



**Department of Nursing  
Associate in Science in Nursing Program**



**STUDENT HANDBOOK  
2020-2021**

## **WELCOME, NURSING STUDENTS**

Welcome to Nashua Community College (NCC) Associate of Science in Nursing Program!

We, the faculty, believe that nursing is a journey and we are excited that you have chosen to take your first step at NCC. Mastery of nursing practice is a lifelong process. The nurse, the nursing profession, science, technology, demographics, the environment, and health status indicators are in constant change and evolution. The student of today - the nurse of tomorrow - must be flexible and responsive to change and eager to acquire further knowledge and development. We expect that nursing students will use critical thinking skills in the application of knowledge, skills, and attitudes at progressively higher levels of initiative, clinical judgment, interdependence, complexity, and mastery as they progress through the curriculum.

The Nursing Student Handbook is an important tool to ensure understanding of the current program policies and expectations of nursing students. Please review it and refer to it throughout the program. We are happy to answer any questions you may have. Along with this handbook, please refer to the NCC Student Handbook and the NCC Catalog for general college policies and procedures.

NCC has many opportunities for students to engage in activities through our Student Senate. Organizations such as the United Caregivers, a campus organization for nursing and health majors, provide opportunities to engage in community service and fundraising activities.

We look forward to sharing this journey with you and supporting every aspect of your learning and professional growth!

Best wishes for a productive and satisfying journey.

*Jeanne Hayes EdD, MS, RN, CNE*

WHAT DOES IT MEAN TO BE A  
**“MEMBER OF THE PROFESSION OF NURSING?”**

Jeanne M. Hayes EdD, MS, RN, CNE  
Director, Nursing  
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Some one once said that the hallmark of the professional is “fidelity to one’s calling.” This makes a good starting point. The professional, when in the professional role, puts the learning and practice of nursing uppermost in his or her priorities. Virtually every experience in nursing has ethical overtones because of its impact on other people.

You are on the way to becoming a professional and it is now expected that you will be voluntarily and proactively adopting the behaviors that accompany it. You are assuming responsibility, even in your student role, for the wellbeing of others: your patients, staff, and others with whom you come in contact. Fulfill your responsibility to the utmost of your ability.

In order to fulfill your responsibility at a basic level, it is expected that you will:

- Attend all classes and clinical unless you have a serious reason and communicate as promptly as possible with faculty.
- Be on time for classes and clinical assignments. Tardiness disrupts the learning experiences of others, and in the clinical areas, affects the care of patients.
- Be prepared for class and clinical with learning materials on hand, reading and other assignments completed according to instructions, and in general, ready to move forward with a new day’s learning experiences without having to backtrack.
- Be ten to fifteen minutes early for clinical assignments so that you can “hit the ground running” at the start of your shift.
- Exhibit emotional intelligence in your dealings with others. This means no explosive, disruptive, impolite, or inconsiderate behaviors to anyone at any time, regardless of how you may feel you have been treated. True disputes will be handled professionally, and when difficult to resolve, will be arbitrated by members of the faculty.
- Be kind and considerate at all times and lend an extra hand when you have the opportunity to do so: Answer bells and phones; pick up stray trash; hold the elevator for the next person; volunteer to share the load with others; and support the classmate who may be absent or struggling, while not enabling them to take the easy way out.
- Communicate promptly in person, by phone, in writing, or electronically with faculty, peers, and agency staff about anything that may affect your class or clinical performance.

- Do not ask for extensions of due dates for assignments except for the occurrence of a truly serious unpredictable event.
- Observe the ethical and legal principle of confidentiality without exception unless the life or safety of another person is in jeopardy.
- Always tell the truth, even if you might get in trouble as a consequence. It will be far worse if you are discovered in deceitful behavior.
- Never attempt a skill for which you are unprepared, regardless of who tells you to do so.
- Never engage in behaviors that your instructors are not anticipating in the clinical setting.
- Model healthy behaviors to others, including your patients.

Above all else, **do no harm**. This includes refraining from modifying the body chemistry of others in a pathological direction by stressing them unnecessarily!

January 2005; reviewed January 2020, JH

**TABLE OF CONTENTS**

Mission..... 5  
 Philosophy of the Faculty of the Department of Nursing..... 5  
 Organizational Framework ..... 5  
     Table 1 - New Hampshire Board of Nursing (2109) ..... 6  
     Figure 1 - Model of the QSEN Competencies ..... 6  
     Figure 2 - The Health Field Model Adapted for Nursing Education..... 7  
     Table 2 - Integration of QSEN Outcomes with Parameters of the Health Field Model,  
         with Exemplars of Selected Nursing Actions ..... 8  
 End-of-Program Student Learning Outcomes..... 9  
     Table 3 - End-of-Program Student Learning Outcomes..... 9  
     Figure 3 - Example of the Framework Used to Organize Didactic Content ..... 10  
 Associate of Science in Nursing Program Requirements ..... 11  
 Criteria for Progression in the Program ..... 11  
 Curriculum Plan..... 12  
 Organizational Chart for Department of Nursing ..... 14

