MONROE COUNTY COMMUNITY COLLEGE
HEALTH SCIENCES DIVISION
Associate of Applied Science – Nursing Program

STUDENT INFORMATION HANDBOOK

2022-2023

"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; 8/19
6/20; 11/20; 6/21; 7/21; 8/21; 1/22; 5/22

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Program Information

Accreditation

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

The Associate of Applied Science – Nursing program at Monroe County Community College located in Monroe, Michigan is accredited by the:

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

The most recent accreditation decision made by the ACEN Board of Commissions for the associate nursing program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program at http://www.acenursing.com/accreditedprograms/programsearch.htm.

If you have questions regarding the nursing program's ACEN accreditation status and/or current program improvement activities, please contact Dr. Kim Lindquist, Dean of Health Sciences/Director of Nursing (klindquist@monroeccc.edu or 734-384-4101).

Program Approval

The MCCCC Associate of Applied Science – Nursing program at MCCC is fully approved through the Michigan Board of Nursing.

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

MONROE COUNTY COMMUNITY COLLEGE

MISSION STATEMENT
Monroe County Community College enriches lives in our community by providing opportunity through student-focused, affordable, quality higher education and other learning experiences. MCCC accomplishes its mission through:
- Post-secondary pathways for students who plan to pursue further education
- Occupational programs and certificates for students preparing for immediate employment upon completion
- Curriculum that prepares students to effectively communicate, think critically, and be socially and culturally aware
- Comprehensive student support services
- A wealth of opportunities for intellectual, cultural, personal and career enhancement
- Training and retraining to meet the needs of an evolving economy
- Key partnerships to enhance educational services and opportunities

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 ASSOCIATE OF APPLIED SCIENCE-NURSING PROGRAM

MISSION STATEMENT
Monroe County Community College's AAS-Nursing Program provides an affordable, student-centered opportunity to enrich and transform lives through excellence in nursing education with a focus on effective communication, clinical reasoning and judgment, and social and cultural awareness.

VISION STATEMENT
Monroe County Community College's AAS Nursing Program will be the community's first choice for nursing education and recognized for ongoing student success and exemplary program outcomes enabled through instruction that is relevant, innovative and in the spirit of academic progression.

PHILOSOPHY
The Monroe County Community College AAS Nursing Program is built upon a framework of ethical integrity in all relationships 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
- Diversity and inclusion
- Patient-centered care
- Advocacy
- Culture of Safety
- Quality of Care
- Evidence-Based Practice
- Nursing Judgment
- Clinical Reasoning
- Professional identity
- Spirit of Inquiry
- Collaboration
- Communication
- Time Management
- Delegation
- Quality Improvement
- Informatics

Monroe County Community College
Health Sciences Division
Registered Nursing Program
End-of-Program Student Learning Outcomes

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

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, 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:

- 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. (NAM)
- 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. (NAM)

NCLEX Categories:

- Health Promotion and Maintenance
- Psychosocial Integrity
- Basic Care and Comfort
- Pharmacological/Parenteral Therapies

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, 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.

Related Competencies:

- 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. (NAM)

NCLEX Categories:

- Safety and Infection Control
- Pharmacological/Parenteral Therapies
- Reduction of Risk Potential
- Physiological Adaptation

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, 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.

Related Competencies:

- 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)

NCLEX Categories:

- Management of Care

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, 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.

Related Competencies:

- 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.

NCLEX Categories:

- Management of Care
- Psychosocial Integrity

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, 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.

Related Competencies:

- 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.

NCLEX Categories:

- Management of Care
- Safety and Infection Control
- Reduction of Risk Potential

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:
    - o Once a nurse has completed education/training, she/he must pass a licensing exam to become a fully licensed nurse. The exam is known as the NCLEX-RN.
    - o NCLEX stands for "National Council Licensure Exam".
    - o MCCC's goal for the traditional AAS-Nursing and PN to RN options is to be at least 80% for all first-time test takers during the same 12-month period.

- Program Completion Rates:
    - o Defined as, "The percentage of each nursing cohort that completes the nursing program within six semesters (150% of the prescribed time)".
    - o Effective Fall 2021: MCCC's goals related to program completion rates will be as follows:
        - o Traditional AAS-Nursing option:
            - ▪ 50% of all students who began the first nursing course in the traditional RN program option will complete the program within four semesters (100% of program length).
            - ▪ 70% of all students who began the first nursing course in the traditional RN program option will ultimately complete the program (Ultimate Completion Rate).
        - o PN to RN Option:
            - ▪ 50% of all student who began the first nursing course in the PN to RN option will complete the program within three semesters (100% of program length; 100% Completion Rate).
            - ▪ 70% of all students who began the first nursing course in the PN to RN option will ultimately complete the program (Ultimate Completion Rate).

- Job Placement Rates:
    - o MCCC's goal is that 90% of all graduates who are seeking employment will obtain employment in the RN role within 1 year of graduation.

**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 proves.
- Adults have individual responsibilities and life situations that provide a social context that affects their learning.

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

Faculty must create a relaxed, psychologically safe environment, while developing a climate of trust and mutual respect that will facilitate student empowerment. Faculty facilitate and guide adult learners. 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.	1. Take 100% responsibility and accountability for their own learning.
2. Provide learning experiences which require active student participation	2. Actively pursue new knowledge and skills
3. Listen carefully and provide positive and constructive feedback	3. Communicate your needs and what you need/expect from faculty.
4. Provide formal instruction	4. Be present, on-time and well prepared for class and clinical

5. Serve as a role model
   a. In use of nursing process
   b. Professional attitudes and values
   c. Interaction with patients and colleagues
	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. Act as a resource person	6. Utilize faculty as a resource
7. Serve as advisor	7. Seek advising as needed and appropriate
8. Support group effort	8. Be supportive of the group and its efforts
9. Evaluate students' performance	9. Evaluate own performance a. Examine and alter behavior as appropriate 10. Evaluate faculty teaching
10. Maintain appropriate records	11. Complete and provide records 12. Accept constructive criticism and utilize towards learning.

Affect			
Teacher		*Learner*	
1. Establish helping relationship with student		1. Allow helping relationship to exist and grow	
a. Positive regard b. Honesty c. Empathy	d. Understanding e. Unconditional acceptance	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	1. Respect other students' right to confidentiality
2. Respect students' rights	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
	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. Retain right to determine students' progression in program	2. Recognize faculty's ultimate responsibility in determining student progression

PROGRAM CALENDARS

MONROE COUNTY COMMUNITY COLLEGE

Registered Nursing Program

Non-Nursing Semester			Billable Contact Hours
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			
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 257. 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: 3rd semester)
(C4)	Computer Literacy Competency[1]	(Suggested: 2nd semester)
(C5)	Human Experience Competency	(Suggested: Non-nursing semester)

[1]Can 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 co-req	63	Total Program including BIOL 151 co-req	95.5
Nursing	*39*	*Nursing*	*67.5*
Additional General Education	up to 10	General Education	up to 10
TOTAL	maximum **73**	**TOTAL**	maximum **106.5**

MONROE COUNTY COMMUNITY COLLEGE

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   **OR**   **WINTER COHORT**

Fall PN to RN Cohort				
Fall 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)		
Winter Semester				
8.5		NURS 208	Med/Surg II	14
2.5		NURS 212	Nursing Practicum	7

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 Competency[1] (C4)   Computer Literacy Competency[1] (C5)   Human Experience Competency

   [1]*Can 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

2/2019: KSL

Admission to the Traditional AAS - Nursing Program

The Associates of Applied Science – Nursing (RN) program is a selective admissions program. Applicants must meet minimum criteria to be considered for the nursing program. MCCC has two application deadlines per year, in June and October. Only applicants who meet minimum criteria and submit a completed application to the Admissions & Guidance Services Office by the first Monday in June and/or the first Monday in October will be considered for the nursing program. Meeting minimum criteria does not ensure admission to the nursing program. Applicants are ranked using a point-based selection criteria. 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. New applicants will be accepted according to the selection criteria until a class is fully enrolled; up to 30 students per class. 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 university partners to offer students opportunities for BSN completion through concurrent enrollment opportunities or articulation programs. Students interested in additional information or participating in these opportunities should direct questions to the Health Sciences Division Office (734-384-4102) or the Admission Office (734-384-4104). Additional information is also available by visiting the Transfer webpage on the College's website (https://www.monroeccc.edu/transfer).

