

**MONROE COUNTY COMMUNITY COLLEGE
HEALTH SCIENCES DIVISION
AAS NURSING PROGRAM**

STUDENT INFORMATION HANDBOOK

2019-2020

“Tell me and I’ll forget; show me and I may remember;
involve me and I’ll understand”

■ Chinese Proverb

Revised: 6/14; 7/14;
6/15; 7/16;
7/17; 6/18;
7/19

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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 under Title IV, qualification to attend other accredited schools when pursuing higher degrees, and a competitive edge in the job market. This program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

The standards ACEN uses to evaluate the program include Administration, Faculty, Students, Curriculum, Resources, and Outcomes. Comments may be directed to:

Accreditation Commission for Education in Nursing (ACEN)

3343 Peachtree Rd., NE, Suite 850

Atlanta, GA 30326

404-975-5000

www.acenursing.org

If you have questions regarding the nursing program's ACEN accreditation status and/or current program improvement activities please contact Kim Lindquist, Dean of Health Sciences/Director 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.

CORE VALUES

These core values form our attitudes and guide our behavior:

- Student-focus
- Excellence
- Accessibility
- Affordability
- Diversity and inclusion
- Respect
- Stewardship
- Outreach and engagement
- Relevance

MCCC AAS NURSING PROGRAM STATEMENTS

MISSION STATEMENT

Monroe County Community College's AAS Nursing Program provides an opportunity to enrich and transform lives through excellence in nursing education

VISION STATEMENT

Monroe County Community College's AAS Nursing Program will be the community's first choice to enrich and transform lives through excellence in nursing education.

PHILOSOPHY

The Monroe County Community College AAS Nursing Program is built upon a framework of ethical integrity in all relationship and practices while upholding recognized standards of practice in nursing.

The curriculum ensures an interactive process of nursing education that provides learners with a basis for educational mobility.

CORE VALUES

The AAS Nursing curriculum is founded on the following core values:

- | | |
|---------------------------|-------------------------|
| • Holistic care | • Professional identity |
| • Diversity | • Spirit of Inquiry |
| • Patient-centered care | • Collaboration |
| • Advocacy | • Communication |
| • Culture of Safety | • Time Management |
| • Quality of Care | • Delegation |
| • Evidence-Based Practice | • Quality Improvement |
| • Nursing Judgment | • Informatics |
| • Clinical Reasoning | |

**Monroe County Community College
Health Sciences Division**

**Registered Nursing Program
Program Student Learning Outcomes**

Program and Leveled Outcomes with Competencies and Definitions

1. Advocate holistically for diverse patient populations and their families in ways that promote health, self-determination, integrity, and ongoing growth as human beings.			
Level I (NURS 103)	Level II (NURS 105, 110 PNRN 100, PNRN 110)	Level III (NURS 204, 205, 210)	Level IV (NURS 208, 212)
Describe holistic advocacy for diverse patient populations and their families in ways that promote health, self-determination, integrity, and ongoing growth as human beings.	Identify when to advocate holistically for diverse patients in psychiatric and medical-surgical settings and their families in ways that promote health, self-determination, integrity, and ongoing growth as human beings.	Prioritize instances to advocate holistically for diverse patients in childbearing and childrearing settings and their families in ways that promote health, self-determination, integrity, and ongoing growth as human beings.	Select priority instances to advocate holistically for diverse patients with serious physiological needs and their families in ways that promote health, self-determination, integrity, and ongoing growth as human beings.
Related Competencies: <ul style="list-style-type: none"> Holistic Care – Preserving self-determination and understanding the integration of mind, body, and spirit while planning and implementing interventions for individuals, families, or communities. Diversity – Racial, cultural, ethnic, spiritual, or socio-economic variation in the demographics of a place, organization, or profession. (IOM) Patient-Centered Care – Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs. (QSEN) Advocacy – Helping and guiding patients to make well-informed decisions about their health for the best outcomes and creating more effective health care systems and policies. (IOM) 			

2. Integrate clinical reasoning, substantiated with evidence, to provide and promote safe quality care for patients and families in a community context.			
Level I (NURS 103)	Level II (NURS 105, 110 PNRN 100, PNRN 110)	Level III (NURS 204, 205, 210)	Level IV (NURS 208, 212)
Describe culture of safety, quality care, evidence-based practice and nursing judgment and how these concepts relate to the needs of adult patients and families in a community context.	Apply culture of safety, quality care, evidence-based practice and nursing judgment to meet the needs of patients and families in a community context.	Support culture of safety, quality care, evidence-based practice and basic clinical reasoning to meet the needs of childbearing and childrearing patients and families in a community context.	Adapt a culture of safety, quality care, evidence-based practice and clinical reasoning to meet the needs of adult patients and families in a community context. Integrate a culture of safety, quality care, evidence-based practice and clinical reasoning to meet the needs of groups of patients and families in a community context.
<u>Related Competencies:</u> <ul style="list-style-type: none"> • Culture of Safety – Minimizes risk of harm to patients and providers through both system effectiveness and individual performance. (QSEN) • Quality of Care – Quality care is safe, effective, patient-centered, timely, efficient, and equitable. • Evidence-Based Practice – The collection, interpretation, and integration of valid, important, and applicable patient-reported, clinician observed, and research-derived evidence. The best available evidence, moderated by patient circumstances and preferences, is applied to improve the quality of clinical judgments. (ANA) • Nursing Judgment – Making judgments in practice substantiated with evidence that integrates nursing science. • Clinical Reasoning – An in-depth mental process of analysis and evaluation of knowledge and skills; the process of arriving at problem identification. (IOM) 			

3. Distinguish one's professional identity in ways that reflect integrity, responsibility, legal and ethical practices, and professional growth and development as a nurse.			
Level I (NURS 103)	Level II (NURS 105, 110 PNRN 100, PNRN 110)	Level III (NURS 204, 205, 210)	Level IV (NURS 208, 212)
Define roles and responsibilities of the professional nurse.	Demonstrate professional nursing behaviors in selected settings.	Demonstrate behaviors associated with a professional nurse expanding on legal and ethical responsibilities.	Integrate the identity of the professional nurse.
<u>Related Competencies:</u>			
<ul style="list-style-type: none"> Professional Identity – Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context. (NLN) Spirit of Inquiry – Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. (NLN) 			

4. Communicate respectfully and effectively with diverse populations and the multidisciplinary health care team through collaborative decision making to produce optimal patient outcomes.			
Level I (NURS 103)	Level II (NURS 105, 110 PNRN 100, PNRN 110)	Level III (NURS 204, 205, 210)	Level IV (NURS 208, 212)
Describe effective strategies for communicating with diverse adult populations throughout the lifecycle and the multidisciplinary health care team that promotes collaborative decision making to produce optimal patient outcomes.	Identify effective strategies for communicating with diverse populations with physical, mental, and spiritual needs and with the multidisciplinary health care team that promotes collaborative decision making to produce optimal patient outcomes.	Apply effective strategies for communicating with diverse childbearing and childrearing populations and the multidisciplinary health care team that promotes collaborative decision making to produce optimal patient and family outcomes.	Integrate effective strategies for communicating with diverse adult populations with serious physiologic needs. Examine and integrate the professional responsibilities of the practicing nurse that promote collaborative decision making within the multidisciplinary health care team to produce optimal patient outcomes.
<u>Related Competencies:</u>			
<ul style="list-style-type: none"> • Collaboration – Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. (QSEN) • Communication – An interactive process which serves as the foundation for relationships between nurse-client, teacher-learner, and all members of the health care team. 			

5. Manage patient care effectively related to time, personnel, informatics and cost to continuously improve the quality and safety of health care systems.			
Level I (NURS 103)	Level II (NURS 105, 110 PNRN 100, PNRN 110)	Level III (NURS 204, 205, 210)	Level IV (NURS 208, 212)
Recognize concepts that promote effective patient care to meet the needs of adult patients related to time, personnel, informatics and cost to continuously improve the quality and safety of health care systems.	Demonstrate patient care effectively to meet the needs of patients related to time, personnel, informatics and cost to continuously improve the quality and safety of health care systems.	Organize patient care effectively to meet the needs of childbearing and childrearing families related to time, personnel, informatics and cost to continuously improve the quality and safety of health care systems.	Integrate patient care effectively to groups of patients with complex health problems and their families related to time, personnel, informatics and cost to continuously improve the quality and safety of health care systems.
<u>Related Competencies:</u> <ul style="list-style-type: none"> • Time management – Effective and efficient use of time to organize and prioritize patient care needs. • Delegation – The transfer of responsibility for the performance of a task from one individual to another while retaining accountability for the outcome. • Quality Improvement – Use data to monitor and implement improvement methods to achieve safe and effective patient outcomes as well as to continuously improve the quality and safety of health care systems. • Informatics – Use information and technology to communicate, manage knowledge, mitigate error, and support decision making in the delivery of patient care. 			

AAS-Nursing Program Student Achievement Data

The MCCC AAS Nursing Program is committed to continuous program improvement. Part of the process is to monitor the achievements of program graduates and program satisfaction of the graduates and the people that employ them. The following data categories are used to assess overall *Program Performance Outcomes*.

- **NCLEX-RN Pass Rates:**
 - Once a nurse has completed education/training, she/he must pass a state licensing exam to become a fully licensed nurse. The exam is known as the NCLEX-RN
 - NCLEX stands for “National Council Licensure Exam”
 - MCCC’s goal is to be at or above 80% for all first-time test-takers.
- **Program Completion Rates:**
 - Defined as, “The percentage of each nursing cohort that completes the nursing program within six semesters (150% of the prescribed time)”
 - MCCC’s goal is to maintain a program completion rate at or above 60%.
- **Job Placement Rates:**
 - MCCC’s goal is that $\geq 80\%$ of graduates that are seeking employment are employed in a position requiring an RN license within 6 months after program completion

****Program Performance Outcome results are available
on the AAS-Nursing Program’s website at**

http://www.monroeccc.edu/health_sciences/nursing/index.htm **

Educational Theories for Nursing Program

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

Constructivist

A learner constructs new knowledge by building on an internal representation of existing knowledge through a personal interpretation of experience. Constructivists assume that learners build knowledge in an attempt to make sense of their experiences and that those learners are active in seeking meaning.