**STUDENT POLICIES, DOCUMENTS AND FORMS**

**Academic Policies/Forms**

Confidentiality..... 15  
 Policy Regarding Students’ Folders..... 15  
 Professional Behavior ..... 16  
 Drug and Alcohol..... 17  
 Technology Requirements ..... 17  
 Communication Policy ..... 17  
 Attendance and Punctuality Policy ..... 18  
 Class/Clinical Cancellation ..... 18  
 Classroom Recording Policy ..... 19  
 Grading Policy ..... 19  
 Student Testing Policies: Examinations and Quizzes ..... 20  
 Medication Math Testing Policy ..... 23  
 Student Test Item Inquiry Form..... 24  
 ATI Exam Policy ..... 25  
 Late Assignments, Quizzes, Tests, Projects..... 28  
 AF Policy ..... 28  
 Variance Policy ..... 28  
 Variance Form..... 30  
 Academic/Clinical Warning Policy..... 31  
 Academic/Clinical Warning Form ..... 32  
 Probation Policy ..... 33  
 Probation Agreement ..... 34  
 Time Allotment for Program Completion ..... 35  
 Criteria for Progression in the Program ..... 35  
 Academic and Clinical Failure Policy ..... 35  
 Withdrawal and Termination Policy ..... 35  
 Re-Enrollment Process Policy ..... 36  
 Continued Education ..... 37

## Table of Contents - Continued

### **Clinical Policies/Forms**

Dress Code for Nursing Students in Clinical/Simulation Lab Areas .....	37
Clinical Simulation Laboratory Policy.....	38
Clinical Skills Checklist Policy .....	39
Prerequisites for Clinical Practice .....	39
Guidelines and Policies for Clinical Practice .....	40
Medication Administration Policies for Nursing Students.....	40
Lab Prescription Policy .....	40
Lab Prescription Form.....	41
Background Check Policy .....	42
Drug Test Policy .....	44

### **Other Policies/Forms**

Pinning Ceremony.....	45
FASTeam Student Concern Form .....	46
Technical Standards Form.....	47
Student Signature Page.....	48

**Nashua Community College  
Department of Nursing**

**Mission**

The Mission of the Department of Nursing at Nashua Community College (NCC) is to provide students the opportunity to earn an Associate in Science Degree in Nursing, which prepares them to take the licensing exam (NCLEX-RN) to become Registered Nurses, for employment in entry-level positions in nursing, and for further education and professional development.

**Philosophy of the Faculty of the Department of Nursing**

We, the faculty of the Department of Nursing, carry out the Mission of Nashua Community College (NCC Catalog 2020-2021) through the education of nurses culminating in an Associate in Science Degree in Nursing. The purpose of education in nursing is to prepare the nurse of tomorrow to meet the needs of society for health care. The nurse must be versatile, adaptable, and capable of responding to present and future health care needs of diverse individuals and communities in a variety of settings. The faculty believe that becoming a nurse is a student-centered developmental process. Students must understand how the many facets of a human being interact with their lifestyle choices and environmental factors to result in unique levels of health that affect people's well-being, development, and productivity. This epidemiological perspective provides a systematic contextual approach for application of the nursing process to health care issues affecting individuals and populations. Nurses are the most numerous of health care providers, and they are found interacting with people across the continuum of care. As such, nurses are a significant force for the good of society.

The faculty facilitate student learning in the classroom, simulation laboratory, and clinical settings, providing learning environments that are collegial, mutually respectful, and open to inquiry. Classroom learning is aligned with opportunities for clinical application. Frequent opportunities for evaluation, including self-evaluation and peer evaluation, foster students' awareness of their progress, self-direction, and subsequent development. Faculty recognize that safety of patients is paramount and will strive to assist the student to remediate knowledge deficits as necessary. The faculty prefer to use the term "patient" rather than "patient" because caring for patients is part of nursing's covenant with society (Fowler, 2015); the term "patient" is more reflective of a business arrangement. As a faculty and as individual professional nurses, we recognize that every nurse must pursue life-long learning. The faculty realize the significance of role modeling in the education of students, and we commit ourselves without reservation to embodying legal, ethical, and professional standards in our work, as well as to ongoing assessment and development of the Associate in Science in Nursing Program.

**Organizational Framework**

The faculty has developed a unique framework to guide the organization of the nursing education curriculum. The general education foundation for the Associate in Science in Nursing at NCC includes the life sciences of Anatomy and Physiology I & II and Microbiology, and the social sciences of Introduction to Psychology and Human Growth and Development. The general education core requirements also include College Composition I, an English elective, a mathematics elective, and a Humanities / Fine Arts / Global Awareness elective. The general education foundation supports the development of communication, thinking, and computation skills, and fosters an understanding of the diversity of the physical, physiological, psychological, cultural and spiritual aspects of people and the world around them. Together with the nursing education curriculum, the 69-credit program prepares students for potential success on the NCLEX-RN, and employment as professional nurses with a foundation for providing care to a diverse population and for continuing their educations.

