may be needed for germs that are spread by touching.

- Everyone who enters the room who may touch the patient or objects in the room should wear a gown and gloves.
- These precautions help keep staff and visitors from spreading the germs after touching a patient or an object the patient has touched.
- Some of the germs that contact precautions protect us from are *C. difficile* and norovirus, and respiratory syncytial virus (RSV). These germs can cause serious infection in the intestines.

Droplet precautions are used to prevent contact with mucus and other secretions from the nose and sinuses, throat, airways, and lungs.

- When a patient talks, sneezes, or coughs, droplets that contain germs can travel about 3 feet.
- Illnesses that require droplet precautions include influenza (flu), pertussis (whooping cough), and mumps.
- Everyone who goes into the room should wear a surgical mask.

Droplet Plus precautions

- All healthcare workers entering room must:
  - Wear an isolation mask
  - Wear a respirator (PAPR or N95) during: bronchoscopy, open suctioning, intubation, extubation or sputum induction.
  - Wear other PPE as needed

Students are not fit-tested for use of the PAPR or N95; therefore, are not allowed to care for patients in this type of isolation unless specially arranged by program administration

Pregnancy

Students who are or become pregnant while participating in the program should notify her instructor and the Health Sciences Division Office if the condition impacts the ability to participate in the program or meet technical standards.

Latex Allergies

Students with a latex allergy should contact Disability Services to discuss options and the potential for reasonable accommodations. While the program attempts to stock latex-free supplies in the Nursing Skills Lab, the College cannot guarantee a latex-free environment on campus or in clinical learning environments.

Insurance

Nursing students are required to have professional liability and health insurance. The professional liability insurance is provided by the College. The cost of the professional liability insurance is included in the course lab fee. Health insurance must be obtained by the student and proof of insurance must be uploaded into ACEMAPP at the time the health forms are due, as well as be available at the request of the NCCC or designee. Students are responsible for any costs incurred in the clinical setting; therefore, health insurance coverage should be suitable to meet these potential expenses. It is expected that basic hospitalization insurance be maintained throughout the school year in order to comply with agency requirements. **Failure to maintain health insurance will result in program dismissal.**

Clinical Placement Policy

Clinical placement for each student is based on many factors such as rural versus urban settings, needs of the particular course, unit availability through ACEMAPP placement or agency negotiations, number of students per group, faculty availability, etc. The process is involved and very time consuming. Program materials, the Student Information Handbook, and discussion during new student orientation outline clearly that students do not have a choice in selection of their clinical sites. The Health Sciences Division places over 200 students per semester in clinical settings. Each student has their own unique needs related to location, employment, and childcare, as well as other variables unique to each student; therefore, student flexibility is essential for the placement of students in all health occupation programs. In addition, the faculty feel that a well-rounded clinical experience is in the best interest of students and can create opportunities for employment and exploration that would not be available if clinical placements were limited.

Nursing education offered at MCCC is provided in collaboration with multiple clinical partners located in Southeast Michigan and Northwest Ohio. As a part of these partnerships, MCCC students and faculty are required to meet and follow the policies and procedures of these clinical partners. Given the number of

students in the program, faculty must be able to place students at any of the clinical agencies for clinical and observational experiences during the course of the program. Students need to be in good standing with all clinical agencies, both as a student and as a member of the community. Therefore, any condition (i.e. criminal history, positive drug screening, unprofessional/unethical behavior, negative employment history) that prevents a student from being placed in any clinical agency during a semester may jeopardize the student's ability to meet the course outcomes and may lead to course failure and program dismissal.

Students are required to notify the NCCC prior to the beginning of the rotation if:

a. The student is assigned to a clinical unit where they are currently employed at

b. There are any *potential biases* between the student/faculty and/or management on the assigned unit.

**Failure to do so may result in a course failure.

Clinical placements may include weekends, evenings, and sites requiring travel outside of the Monroe area. The College understands that each student has their own unique needs related to location, employment, and childcare. Therefore, students may be allowed to trade a clinical placement (not to include alternate clinical experiences) with a fellow student utilizing the following process and guidelines:

- Students will seek out their own peer with whom to trade. The NCCC ***will not*** facilitate this process.
- A limited window of days will be allocated for submission of documentation, either in writing or via email, from both parties agreeing to the trade**.** Specific deadlines will be announced by NCCC with each clinical placement. No exceptions will be allowed past the deadline.
- Trade approval is at the discretion of the NCCC and faculty. There are no guarantees that a trade will be approved. The NCCC and faculty must consider previous clinical placements, clinical agency requirements and student academic achievement/needs.

The program will attempt to honor trade requests regarding clinical placement. However, the final decision of clinical placement is made by the NCCC and faculty based on program and student learning needs.

In the event virtual clinical rotations are utilized for any course, students will be assigned to a faculty overseeing the rotation; trading of groups will not be allowed nor necessary.

Conduct Expected in Clinical Settings

1. If indicated, student nurses sign patient records according to the following format: Student Name, S.N., MCCC. It is not necessary for the instructor to co-sign charting unless required by facility policy or specifically informed otherwise.
2. Students are asked not to linger around the nursing station but to conduct their chart review and complete patient charting in the designated area. Quiet conduct is expected.
3. Students are required to report off to the instructor and the co-assigned nurse before leaving the unit for any reason.
4. Students should identify themselves as students to their assigned patients. Any patient or family who decline care by a student nurse will be returned to the care of facility staff without hesitation. Do not take this personally should this occur.
5. In an apparent emergency situation, students are expected to seek help from the hospital nursing staff or the instructor, whichever is most immediately available.
6. Students are encouraged to review new orders in patient charts and discuss plan of care with instructor.
7. Instructors must be present with students when preparing and administering medications. In addition, the instructor must co-sign the student's signature in the electronic medical record. Specific facility policies and procedures must be followed.
8. Professional conduct, as described in MCCC College Catalog and Student Information Handbook, must be displayed at all times when in the clinical setting.
9. Facility computers are not to be used for personal use.
10. Faculty and students will follow facility policies regarding supervision of clinical learning activities. Students can only perform skills under staff supervision with prior faculty acknowledgement and permission.
11. Students assigned to a virtual clinical rotation are required to meet all course requirements by the designated deadlines.