Emphasis is on designing active, constructive, and goal-directed learning environment appropriate for the students' cognitive abilities. Faculty relinquish some control of the learning situation to the students and actively involve students in reflective thinking, examination of assumptions, and assessing what they have learned.

Teaching from concepts to application is part of this theory as well as providing examples of concepts and asking students for additional examples from their own perspective encourage concept development and learning. Reflective journaling is another form of learning through constructivist theory.

Students become actively engaged in the process through cognitively interacting with the subject matter (thinking about content, making relationships between the concepts that principles, completing assignments, seeking clarification, giving examples from their own experiences, participating in learning activities, asking questions, and interacting in dialogue with faculty and peers) which is required in every course.

Adult Education 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 process.
- 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. 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. (2012). *Teaching in nursing: A guide for faculty*. (4th ed.) St. Louis, MO: Elsevier

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 11. Complete and provide records 12. Accept constructive criticism and utilize towards learning.	
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 CALENDARS



Note: The following codes identify courses which Satisfy the General Education Requirements:

- (C1) GE Natural Sciences Competency
- (C2) GE Mathematics Competency
- (C3) GE Writing Competency
- (C4) GE Computer Literacy Competency
- (C5) GE Human Experience Competency
- (C6) GE Social Systems Competency

Registered Nursing Program

Non-Nursing Semester

3 credit hours	(C3)	ENGL 151**	English Composition I	3
3 credit hours	(C6)	PSYCH 151**	General Psychology	3
4 credit hours	(C1)	BIOL 151*	Biological Sciences I	6
4 credit hours		BIOL 257**	Anatomy & Physiology I	5
	(C5)	Human Experience Competency (suggested semester)		

1st Nursing Semester

1 credit hour	NURS 100	RN Student Nurse Success (OPTIONAL)	1
9 credit hours	NURS 103	Fundamental Nursing Care	15
4 credit hours	BIOL 258**	Anatomy & Physiology II	6
3 credit hours	ENGL 152**	English Composition II	3

2nd Nursing Semester

3 credit hours	HLTSC 120**	Pharmacology	3
5 credit hours	NURS 105	Medical Surgical Nursing Care I	9.5
3.5 credit hours	NURS 110	Mental Health Nursing Care	6
(C4)	Computer Literacy Competency (suggested semester)		

3rd Nursing Semester

4 credit hours	NURS 204	Obstetrical Nursing Care	7
3.5 credit hours	NURS 205	Pediatric Nursing Care	6
3 credit hours	NURS 210	Nursing Leadership and Management	3
(C2)	Mathematics Competency (suggested semester)		

4th Nursing Semester

8.5 credit hours	NURS 208	Medical Surgical Nursing Care II	14
2.5 credit hours	NURS 212	Nursing Practicum	7

* Required co-requisite course to BIOL 157. May be completed prior to the semester indicated.

**Required non-nursing program course: Must be completed in the order presented above or prior to the semester indicated.

Additional courses to satisfy General Education Graduation Requirements: These courses are not program requirements; however, have to be completed in order to be eligible to graduate from the college. Students may choose a satisfier course from the College Catalog and take the course during a semester of their preference. Suggested semesters to take the courses are listed below.

(C2)	Mathematics Competency ¹	(Suggested: 3 rd semester)
(C4)	Computer Literacy Competency ¹	(Suggested: 2 nd semester)
(C5)	Human Experience Competency	(Suggested: Non-nursing semester)

¹Can be satisfied through ACT/COMPASS scores (Math Competency) or through a competency test (Computer Literacy Competency)

CREDIT HOURS

Total Program including BIOL 151 co-req	63
Nursing	39
Additional General Education	up to 10
TOTAL	maximum 73

BILLABLE CONTACT HOURS

Total Program including BIOL 151 co-req	95.5
Nursing	67.5
General Education	up to 10
TOTAL	maximum 106.5



Note: The following codes identify courses which satisfy the General Education Requirements:

- (C1) GE Natural Sciences Competency
- (C2) GE Mathematics Competency
- (C3) GE Writing Competency
- (C4) GE Computer Literacy Competency
- (C5) GE Human Experience Competency
- (C6) GE Social Systems Competency

Sequence of Course for LPN to RN Program Option

Pre-Application Course Requirements				
Credit Hours	Gen Ed			Contact Hours
3	C3	ENGL 151	English Composition I	3
4	C6	PSYCH 151	General Psychology	3
4	C1	BIOL 151*	Biological Sciences	6
4		BIOL 257	Anatomy & Physiology I	6
4		BIOL 258	Anatomy & Physiology II	6
3	C5	Human Experience Competency** (suggested pre-admission)		
One of the following:				
3		ENGL 152	Composition II	3
3		HLTSC 120	Pharmacology	3
Summer Semester				
3		PNRN 100	LPN Transition to RN Practice	4
3	ENGL 152** (Composition II) OR HLTSC 120** (Pharmacology) if not previously completed			3
3.5		PNRN 110	Mental Health Nursing Care for the LPN	6
	C4	Computer Literacy Competency**(suggested semester if not previously completed)		

Cohort Options (determined according to rank order)

FALL COHORT

Fall PN to RN Cohort				
<i>Fall Semester</i>				
4		NURS 204	Obstetrical Nursing Care	7
3.5		NURS 205	Pediatric Nursing Care	6
3		NURS 210	Leadership/Mgmt	3
	C2	Math Competency ** (suggested semester)		
<i>Winter Semester</i>				
8.5		NURS 208	Med/Surg II	14
2.5		NURS 212	Nursing Practicum	7

OR

WINTER COHORT

Winter PN to RN Cohort				
Fall Semester	No required courses; Gen Ed or non-nursing if applicable			
Winter Semester				
4		NURS 204	Obstetrical Nursing Care	7
3.5		NURS 205	Pediatric Nursing Care	6
3		NURS 210	Leadership/Mgmt	3
	C2	Math Competency ** (suggested semester)		
Summer Semester	No required courses; Gen Ed or non-nursing if applicable			
Fall Semester				
8.5		NURS 208	Med/Surg II	14
2.5		NURS 212	Nursing Practicum	7

* Pre-requisite course to BIOL 157.

**Courses may be completed prior to the suggested semester.

Additional courses to satisfy General Education Graduation Requirements: The courses listed below are not program requirements; however, must be completed in order to be eligible to graduate from the college. Students may choose a satisfier course from the College Catalog and take the course during a semester of their preference.

(C2) Mathematics Competency¹ (C4) Computer Literacy Competency¹ (C5) Human Experience Competency

¹Can be satisfied through ACT/COMPASS scores (Math Competency) or through a competency test (Computer Literacy Competency)

CREDIT HOURS		BILLABLE CONTACT HOURS	
Total Program including BIOL 151 pre-req	52	Total Program including BIOL 151 pre-req	77
Nursing	28	Nursing	47
Additional General Education	up to 10	General Education	up to 10
TOTAL	maximum 62	TOTAL	maximum 87

Admission to the Registered Nursing Program

The registered nursing program is a selective admissions program. Nursing program applicants must meet established minimum criteria to be considered for the nursing program. Applications will be accepted two times per year, in June and October. Only applicants who meet established minimum criteria by the first Monday in June or the first Monday in October will be considered for the Nursing Program. The potential nursing applicant needs to be aware that meeting minimum standards does not ensure admission to the nursing program. Applicants for the nursing program tend to be well qualified and will be accepted until each class is fully enrolled. Returning students in good standing with the program will be considered for reenrollment/readmission first. Additional candidates will be accepted according to the selection criteria outlined below until a class is fully enrolled; up to 30 students for the Winter semester (June application deadline) and up to 30 students for the Fall semester (October application deadline). To review the current application, minimum criteria to be considered and points criteria information, please visit www.monroeccc.edu/health_sciences/nursing/index.htm.

The MCCC Health Sciences Division has partnered with Eastern Michigan University to offer students a concurrent enrollment opportunity that will allow accepted nursing students to simultaneously complete an Associate of Applied Sciences in Nursing, Registered (AAS) and a Bachelor of Science in Nursing -- Completion (BSN) degree from EMU. Students interested in participating in this program can get more information about enrollment and program requirements by contacting the Health Sciences Division Office (734-384-4102) or the Admission Office (734-384-4104).

Admission to the Licensed Practical Nurse to Registered Nurse Program Option

The Licensed Practical Nurse to Registered Nurse (LPN to RN) program option utilizes a selective admission criteria. LPN to RN applicants must meet established minimum criteria to be considered for the program. Completed verification forms must be submitted to the Admission's Office by the first Monday in March. If the criteria listed on the form is not completed on or before the date of submission, the application may not be considered. Students who will complete required pre-program coursework by the end of the winter semester (just after the application deadline) are encouraged to submit application materials for consideration and may be offered conditional acceptance into the program pending successful completion of those courses. Applicants for the program tend to be well qualified and will be accepted until each cohort is fully enrolled.

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 an approved documented disability can request reasonable accommodations to meet these 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 Learning Assistance Laboratory (C 218). To make an appointment, please call 734-384-4167.

New Student Orientation

The purpose of the New Student Orientation Program 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, health forms as well as student nurse organization activities. All new students must attend an orientation specific to the nursing program. This orientation is held prior to entry into the first nursing course.