Admission to the Practical Nurse to Registered Nurse (PN to RN) Option

The Practical Nurse to Registered Nurse (PN to RN) option provides an opportunity for MCCC PN program graduates to continue coursework toward the AAS-Nursing degree after obtaining a PN license. With an active, unencumbered license, members of the most recent graduating class will be offered a seat in the PN to RN option during the next application cycle and prior to admitting past graduates or qualified members from the community. The option will enroll up to 24 students total. The number of seats available for past graduates and community members will vary during each admission cycle depending on the number of recent MCCC PN graduates that decide to and are eligible to progress into the option. All remaining applicants will be numerically ranked according to selective admission criteria to determine who will be offered the remaining seats. PN to RN applicants must meet minimum criteria at the time of application to be considered for the program. Completed verification forms and all required documents must be submitted to the Admissions & Guidance Services Office by the first Monday in March. If the requirements listed on this form are not completed by or submitted to the Admissions Office on or before the application deadline, the application will not be considered. Applicants for the program tend to be well qualified and will be accepted until each cohort is fully enrolled.

All accepted students will complete transition coursework during the summer semester (up to 24 students total). Upon completion, students will be separated into two cohorts for completion of the program. Up to 12 students may enroll in core coursework during the fall semester and will complete the PN to RN option at the end of the following winter semester. The remaining 12 students may enroll in core coursework during the winter semester and complete at the end of the following fall semester (see option plan of study). Initial placement of students accepted under the selective criteria into each cohort will be according to according to rank order, followed by cumulative GPA (for ENGL, PSYCH, BIOL 257/258 or equivalents) for any potential changes in cohort placement. To review the current application, minimum criteria to be considered and points criteria information, please visit www.monroeccc.edu/health_sciences/nursing/index.htm.

Minimum Technology Requirements

All nursing students utilize internet services and resources to supplement instruction. Students must have reliable internet access. Students enrolled in the nursing program will be required to take assessments (ie: exams, quizzes, etc) electronically using an online assessment program called ExamSoft Examplify and access other instructional software. Students enrolled in these courses will be required to provide their own portable computer (with webcam and microphone) that will support the assessment software. The software can be used on most modern Microsoft Windows-based computers and Mac OS X devices. Information related to minimum system requirements can be located by visiting: Examplify: Minimum System Requirements - ExamSoft. Students are encouraged to check with the Health Sciences Division for a complete list of minimum system requirements.

Technical Standards

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

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

A prospective student or participant in the program with a disability for which accommodations may be appropriate can request reasonable accommodations to meet technical standards. The College will

provide appropriate accommodations, but is not required to fundamentally alter the requirements or nature of the program or lower its academic standards. Requests for accommodations should be directed to a disability services counselor in the Student Success Center. To make an appointment, please call 734-384-4167.

New Student Orientation

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

Student Policies and Procedures

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

Faculty reserve the right to change policies when needed. Timely and written notification of changes will be provided to all students. MCCC reserves the right to change class and clinical hours of study as printed in the class schedule published on WebPAL. Again, advance notice will be given.

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

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

Communication/Information

E-mail Students are required to use their official college e-mail address (@my.monroeccc.edu) when communicating electronically with faculty or staff. All communications should be completed in a professional manner utilizing proper email etiquette (ie. clear subject line, salutation, concise message, signature, no texting lingo, etc). Students are encouraged to explore proper email etiquette for college students on the internet if uncertain regarding the expectations.   Students should check their accounts frequently, or forward the mail to a frequently checked account. For assistance logging into a college e-mail account, students should call the Information Systems Help Desk at (734) 384-4234.

Brightspace is the College's official electronic learning management system (LMS) used to communicate course information, organize online/remote instruction, or facilitate supplemental instructional materials. Each nursing course is affiliated with a Brightspace shell. Students are required to check their Brightspace account frequently.

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

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

WebPal is an online system that allows students to access records, view final course grades, view class offerings, register for classes, plan future coursework, pay fees, and complete a number of other processes through a secure web server. For assistance logging in or using WebPal, please contact the WebPAL 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.

MCCC Webpage (http://www.monroeccc.edu**)**
The College webpage also provides information about student activities, policies, financial aid, inclement weather, and provides access to the MCCC College Catalog.

Where to Find Information:
- The MCCC College Catalog is available online at https://www.monroeccc.edu/catalog.
- The Student Information Handbook is available online at https://www.monroeccc.edu/programs/nursing-registered.
- Graduation and traditional AAS-Nursing and PN to RN Option Requirements:
    The MCCC College Catalog, program/option webpages, or through the Registrar's Office
- Graduation Audit Request: The Registrar's Office
- College Admissions Services: The Admissions & Guidance Services Office
- Traditional AAS-Nursing and PN to RN Option application information:
    The MCCC College Catalog, program/option webpages, the Admissions & Guidance Services Office, and the Health Sciences Division Office
- Health requirements for nursing students:
    Student Information Handbook and Health Sciences Division Office
- Information about transfer to other schools:
    The *Transfer* webpage on the College's website, Career Services through the Admissions & Guidance Services Office, and the Health Sciences Division Office
- Information about student rights and responsibilities:
    The MCCC College Catalog, the College website, program/option webpages, and the Student Information Handbook, and course syllabi
- College grade change policy and appeal:
    The MCCC College Catalog and Student Information Handbook
- College probation and dismissal information:

The MCCC College Catalog and Student Information Handbook
- Academic Dishonesty Policies:
    The MCCC College Catalog, the College website, and Student Information Handbook
- Financial Aid Policies:
    The MCCC College Catalog and *Financial Aid* webpage.

Student Information Resources

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

School Closing/Inclement Weather/Emergency

The College rarely closes for inclement weather; however, students may check the MCCC *Emergency/Closing Alerts* webpage (https://www.monroeccc.edu/emergency-alerts) to see if the College is closed. The College will announce any decision to close on local television and radio stations and by using the Emergency Notification System (see below). The College may also implement a delayed start time that will be announced in the same manner as the above. Students must make a personal decision about unsafe driving conditions and are encouraged to review the program's attendance policy or speak to course faculty about program/course requirements. Students should contact their course or clinical instructor if unable to attend class or clinical.

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

Security

Students are responsible for their own personal safety. Always use caution and make a conscientious effort to decrease criminal opportunity. Purses/wallets and other personal items should not be left unsupervised in classrooms or clinical settings. Students should only carry essential items and keep them close to their person. Students should not leave textbooks, book bags, valuables, or personal items in view on car seats or in clinical areas. The Security Office is located in the Warrick Administrative Building (A Building, Rm 105). Students can contact Security through the following numbers:
- By pressing "0" on a campus courtesy phones
- Calling the Security Office at ext. 6007 from any office phone on campus
- Calling the Security Office by dialing (734) 457-6007 when off campus or when using a cell phone
- Calling the Security cell phone by dialing (734) 735-9401

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

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

Health Sciences Division Staff and Nursing Faculty Contact Information

Dean of Health Sciences/DON	Dr. Kim Lindquist	H-115	384-4101	klindquist@monroeccc.edu
Nursing Program Coordinator	Lori Biggs	H-117	384-4248	lbiggs@monroeccc.edu
Faculty	Dr. 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	Dr. Denise Robinson	H-116	384-4265	ddrobinson@monroeccc.edu
Faculty	Michelle Schwartz	H-152	457-6025	mschwartz@monroeccc.edu
Health Sciences Admn. Assist.	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 College Catalog (under the Financial Aid section) and on the *Financial Aid* webpage of the College's website (https://www.monroeccc.edu/financial-aid). Students may also contact the Financial Aid office by calling 734-384-4135 or by sending an e-mail message to fastudent@monroeccc.edu. The Financial Aid Office is located in the Administrative Building (A-101) on the main campus.