Privileged Information and Confidentiality

Students are asked to remember that they are guests within the clinical facility and as such have access to privileged information. It is expected that professional and legal standards will be maintained at all times. Confidential client information must not be discussed outside of the educational setting. Confidential records of the client must remain in the clinical setting. Care must be taken for proper disposal of any personal notes or care plans about clients. ***Student photographing, photocopying, faxing client information from any source or disclosing protected health information via a social networking site is inappropriate and will not be tolerated (see social networking policy).*** Students may collect information about their assigned client only. Accessing or gathering information through an agency's electronic health record regarding a patient not under the student's care or when directed by faculty for learning purposes is considered a breach of confidentiality, including accessing one's own health record or the health record of a family member with or without permission. A breach or misuse of confidential information will result in immediate course failure, may result in program dismissal with no opportunity for readmission, and also may result in court action with legal fees at the student's expense. Extreme care should be taken in dealing with client information. Do not use names or specific client identifiers on care plans. Students should expect to sign a pledge to insure client confidentiality when assigned to a clinical setting.

Health Insurance Portability and Accountability Act (HIPAA)

The following excerpts are from the website of the Department of Health and Human Services for the United States. A full summary of this law can be found at: https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html.

Privacy Standards: Protected Health Information (PHI): The Privacy Rule protects all *"individually identifiable health information"* held or transmitted by a covered entity or its business associate, in any form or media, whether electronic, paper, or oral. The Privacy Rule calls this information "protected health information (PHI)."[12]

"Individually identifiable health information" is information, including demographic data, that relates to:

- the individual's past, present or future physical or mental health or condition,
- the provision of health care to the individual, or
- the past, present, or future payment for the provision of health care to the individual, and that identifies the individual or for which there is a reasonable basis to believe it can be used to identify the individual.[13] Individually identifiable health information includes many common identifiers (e.g., name, address, birth date, Social Security Number).

De-Identified Health Information: There are no restrictions on the use or disclosure of de-identified health information. De-identified health information neither identifies nor provides a reasonable basis to identify an individual. There are two ways to de-identify information; either: (1) a formal determination by a qualified statistician; or (2) the removal of specified identifiers of the individual and of the individual's relatives, household members, and employers is required, and is adequate only if the covered entity has no actual knowledge that the remaining information could be used to identify the individual.

Disclosure vs. Use: Students may use protected health information (PHI) without restrictions when providing direct care to their patient and/or consulting with other healthcare professionals regarding the direct care of their patient. Restrictions/Disclosure come into play when someone who is not directly involved in the treatment and care of the patient requests and is given PHI. A "Patient Authorization" is a special kind of consent defined by HIPAA. It allows disclosure of PHI to individuals with a patient's permission. As a member of the healthcare provider team, the student is required to protect the PHI.

The student must be aware of their surroundings. Students must not repeat protected health information that they see or overhear. Avoid discussion about patients in public areas in and outside of the hospital. The student may be liable for breaches of confidentiality. Therefore, must be aware of using computers, or other displays that may be viewed by others in their vicinity. Student's must be careful and know to whom they are faxing, e-mailing or phoning protected health information.

It is expected that students follow HIPAA rules and regulations at all times. Breaches in confidentiality will result in program dismissal and ineligibility for readmission as well as potential legal action.

Clinical Evaluation Rubric

The purpose of the clinical rubric is to provide specific examples for faculty and students about how the course student learning outcomes must be met during clinical. The students should know, based on the rubric, how he or she is doing in each student learning outcome and specific observable behavior.

Explanation of Clinical Evaluation

A. ***Introduction:*** It is expected that graduates of the Monroe County Community College nursing program will provide quality nursing care. Students are evaluated regularly on their progression toward this goal.
Students are evaluated according to the outcomes and specific behaviors identified in the clinical rubric. Each nursing course has specific outcomes which build on previous learning and must be successfully met for progression in the program. Each clinical evaluation rubric contains a list of specific clinical outcomes and each outcome contains examples of clinical behaviors which are expected of students.

B. ***Weekly Evaluation Process:*** Written weekly evaluation will be completed by the clinical instructor using the Clinical Evaluation Rubric which contains the specific course student learning outcomes and related behaviors. This evaluation will identify "***satisfactory***", ***"progressing",*** "***needs improvement***", "***unsatisfactory***" and "***not applicable***" clinical performance. "***Satisfactory***" areas as well as "***progressing***" areas will be noted by the instructor, indicating progress toward meeting course student learning outcomes. When a student's behavior is in need of improvement or unsatisfactory during a clinical week, it will be noted on the clinical rubric with specific examples and suggestions for improvement by the instructor in order to give the student ample opportunity to correct the problem area(s). Refer to clinical behavior descriptors found on the following pages and in the clinical rubric.

A student should receive a "***not applicable***" rating only when the opportunity to meet the behavior was not available (i.e. student was extremely busy with own patient assignment and was not able to "assist other students or the unit staff in meeting patient care needs" while remaining busy during the entire clinical day).

A student should be given an ***"unsatisfactory"*** when the student omits required components of paperwork, patient care, or professionalism, appears nonproductive or wastes energy due to incompetence as well as disregards feedback.

A student should be given a "***needs improvement***" when the student lacks thoroughness with patient care or paperwork, requires multiple or repetitive cues or takes longer time to complete task.

A student should be given a ***"progressing"*** when the student performs behavior accurately and safely with occasional supportive cues, spends reasonable time on a task, meets expectations for current week of clinical and applies feedback from previous weeks.

A student should be given a ***"satisfactory"*** when behaviors have demonstrated consistent progress toward meeting the course student learning outcomes. Some critical areas have been identified as either "***satisfactory***" or "***unsatisfactory***", which means that students must demonstrate these vital behaviors each week without needing improvement.

Repeated or significant clinical difficulties will result in an Academic/Clinical/Professionalism Warning which is indicative of a serious inability to meet the clinical outcomes and may result in course failure if not corrected. Due process will be observed. Fabrication of any clinical or College record will result in program dismissal with ineligibility for readmission (see Clinical Failure Policy).

C. ***Students Self-Evaluation:*** Students are expected to self-evaluate their care provided weekly, giving time and thought to the self-evaluation. The self-evaluation process requires that the students evaluate themselves based on their ability to meet course student learning outcomes in clinical, feelings about the clinical experience, and the kinds of learning goals the students have for future

clinicals. Students must use the space provided in the Clinical Evaluation Rubric to highlight the specific behaviors they met during clinical and in their clinical paperwork. Instructors and students will both write a summary of their perspective of the student's progression toward the student learning outcomes on the clinical rubric. This is an excellent opportunity for students to show their instructor something they did, such as provide medication education or actively listen to a client who is trying to make a difficult decision, when the instructor may not have been present.