Student Policies and Procedures

The Student Information Handbook describes in detail grading and behavioral policies of the nursing classes in the nursing program. Should contradictory information be found in the particular course syllabus or in the Handbook, please notify the course faculty. Syllabi policies take precedence over 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. Faculty reserves the right to change class and clinical hours of study as printed in the class schedule. Again, advance notice will be given.

Additionally, College student policies are found in the College Catalog and the current Class Schedule brochure. The Catalog and Class Schedule are available on-line via the College web site 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. 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 734-384-4234.

Brightspace is the college's official electronic course management system used to communicate course information in the Nursing Program. 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>
- Select "Brightspace Log-in" under the MyMCCC students menu (right side of page)
- Log in with your user name and password, which is the same as your WebPAL user name and password. Orientation to each course will highlight Brightspace use in the course.
- Select the course you would like to review.

For assistance using Brightspace, please contact the help desk at (734)-384-4328.

WebPal is an online system that allows students to access records, register for classes, pay fees and complete a number of other processes through a secure Web server. Further information, instructions, system availability, and registration times are published in each MCCC semester schedule.

For assistance using WebPal, please contact the help desk at 734-384-4333.

Television

College events and emergency information are also visible on the communication television located in the Health Education Building lobby.

College Web Page (<http://www.monroeccc.edu>)

The College web page also provides information about student activities, policies, financial aid, and inclement weather.

Where to Find Information:

Note: All catalog information is also online at <http://www.monroeccc.edu>

- Graduation and Associate Degree Nursing Requirements:
The College Catalog, website, and Registrar's Office
- Graduation Audit Request:
The Registrar's Office

Where to Find Information Continued:

- College Admissions Services:
The Admissions Office
- Nursing Admissions Information:
The College Catalog, website, Admissions Office, and Health Sciences Division Office-
- Health Requirements for Nursing:
Nursing Student Information Handbook and Health Sciences Division Office
- Information about Transfer to other schools:
The College website, Career Center, and Registrar's Office
- Information about Student Rights and Responsibilities:
The College Catalog, website, Student Information Handbook, and course schedules
- College Grade Change Policy and Appeal:
The College Catalog and website.
- College Probation and Dismissal Information:
The College Catalog and website
- Academic Dishonesty Policies:
The College Catalog, website and Nursing Student Information Handbook
- Financial Aid Policies:
The College Catalog and website.

Student Information Resources

When attempting to identify resources to use for classroom assignments, 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. In the MCCC library, students can find a book's copyright date on the books binding. Faculty will give the student direction regarding the relevance of the material.

School Closing/Inclement Weather/Emergency

The College rarely closes for inclement weather, however, in the event of extremely unsafe driving conditions, check the College webpage (<http://www.monroeccc.edu/snow/>) to see if the school is closed. A decision to close will be announced on local television and radio stations (listed in the Class Schedule) and by using the Emergency Notification System. The college may also implement a delayed start time. This will be announced in the same manner as the above. Students must make a personal decision about unsafe driving conditions. Students should contact their course or clinical instructor if unable to attend class or clinical.

Emergency Notification System: In case of emergency, school delays, closing, or inclement weather situations, Monroe County Community College officials will send emergency alerts to anyone registered in the MCCC Emergency Notification System. MCCC has a system in place to rapidly communicate by sending a voice and/or text messages to cellular or home telephones. The system is also capable of sending alerts via email. The system will also be used to announce school delays and closings. MCCC does not charge a fee to sign up for this service, however; there may be text message or minute charges from your cellular carrier. For more information and to sign up, students should go to the website at <http://www.monroeccc.edu/notify/index.htm>.

Security

Students are responsible for their own personal safety and the safety of others. 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. Carry only essentials and carry these close to your person. Do not leave textbooks, book bags, etc. in view on car seats or in clinical areas. Students can contact security through campus courtesy phones by pressing "0". The on-campus security number is 6007, off-campus (734) 457-6007 (security office), or (734) 735-9401 (security cell phone). County emergency personnel can be contacted in emergency situations by pressing "911". Utilize escort services and other security offerings in clinical settings. Always try to car pool and use a buddy system. 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, who can help identify concerns. Office hours are posted so that students can access faculty. This is the students' first and best resource.
2. Learning Assistance Laboratory (LAL). Located on the second floor of the CLRC Building ("C"), C-218; phone number 734-384-4167. Services from the LAL include tutoring and writing support through the Writing Center.
3. Academic Counselors. Academic advising services are located in the Admissions Office in the Administration Building. Students can contact the Admissions office to schedule an appointment by calling 734-384-4104.
4. Career Center. DISCOVER and counselor-recommended career assessments require a career counseling session to access. Call the Admissions office at 734-384-4104 or 1-877-YES-MCCC for a career counseling appointment. Career Center information is also available online at <http://www.monroeccc.edu/student-services/career.htm>.
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.

Dean of Health Sciences/DON	Kimberly Lindquist	H-115	384-4101	klindquist@monroeccc.edu
Nursing Program Coordinator	Lori Biggs	H-117	384-4248	lbiggs@monroeccc.edu
Faculty	Nicole Garner	H-118	384-4173	ngarner@monroeccc.edu
Faculty	Tracy Giacomini	H-153	384-4253	tgiacomini@monroeccc.edu
Faculty	Dawn Lymond	H-151	384-4266	dlymond@monroeccc.edu
Faculty	Denise Robinson	H-116	384-4265	ddrobinson@monroeccc.edu
Faculty	Michelle Schwartz	H-152	457-6025	mschwartz@monroeccc.edu
Health Sciences Admn. Assistant	Rachel Lehr	H-120	384-4102	rlehr@monroeccc.edu
Nursing Skills Lab		H-103	384-4339	

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 Catalog (under the Financial Aid section), and on the financial aid section of the College's website (<http://www.monroeccc.edu/financialaid/finaindx.htm>). 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 Student Services/Administrative Building 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 Health Education Building. Rules, times, and regulations are posted each semester. Please use these facilities for personal fitness and stress relief. Students are required to present picture ID to gain access to the Fitness Center.

Student Policies and Procedures

Standards of Professionalism

Students are expected to meet these requirements on campus 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. ***Students who demonstrate violations of 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 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 and regulations for students of Monroe County Community College. (Refer to the Class Schedule and 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, in the Student Information Handbook.
8. Be accountable and report all accidents or errors immediately to the instructor. See Unusual Occurrence, 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. (Also see College Catalog)
10. Utilize the learner roles as described in "Nursing Instructor-Student Role" in the Student Information Handbook, to meet performance expectations as a student nurse.
11. Observe the stated dress code whenever they are 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, attention-seeking behavior; behavior which is disrespectful, threatening or abusive to others; bullying; lateral abuse (acts between peers); destruction, theft (including examinations), or 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 will be implemented. This procedure is specified in the College Policies and Procedures Manual and can also be found in the Schedule of Classes under "Student Rights and Responsibilities, Guidelines for Classroom Discipline".
13. Nursing Examinations or testing materials, both hard copy and electronic, are the property of the Nursing Department. Removing or accessing testing materials from external sources, 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 nursing examinations or exam answers, from the classroom, lab or computer, without faculty permission will face disciplinary actions under the honesty/professional ethics policy. Other disciplinary actions may also apply.
14. Follow all policies in the student handbook.

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).

Progression in the Nursing Program

The policies stated in the College Catalog related to academic probation and dismissal, and the requirements for graduation, apply to all students, including nursing students.

Courses listed in the non-nursing semester of the program's plan of study, including ENGL 151, PSYCH 151, BIOL 151 (as a pre-req to Anatomy and Physiology), and BIOL 257, must be completed with a C- or better **prior to entry** into the first nursing course. Failure to do so will result in loss of seat in the nursing program.

In order to progress in the nursing program, a student must receive a "C-" or better grade in all courses required in the program plan of study and must meet course requirements as listed in the syllabus. All non-nursing support courses must be completed with a "C-" or better grade prior to, or within, the semester listed in the program sequence. Failure to meet this requirement will prevent a student from progressing to the next nursing course in the plan of study. If out of sequence, progression to the next nursing course is dependent upon seat availability.

Registered Nursing students must complete the program within three (3) years of the start of the 1st nursing course; PN to RN Program students must complete the program within four (4) semesters of the start of the first nursing course. A student who fails two (2) nursing courses or fails the same nursing course twice will be dismissed from the program and will be eligible to reapply to the program after 5 years.

Nursing Course Re-enrollment Policy

A student who fails/withdraws from a nursing course is required to meet with the course faculty within one week of the failure or withdrawal (exceptions may be granted at the discretion of the course faculty). Students that decide to withdraw from a course must withdraw officially through WebPal or the Registrar's Office and notify course faculty, clinical instructor, and Nursing Program Coordinator. Meeting with the faculty is a program requirement and does not satisfy the procedure for withdrawing from a course from the Registrar's perspective. Failure to officially withdraw from a course through WebPal or the Registrar's Office may put the student at risk for receiving a failing grade in the course (despite completing the required program paperwork with the faculty and/or Dean) 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.

A progress/jeopardy warning form will be completed when the student meets with course faculty to document the student's plan for success. Failure to meet with the course faculty and complete the required documentation will result in dismissal from the nursing program. A student requesting reenrollment into NURS 103 or PNRN 100 will not be placed into the general pool of applicants for the nursing program. A list of student(s) requesting reenrollment into a nursing course will be maintained by the Health Sciences Division. If more than one student requests reenrollment, the students will be ranked according to his/her GPA at the time of admission and placed according to seat availability.

There is no guarantee that space will be available in a course for reenrollment. Any student who re-enters a nursing course must take both the clinical and theory components of the course. Students who are dismissed for reasons of academic dishonesty, breach of confidentiality, or other ethical/legal violations will result in dismissal from the program with no opportunity for readmission.