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

Fitness Facility

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

Student Policies and Procedures

Standards of Professionalism

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

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

Honesty/Professional Ethics Policy

Nursing students are expected to adhere to high standards of professional ethics and 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 may receive a failing grade for the course, and may 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.

Academic/Clinical/Professionalism Warning Form

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

Progression in the Nursing Program

The policies located in the MCCC 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-requisite 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 course syllabi. 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.

Traditional AAS-Nursing (RN) students must complete the program within three (3) years (six semesters) of the start of the 1st nursing course. A traditional 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 3 years.

PN to RN Option students must complete the program within four (4) semesters of the start of the first nursing course. PN to RN Option students may withdraw or fail one course, yet remain in good standing with the program. A second failure or withdrawal from any course will result in dismissal from the program. Students will be eligible to reapply to the program after 3 years.

Students are *strongly encouraged* to discuss their status in a course and/or program with course faculty and/or program administration prior to making decisions that may impact their enrollment status. This counseling is important to ensure that students have a clear understanding of the progression policy and how it applies to their unique circumstances and to discuss any other opportunities available through the Registrar's Office.

In the case of pregnancy, illness, or military service, every effort will be made to work with the student to continue the program, if possible, but at the discretion of the Dean of Health Sciences/Director of Nursing.

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 program administration) 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.

An Academic/Clinical/Professionalism 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 retake all components (clinical, lab, and theory) of the course. Students who are dismissed for reasons of academic dishonesty, breach of confidentiality, or other ethical/legal violations are not eligible for readmission.

Students will be held to the nursing program requirements in place at the time of reenrollment.   Incoming traditional AAS-Nursing (RN) students must complete the program in three years (six semesters) of starting the first nursing course. Incoming PN to RN open students must complete the program in four semesters of starting the first nursing course. Failure to meet the program completion timeframe necessitates program dismissal. Students will be allowed to reapply to the nursing program after 3 years according to the admission criteria requirements in place at that time. If accepted, the student must retake all courses in the nursing sequence beginning with NURS 103 or PNRN 100 (depending on option).

Program Withdrawal and Readmission Policy
Lack of active enrollment in a nursing course for one (1) semester will result in program dismissal (with the exception of students awaiting seat availability). Students interested in re-entering the program must appeal 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 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 *final* course grade should start by talking to the course faculty (theory, lab, and/or clinical if applicable). The second stage of the appeal is to the Dean of Health Sciences/Director of Nursing, and the final appeal is to a student-faculty committee appointed by the Vice President of Instruction. The decision of the committee is final. Please see the current MCCC College Catalog for information about the procedure for grade appeal.

Appeal Procedures for Program Dismissal

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

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

Ratio of Clock Hours to Credit Hours

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

Basic Requirements for Passing a Nursing Course: Summary

In order to pass a nursing course, students are required to:
1. 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 on all learning outcomes per course requirements.
3. Demonstrate math competency (with a score of 90% or greater) within three attempts before the stated deadline.
4. Successful return demonstration/validation of competency of each skill per course requirements as outlined in the course syllabus.

5. Submit all clinical evaluations no later than the end of the clinical rotation.
6. Submit and/or maintain all required health, CPR, insurance, and professional organization documents.

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 NCLEX-RN exam and lower program attrition.
- MCCC uses 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 the NCLEX-RN exam.
- The ATI program includes books, skills modules, tutorials, online practice, and proctored testing covering the major content areas in nursing. It also is a program that assesses student knowledge comprehensively on a test similar to the NCLEX-RN 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 and competency testing 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. Faculty encourage students to use their ATI resources 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, then test again (see additional information below under the *What is Remediation?* section). ATI activities are used throughout the program such as ATI books, practice tests with remediation, skills modules and other learning resources. Some courses require proctored exams with remediation, practice tests, skills modules and other activities. During some semesters, students will take several ATI tests and use ATI books, practice tests, and skills modules, depending on the content areas being studied in the course. ATI activities may be required throughout the program in each course.

What is Remediation?
Remediation refers to a student reviewing areas of weakness (what they did not get correct on standardized exams or content areas where knowledge is lacking). Student ATI exam reports list topics that need to be reviewed.   ATI will then prompt students on how 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 an 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 highly encouraged and rewarded with bonus points and intended to assist students improve competency and their knowledge of information missed on the initial exam.

What about when I am in my last semester and preparing to graduate?

The student will take a comprehensive predictor test that may be helpful in preparing them to take the NCLEX-RN. The Comprehensive Predictor Assessment is a 180-item assessment designed to reflect the content areas of the current NCLEX-RN test plan. 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 is covered by student lab fees.

What if I have a disability?
Students should direct questions regarding a disability and potential accommodations to a Disability Services Counselor. The Disability Services Office is located in Founder's Hall (F-149, 734-384-4167). After meeting with the student, the counselor will communicate any approved accommodations to the course faculty. The student is responsible for requesting and scheduling services in a timely manner according to the accommodations plan.

ATI Testing for Competence in Nursing Courses:
The curriculum requires that students take ATI competency tests pertaining to each of the major courses/content areas throughout the program. The faculty give ATI test or tests toward the end of most nursing courses during scheduled class time and may be required on campus or remotely.

What is a Proficiency level?
Expert professors from around the country have agreed upon the ATI scores that relate to different levels of proficiency for each Content Mastery Test. Bonus points on specified ATI tests may be earned for specific levels of achievement, applicable to the student's final course point total according to grading/passing policies and requirements for each course. Refer to course syllabus for more information. **O*ur 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's knowledge level is likely to exceed NCLEX-RN standards in a particular 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 4 additional points applied to the cumulative exam total 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 3 additional points applied to the cumulative exam total 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 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.

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 any level may remediate according to their instructor's directions and may receive up to 2 bonus points, which are NOT applied to the cumulative exam total points, in selected courses if all remediation is completed by the specified date (see course syllabus). Students must be passing with a 78% or higher on exam totals before these points can be applied.

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
Fourth Nursing Semester (NURS 212)	Pharmacology in Nursing (Exit) Comprehensive Predictor Leadership in Nursing

*Schedule is subject to change

Student ePortfolio
An electronic portfolio is a presentation of self-assessment of academic and professional growth and will be completed during the third semester. Each semester, students will be expected to gather materials to add to the electronic portfolio that will be outlined and completed as a project as part of NURS 210. The electronic portfolio will be a professional tool to show a student's educational and career accomplishments and goals. The electronic portfolio will include a display of end-of-program student learning outcomes (EPSLOs) and evidence of progress such as examples of written work, certificates of achievement, acquisition of skills, transcripts, letters of recommendations, etc. *Students must make copies of any paperwork they want to include in their portfolio prior to filing in the division office (if necessary).*   The electronic portfolio is an excellent tool to share with prospective employers and offers a professional snap shot of the soon-to-be nursing graduate.

Examinations:
It is expected that a student take a scheduled exam at the designated time and place. Missing a scheduled exam will result in a 3-point deduction off total points earned on exams. The student must contact the instructor prior to the exam (or as soon as possible in emergency situations) 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.

Passing Standard and Grading Scale
- The initial passing standard for a course is determined by points earned on exams and deductions due to clinical/lab attendance/absences. Points earned in these two areas must equal 78% or higher in order to pass the course.   Students that do not meet the 78% or higher threshold for exam and clinical/lab points fail the course with an "E" grade.
- After a student meets the initial passing standard described above, faculty determine a student's final course grade by calculating total points earned throughout the course, including

any other papers, projects, assignments, quizzes, etc. Faculty do not round point totals/grades up to the nearest whole number. It is possible that a student meets the initial passing standard with a 78% or higher on exams and clinical/lab points; however, fails the course due to poor performance/point earnings on other assignments, etc. required for the course.

- The final grade in a course is determined by overall points earned and awarded according to the grading scale below.