D. ***Evaluation Conferences***: Conferences will take place at least at the end of the course to discuss the summary of the clinical experience and the achievement of the course student learning outcomes.
    4. The instructor and student will then meet and discuss the outcomes, with the instructor indicating "***satisfactory***" or ***"unsatisfactory***" in all course student learning outcomes.
    5. Evaluation conferences will occur if a student is in jeopardy of failure for any reason. In this conference, a learning contract outlining the reason(s) for the jeopardy warning and action the student plans to take to correct the difficulty(ies) will be developed.

E. ***Final Grading:*** In order to receive a satisfactory clinical grade for each course learning outcome, the student is required to obtain satisfactory/progressing performance in all behaviors by the end of the course. The instructor will then determine that the student is overall "***satisfactory***" or "***unsatisfactory***" for the entire clinical rotation. "***Progressing***" or "***needs improvement***" is not a grading option for the final evaluation.

S – Satisfactory

- Behaviors have demonstrated consistent progress toward meeting the course student learning outcomes.

U – Unsatisfactory

- One or more behaviors under the course student learning outcomes are unsatisfactory or need improvement at the end of the course.
- Behaviors do not demonstrate progression toward meeting the course student learning outcomes.

Clinical Failure Policy:

1. Students who receive one or more "***unsatisfactory***" rating(s) on the **final** course Clinical Evaluation Rubric will earn a clinical failure and failing grade for course. Final and/or midterm evaluations will occur in all courses.
2. Behavior which threatens the public's health, welfare, and/or safety, will constitute grounds for immediate dismissal from the program. Such situations will be handled case-by-case.
3. Clinical failure may occur at times other than the end of the semester. Due process will be observed.

Unusual Occurrence/Incident Reporting

It is expected that clinical facility and College policies will be strictly followed when dealing with student accidents or errors. Incident reports will be written and signed by the student and instructor for both the clinical agency and MCCC. Copies of all MCCC reports should be forwarded to the Dean or DON. Copies of clinical agency reports should be forwarded to the Dean or DON if permissible by agency policy.

Students are expected to follow agency procedures when caring for clients, including use of Standard Precautions in order to avoid adverse occurrences.

Gifts/Gratuities

There shall be no exchange of expensive gifts or gratuities between students and faculty. It is also unacceptable for students to accept gifts or gratuities from clients.

Student File/Records

Each student has an academic folder in the Health Sciences Division Office for student clinical tools and other required paperwork. Clinical paperwork is to be reviewed and signed by students and then submitted to the instructor as outlined in the course syllabus. Students are expected to work cooperatively with faculty to ensure their files are complete. Health requirements and CPR certifications are stored electronically within the ACEMAPP system. Students are responsible and will be held accountable for expiration dates for CPR, annual TB testing, their history/physical, and required titers/vaccinations, and flu shots. Missing documentation of any program requirements in the ACEMAPP system will result in the inability to participate in clinical. Students are encouraged to save copies of all required documents prior to uploading into the ACEMAPP system. Students can have electronic access to these documents anytime during the program or after completion.

Folders are not to be removed from the Health Sciences Division Office. Records are NOT to be removed from the folders.

Student Governance

Students participate in the governance of the nursing program in the following ways:

1. Student surveys are completed each semester, upon completion of the program, and post-graduation and used for program improvement. Student feedback is confidential and anonymous and results are held by the Dean/DON until after semester grades have been submitted. Consistent with concepts related to professionalism (EPSLO #3), it is expected that students complete the student surveys put forward by the program. Failure to participate may be brought to the student's attention. Honest, respectful, and constructive criticism is welcomed by the program and reviewed carefully when making program changes.
2. Students are expected to utilize the "chain-of-command" within the Health Sciences Division when addressing any concerns or issues related to a course or the program. Students are expected to talk initially with nursing faculty regarding issues related to a particular course. Clinical scheduling concerns should be addressed to the Nursing Clinical and Consortium Coordinator (NCCC). If a student has a concern that he/she feels has not been resolved through interaction with the course faculty or the NCCC, students are expected to meet with the Director of Nursing or designee to discuss the issue. If a student continues to feel that an issue or concern has not been addressed appropriately, he/she may make an appointment with the Dean of Health Sciences. If a student continues to feel that an issue or concern has not been addressed appropriately, he/she may make an appointment with the Vice President of Instruction. Issues that result in course failure and/or program dismissal should be handled according to the policies and procedures outlined in the Student Information Handbook.
3. Students are encouraged to join a professional nursing organization, such as the National Association for Practical Nurse Education and Service, Inc. (NAPNES), National Association of Licensed Practical Nurses (NALPN), or the MCCC Student Nurses Association. Participation at professional conferences and meetings is strongly encouraged.
4. Program administration will schedule regular opportunities for a representative group of students to meet with the program administrator, staff, and/or faculty to discuss program-level ideas, concerns, or issues aimed at program improvement. Attendance will be voluntary.

Program Completion, Graduation & NCLEX-PN

Program completion audits must be completed early in the fall semester (last semester of program). Students initiate an audit through the Student Planning section on Self Service/Husky Portal (formerly WebPal). Students are encouraged to contact the Health Sciences Division office with any questions regarding program requirements and/or course work requirements.

Certificate Requirements
Practical nursing students must complete **all** courses listed in the program's plan of study order to receive the certificate with the Practical Nursing designation, including any non-nursing support courses. Students not meeting all certificate requirements will be ineligible for a school completion certificate and will not be deemed eligible for licensure; therefore, will not become authorized to take the NCLEX-PN until the requirements are met. See the current MCCC College Catalog for the full description of graduation requirements.

Students who are determined to be ineligible for a school completion certificate by the Registrar's Office must notify the Health Sciences Division Office as soon as possible.

The graduating PN class generally hosts a Nursing Pinning Ceremony to commemorate their completion/graduation. There is a planning guide for the ceremony that interested students can obtain by contacting the Division Coordinator. Also, there are specialized MCCC LPN pins that students can purchase to use for the ceremony. Class pins may be purchased during the end of the semester prior to graduation and cost $40 to $235 (costs are subject to change). The Division Coordinator will send out pin ordering information once available.