The nursing education curriculum moves from simple to complex in the sense that foundational courses equip the student with knowledge, skills, and attitudes that are necessary for comprehending and

applying the information learned in more advanced nursing courses. Concepts that are foundational to the curriculum are the nursing process, the professional role, the QSEN Competencies, and the epidemiological concepts of the Health Field Model (LaLonde, 1974). Other resources influencing the framework are the realities of contemporary practice and evidence-based literature, the current NCLEX-RN Test Plan, the New Hampshire Nurse Practice Act, the ANA Standards of Professional Practice, and the ANA Code of Ethics for Nurses. Quality and Safety Education for Nurses (QSEN, 2012) is an essential part of the organizational framework, as required by the New Hampshire Board of Nursing (see Table 1).

<p><b>Table 1. Nur 602.11 (b)(4), New Hampshire Board of Nursing, (2019).</b></p> <p>Nur 602.11 (b)(4) Didactic content and supervised clinical experience which integrates the Quality and Safety Education for Nurses (QSEN, 2012), to include patient safety, patient-centered care, evidence-based practice, teamwork and collaboration, quality improvement and informatics, reflect contemporary practice and nationally established patient health &amp; safety goals. (NH BON)</p>
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The nursing education program has integrated parameters of the QSEN model (Figure 1) and the Health Field Model (Figure2) to form a framework supporting the program’s education process (Table 2). From the framework, faculty then developed six End-of-Program Student Learning Outcomes (Table 3). As standards for achievement, the EOPSLOs serve as measures of the effectiveness of faculty and students in preparation for clinical practice.

Figure1. Model of the QSEN Competencies.





Figure 2. The Health Field Model Adapted for Nursing Education (adapted from LaLonde (1974) by Hayes, J. (2009; rev. 2014, 2020)

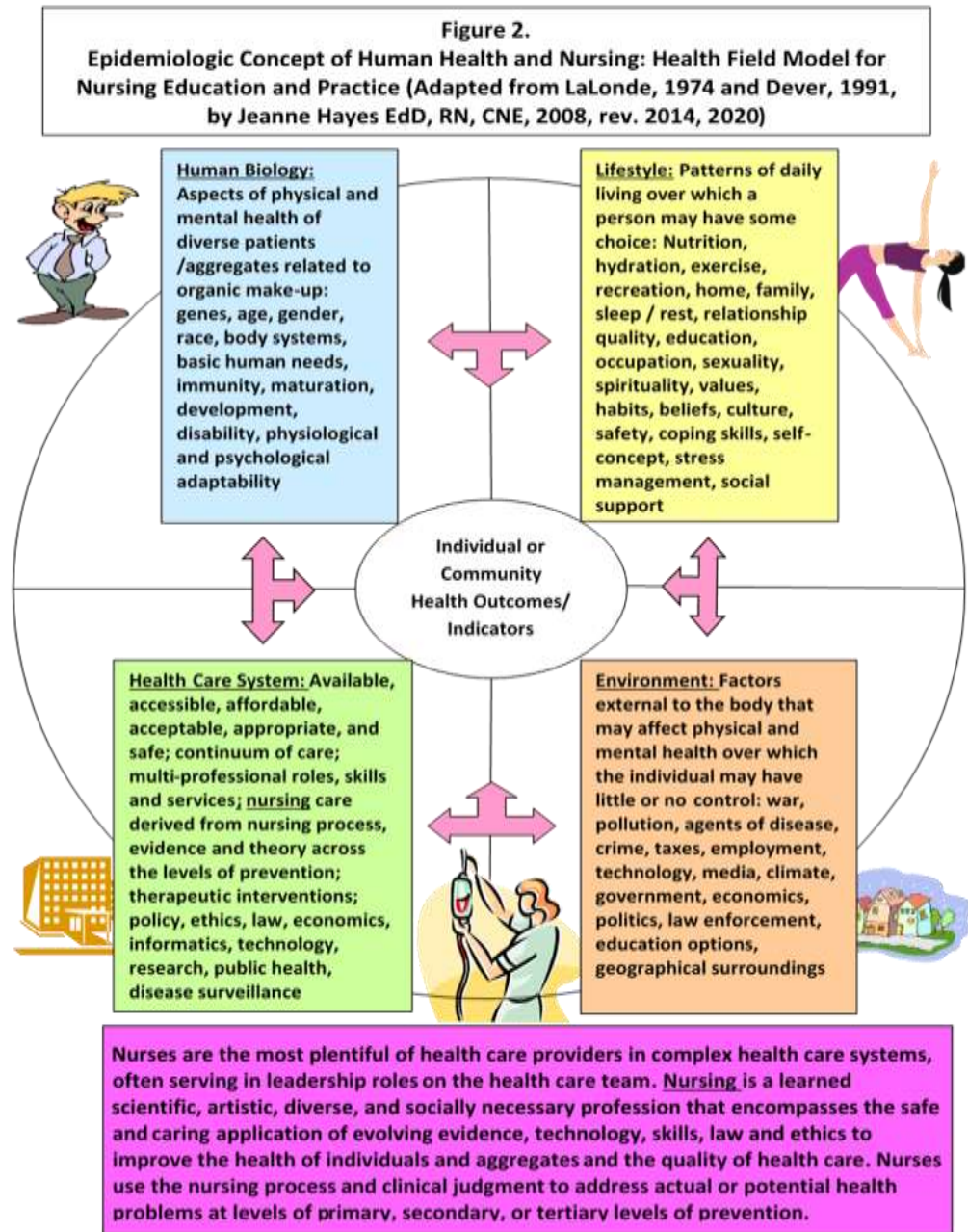


Table 2. Integration of QSEN Outcomes with Parameters of the Health Field Model, with Exemplars of Selected Nursing Actions