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

Examination Policies

Administration Protocol

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

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

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

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

1. Exams will be administered electronically using an online assessment program called ExamSoft/Examplify. Students will be required to provide their own portable computing device that will support the assessment software.
   a. Students must view Minimum System Requirements (MSRs) to ensure devices are supported for computerized exams. MSRs can be viewed at: Examplify: Minimum System Requirements - ExamSoft
   b. Further assistance can be provided by the ExamSoft support team at: Contact ExamSoft For Your Next Assessment Platform
2. When necessary, remote testing using ExamID and ExamMonitor (or similar product) may be required. Faculty will provide additional information regarding requirements when taking an electronic exam at the time of testing.
3. Students new to ExamSoft will participate in a mock exam prior to any course exams for process training.
4. Students will receive a password to download the exam. Students must download the exam prior to the scheduled examination time.
5. Any Microsoft Anti-Virus programs must be **DISABLED** before beginning the exam.

6. On exam day, log into Examplify about an hour or two before the exam to ensure computer and ExamSoft/Examplify software is updated.
7. Computer devices must be **updated, fully charged, and ready to go for each Examplify exam/quiz**. There **will not be available plugs** to charge devices during the exam. Not being able to start an exam at the scheduled exam time may result in a 3-point deduction.
8. Faculty may assign student seats before the examination. Adequate space will be placed between seats and alternate seats will be used whenever possible.
9. Students may not have anything on their desks during the exam except their laptop or tablet, a pencil/pen, and scratch paper if provided by faculty. No electronic devices (e.g., cell phones, smart watches/devices, MP3 players, fitness bands) will be allowed in any testing area. When testing on campus, all student possessions must be placed in the designated area in the testing area. All cell phones and smart watches/devices must be turned off and secured with student belongings. No gum, candy, food, drink, water bottle, lip balm, coat, hat, scarves, gloves, etc throughout the examination.
10. Foam earplugs may be allowed with on-campus testing only. If using foam earplugs, they must be pre-approved by the proctor and students must have hair pulled back behind the ears so foam earplugs can be clearly seen. No other type of earbuds or headsets will be allowed. All students are subject to an ear check prior to testing. The brim or bill of a hat may not be in the forward position. Remote testing and proctoring may require stricter requirements and will be communicated to the students prior to beginning an exam (see below for examples).
11. A calculator is provided through ExamSoft/Examplify.
12. Prior to the exam, the proctor may distribute scratch paper to students. Students must put his/her name on the scratch paper and return it to the proctor, regardless if the paper was used or not, after completing the exam.
13. At the completion of computerized testing, students must return scratch paper to faculty (if provided), upload the exam, and show the proctor the "green screen" before leaving the testing area.
14. Once testing has begun, students **may not** leave the testing area until the exam has been completed and uploaded.
15. Breaks will not be given; please use restroom prior to entering the classroom or beginning an exam. If an emergency should arise, an escort will need to be obtained to take the student to the restroom.
16. Students will be allowed 1.35 minutes per test question and 2 minutes per math calculation and Next Gen question. Time may be adjusted by faculty when indicated.
17. A timer will be displayed at the top of the computer screen. A 5-minute warning will be evident when exam time nears the end, so students need to be mindful of the time.
18. No backtracking will be allowed on questions.
19. Questions will not be allowed during the exam. Students cannot ask the professor/proctor any questions during the examination.
20. There will be no discussion of test items between students and faculty until after all grades are posted.
21. Students who are absent on an exam day must follow the guidelines for exam make-up as described in each course syllabus.
22. Students must follow all ExamSoft/Examplify protocols and guidelines provided by faculty applicable for computerized testing.

Confidentiality
- Students may not disclose or discuss with anyone, information about examination items. This includes posting or discussing questions on the Internet and social media websites.

- Students may not reconstruct exam items using their own memory of the exam or the memory of others.
- Students may not seek help from any other party in answering items (in person, by phone, text or by email) during the examination.
- Students may not remove examination items and/or responses (in any format) or notes about the examination from the testing room.
- Students may not talk out loud during remote or in-person exams.

Additional Remote Testing Requirements
1. Disable all antivirus software.
2. Must use Firefox browser.
3. No headphone, headsets, earbuds (including foam) of ANY kind. Students are required to show ears (ear check) to camera prior to testing.
4. No electronic devices including phones. No textbooks, notes, handouts, blank pieces of paper, study materials, etc. No gum, candy, food, drink, water bottle, lip balm, etc throughout the examination.
5. No scrap paper. Instead of scrap paper, a notes section will be available in the upper right corner of computer screen during the exam for writing self-notes, organizing thoughts, calculation questions, etc. A calculator will be available through the site.
6. Do not read exam questions out loud.
7. Do not get up from computer area for any reason until completion of the exam.
    a. Use restroom before starting the exam.
8. Any attempts of taking screenshots are recorded and flagged.
9. Proctors from ExamSoft closely monitor and review the video recordings of students during the entire exam. Throughout the exam, no one else is allowed in the room and there must be a quiet environment with no background noise. Students must be sure to look straight ahead with eyes directed at the screen at all times. Any noise (e.g., shuffling paper, voices, etc.) or movement (e.g., turning head away from screen – up, down, sideways) flags the video as a potential academic integrity breach and provides a detailed description of the activity in question.
10. Exam grades will be pending/preliminary until ExamID and ExamMonitor reports are received and reviewed. If a student's exam is flagged for a breach in academic integrity, this may be considered an act of academic dishonesty as well as a violation of the Honesty/Professional Ethics Policy with consequences including program dismissal. Each instance will be thoroughly examined by nursing faculty and could result in course failure and/or program dismissal.
11. After completing the exam, uploading the answer and monitoring files (video) may take anywhere from 10 min up to 2 hours. During this entire time, students must be sure to keep the computer powered on and maintain the internet connection. If the uploading monitoring files process takes longer than 2 hours, please call technology support at ExamSoft for assistance in performing a manual upload.
12. ExamSoft/Examplify does not have a method in which to secure exam questions for a test review in a remote testing environment. Faculty will carry out an in-depth item analysis with every exam question to ensure exam validity and reliability standards are upheld.

Exam Results and Review
1. Examination results will be returned to students no later than one week from the date of the exam.
2. 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.
3. Prior to arriving to campus on the day of exam review, log into ExamSoft to ensure computer and ExamSoft/Examplify software is updated.

4. Students will be directed to have nothing on their desks except their computer/laptop, pencil/pen, and scratch paper if provided by the faculty.
5. All student possessions must be placed at the front and/or back of the classroom.
6. No electronic equipment allowed (e.g., cell phones, smart watches/devices, MP3 players, fitness bands).
7. 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.
8. A student who questions an answer on an exam must present written rationale/documentation based on required learning resources within one week of the test review date. Rationale as presented will be reviewed by the lead faculty and a decision returned to the student involved within one week of receipt of documentation.

Student Academic/Clinical/Professionalism Warning

1. Students who have an exam average of less than 78% at the completion of the majority of examinations for each course will be issued an Academic Warning that is initiated and provided to the student by the course faculty.
2. The student will be required to meet with course faculty within 10 days of the initiated written Academic 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 choose not to see faculty, a note "Did not see faculty" will be written on the Academic Warning and put in the student's academic file.
3. The student and course faculty will complete the Academic Warning that will then be placed in the student's academic file. A copy of this completed form will be provided to the student.
4. See the Student Information Handbook and course syllabi for information regarding successful completion of a course as well as rules and guidelines for readmission into the MCCC AAS-Nursing program and PN to RN Option.

Nursing Skills Lab and Health Education Building Computer Lab

Due to the rigor of the program, nursing students will need to schedule time to practice in the Nursing Skills Lab, review skills, or the computers or with interactive simulation products.

The Nursing Skills Lab cannot be used without supervision. The lab is adequately staffed throughout the fall and winter semesters. Students can find the master calendar for the Skills Lab on the webpages for both the traditional (RN) and PN to RN webpages and should plan practice times accordingly to ensure the student has access to necessary lab equipment and supplies. The following apply to use of the Skills Lab:

1. When the College is closed (holidays, snow days, Sundays), students are *not* permitted to use the Nursing Skills Lab.
2. Children and non-health occupation 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 are expected to achieve a 90% or better to meet the math competency for each course. 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, and
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 scheduled during normally scheduled class hours. Remediation and subsequent attempts will be proctored by the full-time or lab faculty (or designee) 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 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.

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 and students may not be able to practice on the day of a 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 syllabi for skills competency rules and deadlines.