Continuing Education/Automatic Progression Opportunity

MCCC PN Program graduates may be eligible to automatically progress into the LPN to RN option of the Associate of Applied Science in Nursing degree (RN) program. The opportunity for automatic progression into the LPN to RN option is only valid for the year immediately following completion of the MCCC PN Program. For information regarding the opportunity to automatically progress into the LPN to RN option at MCCC, please visit the PN to RN webpage on the MCCC website (https://www.monroeccc.edu/programs/nursing-pn-to-rn-option) or contact the Health Sciences Division Office at 734-384-4102.

Post-Graduation Surveys

Feedback from graduates and their employers is very important for program improvement. Input will be sought through the use of Graduate Surveys that will be sent six (6) to twelve (12) months following program completion. Students are asked to provide their contact information, including a personal e-mail address, near the end of the program. This information will be used to send graduate information to the State for licensure purposes as well as for sending graduates a confidential Graduate Survey for completion and return to the Health Sciences Office. Participation in survey completion is voluntary, however, appreciated and strongly encouraged.

Nursing Licensing Exam (NCLEX-PN)

Nurse licensure candidates take the National Council Licensure Examination (NCLEX-PN) at test centers located across the United States. NCLEX examinations are only provided in a computerized adaptive testing (CAT) format.

The NCLEX-PN examination is designed to test knowledge, skills and abilities essential to the safe and effective practice of nursing at the entry level. NCLEX examination results are an important component used by the boards of nursing to make decisions about licensure. **Only boards of nursing can release NCLEX examination results to candidates.** Pearson Vue Professional testing provides administration services for the NCLEX examination.

Students can determine application/licensing fees for each state by visiting the respective state board of nursing websites.

Any previous or current conviction of a crime and/or treatment for substance abuse/mental illness may result in ineligibility to be licensed as a practical nurse. The determination of eligibility is made by the Michigan State Board of Nursing at the time of application. Questions or concerns about licensing should be directed to the Board of Nursing.

Michigan Board of Nursing
Bureau of Health Professions
611 W. Ottawa St., First Floor
Lansing, MI 48933
Phone: (517) 373-8068
Fax: (517) 241-3082
e-mail: bhpinfo@michigan.gov
Web: http://www.michigan.gov/lara

The LPN program at MCCC meets the state education requirements for a practical nursing license in the states of Michigan and Ohio. MCCC has not determined if the LPN program meets the state education requirements in any other state or any U.S. Territory. Students are encouraged to contact the state regulatory agency for nursing in any other state for which this information is needed. The National Council of State Boards of Nursing (NCSBN) has resources that may be helpful including:

- A link to every nursing practice act (https://www.ncsbn.org/14730.htm).
- Link to the webpage for every state regulatory agency for nursing (Contact a U.S. Member | NCSBN)

Other useful information regarding the student complaint process and career opportunities by state are available through the following links:

- Student complaint process: https://www.monroeccc.edu/student-consumer-information

Career opportunities by state: https://www.bls.gov

PN Skills Lab Policies

NURSING SKILLS LABORATORY DESCRIPTION

The purpose of the Nursing Skills Laboratory is to provide a simulated patient care setting to assist students to attain competency in the safe performance of patient care skills and procedures that are required of the practical nurse in clinical settings. This is accomplished initially by the instructor's demonstration, the students' practice, and the students' satisfactory return demonstration or "check-off" in the skills lab. After the students' successful return demonstration in the lab, students may perform these skills for patients in clinical settings with instructor supervision. Unsatisfactory lab skill performance after a period of remediation may result in course failure and consequently program failure.

INSTRUCTOR RESPONSIBILITIES

Instructors will assist the students in the competent acquisition of lab skills by the provision of:

- Theory and background rationale prior to procedures
- Checklists providing specific steps for procedures
- Demonstration of procedures
- Opportunities for lab practice
- Feedback on performance after skill evaluations
- Opportunities for remediation

STUDENT RESPONSIBILITIES

Students will take responsibility for successful completion of all lab requirements by:

- Attendance at all lab sessions and skill evaluations on dates and times as assigned
- Performance of supervised and unsupervised lab practice
- Preparation for all skills by review of provided course content
- Satisfactory completion of skill evaluation of all required skills each semester

GENERAL GUIDELINES FOR NURSING SKILLS LAB FOR PRACTICAL NURSING

The skills laboratory is for you. Time spent in the laboratory is intended to assist you in learning clinical and academic skills that are necessary in the nursing program. The laboratory is used in a variety of ways.

1. You will be expected to attend all scheduled lab activities.
2. You will be expected to utilize the lab during open lab times for supervised skill practice in preparation for skill evaluations.
3. Your clinical instructor may refer you to the laboratory for practice on a specific procedure or skill that they feel needs additional practice.
4. You may get tutorial help in math and nursing skills.
5. You will be tested on lab content throughout the semester (Psychomotor Skill Evaluation and written quizzes/exams).

LABORATORY HOURS AND PROCEDURES

A lab schedule will be provided at the beginning of each semester. Lab hours vary each semester and are subject to change with appropriate notice.

Each semester, scheduled lab sessions and open lab sessions are scheduled. You are expected to attend all scheduled lab sessions at which time course content presentation

and skill demonstrations will occur. You are also expected to utilize open lab time as needed for supervised skill practice and preparation for skill evaluations. If you need the undivided attention of the laboratory instructor, please email the instructor to schedule an appointment during open lab time.

The Practical Nursing Skills Lab utilizes online scheduling via **SignUpGenius** (SUG) for open lab skill practice and skill evaluations. The following SUG policies apply:

- **Open Lab** - Students sign up for open lab time slots utilizing the PN Reserve SUG, which can be accessed with the link provided on Brightspace. "Drop-ins" are also encouraged; however, the availability of an open practice space (bed and manikin) cannot be guaranteed. Faculty will make every effort to accommodate all student lab learning needs. Students are required to cancel appointments *as timely as possible* using the same program (preferably at least 24 hrs in advance). No shows are tracked and could result in a professionalism warning. If you are a no-show for your scheduled time, (defined as more than 5 minutes late), your slot may be given to another student who drops-in).
- **Skill Evaluations -** To sign up for skill evaluations, faculty will provide a SUG link in the lab module on Brightspace to designate your assigned skill evaluation appointment time. The link will typically be available at the end of class on the day the skill is introduced in lab. The scheduled time is an estimate and may vary. An attempt will be made to adhere to the schedule as closely as possible. If unforeseen circumstances arise and there are open slots throughout the day, faculty reserve the right to adjust sign-up times. Faculty will first seek volunteers to modify their time slots. If no volunteers are available, students will be notified of any changes.