QSEN Outcome	Human Biology	Lifestyle	Environment	Health Care System
Patient-Centered Care	Individualize care of patients based on assessment pertinent to anatomy, physiology, pathophysiology, genetics, development, signs, symptoms, and other unique factors.	Assess, respect, and support preferences for meeting human needs such as nutrition, hydration, elimination, oxygenation, relaxation, and relationships.	Assess the care environment, including pre- and post-admission environments, for factors that support/threaten health.	Deliver safe, effective, acceptable care for patients' bodies, minds, and spirits.
Safety	Include assessment and risk reduction for actual and potential health issues arising from diagnosis and/or treatment.	Assess for lifestyle practices may entail hazards in the course of work and recreation; propose coping skills leading to risk reduction.	Assess home and hospital environments to reduce risk for safety hazards including infection, falls, data breaches, and other sources of injury.	Accidents and unintended consequences must be anticipated and prevented or remediated.
Teamwork & Collaboration	Communicate and collaborate with health care providers to develop and deliver a multi-disciplinary plan of care.	Use collaborative knowledge and interventions to educate individuals and populations in choices related to improving health	In addition to institutional teams, collaborate with community-based teams to amplify resources to enhance health.	Seek collaborative input to meet the comprehensive and diverse needs of patients
Informatics	Use technology to gather, store and retrieve information enabling rapid response to changing conditions.	Assess patients' and families' use of informatics as an asset or hazard for healthy choices, lifestyle and relationships.	Incorporate technologies such as telemedicine, remote assessment and intervention, and communication in care delivery.	Use informatics and technology to increase access to care and reduce cost.
Evidence-Based Practice	Apply current knowledge, skills, and equipment to deliver safe, individualized, comprehensive care.	Provide user-friendly education materials based on current evidence, using motivational strategies to foster health.	Use environmental science, indoor and outdoor, to ensure a life-sustaining human habitat.	Locate, retrieve, and disseminate evidence for timely development of care providers' knowledge and skills.

Quality Improvement	Review indicators of patient satisfaction and safety to target areas for improvement.	Assess patient’s understanding, willingness, and ability to add healthy changes to lifestyle.	Maintain an environment free of noxious stimuli such as noise, odors, stress, and safety hazards.	Collect and analyze data to identify and modify processes to improve safety, cost, efficacy, efficiency, and outcomes.
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**End-of-Program Student Learning Outcomes**

The End-of-Program Student Learning Outcomes (EOPSLOs) are the desired competencies that students must attain by the end of the program. To guide the teaching/learning processes, Student Learning Outcomes were developed for each of the five courses in the nursing education program. The End-of-Course Student Learning Outcomes (EOCSLO) are statements that reflect the End-of-Program Student Learning Outcomes beginning with relatively basic expectations of students that progress to more complex expectations in the delivery of nursing care. The EOCSLOs are essentially incremental steps necessary to reach the expected levels of competencies by program completion: EOCSLOs are on respective syllabi and reviewed at the beginning of each course. Lower level competencies for class and clinical experiences have also been developed for each unit in each course in order to lead the students to attain the course competencies by its completion. Unit learning outcomes are posted for each unit along with course content and methods of assessing learning.

Table 3. End-of-Program Student Learning Outcomes

End-of-Program Student Learning Outcomes
<p>1. Plan and deliver safe individualized care to patients by integrating the nursing process and pertinent nursing knowledge, principles of teaching / learning, and preferences of patients or legal designees across the lifespan, diversity of culture, and the levels of prevention.</p> <p>2. Practice collaboratively on the multi-professional health care team using principles of leadership across the disciplines and throughout the health care system to influence and facilitate conflict resolution and the establishment and achievement of shared goals.</p> <p>3. Support a culture of continuous quality improvement by using data to monitor outcomes; identifying and reporting actual or potential problems; collaborating with the multi-professional team throughout the health care system; and developing evidence-based strategies for optimal practice.</p> <p>4. Use health care system resources and technology; including information technology, time, policies and procedures, materials, and equipment, to coordinate and deliver individual and / or population-focused care that is safe, cost- effective, and efficient.</p> <p>5. Communicate clearly in goal-oriented, culturally sensitive, caring, concise, and timely ways using written, verbal, non-verbal, and electronic modalities.</p> <p>6. Demonstrate accountability for professional practice using legal, ethical, and regulatory guidelines and participate in activities that contribute to life-long learning.</p>

Figure 3. Example of the Framework Used to Organize Didactic Content

Topical Outline: Caring for a Patient with an Alteration in Glucose Metabolism	
I.	Unit: Endocrinology
II.	Focus: Diabetes Mellitus (DM)
III.	Epidemiology of DM
IV.	Human Biology
	A. Anatomy and Physiology: Glucose Metabolism
	B. Pathophysiology: Signs and Symptoms
V.	Health Care System
	A. Team Treatment of DM
	B. Evidence-Based Practice
	C. Respective Roles and Responsibilities
	D. Role of the Nurse
	1. Nursing Process
	2. Patient/Family Education
	a. Disease Management
	b. Effects on Lifestyle
	3. Leadership, Management, and Quality Improvement Issues
	4. Legal/Ethical Issues
VI.	Levels of Prevention
	A. Prevention of DM: Primary Prevention / Lifestyle Factors
	B. Secondary Prevention: Early Diagnosis and Treatment
	C. Tertiary Prevention: Rehabilitation and Follow-Up
	D. Prognosis
VII.	Individualization of Plan of Care
VIII.	Evaluating the Plan of Care

Dever, G.A. (1991). *Community Health Analysis: Global Awareness at a Local Level*. 2e. Aspen Publishers, Inc.: Gaithersburg, MD.