Attendance Policy

Classroom:

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

Clinical/Lab:

Because lab and clinical learning are a vital part of the nursing curriculum at MCCC and to meet professionalism expectations by clinical partners and their patient, the following are 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 allotted 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 absence *only*. Any additional absence(s) will result in a three point deduction from the exam point total of the course the student is currently enrolled. 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.

   It is important for students to be on time for lab and/or clinical activities. Effective Fall 2020, a tardy is defined as being between 1 and 15 minutes late to a clinical or lab day and will result in a one-point deduction. Arriving to a clinical or lab activity more than 15 minutes late will be considered an absence and is subject to the absence policy and point deductions described

above. Two (2) tardies incurred during one course will equate to an absence, resulting in the use of the excused absence (described above) or a 3-point deduction (whichever applies).

- If a student will be unavoidably late or will be absent on a scheduled lab day, the student must contact course faculty at least one hour prior to the start time. If a student will be unavoidably late or will be absent on a clinical day, the student must contact the clinical instructor at least one hour prior to start time or as soon as possible if a one-hour notification is not possible. A "No call, no show" absence for clinical or lab may be grounds for dismissal from a nursing course.

- Students will utilize a college provided software program to sign up for lab appointments known as Sign-Up Genius (SUG). They are also required to cancel appointments *as timely as possible* using the same program (preferably at least 24 hrs in advance).
- Outside employment is difficult and not recommended during the preceptorship. Plan ahead for this time period. Students are expected to arrive to the clinical setting alert and ready to learn. Students should avoid working midnight shifts prior to attending any clinical learning experiences to avoid sleep deprivation that may impair judgment and success in achievement learning outcomes.

- Students 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 various other mandatory requirements, COVID vaccination/or exemption documents. It is also used to assign students to clinical rotations and assure all requirements are met and current.

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

ACEMAPP & VERIFY STUDENTS ACCOUNT INFORMATION

Make the $50.00 required annual payment in ACEMAPP
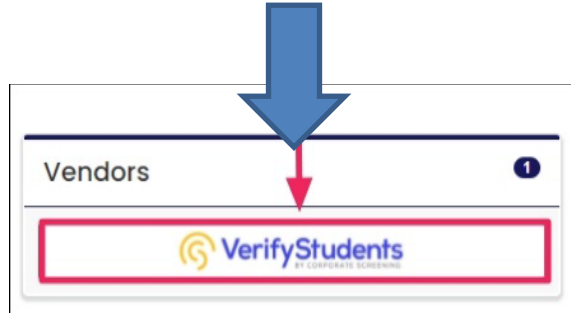
1. Students will receive an ACEMAPP welcome email that will provide you a link used to set up your account password. to set up your user profile (p. 41 in the Student Information Handbook)
   - All health requirements will be uploaded into this software program
   - Contains clinical orientation information when assigned to a Michigan clinical site

2. Within ACEMAPP, once your profile is established, click on the **VERIFY STUDENTS** icon under the vendor section on the left side of your ACEMAPP home page. You will need the special promotional code sent to you by the Nursing Program Coordinator randomly, prior to the start of the semester to access this account

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

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

Student User Guide

Welcome to ACEMAPP

ACEMAPP is an online document management, learning and certification system. It is your responsibility to stay up to date with your ACEMAPP account, including checking your inbox for reminders and alerts. You are in jeopardy of losing your clinical rotation placement(s) if you do not complete all of your requirements, courses and assessments.

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 administrators at your university. Please keep this information up-to-date.

4. Make payment, if required
Some schools require students to pay the $50 ACEMAPP membership fee. If your school requires payment, click "Make Payment" from your dashboard. If you have problems with processing a credit or debit card, contact PayPal at 1-888-221- 1161.

5. Complete requirements, forms and documents
Your school or clinical site may require forms and/or documents before you can complete a clinical rotation.

6. Complete all courses and assessments
HIPAA and Bloodborne Pathogen courses will be automatically assigned to you. If you are assigned additional courses by your school, you will receive an email. Upon completion of the courses, you must take any accompanying tests.

7. Verify completion
Your account dashboard will show green checkmarks when all required components are complete.

8. Log in to ACEMAPP to maintain and confirm compliance
You will receive an email when something is close to expiring.

Contact your clinical coordinator with any additional questions.

Requesting Support

Our team is happy to provide support by phone at 844-223-4292 or by email at support@acemapp.org. 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 then 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.

ACEMAPP Student Guide
Completing Your Profile

Upon logging in for the first time, you will be asked to agree to the FERPA consent, the Honesty Pledge and the Terms and Conditions.

Next, you must complete your student profile. All required information will be indicated with and orange "Required" tag. Complete all information and click "Save" [1] before moving on to the next section.

Use the "Navigation" [2] tab to find your next required section. Click on "Emergency Contact Info" [3] to fill out required emergency contact information and click "Passport" to complete security information which will remain private.

As a reminder, you must click "Save" at the bottom of each page to keep from losing your completed information.

When you have completed all necessary fields, you may return to your student dashboard by clicking on the acemapp logo [4].

Click on your name [5] to access features such as your portfolio, support and CE tracker from any page.

ACEMAPP Student Guide
Student Dashboard Overview

Access everything you need to prepare for a successful clinical rotation directly from your ACEMAPP dashboard. Your dashboard and available buttons may look different, depending on the number of features enabled by your school or clinical site.

Vendors [6] The logo found in this table acts as a shortcut to your background check vendor's website, click it to link your accounts and monitor compliance.

Membership Period [7] This is your membership period information, and will show if payment is needed. Memberships last for one year.

Affiliations [8] Before you can attend your clinical(s), you need to complete everything required by your school & clinical site(s) in this section.

Announcements [9]   The announcements section provides additional instructions.

All Requirements [10] Requirements such as immunizations and program/course level forms and documents may be listed here. Upload or submit documentation for review by your school coordinator. Once approved, documents will be marked with a green checkmark. You will be notified if they expire.

Courses and Assessments [11] This is a list of courses and tests required by your school. 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 if assessments expire.

Profile [12] Update your personal information.

Support [13]   Request ACEMAPP support and/or check the status of your last request.

ACEMAPP Student Guide
Student Dashboard Overview

View Rotations [14] See the details of any upcoming clinical rotation(s).

Transcript [15] View your ACEMAPP profile history and generate a printable transcript.

Manage Affiliations [16] View and manage programs and organizations you are associated with.

My Calendar [17] View or print your calendar of upcoming rotation or personal schedule events.
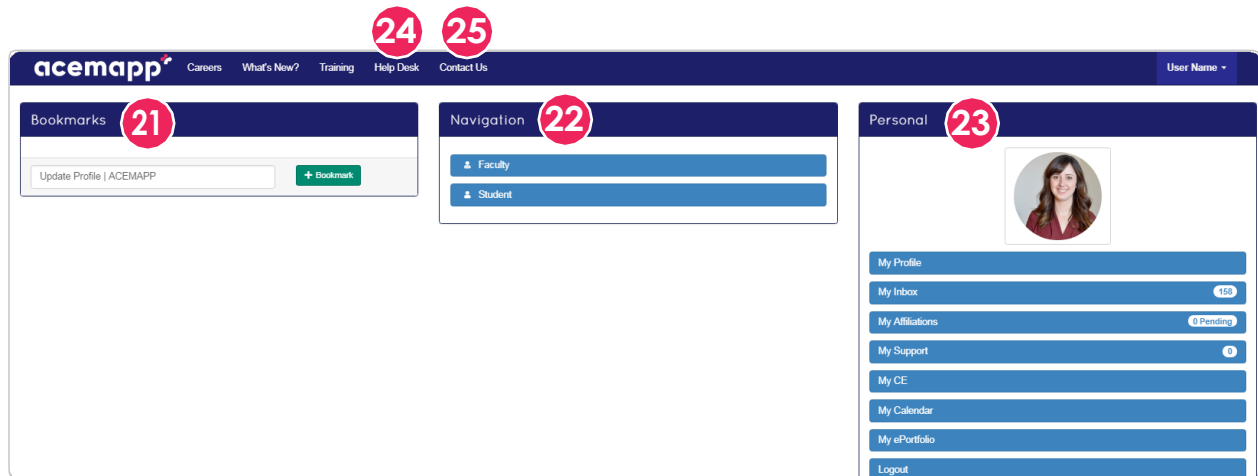
Events [18] View events that you've registered for or attended.