Skill evaluations occur during scheduled or open lab days as determined by course faculty. An absence for a skill evaluation appointment in the lab will result in one missed attempt. **Please arrive and be prepared to begin your skill evaluation at least 15 minutes prior to your scheduled time to allow for time variations, this includes having your supplies ready and organized.**

Lab Attendance – see Attendance section of the PN Student Information Handbook for additional lab attendance policies.

NURSING LABORATORY GRADE

All nursing laboratory skills will be graded as satisfactory or unsatisfactory. Students will be given two attempts to pass a lab skill. If unsuccessful after two attempts, an Academic Progress Warning will be issued to the student stating that they are in jeopardy of failing the course and have a third and final attempt to pass the skill evaluation. If unsuccessful after the third attempt, this will result in course failure. See the Course Syllabus for specifics on laboratory evaluation.

Receiving an unsatisfactory for a skills evaluation will require remediation and re-testing. See Remediation/ Re-Evaluation Guidelines for Unsatisfactory Skill Evaluation

Written quizzes or tests are given and are a part of the final course grade. See current course syllabus for further information.

SKILL EVALUATIONS

Each semester selected skills are introduced to students. Students must practice and then "check off" on each skill at the assigned time. Skill practice cannot be done on the evaluation day due to space limitations in the Nursing Laboratory. Sign up for all skill evaluations as directed by lab instructor.

- Failure to sign up as directed will result in assigned times.
- In some instances, skill evaluation times are assigned to accommodate concurrent coursework.

- It is the student's responsibility to print skill evaluation check-off sheets from Brightspace for scheduled lab days. Students must also bring a clean copy with them to the scheduled skill evaluation.
  - Lack of preparation may result in cancellation and rescheduling of the skill evaluation, and will count as one attempt.
- Thoroughly review all skill guidelines in the text before skill evaluation. You are responsible for knowing all skill content and may be asked to provide rationale for steps during skill evaluation. You will be provided context, or a "patient story," and/or an evolving scenario for select skills in select courses, and will be expected to correlate the skill to the context and scenario to promote the use of critical thinking and clinical judgement.
- If the instructor feels the student has not adequately prepared for the skill evaluation, the evaluation will be immediately stopped and rescheduled. This will count as one attempt.
- Certain skill evaluations may require a partner. If a partner is indicated, you may choose a partner and sign up together. If you do not have a partner, ask the lab instructor for assistance. You will be evaluated individually. If the lab instructor suspects you are assisting your partner during their skill evaluation, a warning will be issued to one or both individuals for lack of honesty/integrity and professional behavior – see "Standards of Professionalism," PN Student Information Handbook.

LAB SUPPLY TOTES

Lab supply totes will be distributed at the beginning of the course. The cost of the totes is charged in the form of lab fees and is included in the student's tuition. The lab tote supplies are for the purpose of learning nursing skills. The supplies will be used for practice and testing purposes only. No invasive procedures using these supplies are to be practiced outside of the learning lab setting. *It is the student's responsibility to bring the tote with appropriate supplies to each lab day, practice session, and skill evaluation*.

Upon receipt of the supply tote each semester, using the cardstock list from Legend Medical located in the tote, verify that all supplies listed are included and not broken. If anything is missing or broken, immediately notify faculty to get replacements. Faculty are not able to provide supplies that are forgotten or lost, or not reported as missing within one week of receipt of supplies.

Failure to bring appropriate supplies to lab will hinder the student's ability to learn and may prevent successful completion of skill evaluations.

You will receive enough supplies in your tote to assure that you will have plenty of opportunities to practice skills. If you feel you need more, call Legend Medical at 866-854-9040 to order from them directly (additional charges will apply). Any needles ordered will be sent to the nursing office and not the student home address.

Please save unused supplies to practice with throughout your next semesters. Further, some supplies are used for more than one skill, and should be retained for future use as directed by faculty.

SKILLS LAB STUDENT RESPONSIBILITIES AND GUIDELINES

1. No food or drink in practice and equipment areas.

2. During skill practice, sharing of resources (space and supplies) may be necessary. Four to six students per bed/mannequin is acceptable. This also provides the benefit of group learning.

3. New equipment/supplies are typically used for skill evaluations. If you are repeating an evaluation, you may be asked to re-use equipment.

4. Equipment is costly, please respect lab equipment at all times.
   - Immediately report equipment damage/malfunction to lab instructor.

5. Individuals serving in the role of patient are required to place a disposable sheet on top of bed linen and remove their shoes when lying on beds.
   - Beds are for practice and testing purposes only.

6. Maintaining cleanliness of the nursing skills lab is **everyone's** responsibility. Therefore, the following guidelines are to be followed:
   - Wash hands before practice session and equipment use.
   - Wipe down mannequin, equipment, and tables with provided cleaning supplies after each practice/evaluation session.

7. Guidelines for handling of mannequin:
   - DO NOT move mannequins and/or parts without the permission/assistance of lab instructor.
   - NEVER use betadine on mannequins. Use simulated swabs and lubricant as provided by lab instructor.
   - Ask for assistance for use of Simulation Mannequin.

REMEDIATION AND RE-EVALUATION GUIDELINES FOR UNSATISFACTORY SKILLS EVALUATION

- Re-testing may not occur on the same day as your unsatisfactory skill evaluation; time will be assigned by the lab instructor.

- Student may need to repeat only a section of the evaluation at the instructor's discretion.
- **Failure to complete the entire remediation process, as outlined below and on the Skill Evaluation Remediation & Debriefing Form, <u>may result in skill failure & subsequent course failure.</u>**

<u>Remediation & Debriefing Procedure for Unsatisfactory Skill Evaluation:</u>

1. A Skill Evaluation Remediation & Debriefing form will be completed and signed by both instructor and student. This form MUST be returned to the instructor on the day of re-evaluation.
2. **Mandatory Practice Time –** The Skill Evaluation Remediation & Debriefing form will indicate mandatory practice time (minimum) assigned by lab instructor. Evidence of practice time must be reflected in the lab sign-in book by the day of the re-evaluation.
   - Lab practice time may occur independently or in groups during open lab sessions. If necessary, appointments for practice and/or remediation with the lab instructor are available during open lab time. Please schedule an appointment with the lab instructor.
   - Failure to complete mandatory practice time by your scheduled re-evaluation may result in cancellation of evaluation and will count as one attempt.
3. **Peer Evaluation** - Prior to re-evaluation, a peer evaluation will be completed on the skill at the discretion of the instructor.
   - See Skills Lab Peer Evaluation Guidelines and Form.
   - Failure to turn in Peer Evaluation form at your scheduled re-evaluation may result in cancellation of evaluation and may count as one attempt.
4. **Debriefing – Learner Self-Analysis & Reflection on Actions questions** – The purpose of the debriefing is to explore and clarify the learner's thinking and assumptions, and to facilitate thoughts and dialogue to help contextualize learning, cultivate reflective practice, and transform thinking to improve future performance.
   - Student must complete questions ***immediately after*** a failed skill attempt.
   - Interactive critical conversation occurs between educator & learner of self-analysis & reflection questions to discuss thinking, help the learner to achieve understanding, and set the course for future actions.
   - Conversation must occur before the day of re-evaluation, utilize mandatory practice time to complete this process.