Fowler, M.D.M. (2015). *Guide to Nursing's Social Policy Statement: Understanding the Profession from Social Contract to Social Covenant*, American Nurses Association: Silver Spring, MD.

LaLonde, M. (1974). *A New Perspective on the Health of Canadians: A Working Document*. Ottawa: Minister of Supply and Services, Canada.

New Hampshire Board of Nursing, NH BON Rules Nur 100-800, retrieved Dec. 2019, [http://www.gencourt.state.nh.us/rules/state\\_agencies/nur.html](http://www.gencourt.state.nh.us/rules/state_agencies/nur.html)

National Council of State Boards of Nursing, 2019 NCLEX-RN® Test Plan, retrieved January 2020, [https://www.ncsbn.org/2019\\_RN\\_TestPlan-English.pdf](https://www.ncsbn.org/2019_RN_TestPlan-English.pdf)

QSEN Competencies, retrieved January 2020, <https://qsen.org/competencies/pre-licensure-ksas/>

### Associate in Science in Nursing Program Requirements

The Department of Nursing offers the opportunity to earn an Associate in Science Degree in Nursing (ASN), in preparation for the licensing exam (NCLEX-RN) to become a Registered Nurse. The program is both approved and accredited, with renewal of both scheduled for Fall 2020. The approval and accrediting agencies are below.

Approval	Accreditation
New Hampshire Board of Nursing 121 South Fruit St. Concord, NH 03301 (603) 271-2151 <a href="https://www.oplc.nh.gov/nursing/">https://www.oplc.nh.gov/nursing/</a>	Accreditation Commission for Education in Nursing Inc. (ACEN) 3343 Peachtree Road NE, Suite 850 Atlanta, Georgia 30326 404-975-5000 <a href="http://www.acenursing.org">www.acenursing.org</a>

#### Criteria for Progression in the Program

The curriculum includes a general education component that supports courses in nursing. Students must earn a minimum grade of C+ in Anatomy and Physiology I and II, Microbiology, Introduction to Psychology, Human Growth and Development. Students must also earn a minimum grade of B- in all nursing courses in order to progress in the program. Courses in nursing are taken sequentially and most of them include a clinical component. Students who do not meet criteria for progression may seek re-entry at the point of last success with approval from the Director on a space-available basis. Re-entry is not guaranteed. A student will be granted only one opportunity to re-enter the program.

## Associate in Science Degree in Nursing 2020 - 2021

### NURSING

\*Proof of successful completion with a B- for academic year 2019 -2020 and C+ for academic year 2020 -2021 or higher and taken within five years of the first nursing course. Anatomy and Physiology I and Intro to Psychology, must be submitted by the nursing application deadline date.

		CL	LAB	CR
BIOL201N	Anatomy & Physiology I	3	3	4
PSYC101N	Intro to Psychology	3	0	3

**Semester Credits: 7**

#### FIRST YEAR – FALL SEMESTER

		CL	LAB	CR
ENGL101N	College Composition I	4	0	4
BIOL202N	Anatomy & Physiology II	3	3	4
PSYC201N	Human Growth & Development	3	0	3
NURS125N	Fundamental Concepts and Skills for Nursing Practice**	4	12	8

**Semester Credits: 19**

#### FIRST YEAR – SPRING SEMESTER

		CL	LAB	CR
NURS140N	Nursing Care I: Concepts and Skills	4	12	8
BIOL210N	Medical Microbiology	3	3	4
	General Education Core Requirement: Quantitative Literacy*	4	0	4

**Semester Credits: 16**

#### FIRST YEAR – SUMMER SEMESTER

		CL	LAB	CR
NURS230N	Pharmacology for Nursing Practice	3	0	3

#### SECOND YEAR – FALL SEMESTER

		CL	LAB	CR
NURS220N	Nursing Care II: Concepts and Skills	4	15	9
	General Education Core Requirement: English / Communications	3	0	3

**Semester Credits: 12**

#### SECOND YEAR – SPRING SEMESTER

		CL	LAB	CR
NURS240N	Management of Nursing Care Across the Lifespan	4	15	9
	General Education Core Requirement: Humanities / Fine Arts or Global Awareness	3	0	3

**Semester Credits: 12**

**Total 69 Credits**

\*MATH106N recommended

\*\*LPNs may challenge by exam

**NH Board of Nursing – Laws and Rules**

<https://www.oplc.nh.gov/nursing/laws-rules.htm>

**Nurse Practice Act: Chapter 326-B**

326-B:1 Purpose. – In order to safeguard the life, health, and public welfare of the people of New Hampshire and in order to protect the people of the state from the unauthorized, unqualified, and improper application of services by individuals in the practice of nursing, it is necessary that a regulatory authority be established and adequately funded. To further this policy, the practice of nursing shall be regulated through the New Hampshire board of nursing, and such board shall have the power to enforce the provisions of this chapter. Licensees under this chapter are accountable to patients, the nursing profession, and the board for complying with the requirements of this act and the quality of nursing care rendered, and for recognizing limits of knowledge and experience and planning for management of situations beyond the licensee's experience.