Case Logs [19] Track specific patient experiences.

Time Logs [20] Track time spent with your preceptors.

Quick Links

Click on your user name in the upper right corner of your screen to access a menu of quick links.

Bookmarks [21] Add bookmarks for the ACEMAPP pages you use most to access them quickly.

Navigation [22] Click on "Preceptor" from any page to return to your preceptor dashboard.

Personal [23] Access your most used features in the "Personal" tab.

Click "My Profile" as a shortcut to your profile information from any page.

Click "My Inbox" to view all messages from ACEMAPP. Messages you have already read in your primary email will be automatically sorted into "Read". You will always be directed to "Unread" messages first.

Click "My Affiliations" as a shortcut to your professional affiliations from any page.

Click "My Support" to submit a new ticket regarding any issue you may be experiencing with ACEMAPP. You may also view the status of your support request and view past tickets that have been marked as resolved.

Click "My Portfolio" to create or update a portfolio which can be shared with employers or colleagues. Information may include your education, experience (such as rotation history), accomplishments, and additional information about you.

Click "Logout" to securely logout from ACEMAPP at any time.

Help Desk [24] View online guides regarding the general use of ACEMAPP and well as step-by-step guides for all user types.

Contact Us [25]   View ACEMAPP contact information in order to reach us directly by phone, email or contact form.

> If the document you would like to upload to fulfill a requirement comes in multiple parts, you can upload multiple files at once.

Step 1:

From your home screen, click the "**Manage Document**" button in the **Requirement** table to go directly to that requirements upload form, or on your nav-bar click "**Requirements**".
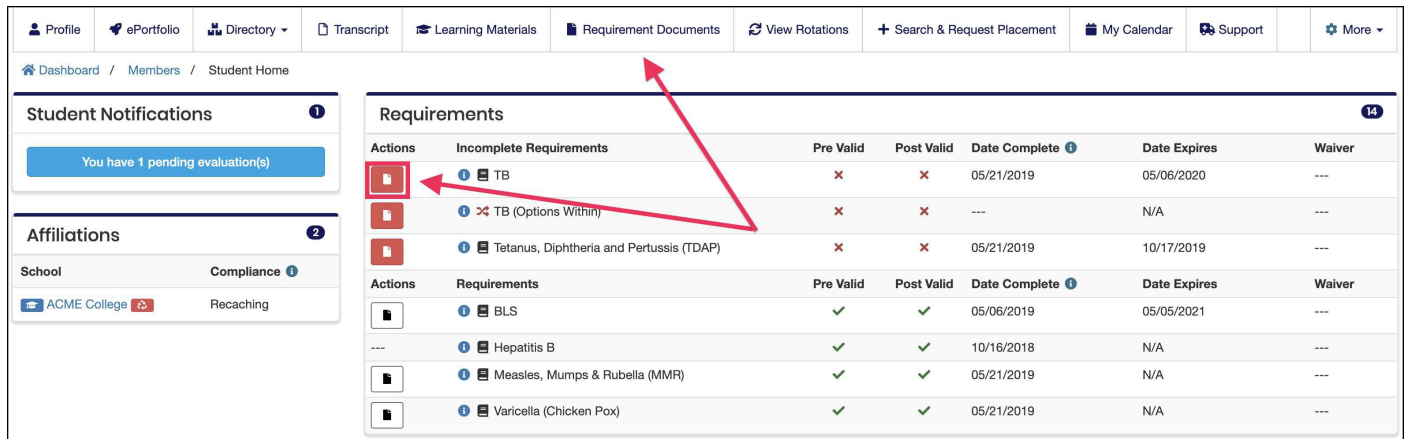
Step 2:

Select the requirement. Or click on "**View Documents**" to open the document upload area showing all requirements that require a document upload.
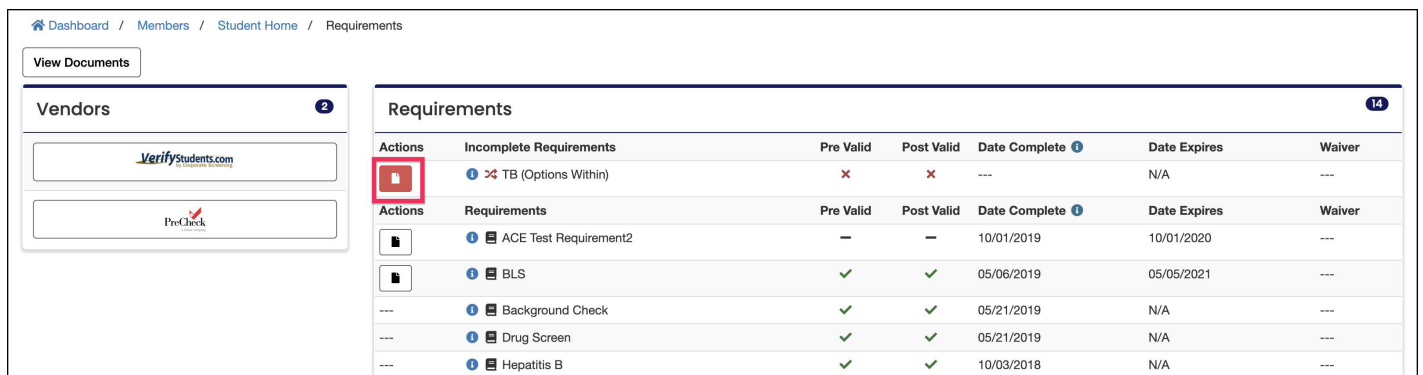
Step 3:

In the document upload area, under the Navigation panel, make sure that you are on the correct requirement by selecting the requirement.

Enter the "**completion date**" of the requirement. This is the date it was completed, **NOT** the date that you are uploading

Step 4:

You will notice two file browse buttons. Under the first one labeled, "**Select a file (PDF and Image only)**" add the primary file or first page of the document.

To add the rest of the files or pages, select the second browse button labeled "**Additional files (PDF and Image only. hold control to select multiple)**".

When the file browser opens, select your remaining files:
- On Windows, hold the CTRL button to select multiple files.
- On a Mac, hold the command button to select multiple files.

Step 5:

Click the "**Submit**" button.

Clinical Agencies: Nursing education offered at MCCC is provided in collaboration with multiple clinical partners located in Southeast Michigan and Northwest Ohio. Students will be provided with the specific unit telephone number during clinical orientation and should advise their relatives of the unit to which they are assigned so that they can be reached in an emergency.

LISTING OF CLINICAL AGENCIES			
Facility	Address	Phone	Website
Children's Hospital of Detroit (DMC)	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
Henry Ford Health System West Bloomfield Hospital	6777 W. Maple Rd. West Bloomfield, MI 48322	248-325-1000	https://www.henryford.com/locations/west-bloomfield
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 Russell J. Ebeid Children's Hospital	2142 N. Cove. Blvd. Toledo, OH 43606	419-291-5437	https://www.promedica.org/location/promedica-russell-j-ebeid-childrens-hospital
ProMedica Toledo Hospital	2142 N. Cove Blvd. Toledo, OH 43606	419-291-4000	http://www.promedica.org/toledo-hospital/
ProMedica Charles and Virginia Hickman Hospital	5640 N. Adrian Hwy. Adrian, MI 49221	517-577-0000	https://www.promedica.org/location/promedica-charles-and-virginia-hickman-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/
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/
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

Required Nursing Supply List

- Maroon/Burgundy scrubs – Beginning in the Fall 2022 semester, incoming students will be required to purchase black scrub tops and black bottoms. Currently enrolled students may continue to wear burgundy scrubs for the duration of their program.
- Program patch for each uniform and lab jacket (to be placed on the left breast pocket area); patches are available for purchase through the MCCC Bookstore
- Pen light
- White closed-toe shoes
- White hosiery/socks
- Watch with a second hand
- MCCC Student ID (nursing student ID will be arranged by the program)
- Bandage scissors
- Stethoscope

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 program's dress code and to any additional requirements mandated by an assigned clinical agency.