Students will be held to the nursing program requirements in place at the time of reenrollment. Incoming RN students must also complete the program in **three years** of initially starting the nursing classes. Incoming PN to RN students must also complete the program in **four semesters** of initially starting the nursing classes. Failure to meet the program completion timeframe necessitates program dismissal. Students will be allowed to reapply to the nursing program after five years according to the admission criteria requirements in place at that time. If accepted, the student must start the nursing sequence with NURS 103/PNRN 100.

Program Withdrawal and Readmission Policy

Lack of active enrollment in a nursing course for one (1) semester will result in program dismissal (the exclusion being students awaiting seat availability). Students interested in re-entering the program must apply for program readmission. The student must submit a letter requesting readmission in writing addressed to the Dean of Health Sciences. Requests for readmission are due by April 30th for fall readmission, March 10th for spring/summer readmission (PN to RN Program option), and October 31st for winter readmission. The request will be reviewed by the 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 Nursing Student Information Handbook.
2. Space availability. If seating is limited, then placement will be determined by lottery.
3. Negative results on criminal background check and drug screen within the previous 6 months.
4. Up to date CPR, health requirements, and proof of insurance.

Based on the length of time the student is not actively enrolled, he/she may have to demonstrate competency of math and nursing skills previously learned in earlier completed courses. Students with active progress/jeopardy warnings in place must demonstrate completion of all remediation activities noted prior to returning.

Appeal Procedures for Course Grade

Students who wish to appeal the assignment of a grade should start by talking to the course faculty (theory and clinical if applicable). The second stage of the appeal is to the Health Sciences Division Dean, 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 College Catalog for information about the MCCC 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 it first with involved faculty (if appropriate to the situation). The second stage of appeal is to the Dean of Health Sciences, 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.

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 (15 week semester).
- Three (3) contact hours of lab or clinical per week (based on a 15 week semester) equal one (1) credit hour.

Basic Requirements for Passing a Nursing Course: Summary

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

1. Complete the course with no less than a 78% average on exams, and a 78% average overall in the course.
2. Achieve satisfactory clinical performance in all outcomes.
3. Successfully complete math competency testing within three attempts before the stated deadline, at a score of 90% or greater.
4. Successful return demonstration/ validation of each skill throughout the semester.
5. Submit all clinical evaluations no later than the end of the clinical rotation.
6. All required health, CPR, insurance, and professional organization documents must be up to date and maintained.

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 tests the student comprehensively on a test similar to the NCLEX-RN or NCLEX-PN exam.

- ATI Skills Videos are used throughout the program and provide students with the standardized demonstration necessary to learn skills in the Nursing Skills Lab. ATI Skills videos can be reviewed repeatedly to help students prepare for practice in the Nursing Skills Lab.

How will I use ATI?

In the first clinical semester, the student will receive review materials. The student can review course content by using these resources as a way to help with studying throughout the entire program. Use it after completing textbook reading. The student will also receive a “product code” that can be used to access online materials such as practice exams. Proctored exams will be given according to the schedule listed below. The student may be asked to remediate, which means to review what they did not know and test again. That is further explained under remediation. During some semesters, students will take several ATI tests and use ATI books, practice tests, and skills modules, depending on the content areas that they have studied. ATI activities may be required throughout the program in each course.

What is Remediation?

Remediation means the student should go back over what they did not learn/did not get correct to clarify areas in which their knowledge is lacking. Student ATI Exam Results will detail the topics they need to review, in a list format. ATI will then prompt them to create a focused review. Following the focused review the student will take a non-proctored exam to measure their 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. Remediation is intended to help the student recover important information that was missed on the initial test.

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 a 180 item assessment 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.

Acquiring student ATI materials

ATI materials will be ordered in the first week of class and received by the 2nd or 3rd week. The cost of these materials will be covered by student lab fees.

What if I have a Disability or I am an ESL Student?

Students should have reasonable expectations that they can complete the program of study and meet the educational outcomes. Accommodations are unreasonable if they essentially impair or change the curriculum. Questions should be directed to the Special Populations Coordinator in the Learning Assistance Laboratory (LAL). If the student has a disability/ESL status that will affect test taking, the student must request that the LAL representative send a letter to their course instructor with their approved accommodations. A plan for ATI testing that accommodates student learning needs will be set. Arrangements may be made, but require extra planning time (i.e. must meet to discuss learning needs at the beginning of the semester when materials are ORDERED, not just prior to the exam).

ATI Testing for Competence in Nursing Courses:

Students in the Nursing Program will be required to take ATI competency tests pertaining to each of the major courses/content areas throughout the curriculum. The ATI test or tests will be given toward the end of most nursing courses. Testing will take place on campus, will be proctored, and the testing schedule will be provided early in the course.

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. Bonus points on specified ATI tests may be attained for specific levels of achievement if students achieve a 78% or greater for the course. Refer to course syllabus for more information. ***Our goal at MCCC is for the student 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. Students may receive up to 6 bonus points in selected courses for scoring at this level on the initial exam (see course syllabus).

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. Students may receive up to 5 bonus points in selected courses for scoring at this level on the initial exam (see course syllabus).

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.

Student encouraged to remediate. Students at this level may remediate according to their instructor's directions and may receive up to 4 bonus points in selected courses if all remediation is completed by the specified date (see course syllabus).

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.

Student encouraged to remediate. Students at this level may remediate according to their instructor's directions and may receive up to 4 bonus points in selected courses if all remediation is completed by the specified date (see course syllabus).

COURSE NUMBER AND PLACEMENT	ATI TESTS PLANNED
Second Nursing Semester (NURS 105)	Fundamentals of Nursing Concepts
Second Nursing Semester (NURS 110)	Mental Health Nursing
Third Nursing Semester (NURS 204)	Maternal Newborn Nursing
Third Nursing Semester (NURS 205)	Nursing Care of Children

Fourth Nursing Semester (NURS 208)	Medical Surgical Nursing Nutrition (not eligible for bonus points)
Fourth Nursing Semester (NURS 212)	Pharmacology in Nursing (Exit) Comprehensive Predictor (not eligible for bonus points) Leadership in Nursing

***Schedule is subject to change**

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 outcomes and evidence of progress such as examples of written work, certificates of achievement, acquisition of skills, etc.

Students must make copies of any paperwork prior to filing in the division office, particularly if they wish to include them in their portfolio. Student files cannot be removed from the Health Education Building. Remember to submit **originals** to the nursing office. Each semester, students will be expected to add to the portfolio. Course syllabi/handouts will suggest information to include in the portfolio. The final portfolio will be submitted and evaluated in Nursing 210. The portfolio is an excellent tool to share with prospective employers.

Examinations:

It is expected that the student take the exam at the designated time and place. Missing a scheduled exam will result in a three point deduction off total points earned on exams. The student must call the instructor prior to the exam (or as soon as possible) to make arrangements to make up the 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.

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.

- Initial passing of a course is determined by points on exams and clinical/lab attendance
- Grades will not be rounded up and are based on points.
- The final grade in a course is determined by overall points, which may include papers, quizzes, etc.

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

Testing Policies:

Administration Protocol

1. Students will be allowed 1.35 minutes per test question and 2 minutes per math calculation question. Time may be rounded up.
2. Student purchased Scantrons for all exams will be collected by faculty prior to the first examination and randomly distributed to students before each examination.
3. Students are to write their name, date, course number, and exam version on the test booklet and Scantron when used.
4. Students will record answers on the Official Exam Answer Sheet for fill-in-the-blank, hot spot, ordered response, or any other exam questions that cannot be completed using the Scantron bubbles. Only answers recorded on the Scantron (bubbles) or the Official Exam Answer Sheet will be accepted. No credit will be given for transcription errors.

5. Faculty will assign student seats before the examination. Adequate space will be placed between seats and alternate seats will be used whenever possible.
6. Students may not have anything on their desks except pencils, highlighter, test booklet, and Scantron. No electronic devices (cell phones, smart watches, MP3 players, fitness bands, etc) will be allowed in any testing area. Only foam earplugs allowed during testing. The brim or bill of a hat may not be in the forward position. Calculators will be provided.
7. All student possessions must be placed in the designated area in the testing area. All cell phones must be turned off and secured with student belongings.
8. Test booklets must be turned in after completing the exam.
9. Students who are absent on an exam day must follow the guidelines for exam make-up as described in each course syllabus.
10. Breaks will not be given, please use restroom prior to entering the classroom. If an emergency should arise, an escort will need to be obtained to take you to the restroom.

Exam Results and Review

1. Examination results will be returned to students no later than one week from the date of the exam.
2. Individual student test reports will be stapled to each student's test booklet.
3. Group test review will be conducted at faculty discretion at a time designated by faculty and not until all students registered in the course have completed the test.
4. Students will be directed to have nothing on their desks except the test booklet and course textbook. Scantrons will be returned to student at faculty discretion.
5. All student possessions must be placed at the front and/or back of the classroom.
6. No writing utensils or electronic equipment allowed (cell phones, smart watches, MP3 players, fitness bands, etc.).
7. Faculty will count and confirm that all test booklets and Scantrons have been returned after the test review and before students leave the classroom.
8. Individual test review can be conducted during faculty office hours up to one week after group test review of the designated exam. Arranging an appointment for exam review will not be permitted after that time period.
9. 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 Progress/Jeopardy Warnings

1. Students who have an exam average of less than 78% at the completion of the majority of examinations for each course will be issued a "Progress/Jeopardy Warning" that is initiated and provided to the student by the course faculty.

2. Progress/Jeopardy Warnings are the method of communication utilized by faculty to communicate any clinical, class, academic, or behavior issues with the student.
3. The student will be required to contact the course faculty to schedule a meeting within 7 days of the initiated written "Progress/Jeopardy 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 see faculty" will be written on the "Progress/Jeopardy Warning" and put in the student's academic file.
4. The student and course faculty will complete the "Progress/Jeopardy Warning", which will then be placed in the student's academic file. A copy of this completed form will be provided to the student.