SKILL EVALUATION REMEDIATION & DEBRIEFING FORM

Student: _____ Date: _____ Course: _____

Skill: _____

Re-Evaluation Date & Time: _____

Student Signature: _____

***I understand the required remediation process.**

TO BE COMPLETED BY EDUCATOR **Educator Signature: _____**

Interactive action-orientated feedback discussing what went wrong, incorrect actions, and steps required to improve performance:

_____
_____
_____
_____
_____

PLEASE COMPLETE THE FOLLOWING REMEDIATION REQUIREMENTS:

Failure to complete entire remediation process may result in skill & course failure.

Mandatory Lab Practice Time, Including Critical Conversation:

☐ 30 minutes ☐ 90 minutes
☐ 1 hour ☐ Critical conversation occurred _____
☐ Date that lab practice was completed _____

Hours will be verified with lab sign-in book; MUST be completed by scheduled re-evaluation.

Peer Evaluation Required: (see guidelines in PN Skills Lab Handbook)

☐ Yes; date completed _____ ☐ No
☐ Form received by lab instructor

Form must be completed & returned to instructor at scheduled re-evaluation.

DEBRIEFING ~ Critical Conversation and Self-Analysis to Increase Thinking:

☐ **Immediately after skill evaluation**, self-analysis questions completed & thorough.
☐ Interactive critical conversation occurred between educator & learner of self-analysis & reflection questions to discuss thinking, help the learner to achieve understanding, and set the course for future actions. ***The term critical used in this context denotes great importance.**
The purpose of this debriefing is to explore and clarify the learner's thinking and assumptions, and to facilitate thoughts and dialogue to help contextualize learning, cultivate reflective practice, and transform thinking to improve future performance.

TO BE COMPLETED BY LEARNER IMMEDIATELY AFTER SKILL EVALUATION

LEARNER SELF-ANALYSIS & REFLECTION ON ACTIONS – answer the following questions:

You just completed _____skill. This situation did not turn out as planned (unsatisfactory). How are you feeling after this skill evaluation?

_____
_____
_____
_____

What was guiding your thinking when you made the error/s? Describe what you may have been thinking in that moment, i.e., walk me through your thinking guiding that decision.

_____
_____
_____
_____
_____

What are some strategies that you can use to prevent this specific error, and to be successful in the future? **Must be specific to skill/error, general comments not acceptable.*

_____
_____
_____
_____
_____

What are "takeaway messages" from this situation, what will you do differently as a result of what you learned today? How would you approach this situation differently in a real-life practice situation? How will this experience influence thinking and practice going forward?

_____
_____
_____
_____
_____
_____

Modeled after the NLN Guide for Teaching Thinking: Forneris, S.G., & Fey, M. (2018). Critical conversations: the NLN guide for teaching thinking. Philadelphia: Wolters Kluwer.

SKILLS LAB PEER EVALUATION GUIDELINES

Peer evaluation consists of one student performing a skill while another student evaluates their performance. The student evaluator follows the course text and check-off sheet to determine if the skill is being performed correctly. Both students must then complete and sign the Peer Evaluation Form.

Peer evaluation may be required for certain skills as directed by lab instructor or as part of the remediation process. Failure to complete peer evaluation and/or bring signed form to skill evaluation may result in cancellation of evaluation time and will count as one attempt.

Purpose of Peer Evaluation is to:

- Increase students' preparedness, proficiency, and knowledge of skills.
- Increase likelihood of success during skill evaluation.
- Enhance student's skill in teaching and directing others in a constructive manner in preparation for the future role of patient and family educator and director of unlicensed personnel.

Guidelines:

- Peer Evaluation Forms can be obtained from the front of the skills lab sign-in book.
- Fully complete Peer Evaluation Form. Form is to be turned in to instructor at time of re-test or as directed.
- Complete peer evaluation only after you have practiced independently and are well prepared.
- Consider the peer evaluation a "dress rehearsal" for skill evaluation.
- Select a peer evaluator who you feel will critique you honestly and constructively.
- Have blank check-off sheet available for peer evaluation.
- Monitor time needed to complete procedure. Time should match allotted time for skill evaluation.
- **Peer Evaluator** - Complete the Peer Evaluation Form noting organization, technique, and knowledge of the skill being performed by your peer. Address both strengths and weaknesses. **Ask yourself, would you want this student to perform the procedure on you?**
    - **As the peer evaluator, it is your professional obligation to uphold standards of practice and professionalism and to provide an honest critique of your peer. During peer evaluation, if a peer is unprepared and does not perform the skill in a competent manner, DO NOT SIGN THE PEER EVALUATION FORM INDICATING THAT THEY ARE PREPARED. You are under no obligation to sign for a student who does not show levels of competency. By signing the form, both you and your peer are accountable if the peer is not prepared, which may result in required remediation assignments at the discretion of the faculty and a written professionalism warning.**

Skills Lab Peer Evaluation Form

Date: _____ Course: _____ Skill: _____
Evaluatee: _____ Evaluator: _____

A "no" response requires evaluator to provide explanation & feedback in space provided.