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

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

- Conservative, loose-fitting, black or burgundy scrubs or uniforms that are clean and wrinkle-free. Students are encouraged to use the program patch for color matching. The program patch is to be neatly affixed to the left breast pocket area of all scrub tops and lab jackets.
- Students may wear a short black or burgundy lab coat over their scrubs if desired that displays the program patch appropriately.
- Students may wear white, black, or gray long- or short-sleeved undershirts under their scrubs if desired.
- Undergarments should be appropriate and discreet.
- Closed-toe, comfortable white shoes should be worn and laces must be clean.
- Program and clinical agency student ID badge(s) must be visible at all times and worn above the waist (except by unit policy).
- Make-up should be minimal.
- Gum chewing is not permitted in any patient-care areas.
- Fingernails should be short and clean. Light colored nail polish is permissible; no chipped nail polish, no nail extenders are allowed, including artificial nails, shellac coatings, gel nails, or acrylics.
- Perfume and after-shave lotion may be an allergen or offensive to patients and should not be worn.
- Jewelry: A watch with a second hand is required. Wedding bands and engagement rings only are accepted. Jewelry should be modest and safe if worn. Earrings should be small and inconspicuous;

one per ear and no dangles. Students with gauge piercings must wear neutral color plugs. In certain clinical settings, no jewelry is permitted.
- Body Piercing: No visible body piercings/jewelry are permitted in clinical settings (except as noted for ears).
- Any tattoos that may be considered offensive (i.e to include profanity, nudity, racial or sexual comments) MUST be covered in the clinical setting. No facial tattoos of any kind are allowed unless hidden in such an area as behind the ear.
- Hair must be off the collar and pinned back in a neat, attractive style. Beards and mustaches, if worn, must be well groomed, neatly trimmed, and of reasonable length (no longer than 1/2"). Hair should be an appropriate professional style, length, and color. Inconspicuous hair ornaments are acceptable.
- Students are expected to be neat, clean, and free of body odor and cigarette smoke.
- Exceptions may be determined in clinical sites as deemed appropriate by course faculty (i.e. observations). In all instances, students must comply with the requirements of the clinical agencies to which they are assigned.

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, is distracting and will not be tolerated. Failure to comply with these policies will result in an Academic/Clinical/Professionalism Warning regarding non-compliance with program outcomes and policies.

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

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

Drugs, Intoxicants, and Mind Altering Substances

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

Drug Testing and Dilute Urines

All students will be randomly drug tested at the student's expense for the presence of mind-altering substances. Health occupation students must consent to random drug screening and obtain negative results for marijuana or any illicit substance. Students will receive information about local drug testing once their Verify student account is activated and paid for. A student will have three days to complete the drug screening at a location of their choosing. Any needed medical review is included at no additional charge. It is typically completed within a few days, but also dependent on the student being responsive to the MRO request to verify physician, prescription, etc. If on rare occasion the urine is too dilute or positive, the student will be required to complete hair testing at their expense. ProMedica 360 Health in Monroe can assist a student with this process, if needed. <u>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</u>.

There are instances in which a student may need to take prescribed medications that could be in a drug classification whose use is typically restricted or prohibited while in a clinical setting. When a student is taking medications that could be an issue in the clinical setting, the program requires that the student

participate in a medical review of prescribed medications and therapies in order to receive clearance to practice in the clinical setting. The medical review is an additional cost and may be 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.

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 a current American Heart Association Basic Life Support/CPR certification. CPR certification is valid for a **two year renewal cycle** as indicated on the card. Students starting in the fall semester must have taken/renewed their certification no sooner than May of that year; winter start students must have taken/renewed their certification no sooner than December of the previous year. 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. Heartsaver certifications or for the 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 (with or without approved accommodations). Once completed, forms should be uploaded directly into ACEMAPP by the deadline provided for online approval by the NPC. Students are encouraged to keep all original health forms for their own personal files. Once uploaded, copies of health documents may be printed from ACEMAPP if needed and as long as the student has access to the system.

 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 (with or without approved accommodations). The program will allow a 7-day grace period for turning in results recognizing that most insurance companies have strict policies that prohibit a physical exam prior to the one-year deadline. Students should contact the NPC with any questions related to this requirement and/or the timing of an annual exam.

Additional health information to be uploaded into ACEMAPP includes:

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

B. A general head-to-toe physical that assesses the student's ability to meet the technical standards.

C. Proof of negative TB status by submitting one of the options below:
   1. Two-Step TB skin test (TST) with an annual TB screening 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 to 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 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 to 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 to 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.

Scenario #3:
- Students who have not previously completed the 3-part Hepatitis B vaccination series can also opt to obtain two doses ONLY of Heplisav-B (1 month apart) instead of 3 doses of the normally administered Hep B vaccine.
- 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 receive a booster shot of   Heplisav-B at 1 month
- 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
- Please note: Use of this vaccine has a 97% conversion to immunity rate; higher than the efficacy of use with the three shot series.

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

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

4. **COVID vaccinations:** Vaccination, including booster, against COVID-19 is required in order to participate in clinical learning activities. Students requesting vaccination exemption due to medical reasons should contact the Dean of Health Sciences/Director of Nursing. Students requesting vaccination exemption for religious reasons will be required to contact the Director of Human Resources/Affirmative Action Officer, Linda Torbet, to discuss the exemption process and requirements. Although the College will work with students requesting an exemption, it cannot guarantee clinical placement for students that are not fully vaccinated which may impact a student's ability to progress in his/her coursework and/or complete the program.

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

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 100.4ºF), excessive nasal drainage, productive cough, shortness of breath and/or the

inability to taste. A student deemed too ill to be at clinical will be sent home by the instructor and considered a clinical absence.

In light of the COVID-19 pandemic, students should not come to campus or attend clinical learning activities if experiencing the following symptoms (including but not limited to) and should notify course or clinical faculty for further direction if not able to attend:

Fever (> 100.4° F)
Cough
Shortness of Breath
Fatigue
Headache
Muscle or body aches
New loss of taste or smell

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

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

Standard Precautions
Standard Precautions are the basic practices that apply to all patient care, regardless of the patient's suspected or confirmed infectious state, and apply to all settings where care is delivered. These practices protect healthcare personnel and prevent healthcare personnel or the environment from transmitting infections to other patients (www.cdc.gov. December 2018).

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
A combination of measures designed to minimize the transmission of respiratory pathogens via droplet or airborne routes in healthcare settings. The components of respiratory hygiene/cough etiquette are

1. covering the mouth and nose during coughing and sneezing,
2. using tissues to contain respiratory secretions with prompt disposal into a no-touch receptacle,
3. offering a surgical mask to persons who are coughing to decrease contamination of the surrounding environment, and
4. turning the head away from others and maintaining spatial separation, ideally >3 feet, when coughing.

Performs hand-hygiene after contact with respiratory secretions and contaminated objects /materials.

C. Emergency Needlestick Information
If exposed to a needlestick or sharps injury or were exposed to the blood or other body fluid of a patient during the course of clinical work, **immediately follow these steps**:
- Wash needlesticks and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with water
- Irrigate eyes with clean water, saline, or sterile irrigates
- 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
  - Students are not fit-tested for use of the PAPR or N95; therefore are not allowed to care for patients in this type of isolation unless specially arranged by program administration.

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

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

Insurance
Nursing students are required to have professional liability and health insurance. The professional liability insurance is provided by the College.   The cost of the professional liability insurance is included in the course lab fee. Health insurance must be obtained by the student and proof of insurance must be uploaded into ACEMAPP at the time the health forms are due, as well as be available at the request of the NPC or designee. Students are responsible for any costs the clinical setting; therefore, health

insurance coverage should be suitable to meet these potential expenses. It is expected that basic hospitalization insurance be maintained throughout the school year in order to comply with agency requirements. 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 ACEMAPP placement or agency negotiations, number of students per group, faculty availability, etc. The process is involved and very time consuming. Program materials, the Student Information Handbook, and discussion during new student orientation outline clearly that students do not have a choice in selection of their clinical sites. The Health Sciences Division places over 200 students per semester in clinical settings. Each student has their own unique needs related to location, employment, and childcare, as well as other variables unique to each student; therefore, student flexibility is essential for the placement of students in all health occupation programs. In addition, the faculty feel that a well-rounded clinical experience is in the best interest of students and can create opportunities for employment and exploration that would not be available if clinical placements were limited.