Nursing Skills Lab and Health Sciences AV/Computer Laboratory Usage

Throughout the two-year nursing program at Monroe County Community College, there will be times when the student needs to practice in the Nursing Skills Lab or require time to view skills or work on the computers/interactive simulation.

The nursing skills lab cannot be used without supervision. The lab is adequately staffed throughout the Fall and Winter semesters. The times that the lab is staffed, as well as a listing of when other programs are using the lab, can be found on our website at

http://www.monroeccc.edu/health_sciences/nursing/RN-SkillsLab.htm. The student will need to practice during the available time frames each semester. This helps maintain lab equipment and stocks of supplies. During these times there are certain rules that must be followed.

1. When the College is closed (holidays, snow days, Sundays) the student is **not** permitted to use the Nursing Skills Lab.
2. **Children or non-MCCC students should not be in the Nursing Skills lab without supervision.**

Math Competency Policy

Students will take a comprehensive math exam in each course and will be expected to achieve a 90%.

Students in NURS 103 who successfully pass the math test on the first attempt will have three points added to the course point total after the student has achieved a 78% or greater on all exams and other assigned course work. Failure to achieve a 90% on the first attempt will require remediation.

Remediation may include:

1. remedial work with laboratory or clinical instructor,
2. computer programs,
3. individual tutoring in the Learning Assistance Laboratory.

The math competency needs to be successfully completed within the first two weeks of the start of each course, with the exception of NURS 103. The first attempt will be done during classroom time.

Remediation and subsequent attempts will be done through the full-time or lab faculty outside of classroom time. Students will not be allowed to pass medications in the clinical setting until the math competency is successfully completed. Students have two test retake opportunities and must achieve a 90% by the stated deadline. An absence from a scheduled math test will be considered one attempt. Students may use a calculator for testing. Calculators will be supplied by the College. First year nursing students will be provided a list of rounding rules related to medication calculations that can be used for testing purposes. It is expected that second year nursing students are familiar with these rules and will not be allowed to use the list for testing purposes.

Skills Validation Assessments (VAT) and ATI skills modules

Each semester selected skills are introduced to students. Students must practice and then demonstrate competency through validation on each skill by the posted deadlines. Remediation validations cannot be completed on the same day, nor can practice be completed on the day of skill evaluation due to space limitations in the Nursing Skills Lab. A no call/no show for a validation assessment appointment in the lab for any course will result in one missed attempt. See course syllabus for skills competency rules and deadlines.

Attendance Policy

Classroom:

Classroom attendance is expected. Attendance will be monitored. See course syllabus for any specific requirements.

Clinical/Lab:

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 patient, the following is required:

- **Attendance in Clinical and Lab Settings is expected.** Missed clinical or lab experiences are missed opportunities to learn and to meet course outcomes. Absences may result in make-up time, written assignments, and/or course failure.
All students are allocated one tardy, one missed clinical (6-6.5 hours), or one missed lab day throughout the entire program (excluding NURS 212). This exception applies to the first occurrence only. Any additional absence or tardy will result in a three point deduction from the course exam point total for each whole day or portion of a missed clinical or lab day. Missing a 10+ hour clinical day will result in a 6 point deduction. 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 and lab on time.
- If absence or tardiness is unavoidable on a lab day, the student must contact course faculty at least one hour prior to the start time. If absence or tardiness is unavoidable on a clinical day, the student must contact clinical instructor at least one hour prior to start time. "No call, no show" to clinical or lab may be grounds for dismissal from a nursing course.
- Students needing to cancel individual lab appointments must notify lab staff or NPC at least 24 hours in advance.
- Outside employment is difficult and not recommended during the preceptorship. Plan ahead for this time period.
- Students participating in the preceptorship should expect to work holidays, based on their preceptor's schedule regardless if the college is officially closed on those dates.
- Students issued a court summons 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.

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 as various other mandatory requirements. 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. Use the directions below (Student Log-in Information), to help log-into the system. Once you set up an account, there will be directions on how to complete your student profile, and to complete the 3 annual mandatory competencies: blood borne pathogens, HIPPA and OSHA. There is a video available to help orient students to ACEMAPP. The 3 competencies, along with all other required documents are housed in ACEMAPP. Students are encouraged to save all original documents for their own personal records.

All health records, CPR cards, health insurance cards, background check, etc. are uploaded electronically by the student into ACEMAPP. Please see the “Step by Step” directions below on how to upload. Please note when taking a picture to upload in the system including student name, date and name of requirement (for example, Hepatitis B shot series documentation), that **all documents are visible and readable** in order for the Nursing Program Coordinator(NPC) to approve.

It is the students’ responsibility to monitor expiration dates of all mandatory requirements In ACEMAPP to stay current. ACEMAPP sends out email reminders 30 days prior to the expiration of any requirement. Failure to do so may result in the inability to attend clinical which could negatively impact students’ success in the program.

All questions/concerns surrounding the use of ACEMAPP should be directed to the NPC.

ACEMAPP STUDENT GUIDE

Welcome To ACEMAPP

ACEMAPP is an Internet-based clinical rotation matching tool and an online learning and certification system. You will be completing a profile and several courses and corresponding assessments. This system also includes a checklist of additional requirements which are necessary for you to begin your clinical rotations.

1. Locate your welcome email from ACEMAPP

You will receive an email from ACEMAPP which will contain a link allowing you to set your password.

2. Log in to your ACEMAPP account

Navigate to acemapp.org and log in with your email address and password. When you log in you will be asked to agree to the FERPA consent, the Honesty Pledge and the Terms and Conditions.

3. Complete each component of your student profile

This information is shared with the sites you attend for rotations. Please keep this information up-to-date, as it may be used for name badges and parking permits.

4. Provide Payment

Click "Make Payment" on your student homepage to input your credit or debit card information for the \$50 membership dues. If you have problems with processing a credit or debit card, contact PayPal at 1-888-221-1161.

5. Complete all courses, assessments and requirements

Any courses and assessments that you have been assigned will be listed; complete them by clicking "Take Course" or "Take Test". Upload your immunization requirements into your ACEMAPP account.

6. You will receive an email when you are placed on a roster

As soon as your school places you on a clinical rotation roster; you will receive an email. Log in to ACEMAPP to see your new schedule and to complete any new assignments and orientation items from your clinical site. Be sure to do this promptly!

7. Verify completion

Your account dashboard will show green checkmarks when all these components are complete. You are now ready to be assigned to rotations!

8. Log in to ACEMAPP to maintain and confirm compliance

You will receive an email when something is close to expiring. If you are going to be attending a clinical rotation soon, please log in to ACEMAPP regularly to check for compliance.

Contact your school coordinator with any additional questions.



Requesting ACEMAPP Support

Our team is happy to
provide support M-F
8:00am-5:00pm

email: support@acemapp.org

phone: 844-223-4292

You may also request support directly from your ACEMAPP account. Follow these simple steps to request support anywhere, anytime:

1. Log In

Go to acemapp.org and log in to your account.

2. Click "My Support"

Click on your user name in the upper right hand corner and click "My Support".

3. Submit New Ticket

Enter any information pertaining to your question or comment and click "submit". We will contact you as soon as possible.

www.acemapp.org



ACEMAPP Student Guide

Student Dashboard Overview

The screenshot shows the ACEMAPP Student Dashboard. At the top, there are navigation links: Profile, Support, View Rotations, Transcript, Courses & Assessments, Manage Affiliations, Requirement Documents, and Billing. The dashboard is divided into several sections:

- 1 Membership Period:** Shows the expiration date: 07/31/2017.
- 2 Affiliations:** A table listing affiliations with columns for Organization, Pay, Profile, Req, and Test. Affiliations include Michigan Consortium, Ohio Consortium, ACE College, and ACE College Ohio.
- 3 ACE College:** A section for downloading and signing the Metro Health Confidentiality Form.
- 4 All Requirements:** A table listing requirements with columns for Requirement, Date Complete, Date Expires, Pre-Req Valid, Post-Req Valid, and Documents. Requirements include TB, BLS, Tetanus, Diphtheria and Pertussis (TDAP), Placement Request, MidMichigan Health Confidentiality Agreement, Background Check, Measles, Mumps & Rubella (MMR), Varicella (Chicken Pox), Drug Screen, Hepatitis B, Malpractice Insurance, 2016-2017 Annual Influenza Vaccination, and ACE Test Requirement.
- 5 Courses and Assessments:** A table listing courses and assessments with columns for Course/Assessment Name, Current Attempts, Available Attempts, and Test Exp Date. The course listed is Bloodborne Pathogens - Course.

Access everything you need to prepare for a successful clinical rotation directly from your ACEMAPP dashboard.

Membership Period [1] This is your membership period information, and will show if payment is needed. Memberships last for one year.

Affiliations [2] Before you can attend your clinical(s), you need to complete everything required by your school & clinical site(s).

Announcements [3] Items needing your attention will be listed here.

Rotation Requirements [4] All requirements are listed here. You can upload or submit requirement documentation for review by your school coordinator. Once approved, requirements will be marked with a green checkmark. You will be notified when requirements expire.

Courses and Assessments [5] This is a list of courses and tests required by your school and clinical site(s). Beside each course, you'll see the number of attempts you've used, how many are available and the test expiration date. You will be notified when assessments expire.

Profile [6] Update your personal information.

Support [7] Request ACEMAPP support and/or check the status of your last request.

View Rotations [8] See the details of your clinical rotation(s).

Transcript [9] View your ACEMAPP portfolio.

Billing [10] View payment history.



Uploading Your Requirements

Student Dashboard Overview

Completing your ACEMAPP requirements are an important first step toward participating in a clinical rotation. The documents you upload through ACEMAPP will be sent to your school coordinator for approval.