ORGANIZATION:

Completed skill in _____ minutes; Within allotted time frame? ☐ Yes ☐ No
Organized all required supplies (including equipment preparation & set-up) prior to beginning skill: ☐ Yes
☐ No _____
Carried out skill in timely & efficient manner: ☐ Yes
☐ No _____
Followed steps of skill evaluation in correct order: ☐ Yes
☐ No _____

TECHNIQUE:

Completed Standard Protocol: ☐ before ☐ after
Followed steps of skill evaluation in correct order without prompts: ☐ Yes
☐ No _____
Able to perform procedure with dexterity and ease: ☐ Yes
☐ No _____
Followed safety procedures: ☐ Yes
☐ No _____

KNOWLEDGE:

Identified and verbalized rationale using correct terminology: ☐ Yes
☐ No _____
Able to verbalize key points (how many inches, how many times, etc.): ☐ Yes
☐ No _____
Verbalized assessments that should be performed and why: ☐ Yes
☐ No _____
Verbalized correct data to document: ☐ Yes
☐ No _____

EVALUATOR FEEDBACK

Prepared for skill evaluation:
☐ **Yes**
☐ **No, further practice needed.** ***This will require evaluatee to continue practicing and to follow up with the peer evaluator to complete another Peer Evaluation.***

Evaluator additional comments: _____
_____
Evaluatee comments: _____
_____

_____ _____
Evaluator **Evaluatee**

Other Policies and Procedures

Academic Dishonesty

Procedure 3.10(a)
STATEMENT ON ACADEMIC DISHONESTY

The College expects students to be honest in all academic work and maintain integrity as well as the academic integrity and reputation of their institution. Consistent with the mission of the college, the goal of the disciplinary procedure is to maintain the academic excellence of the college while providing an opportunity for a life learning experience.

Academic dishonesty is any act, intentional or unintentional, to achieve academic credit, or in submission of work for any college activity, through means of: cheating, plagiarism, fabrication and/or falsification of records or documents, and/or aiding or abetting of any form of academic dishonesty.

Major categories of academic dishonesty include Cheating, Plagiarism, Fabrication/Falsification, and/or Aiding or Abetting. These categories are outlined below but are examples only and should not be construed to express all forms of unacceptable behavior that may exist under these categories.

It is the student's responsibility to be aware of specific academic dishonesty policies followed in their programs and individual classes. These statements serve as a general guideline but are not all-inclusive.

Examples of Academic Dishonesty are as follows:

A. Cheating
   Cheating can be defined as, but not limited to, the following examples:
   1. Submitting academic work of another, without prior instructor authorization or written official formatted sourcing.
   2. The use of any sources NOT authorized by faculty such as, but not limited to, items such as test bank items, previous student work (i.e. reusing a paper written for another course), classroom material, or the use of any previously done work that might be considered as cheating.
   3. The use or possession of devices such as, but not limited to, a smart phone, smart watch, smart tablet, or any electronic form of internet-based information not authorized during any course activity or any assessments of academic experiences.
   4. Communicating or sharing any information or materials found on exams, quizzes, assessments or any materials assigned within the course that are to be completed independently.

B. Plagiarism
   Plagiarism can be defined as, but not limited to, the following:
   1. The use of other sources created by an individual, group, institution, or any other source without proper attribution. Credit must be given to the creator using any formal writing format that outlines sourcing.

C. Fabrication and or Falsification
   Fabrication or falsification can be defined as, but not limited to, the following examples:
   1. Falsifying or inventing any information on any documentation that was true to evidence of an act.

2. The change or manipulation of any record or document so that no evidence of act exists.
3. Communicating false or misleading information to any faculty member, employee, or affiliate for personal gain.
4. Forging signatures.

D. Aiding /Abetting of any form of academic dishonesty
Aiding in or knowledge of any form of academic dishonesty can be defined as, but not limited to, the following examples:
1. Sharing or allowing another student to copy any materials for course work.
2. Knowledge of others' academic dishonesty and withholding information.

DISCIPLINARY PROCEDURE

If an act(s) of academic dishonesty is/are determined by faculty, the academic dishonesty form will be initiated by the faculty and the following steps will be initiated:

1. Faculty will email the Vice President of Enrollment Management and Student Success to determine if prior instances of academic dishonesty are on record for student in question. The Vice President of Enrollment Management and Student Success shall maintain a record of all acts of academic dishonesty.
2. Faculty will notify the dean to place a "HOLD" on the student's record. The hold will prevent the student from withdrawing during the review. (If the charge of academic dishonesty is set aside, the student may withdraw from the course, following the withdrawal procedures for the time period of the initial incident).
3. Faculty will provide level of severity of the action on the Academic Dishonesty Report Form and send to the Dean and Vice President of Enrollment Management and Student Success. (All evidence and correspondences between faculty and student should be included with form that goes to the Department of Enrollment Management and Student Success.) Student will have (7) days to complete Academic Dishonesty Form and provide supporting documentation (agreeing/disagreeing with Faculty recommendations) and return to Vice President of Enrollment Management and Student Success to initiate arbitration process.
4. Meeting is set up between student and Vice President of Enrollment Management and Student Success to discuss incident. Arbitration process begins with faculty and student input. As a result of arbitration, the Vice President will inform the student and faculty of the discussed outcome. If either disagrees, the process will move to trial.

APPEALS PROCEDURE

(Procedural timelines may be waived by the Vice President in the interest of facilitating due process and fairness).

If the student or faculty are dissatisfied with the arbitrated outcome,

1. The Vice President shall appoint an appeals committee composed of two (2) students, two (2) faculty members, and an administrator to hear the appeals. The appointed administrator shall chair the committee. The Vice President and the faculty member making the charge shall not serve on the committee.

2. The committee will be charged with upholding the instructor's original recommendation, or agree upon a new disciplinary outcome. The committee's determination shall be final and binding.

3. Debriefing can be requested by either party with the Vice President of Enrollment Management and Student Success, which can serve as a learning opportunity.

PN Program AI Generative Policy

AI definition: Students cannot use any automated technology to generate academic work and claim it as their own authentic work, unless provided specific permission by their course instructor (please check for specific technology requirements and permissions in course syllabus). Students who submit unauthentic work are considered academically dishonest and will need to complete the process for academic dishonesty: https://www.monroeccc.edu/sites/default/files/policies-procedures/310a-aca-dis-proc_0.pdf

AI Use Statement & Course Policies:

Generative AI, Plagiarism and Unauthorized Help:

In today's environment, the instructor must rely on plagiarism detection and AI detection software throughout the semester to verify authenticity and prevent academic dishonesty. Writing that is suspected of being academically dishonest by use of another human, an online source, or an artificial intelligence application or other assistive tool will receive a 0 on the assignment. Students should plan to meet with the instructor in these cases to discuss their writing process, show evidence of their own work (e.g., notes, outlines, drafts, etc.), if any, and how to prevent future loss of credit. Cases of suspected intentional or repeated academic dishonesty will be reported to the division dean. The only permitted sources of "help" for this class are the following: help from the instructor or help from a writing center peer tutor during authorized and documented appointments. Enlisting any other form of "help" from someone outside of the class (like a parent or sibling), an assistive AI tool (even one that "enhances" your writing rather than creates its own writing from scratch), work from a previous semester in the event the student is repeating the course, or from a student from another class or college are expressly prohibited and will be considered academically dishonest.