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

- Students will seek out their own peer with whom to trade. The 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 will be allow 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 a rationale for a trade denial. 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 regarding clinical placement. However, the final decision of clinical placement is made by the NPC and faculty based on program and student learning needs.

Students are required to notify the NPC prior to the beginning of the rotation if assigned to a clinical facility where they are currently employed.

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

Conduct Expected in Clinical Settings
1. Students are expected to inform the appropriate staff when removing a patient chart from the nursing station to take it to designated area.
2. If indicated, student nurses sign patient records according to the following format: Student Name, S.N., MCCC. It is not necessary for the instructor to co-sign charting unless required by facility policy or specifically informed otherwise.
3. Students are asked not to linger around the nursing station but to conduct their chart review and complete patient charting in the designated area. Quiet conduct is expected.
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 decline care by a student nurse will be returned to the care of facility staff without hesitation. Do not take this personally should this occur.
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 and administering medications. In addition, the instructor must co-sign the student's signature in the electronic medical record. Specific facility policies and procedures must be followed.
9. Professional conduct, as described in MCCC College Catalog and Student Information Handbook, must be displayed at all times when in the clinical setting.
10. Facility computers are not to be used for personal use.
11. Faculty and students will follow facility policies regarding supervision of clinical learning activities. Students can only perform skills under staff supervision with prior faculty acknowledgement and permission.
12. Students assigned to a virtual clinical rotation are required to meet all course requirements by the designated deadlines.

Privileged Information and Confidentiality
Students are asked to remember that they are guests within the clinical facility and as such have access to privileged information. 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 of the educational setting. Confidential records of the client must remain in the clinical setting. Care must be taken for proper disposal of any personal notes or care plans about clients. ***Student photographing, photocopying, faxing client information from any source or disclosing protected health information via a social networking site is inappropriate and will not be tolerated (see social networking policy).***   Students may collect information about their assigned client only. Accessing or gathering information on a patient not under the student's care or when directed by faculty for learning purposes is 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 with legal fees at the student's expense.

Extreme care should be taken in dealing with client information. Do not use names or specific client identifiers on care plans. Students should expect to sign a pledge to insure client confidentiality when assigned to a clinical setting.

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

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

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

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

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

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

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

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

Explanation of Clinical Evaluation
A. ***Introduction:*** It is expected that graduates of the MCCC AAS-Nursing program and PN to RN Option 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 an Academic/Clinical/Professionalism Warning which
    is indicative of a serious inability to meet the clinical outcomes and may result in course failure if not
    corrected. Due process will be observed. Fabrication of any clinical or College record will result in program
    dismissal with ineligibility for readmission (see Clinical Failure Policy).

C. **Students Self-Evaluation:** Students are expected to self-evaluate their care provided weekly, giving time and thought to the self-evaluation. The self-evaluation process requires that the students evaluate themselves based on their ability to meet course student learning outcomes in clinical, feelings about the clinical experience, and the kinds of learning goals the students have for future clinicals. Students must use the space provided in the Clinical Evaluation Rubric to highlight the specific behaviors they met during clinical and in their clinical paperwork. Instructors and students will both write a summary of their perspective of the student's progression toward the student learning outcomes on the clinical rubric. This is an excellent opportunity for students to show their instructor something they did, such as provide medication education or actively listen to a client who is trying to make a difficult decision, when the instructor may not have been present.

D. **Evaluation Conferences**: Conferences will take place at least at the end of the course to discuss the summary of the clinical experience and the achievement of the course student learning outcomes.
   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**" rating(s) on the **final** course Clinical Evaluation Rubric will earn a clinical failure and failing grade for course. Final and/or midterm evaluations will occur in all courses.
2. Behavior which threatens the public's health, welfare, and/or safety, will constitute grounds for immediate dismissal from the program. Such situations will be handled case-by-case.
3. Clinical failure may occur at times other than the end of the semester. Due process will be observed.

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

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

Gifts/Gratuities

There shall be no exchange of expensive gifts or gratuities between students and faculty. It is also unacceptable for students to accept gifts or gratuities from 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. Health requirements and CPR certifications are stored electronically within the ACEMAPP system. Students are responsible and will be held accountable for expiration dates for CPR, annual TB testing, their history/physical, and required titers/vaccinations, and flu shots. Missing documentation of any program requirements in the ACEMAPP system will result in the inability to participate in clinical. Students are encouraged to save copies of all required documents prior to uploading into the ACEMAPP system. Students can have electronic access to these documents anytime during the program or after completion.

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

Student Governance

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

1. Student surveys are completed each semester, upon completion of the program, and post-graduation and used for program improvement. Student feedback is confidential and anonymous and results are held by the Dean until after semester grades have been submitted. Consistent with concepts related to professionalism (EPSLO #3), it is expected that students complete the student surveys put forward by the program. Failure to participate may be brought to the student's attention. Honest, respectful, and constructive criticism is welcomed by the program and reviewed carefully when making program changes.

2. Students are expected to utilize the "chain-of-command" within the Health Sciences Division when addressing any concerns or issues related to a course or the program. Students are expected to talk initially with nursing faculty regarding issues related to a particular course. Clinical scheduling concerns should be addressed to the Nursing 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. MCCC 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 the College to recognize student excellence in the AAS-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 reflects 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 during orientation and 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 invited to serve. 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 ballot which will be distributed to each class. Each student in the class will be asked to vote on their choices for Student Representatives for his/her respective class. The 2 students receiving the highest number of votes will be chosen to serve in the role. 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 ballot process will used as described above.

Expectations for Student Representatives
1. Students represent their class during the Nursing Department Meetings or in conference with the faculty and/or Dean; they are responsible for gathering information and questions from their class to address 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 activities or communication outside of the Health Sciences Division.
2. Students do not have voting privileges.
3. Attendance is voluntary.
4. Students are generally invited to attend meetings 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 proxy 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 should 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 program's plan of study in order to receive the Associate of Applied Science degree with a Registered Nursing designation, including any non-nursing support courses or general education courses required by the College. Students not meeting graduation requirements will be ineligible for verification of program completion, will not be deemed eligible for licensure; therefore, will not become authorized to take the NCLEX-RN until requirements are met. See the current MCCC 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 to the graduate 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 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 assessment 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
e-mail: BPLhelp@michigan.gov
Web: http://www.michigan.gov

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

- A link to every nursing practice act (https://www.ncsbn.org/14730.htm).
- Link to FAQs regarding the impact of 34 CFR 668.43 on nursing programs (https://www.ncsbn.org/ProfessionalLicensureReq-FAQ.pdf).
- Link to the webpage for every state regulatory agency for nursing.

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

- Student complaint process: https://www.monroeccc.edu/student-consumer-information
- Career opportunities by state: https://www.bls.gov

Other Policies and Procedures

Academic Dishonesty

Procedure 3.10(a)

STATEMENT ON ACADEMIC DISHONESTY

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

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

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

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

Examples of Academic Dishonesty are as follows:

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

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

C. Fabrication and or Falsification
    Fabrication or falsification can be defined as, but not limited to, the following examples:

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

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

DISCIPLINARY PROCEDURE

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

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

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

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

2. The committee will be charged with upholding the instructor's original recommendation, or agree upon a new disciplinary outcome. The committee's determination shall be final and binding.
3. Debriefing can be requested by either party with the Vice President of Enrollment Management and Student Success, which can serve as a learning opportunity.

Social Networking Statement

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

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

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

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

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

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

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

Student Awards/ Scholarships

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 Honors' 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 held). 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 a graduating class will provide input (by ballot vote) to award a 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 annual Honors' Reception and Pinning Ceremony (if held). 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 https://monroeccc.academicworks.com/opportunities. Deadline dates vary; please see the website for more details.

Additional scholarship information received by the Health Sciences Division Office may sometimes be distributed to students 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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