From your dashboard you will see a list of **“Rotation Requirements”** [1].

To submit a requirement, click **“Upload Document”** [2].

Enter a completion date, then click **“Browse”** [3] to select your document from your computer. You may add additional supporting documents under “Additional files” or notes for your coordinator in the “Notes” box to the right.

Once your document(s) have been selected, click **“Upload Documents”** [4].

Your requirement will appear as **“Pending Approval”** [5] until your school coordinator approves the document. If they deny the document, you will receive an email notification.

You may click **“Manage Documents”** [6] to view documents which have already been approved to review any comments made by your school/site.

1 Rotation Requirements					
Requirement	Date Complete	Date Expires	Pre-Req Valid	Post-Req Valid	Documents
Tetanus, Diphtheria & Pertussis (TDAP)	—	N/A	—	×	2 Upload Documents
St. John Providence Physician Network Resume	—	N/A	—	×	5 Pending Approval
Varicella (Chicken Pox)	02/16/2016	N/A	—	✓	Manage Documents
Drug Screen	03/14/2016	N/A	—	✓	6 Manage Documents
Hepatitis B	03/14/2016	N/A	—	✓	Manage Documents
TB	08/10/2016	08/10/2017	—	✓	Upload Documents
BLS	09/08/2016	09/08/2018	—	✓	Upload Documents
SJP Physician Network Confidentiality Agreement	02/21/2017	02/21/2018	✓	✓	Upload Documents

Your school manages and updates your requirements in ACEMAPP, please contact your school with any requirement related questions

Tetanus, Diphtheria & Pertussis (TDAP)

Enter a completion date **Required**

Enter a completion date

Select a file (PDF and Image only) **Required**

3 Browse...

Additional files (PDF and Image only, hold control to select multiple)

4 Browse...

4 Upload Document(s)

Notes

LISTING OF CLINICAL AGENCIES			
Facility	Address	Phone	Website
Children's Hospital of Detroit	3901 Beaubien Detroit, MI 48201	313-745-5437	http://www.childrensdmc.org
ProMedica Monroe Regional Hospital	718 N. Macomb St. Monroe, MI 48162	734-240-8400	https://www.promedica.org/monroe-regional-hospital
Beaumont Hospital-Dearborn	18101 Oakwood Blvd. Dearborn, MI 48124	313-593-7000	http://www.oakwood.org/beaumont-hospital-dearborn
Beaumont Hospital-Trenton	5450 Fort St. Trenton, MI 48183	734-671-3800	http://www.oakwood.org/beaumont-hospital-trenton
Beaumont Hospital-Taylor	10000 Telegraph Rd. Taylor, MI 48180	313-295-5000	http://www.oakwood.org/beaumont-hospital-taylor
Beaumont Hospital-Wayne	33155 Annapolis St. Wayne, MI 48184	734-467-4000	http://www.oakwood.org/beaumont-hospital-wayne
ProMedica Bay Park Hospital	2801 Bay Park Drive Oregon, OH 43606	419-690-7900	https://www.promedica.org/bay-park-hospital
ProMedica Flower Hospital	5200 Harroun Rd. Sylvania, OH 43560	419-824-1444	https://www.promedica.org/flower-hospital
ProMedica Toledo Children's Hospital	2142 N. Cove. Blvd. Toledo, OH 43606	419-291-5437	https://www.promedica.org/toledo-childrens-hospital
ProMedica Toledo Hospital	2142 N. Cove Blvd. Toledo, OH 43606	419-291-4000	http://www.promedica.org/toledo-hospital/
St. Mary's Mercy Hospital	36475 Five Mile Rd Livonia, MI 48154	734-655-4800	http://www.stmarymercy.org/welcome-livonia
VA Ann Arbor Healthcare System	2215 Fuller Rd. Ann Arbor, MI 48105	800-361-8387	http://www.annarbor.va.gov/
St. Lukes Hospital	5901 Monclova Rd. Maumee, OH 43537	419-893-5911	http://www.stlukeshospital.com
Wellspring Lutheran Services	1236 S. Monroe St. Monroe MI 48161	734-241-9533	https://wellspringlutheran.com/
Hickory Ridge of Temperance	951 Hickory Creek Rd. Temperance, MI 48182	734-206-8200	http://www.cienahealthcare.com/michigan-facilities/hickory-ridge/
IHM Sisters Motherhouse	610 W. Elm Ave. Monroe, MI 48162	734-241-3660	http://ihmsisters.org/ways-of-connecting/motherhouse/
ProMedica Bixby Hospital	818 Riverside Ave. Adrian, MI 49221	517-265-0900	https://www.promedica.org/bixby-hospital
ProMedica Herrick Hospital	500 E. Pottawatomie St. Tecumseh, MI 49286	517-424-3000	https://www.promedica.org/herrick-hospital/
John D. Dingell VA Medical Center	4646 John R St. Detroit, MI 48201	313-576-1000	https://www.detroit.va.gov/
Medilodge of Monroe	481 Village Green Ln. Monroe, MI 48162	734-242-6282	http://medilodgeofmonroe.com/

Note: All clinical agencies are accredited through The Joint Commission (as appropriate) and licensed through either the Ohio or Michigan Departments of Health

The student will be provided with the specific unit telephone number during clinical orientation. Students should advise their relatives of the unit to which they are assigned so that they can be reached in an emergency.

Preparation for Clinical Experience

Clinical assignments, in most cases, will be completed the first day of the student's clinical rotation for the week. This policy will be clarified by the student's course faculty.

Nursing Supply List:

Maroon/Burgundy scrubs, school patches for uniform (to be placed on the left breast pocket of scrubs), pen light, white shoes, white hosiery/socks, watch with a second hand, MCCC ID badge, bandage scissors, and stethoscope are required.

Dress Code

The purpose of the dress code is to provide for safety and asepsis, and to present a professional image. Students are expected to adhere to the dress code of the clinical setting and Monroe County Community College.

Jeans, shorts, leggings, short skirts, open-toed shoes, sling back, high heel, or clog-like shoes, T-shirts, camisoles and other revealing clothing is not to be worn 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 giving patient care, **ALL** students are expected to adhere to the following guidelines:

- Conservative, loose-fitting, burgundy scrubs or uniforms must be clean and wrinkle-free. (Use school patch for color matching.) School patch is to be neatly attached on the left breast pocket area.
- Students may wear a short, white or burgundy lab coat over their scrubs that displays the school patch appropriately.
- Students may wear white, black, or gray undershirts under their scrubs.
- Appropriate undergarments should be worn.
- White shoes and laces must be clean.
- Name badge must be visible at all times and worn above the waist (except by unit policy); display first and last names plainly.
- Make-up should be minimal.
- Gum chewing is not permitted in patient areas.
- Fingernails should be short and clean. Nail polish and artificial nails are not permitted.
- Perfume and after-shave lotion may be an allergen or offensive to patients and **should not** be worn.
- Jewelry: 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. Gauge piercings/plugs or gauged earlobe openings are **NOT** permitted. 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).
- Tattoos must be covered in the clinical and observation settings.
- Hair: 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, free of body odor and cigarette smoke.

- **Exceptions** may be determined in clinical sites as deemed appropriate by course faculty (i.e. observations).

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 professor prior to classroom 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 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 and nursing laboratory for academic purposes only. Inappropriate use of laptop computers in class or lab including email and web surfing without instructor permission will not be tolerated. Failure to comply with these policies will result in Progress/Jeopardy 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. All costs incurred are the student's responsibility.

Background Checks are Mandatory. MCCC requires that all students admitted to the nursing programs purchase a background check (approximately \$50) through an agency designated by the College. Students can review their results on line. Allow 5-7 days for processing after order is placed. Background results, once finalized, will be uploaded into ACEMAPP by the NPC.

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, the 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 (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 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 drug tested randomly 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 a letter in class that will identify the date, process, and location for drug testing. Students will have a limited time period in which to complete the drug testing. 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, which could be in a drug classification that would typically be restricted from a clinical setting. When a student is taking medications that could be an issue in the clinical setting, we require that the student participate in a medical review of prescribed medications and therapies in order to receive clearance to practice in the clinical setting. The medical review is an additional cost and is at the student's expense. The physician must be specifically trained in drug screening protocols (required to be completed at an agency designated by the College). The student must not be mentally impaired by drugs or other intoxicants and be able to function optimally in the clinical setting in any case.

If the result of the drug test comes back indicating that the urine sample is positive, too dilute to measure, or if the time deadline is not met, the student will need to submit a hair sample for testing at the student's expense. 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.

CPR Proficiency

All students enrolled in nursing courses with a clinical component must maintain current CPR. CPR is valid for a **two year renewal cycle** as indicated on the card. Students starting in the fall semester that are certified in CPR, must have taken/renewed CPR no sooner than May; winter start students no sooner than December. Students falling outside of these dates are advised to contact the NPC for additional information. Students are required to maintain current CPR certification at all times throughout the program.

Students must show evidence of completion of a CPR course with a hands-on skill proficiency component. CPR certification is required through the American Heart Association (BLS for Healthcare Providers) NOTE: Courses through the AHA for laypersons (i.e. workplace, schools, individuals or community) or that are strictly web-based are NOT acceptable. Students should direct questions regarding an acceptable CPR course to the NPC.

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. Once completed, forms should be uploaded directly into ACEMAPP by the deadline provided for online approval from the NPC. Students are encouraged to keep all original health form copies for their own personal files. Please note: copies of health documents may be printed from ACEMAPP if needed.

Students will be required to complete an annual exam one year from the date of the previous exam documenting that the student can continue to meet the technical standards of the program. These results must be uploaded prior to the date of the previous initial exam.