- Please use Office 365 cloud version of Microsoft Word that tracks document versions.
- Prior to grading, faculty will be utilizing an AI detection scanning tool.

To preserve authentic writing, certain online tools are expressly prohibited for use in this course.

You may NOT use:

- Tools that generate writing (like ChatGPT, Bard, Jasper, etc.).
- Tools that edit and rewrite your writing or paraphrase it as a whole or line by line (Grammarly, Quillbot, etc.).
- Tools that interrupt you as you write to make suggestions in phrasing or wording (Grammarly plug-in or similar).

You ARE PERMITTED to use:

- A simple spellcheck tool that underlines a word and offers spelling suggestions.
- A simple grammar check tool that underlines an error and provides a reason to edit, but doesn't allow you to change more than a word or two, and doesn't improve, enhance, or rearrange your writing with a click.
- A simple thesaurus tool that provides one-word synonyms but not rephrasing. The tool should only be elected only at your discretion. It should not interrupt you, offering suggestions as you write.
- A citation generator tool that helps you arrange your research sources in APA-style (but you are responsible to check all entries as there are usually some mistakes)

Social Networking Statement

The Health Sciences faculty and administration recognize that social networking websites and their applications are an important and timely method for communication. However, students, staff and faculty who use these websites and other applications must be aware of the critical importance of privatizing their websites so that only trustworthy "friends" have access to them. Students, faculty and staff should take advantage of privacy settings available on many social networking sites in their personal online activities, and separate their personal and professional sites and information online. They must also be aware that posting some information is illegal. Violation of existing statutes and administrative regulations may expose the offender to criminal and civil liability, and the punishment for violations may include fines and imprisonment. Offenders may be subject to adverse academic actions that range from a letter of reprimand to dismissal from the occupational program and/or school.
The following actions are strictly forbidden:

1. With respect to information that students have in their role as a caregiver, they may not reveal the personal health information of other individuals as specifically proscribed by law and regulation. Removal of an individual's name does NOT constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a highly specific medical photography may still allow the reader to recognize the identity of a specific individual. This is an HIPAA violation and may violate other laws and clinical agency regulations as well.
2. The student may not report private (protected) academic information of another student or graduate. Such information might include, but is not limited to: course or clinical grades, narrative evaluations, examination scores, or adverse academic or clinical actions. This may be a violation of state and/or federal privacy laws or regulations.
3. Students should not represent themselves as someone else or as a representative of Monroe County Community College.

Professional Boundaries

The purpose of this policy is to provide guidelines for students and faculty regarding the use of social networking technology. Maintaining professional boundaries can be a challenge for students and faculty in the information technology age. Social networking technology can obscure the patient-caregiver and faculty-student relationships, creating a friend relationship versus a friendly professional one. Professional boundaries exist in order to maintain therapeutic relationships between patients and caregivers and objective relationships between faculty and students.

To assure professionalism, it is imperative to set clear boundaries for both nurse-patient and faculty-student communications and relationships. This policy establishes guidelines for these relationships and for professional behaviors related to communications which utilize information technology, including e-mail and social networking sites (i.e. Facebook, SnapChat, Twitter, Instagram, LinkedIn, and others, both online and as mobile applications). Violations of these guidelines may be considered unprofessional behavior and may be the basis for disciplinary action.

Faculty-Student Communications

- The appropriate use of information technology between faculty and students is the utilization of the college e-mail, not personal e-mail.
- Social networking sites (i.e. Facebook, MySpace, Twitter, Instagram, LinkedIn, and others, both online and as mobile applications) are not appropriate for communications between faculty and students.

Nurse-Patient Communications

- Students should not become a friend on a patient's social networking site or allow patients to befriend them on their site.
- Students must not reveal the personal health information of individuals that they access in their professional role. This is considered an HIPAA violation.
- Students should not use MCCC's or clinical facilities' computers for personal business. These resources are provided for academic or clinically related business.

Professional Behaviors Related to Social Networking

- Do not report private academic information of other students on these sites.
- When using social networking sites, always present self in a mature and professional manner. Be aware that future employers review these network sites when considering potential candidates for employment.
- Refrain from the following actions on social networking sites:
    - Display of vulgar language.
    - Display of language or photographs that are disrespectful of any individual or group secondary to age, race, gender, ethnicity, or sexual orientation.
    - Posting of personal photographs or photographs of others that may be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.
    - Posting of potentially inflammatory or unflattering material on another's website, e.g. on the "wall" of that person's Facebook site.
    - Maintain professional conduct between colleagues on social media networks.

Student Awards/ Scholarships

Excellence in Practical Nursing Award

The full-time Practical Nursing faculty, along with input from adjunct faculty, present this award to a graduating nursing student at program completion. The criteria for the award are as follows:

- academic achievement;
- outstanding clinical performance;
- exceptionally compassionate in caring for patients;
- positive role model / motivator;
- leadership potential.

The award recipient will be announced at the end of the program. The recipient is invited to become a member of the MCCC Nursing Advisory Committee for a period of one year.

Practical Nursing Student Peer Recognition Award

Each member of the Practical Nursing class will provide input (by way of casting a vote) each November to award their fellow graduating nursing student this award. The criteria for the award are as follows:

- exceptionally helpful and supportive of fellow students;
- Demonstrates integrity and high personal standards for professional excellence;
- Recognition of perseverance in pursuing a nursing career.

The award recipient is announced at the end of the program.

*Faculty reserve the right to change award guidelines as deemed appropriate.

Nursing Scholarships

Scholarships are available for students who are enrolled in nursing programs. Applications are only available online at https://www.monroeccc.edu/search?keys=Nursing+Scholarships. Deadline dates vary; please see the website for more details.

Additional scholarship information may sometimes be distributed by e-mail. Check often to see if you qualify and to meet submission deadlines.

Students are encouraged to explore other sources for funding through the Financial Aid Office in the Administration Building.

Student Loan Repayment Responsibilities

Students accepting student loans are committing themselves to a serious legal and moral obligation: loans must be repaid. Repayment may take as long as 10 years after leaving college. Students are urged to consider their ability to repay a loan, their future credit rating and their potential indebtedness before accepting a loan. The staff of the Financial Aid Office is willing to discuss the implications of loans on students' future financial situations.

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