Source. 2005, 293:1, eff. July 1, 2005 at 12:01 a.m.

**NH BON Rules Nur 100-800:**

[http://www.gencourt.state.nh.us/rules/state\\_agencies/nur.html](http://www.gencourt.state.nh.us/rules/state_agencies/nur.html)

**Nashua Community College  
Department of Nursing  
Organizational chart**





## STUDENT POLICIES, DOCUMENTS AND FORMS

### Academic Policies

#### Confidentiality and Privacy Regulations

Ensuring the confidentiality of all information about a patient is an ethical, moral, and legal requirement of healthcare professionals. The student must safeguard the patient's right to privacy by maintaining confidentiality. Students may not discuss patients in elevators, cafeteria, lobby, by phone, email, social media, or under other inappropriate circumstances. Information about a patient may be discussed with faculty and peers as an aspect of clinical or classroom education and must not be further discussed or repeated to other individuals.

If a faculty member inadvertently assigns a student to a family member or a friend, the student must request another assignment. Students are expected to avoid reading the medical records of family members, friends, or acquaintances, and to confine their use of the electronic medical record to only that necessary to complete their assignments.

Special care must be taken to protect the rights of patients and maintain confidentiality when students are preparing for clinical experience. Documents, such as lab reports needed to complete assignments, may not contain the patient's name or other identifying data, and must be carefully protected during transit.

Disclosure of confidential information may subject the student to legal consequences as well as dismissal from the Associate of Science in Nursing Program. A student who is a Licensed Nursing Assistant and discloses confidential information will be reported to the Board of Nursing. Students will receive instruction about the program's policy on confidentiality and its maintenance early in the first nursing course and will be required to sign a document to that effect.

The program of nursing at Nashua Community College adheres to federal guidelines for confidentiality and the protection of private patient and student information and confidentiality as outlined by both HIPAA and FERPA laws. For more information about these federal requirements, visit the websites at:

<http://www.hhs.gov/ocr/privacy/index.html>

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

#### Students' Folders

A folder for each student is kept in a locked file in the Department of Nursing. The contents of the folder reflect the student's progress toward achievement of course, clinical, and program competencies. The folder is not considered a permanent part of the student's College record. Therefore, the folder is kept for a period of one year after program completion and/or until the Director verifies a graduate's licensure by a Board of Nursing, or for a period of time as such to comply with accrediting body requirements. The folder is then shredded by the Director or designee.

Faculty members and the Department secretary are responsible for filing of students' documents in their folders immediately following correction of exams, assignments, or completing clinical evaluations. The folders shall include, but may not be limited to, the following documents:

1. Midterm and Final clinical evaluations for each course
2. Copies of variances, Nursing academic/clinical warnings
3. Completed grading rubrics, paper exams, and clinical skills checklists
4. Academic Advising notations

The student folder is confidential under the Family Education Rights and Privileges Act (FERPA) of 1974. Only the student, faculty, secretary, and Director may have access to it. Students are asked to sign an acknowledgement of folder policy upon entry into the first nursing course.

Student work is also stored electronically using the college learning management system, Canvas. Work stored in this manner may include but is not limited to care plans, projects, assignments, exams, quizzes, and group discussions.

Students who wish to review the contents of their folders may do so in the Nursing Department Office. Students may request access to their folders in writing to the Director, giving at least 48 hours' notice. A time for review will be scheduled at the mutual convenience of the Director and the student.

The notification of rights under FERPA can be found in the *NCC Student Handbook* under Student Rights and Responsibilities.

### **Professional Behavior Policy**

This policy is supplemental to the Student Code of Conduct Policy found in the Nashua Community College Student Handbook. The NCC Student Handbook can be found on the schools' website:

<https://www.nashuacc.edu/download-forms-publications>

The Department of Nursing seeks to cultivate an atmosphere of mutual respect at all times. There is a policy of "Zero Tolerance" for students' behavior, whether it be frivolous or not, that is disruptive, hostile, rude, dishonest, threatening, or in any way directly or indirectly compromises the physical, mental, emotional, spiritual, cultural, and/or environmental well-being of another. Inappropriate and unacceptable behavior may be a warning sign of impending hostility or violence and will be managed by prompt reporting and immediate assessment.

Consequences may range from variances to dismissal from the nursing program. Specific offensive behaviors by the student may be evident in one-to-one encounters, group settings, and/or electronically, including email, cell phone, and social media. Offensive behaviors toward classmates, faculty, and/or others that occur in any setting, including the NCC campus, clinical agencies, and the larger community, will be managed under this guideline. Examples of unacceptable behavior include, but are not limited to, discrimination against a classmate for any reason, name-calling, making fun of others, direct or indirect threats, unwanted physical contact, damage to the property of others, lying, intimidation, and harassment.