- A. Additional health information to be uploaded into ACEMAPP includes: Valid documentation of vaccination OR blood test confirmation via titers for measles, mumps, rubella, rubeola and varicella is required.
- B. A general head-to-toe physical that assesses the student's ability to meet the technical standards.
- C. TB testing: Prior to admission students must provide proof of negative TB status by submitting one of the options below:
 - 1. Two-Step TB skin test (TST). A single annual TB screening schedule can be maintained every year thereafter.
 - 2. Approved TB screening blood test.
 - 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.

For additional information, please see the Health Sciences Division History and Physical form.

- D. 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:**

Scenario #1:

- **Students having previously completed the 3 part Hepatitis B vaccination series** must be tested via a titer (blood test) verifying they are **positive** for Hepatitis B surface antibody (anti-HBs), thus immune to the disease.
- Those whose results are either “non-immune” or “equivocal” must repeat the Hep B 3-part vaccination series at 1, 2 and 6 months
- A repeat titer is then required 1-2 months post-vaccination series completion
- Students whose titers continue to read “non-immune” or “equivocal” are considered; “non-responders”, should be considered susceptible to HBV, and should be counseled regarding precautions and treatment via their health care provider.
- Students are responsible for tracking these results and vaccine due dates along with re-titer dates as needed

Scenario #2:

- Students who have not previously completed the 3-part Hepatitis B vaccination series must first obtain the 3-part vaccination series initially at 1, 2 and 6 months
- A titer (blood test) to verify they are **positive** for Hepatitis B surface antibody (anti-HBs), thus immune to the disease, is required 1-2 months following the vaccination series completion.
- Students whose titer results are either “non-immune” or “equivocal” must **repeat** the Hep B 3- part vaccination series at 1, 2 and 6 months
- An additional Hep B titer is required, again 1-2 months post immunization
- Students whose titers continue to read “non-immune” or “equivocal” are considered; “non-responders”, should be considered susceptible to HBV, and should be counseled regarding precautions and treatment via their health care provider

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.

- E. Specific student health information will be released to clinical agency only if this information is required by the agency. It is expected that this information be kept confidential by the agency.
- F. Healthcare costs for students are the responsibility of the student.

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°F), excessive nasal drainage, and/or productive cough. 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.

Graduate 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 of the profession of nursing. Students who have serious reservations about caring for clients with infectious diseases should reconsider their career choice.

Standard Precautions

(www.cdc.gov, May 2014)

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.

A. Hand Hygiene

Hand hygiene procedures include the use of alcohol-based hand rubs (containing 60-95% alcohol) and handwashing 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)

Handwashing 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 the 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;
- Dispose of the used tissue in the nearest waste receptacle
- Perform 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

(www.nlm.nih.gov, May 2014)

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).
- 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.
- Students should NOT be assigned to patients requiring airborne isolation (use of a N95 or PAPR hood) due to OSHA training requirements that students do not partake in.

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

Pregnancy

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

Latex Allergy

The student must notify the Dean of Health Sciences/Director of Nursing or designee if a latex allergy is present, prior to the start of the program. The College and clinical facilities cannot provide a latex-free environment. In the case of a latex allergy, a physician note will be required stating specific restrictions. The LAL will be consulted should reasonable accommodations be requested.

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 this insurance must be uploaded into ACEMAPP at the time the health forms are due.. It is expected that basic hospitalization insurance be maintained throughout the school year in order to comply with agency requirements. Proof of insurance must be uploaded annually according to dates prescribed by the program (or sooner if there are any changes). **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 ACE placement or agency negotiations, number of students per group, faculty availability, etc. The process is involved and very time consuming. We make it very clear in our program materials, handbook and orientation that students do not have a choice in selection of their clinical sites. Within the Health Sciences Division, we place over 200 students per semester in clinical settings. Each student has their own unique needs related to location, employment, and childcare, to name a few. It is impossible to take requests from students regarding clinical placement. Student flexibility is essential in all of our programs. 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 were clinical placement to be run in a different format.

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, etc.) 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.

Clinical placements may include weekends, evenings, and sites requiring travel outside of the Monroe area. We understand 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 strict guidelines:

- Students will seek out their own peer to trade with. The Nursing Program Coordinator (NPC) **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 NCP with each clinical placement. NO EXCEPTIONS past the deadline!**
- Trade approval is at the discretion of the NPC and faculty. **There are no guarantees that a trade will be approved!** Due to student privacy policies (FERPA), the NPC is not required to provide rationale. The NPC and faculty must consider previous clinical placements, clinical agency requirements and student academic achievement/needs.

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

Students are required to notify the Nursing Program Coordinator if placed at a facility where they are currently employed prior to the beginning of the rotation.

Conduct Expected in Clinical Settings

1. Students are to inform the unit clerk when removing a patient chart from the nursing station to take it to designated area.
2. Student nurses sign their signatures: Name, S.N., MCCC. It is not necessary for the instructor to co-sign charting unless specifically informed otherwise.
3. Students are asked not to linger around the nursing station but to conduct their chart review and charting in the designated area. Quiet conduct is expected.
4. Students are required to report off to the instructor and the co-assigned nurse before leaving the unit for any reason.
5. Students should identify themselves as students to their assigned patients. Any patient or family who indicate the desire not to have student care will be returned to staff care without hesitation. Do not take this personally, should this occur.
6. In an apparent emergency situation, students are expected to seek help from the hospital nursing staff or the instructor, whichever is most immediately available.
7. Students are encouraged to review new orders in patient charts and discuss plan of care with instructor.

8. Instructors must be present with students when preparing/administering any and all medications. In addition, the instructor must co-sign the student's signature in the EMR. Specific hospital procedures must be followed.
9. Conduct, as described in College Catalog, must be exercised.
10. Computers located in the hospital setting are not to be used for personal use.
11. Faculty and students will follow facilities policies regarding supervision of clinical learning activities. Students may perform skills under staff supervision with prior faculty acknowledgement/permission.

Privileged Information and Confidentiality

Students are asked to remember that they are guests within the institution and as such have access to privileged information. Students will have questions regarding patients/clients, staff, policies, and/or procedures. It is expected that professional and legal standards will be maintained at all times. Confidential client information must not be discussed outside the educational setting. Confidential records of the client must remain in the hospital 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. Any other information gathering would be considered a breach of confidentiality. A breach or misuse of confidential information will result in program dismissal with no opportunity for readmission and may result in court action. 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 in clinical settings.

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 course syllabus 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 (ie. 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 a jeopardy 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 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 what 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.
1. The instructor and student will then meet and discuss the outcomes, with the instructor indicating **“satisfactory”** or **“unsatisfactory”** in all course student learning outcomes.
 2. 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**” ratings 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 hospital 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 reports should be forwarded to the Dean or designee.

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 patients.

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. Additionally, students are responsible and will be held accountable for expiration dates for BLS, annual TB test, physical, and flu shot. Missing documentation of all program requirements in the ACEMAPP system will result in the inability to participate in clinical. Students are encouraged to save copies of all original requirement 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 building. 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. End-of-semester surveys of faculty, agencies, and courses are completed by students each semester and used for program improvement. **Student feedback is confidential and anonymous.** Consistent with concepts related to professionalism (Program Outcome #3), it is expected that students complete the student surveys that are provided. Failure to participate

may be brought to the student's attention. Your honesty and constructive criticism are reviewed and thoughtfully considered 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 Program Coordinator (NPC). If a student has a concern that he/she feels has not been resolved through interaction with the course faculty or the NPC, students are expected to meet with the Dean of Health Sciences/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 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 required to join and maintain an annual membership in a professional nursing organization, such as the National Student Nurses Association, Michigan Nursing Student Association, or the MCCC Student Nurses Association. Participation at professional conferences and meetings is strongly encouraged.
4. Monroe County Community College has been successfully chartered as the Delta Mu Chapter of the Organization for Associate Degree Nursing (OADN) Alpha Delta Nu Honor Society. This is a way for Monroe County Community College to recognize excellence for students in the registered nursing program. To be considered for membership, students must have attained a 3.0 overall GPA, attained and maintained a 3.0 GPA in all nursing courses and must demonstrate conduct on campus and in the clinical areas that reflect integrity and professionalism. Questions regarding membership in the Alpha Delta Nu Honor Society should be directed to the MCCC Student Nurses Association Faculty Advisor.
5. Student Representatives:
 - a. The Dean/DON or designee will notify students by e-mail of the opportunity to serve as a Student Representative for his/her respective class. Students will be asked to submit their name to the Dean/DON if interested in serving in this capacity.
 - b. The Dean/DON or designee will collate the names of interested students. The program requests that two (2) students from each class serve as Student Representatives. If less than 2 students indicate interest, a follow-up e-mail will be sent out by the Dean/DON or designee asking for additional students to be considered as Student Representatives. If only 1 or 2 students indicate interest after the 2nd request for volunteers, they will automatically be designated as Student Representative(s) for his/her respective class. If no students indicate interest after the 2nd request, no further attempts will be made to find a suitable volunteer, however, students indicating an interest at a later time will be considered. If more than 2 students indicate an interest in serving as a Student Representative, representation will be determined by a ballot vote. The names of interested students will be added to a paper ballot which will be distributed to each class. Each student in the class will be asked to vote on their choice for Student Representatives for his/her respective class. The 2 students receiving the highest number of votes will be chosen to serve as Student Representatives. Votes that result in a tie will be determined by random draw.

- c. Once elected, Student Representatives will serve for a period of 2 semesters (fall and winter semesters for fall start students; winter and fall for winter start students) or until they have completed all required nursing courses. In the event that a student is unable to serve as a Student Representative for the duration of the term, the Dean/DON will notify the respective class and ask for volunteers to serve as a replacement. In the event that more than 1 student volunteers, a paper ballot process will be used as described above.

Expectations for Student Representatives

1. Students represent their class during the Nursing Workgroup Meeting or in conference with the faculty and/or Dean; they are responsible for gathering information and questions from their class that they would like addressed at the meetings and for communicating with their class on a regular basis about the content and decisions made in the meeting. Student representation is not intended for activity or communication outside of the Health Sciences Division.
2. Students do not have voting privileges.
3. Attendance is voluntary.
4. Students are invited to attend each meeting, generally held once or twice during the fall and winter semesters.
5. Agenda items should be submitted to the Dean, in writing, at least one week prior to the meeting.
6. If a representative cannot attend a meeting, an alternate or designee may attend in his/her place.
7. Representatives are expected to follow all policies and standards of professionalism, honesty and professional ethics as outlined in the Student Information Handbook.

Program Completion, Graduation & NCLEX-RN

Graduation audits must be completed early in the semester preceding the semester in which the student plans to graduate. Students initiate a graduation audit by applying for graduation through WebPal. Students are encouraged to contact the Health Sciences Division office with any questions regarding program requirements and/or course work requirements.

Graduation Requirements

Nursing students must complete **all** required courses listed in the College Catalog in order to receive the Associate of Applied Science degree with a Registered Nursing designation. Students not meeting graduation requirements will be ineligible for verification of program completion, and thus cannot take the licensing examination (NCLEX-RN) until requirements are met. See the current College Catalog for the full description of graduation requirements. It is recommended that students check their academic record at the end of the first year in the nursing program to monitor progress toward meeting program requirements.

Expenses incurred for graduation purposes are non-refundable. Graduation gowns, caps and tassels cost approximately \$25 total. Class pins may be purchased during the end of the semester prior to graduation and cost \$40 to \$235 (costs are subject to change).

Post-Graduation Surveys

Feedback from graduates is very important for program improvement. Input will be sought through the use of a Graduate survey 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, on the last day of classes. This information will be used to send 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-RN)

NCLEX examinations are only provided in a computerized adaptive testing (CAT) format.

The NCLEX-RN 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 registered nurse. The determination of eligibility is made by the board of nursing in which the student is applying. Questions or concerns about licensing in the State of Michigan should be directed to the Board of Nursing:

Michigan Board of Nursing
Department of Licensing and Regulatory Affairs
Bureau of Professional Licensing
611 W. Ottawa St
PO Box 30670
Lansing, MI 48933
Phone: (517) 373-8068
Fax: (517) 241-3082
e-mail: BPLhelp@michigan.gov
Web: <http://www.michigan.gov>

Other Policies and Procedures

Academic Dishonesty

Academic dishonesty is an intentional act of fraud in which a student seeks to claim credit for the work or efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise. Academic dishonesty includes forgery of academic documents, intentionally impeding or damaging the academic work of others, or assisting other students in acts of dishonesty (further descriptions below). It is the student's responsibility to know what constitutes academic dishonesty. If a student is unclear whether a particular act constitutes academic dishonesty, he or she should consult with the instructor of the class involved.

Any act of academic dishonesty will result in disciplinary action by the College. The maximum penalty under the provisions of this policy is permanent expulsion from the College. There will be zero tolerance for dishonest conduct. Academic dishonesty will result in a student becoming ineligible for readmission to any health occupation program.

Plagiarism

Plagiarism is the intentional or unintentional representation of the words, data, and ideas of another as one's own.

Documentation

Since the writing of most academic papers involves material using primary and secondary sources, it is necessary to document such material with an in-text or footnote reference. Any portion of the paper not documented will be assumed to be original or to be "common knowledge." If a student is in doubt about what is "common knowledge," the student should consult the instructor.

1. Quotations - Quotations, however small, must be placed within quotation marks or indented and block quoted following the individual instructor's criteria for a long or short quotation. A direct quotation must be acknowledged either within the text or in a footnote following the documentation style preferred by the instructor.
2. Paraphrasing/Summarizing - Any material summarized or paraphrased must be acknowledged just as one would acknowledge a direct quotation; for example, a summary requires an in-text or footnote reference even though such material does not require quotation marks. Simply shifting words or rewording an author's text is not considered a correct paraphrase or summary. The student, when reading sources and taking notes, should carefully indicate quoted, paraphrased, and summarized material. It is not acceptable that a student claim "unknowing" duplication of a source.
3. Ideas and Facts - Any ideas and facts borrowed from a source should be acknowledged even though the student may have elaborated on such material. Data should not be altered in such a way as to be misleading.
4. False Citation - A false citation is attributing referenced material to a source from which it was not obtained. A student should carefully document his or her source so that references may be readily checked.
5. Using / Copying the Work of Other Students - All students' written work is expected to be the student's original work. If students have obtained examples from others, these are to be used for reference only, NOT COPIED. Copying others work is plagiarism and subject to policies concerning cheating. Examples of student work includes care plans, case studies, patient assessments, teaching pamphlets, portfolios, formal papers, research and other critiques.

I. Disciplinary Procedure

1. All acts of academic dishonesty, based on the instructor's determination of probable cause*, must be reviewed with the appropriate academic dean. After the review, the dean will notify the vice president of student and information services, and the faculty member will submit the Academic Dishonesty Report Form to the vice president of student and information services, the student and the dean. Upon receipt of notification, the vice president of student and information services will place an academic hold on the student record. The hold will prevent the student from withdrawing during the review. After the student acknowledges receipt of the Academic dishonesty Report Form (by signature, returned e-mail, registered mail receipt), he/she will have 10 days to respond to the charge and recommended penalty. In the event the student fails to respond, and if the vice president of student and information services accepts the recommended disciplinary action, the student waives the right to an appeal.
2. The faculty member reporting an act of academic dishonesty may recommend expulsion from the college or program, or a lesser disciplinary action such as a failing grade on the test, paper, project, etc., or a failing grade in the course. In all cases of academic dishonesty, the proportionality of the sanction is to be considered relative to the incident. Sanctions less than expulsion should be based on a preponderance of the evidence**, whereas expulsion from the college or a program should be based on clear and convincing evidence***.
3. The vice president of student and information services shall make available an opportunity for consultation with both parties. Following consultation (if desired by either or both parties), the vice president shall inform, in writing, the faculty member and student of his/her acceptance, rejection or modification of the disciplinary recommendation within seven days of receipt of the deadline to appeal.
4. The vice president shall inform both parties of the appeal/due process available.
5. The vice president shall maintain a record of all acts of academic dishonesty.
6. Once the faculty member recommends disciplinary action, the student shall not be permitted to withdraw from the course until the review process is completed. 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.
7. Procedural timelines may be waived by the vice president in the interest of facilitating due process and fairness.

II. Appeals Procedure

1. A student subject to disciplinary action for academic dishonesty or the faculty member who reported the act of academic dishonesty may appeal the decision of the vice president of student and information services as to whether academic dishonesty did or did not take place. Neither the student nor the faculty member can appeal the disciplinary action or sanction as rendered by the vice president. The appeal must be made to the vice president's office within seven days of notice of the vice president's decision.
2. The vice president shall appoint an appeals committee composed of two students, two 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.
3. If it is the vice president's decision that academic dishonesty has occurred and the student appeals, the committee shall determine whether the student has committed academic dishonesty. If the committee determines the student has not committed academic dishonesty, all disciplinary action shall be rescinded. If the committee determines the student has

committed academic dishonesty, the vice president's disciplinary action shall stand. The committee's determination shall be final and binding.

4. If the vice president determines that the charge of academic dishonesty has not been proven, the faculty member may appeal the decision. If the appeals committee (see item 2) determines that an act or acts of academic dishonesty has been proven, the committee shall, by majority vote, determine the appropriate sanction. The committee's determination shall be final and binding.

* Probable cause: reason to believe, based on reliable information, that academic dishonesty has occurred and that a particular student has committed an act of academic dishonesty.

** Preponderance of the evidence: burden of proof has been established by evidence which outweighs the evidence against.

*** Clear and convincing evidence: the evidence must satisfy that the proposition has been established with a high degree of probability.

3/28/88; revised 1-95; 11-22-99; 1-2000; 7-03; 10-06

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 you have in your role as a caregiver, you 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. Do not represent yourself 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

- Do not become a friend on a patient's social networking site, or allow patients to become a friend on your site.
- Student's must not reveal the personal health information of individuals that they access in their professional role. This is considered an HIPAA violation.
- Do 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

Outstanding Nursing Student Award

The full-time nursing faculty present this award to two graduating nursing students (one student from each of the fall and winter cohorts) during the Annual Awards Reception. The criteria for the award are as follows:

1. academic achievement, 3.25 or greater grade point average;
2. outstanding clinical performance;
3. positive role model for professionalism, accountable and takes initiative;
4. leadership potential.

The award recipient is recognized at the Annual Honors' Reception and Pinning Ceremony (if graduating class chooses to host). The recipient is invited to become a member of the MCCC Nursing Advisory Committee for one year. The recipient is entitled to choose one professional journal, for which the Health Sciences Division will pay a one year subscription.

Peer Spirit of Nursing Award

Each member of the Registered Nursing class will provide input (by ballot vote) to award their fellow graduating nursing student this award. The criteria for the award are as follows:

1. Genuine, caring, and compassionate in the delivery of nursing care.
2. Demonstrates integrity and high personal standards for professional excellence
3. Nonjudgmental and helpful with peers and others.

The award recipient is announced at the college wide Annual Honors' Reception and Pinning Ceremony (if graduating class chooses to host). The recipient is invited to become a member of the MCCC Nursing Advisory Committee for one year. The recipient is entitled to choose one professional journal, for which the Health Sciences Division will pay a one year subscription.

Nursing Scholarships

Scholarships are available for students who are enrolled in nursing programs. Applications are available online at <http://www.monroeccc.edu/academicworks/>. Deadline dates vary; please see the website for more details.

Additional scholarship information may sometimes be distributed by e-mail. Students are also encouraged to explore other sources for funding through the Financial Aid Office, Health Sciences Office, or through their communities.

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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