### **Standards of Behavior**

The academic setting is a professional environment designed to support and guide the student's learning experience. It is expected that students will demonstrate effective communication, respect for persons and property, and appropriate boundaries in the academic environment. Raising hands to ask questions, addressing each other with open and honest communications, respecting the other students in the classroom and the directions of the instructor. Students are encouraged to exchange in dialogue in the setting, per the instructor's modalities.

As faculty, we are devoted to student learning, however at times a student's communications reflect that they require time to discuss a topic that will impede the progress of the class. Students may be offered to schedule a meeting with faculty to assess and support the students individual learning needs.

Behaviors or communications that are unsafe or indicate a serious issue will warrant contacting NCC security and other support as deemed necessary to ensure the safety of all individuals on the campus.

Behavior/communication that is detrimental to the academic environment and community will be documented and a warning provided to the student. Examples of this may include negative comments made about the faculty or students. Disrupting the class with communication that reflects a lack of preparation or respect; arriving late or leaving early; interruptions made by phones. If the issues / behaviors are not resolved with a verbal warning and or written plan, additional action will be discussed and planned relevant to the issue and concerns. Behavior that is not remediated and continues to be an issue will be a consideration for not completing the class, and a Grade of AF will be assigned.

## Drug and Alcohol Policy-NCC

**From the NCC Student Handbook:** (see the entire policy in the NCC Student Handbook)

The College supports the Drug Free Schools and Communities Act Amendment of 1989, P.L. 101-226, and complies with this and all Federal, State and local laws pertaining to controlled substances, including alcohol.

NCC recognizes alcohol abuse as a deterrent to the mission of the College. The abuse of alcohol imposes consequences on the individual, the members of the College community and the community as a whole. NCC is concerned about alcohol and other drugs and its pervasive detrimental impact on the quality of campus life at NCC. NCC encourages a commitment from students, faculty and staff to make every effort to alleviate substance abuse problems on this campus and in the surrounding community. Any student in need of assistance with a personal problem with substance abuse may obtain assistance through the Office of Student Life and Student Services: <https://www.nashuacc.edu/student-services/where-to-find-assistance-at-ncc>

Violations of the rules concerning use of alcohol and other drugs, as set forth in the Nashua Community College Alcohol and Other Drug Policy located in the Student Handbook, may result in referral to the civil authorities and/or sanctioning through the Nashua Community College judicial process. Individuals not enrolled at Nashua Community College who are found to be in violation of the college's policy will be placed on the Persona Non Grata list.

## Technology Requirements

The nursing program uses a variety of technologies to accomplish course competencies and program student learning outcomes. Computer access is essential to success in the nursing program. All students will be utilizing Canvas, the college learning management system (LMS). All students are expected to have access to a computer with the appropriate hardware and software to complete assignments, coursework, and any online exams given in class. Information regarding online help can be found on the college website at: <https://www.nashuacc.edu/academics/online-learning> and in the Student Success Handbook for Online Learning: [https://www.nashuacc.edu/images/2019-images/PDF/Student\\_Success\\_Handbook\\_for\\_Online\\_Learners\\_Rev2.pdf](https://www.nashuacc.edu/images/2019-images/PDF/Student_Success_Handbook_for_Online_Learners_Rev2.pdf)

## Communication Policy

The NCC Nursing Department follows the Community College System of New Hampshire (CCSNH) Policy on Electronic Communication (Email).

The assignment of an email account is created automatically for a student within 24 hours of a first-time course registration or matriculation into a program. Once the student has been assigned an email account, this is the only email address that will be recognized by the NCC Nursing Department for any required correspondence to or by the student. Professionalism is expected in all electronic communication via college email.

The NCC Nursing Department has chosen Email as the preferred method of communication between faculty, staff and students. Students must check their email every day. It is suggested to check in the morning and evening for any changes to class or clinical for the next day or any important announcements. Faculty and staff will check their email daily – Monday through Friday during normal business hours. While faculty and staff try to answer emails as quickly as possible, the NCC Nursing Department has implemented a 24 to 72-hour response time expectation for students. It is the student's responsibility to factor in response time when contacting department faculty or staff using email.

When sending emails to the faculty and/or staff, please follow these recommended professional guidelines:

1. Email subject line should consist of a phrase that summarizes the subject of your message and the course number, if registered.  
Example: Homework Question, Taylor's Clinical Nursing Skills, Chapter 4 - NURS125N

2. Compose your email in paragraph form.
3. Students must include their full name as a signature in the email. Student ID# is optional.

Revised: 09/30/2019

### **Attendance and Punctuality Policy**

Each class, laboratory and clinical learning experience is an integral part of the nursing curriculum. The NH Board of Nursing requires that the Associate in Science in Nursing Program provide a minimum of 1080 hours of concurrent academic and clinical nursing experience (<https://www.oplc.nh.gov/nursing/laws-rules.htm> Nur 602.12 Curricular Requirements). Students must demonstrate achievement of course competencies, level outcomes, student-learning outcomes and end of program outcomes. Instructors will review relevant policies and procedures with students about communicating anticipated absence or lateness at the start of each course.

**Attendance is mandatory.** It is mandatory that students attend all learning experiences including but not limited to class, clinical simulation lab, and clinical. Lost academic time must be made up. Make up work will be assigned per faculty discretion. Make up time for clinical (if approved) will be charged to the student at the current rate established by the college Business Office.

**Class/Clinical Simulation Lab/ Clinical Punctuality** is essential to avoid disruption of learning opportunities for students and faculty and is part of professionalism. Punctual attendance in the classroom, clinical simulation lab and clinical is expected unless the student is unable to attend due to serious extenuating circumstances. It is expected that the student will communicate absenteeism with the instructor in a timely manner, and documented in email, within 24 hours of the missed class or clinical simulation lab. Absence from Clinical must be communicated by the student to the Clinical Instructor prior to the start of the clinical day.

**Clinical punctuality** is also essential for working with clinical affiliates and nursing staff. Students are expected to arrive at the clinical facility 15 minutes prior to the start of the shift in order to prepare to deliver safe patient care. If a student arrives after the start of the shift, s/he should report immediately to the Clinical Instructor. At this time, a decision will be made by the Clinical Instructor as to whether the student will be allowed to participate in the clinical day. Inability to complete the clinical assignment due to lateness constitutes an unexcused absence.

**Lateness** may be considered an unexcused clinical absence. Faculty will evaluate extenuating circumstances. An additional make-up assignment may be necessary, including making up a specific clinical experience or substitute assignment, as determined by the faculty. Satisfactory completion of the additional assignment within a given timeline will be essential for successfully meeting clinical requirements.

**Excused absences:** Illness is considered an excused absence. It is expected that the student will communicate absenteeism with the instructor in a timely manner, and documented in an email, within 24 hours of the missed class or clinical simulation lab. Absence from Clinical must be communicated by the student to the Clinical Instructor prior to the start of the clinical day. If in doubt about attendance, students should email faculty for a directive regarding excused absence. Students who are sick are advised to stay home until at least 24 hours after their fever (100F or 37.8C) is gone without the use of fever-reducing medicines, or after symptoms have improved. If absent for 3 days or more, the student must provide a physician's note. With any excused absence, a physician's note may be requested.

**Variance reports** will be used to document absence, lateness, or other inappropriate behavior in class or clinical assignments.

#### **Class / Clinical Cancellation**

Class and/or clinical may be cancelled as result of weather or other unforeseen occurrences. If the College cancels classes, experience at the clinical agency will also be cancelled. Since the Department of

Nursing is accountable for delivering the curriculum, faculty may choose a variety of alternate experiences to meet course objectives. Class, exams, and alternate/virtual clinical experiences may be offered online or in the nursing laboratory. On occasion, the Department may also have to cancel or relocate an experience. Students will be notified by email. Upon notification, please continue to check emails and / or Canvas for further instructions.

### **Classroom Recording Policy**

#### **Policy Statement**

CCSNH and its colleges are committed to establishing and maintaining an environment that respects the privacy of students and instructors. Accordingly, the CCSNH and its Colleges recognize that in implementing a classroom recording policy, consideration must be given to the duty to promote a positive, productive environment where instructors and students are able to express themselves without the fear of being recorded and exploited by media outlets.

#### **Policy Purpose**

The purpose of this policy is to promote student learning while maintaining a safe, healthy classroom environment, respecting individual privacy, providing for informed consent, and avoiding potential adverse consequences from the distribution of lectures, activities or discussions occurring within the classroom.

#### **Policy**

1. Audio Record Classroom Lecture: Please note that as a student in this class, you may have a classmate who by permission can audio record class lectures for his/her learning purposes. Only students with prior written permission from the instructor or the Disabilities Support Coordinator may audio record class lectures - for educational purposes only. Students who audio record class lectures are prohibited from selling, transcribing, or distributing the recordings in any manner and are asked to delete the recordings when it is no longer essential for their learning purposes.
2. Instructors may record their own class lectures, activities, and discussions using electronic video, still photo, or audio recording for educational purposes, including academic research, professional development, and recording of course content for access through online learning and other formats.
3. Every student present will be informed by the instructor of any recording at the beginning of class.
4. If an instructor records class lectures, activities, or discussions that include any student involvement to support research activities, the instructor must obtain informed consent from students before incorporating student-related data in the research.
5. Student classroom recordings are to be used solely for the personal, academic study and review of the student. With the express permission from the instructor, classroom recordings may be used with other students enrolled in the same course. Any further sharing or distribution of student classroom recordings is expressly prohibited.
6. Nothing in this policy should be interpreted to create an expectation that students who are absent from class will be provided with a recording of the class meeting.
7. Alleged violations of this policy may be subject to disciplinary action.

### **Grading Policy**

Evaluation of classroom learning will be based on quizzes, exams, special projects, and written assignments. Written assignments and special projects may be done in groups or individually at the discretion of the faculty. Exams and quizzes are administered using current practice guidelines and will be

taken individually, at home, open book, closed book, online, in the classroom, with notes or without notes, as determined by the faculty for the course.

In clinical, the students are evaluated using a clinical evaluation tool. A satisfactory clinical evaluation means that the student has been deemed by the faculty to be consistently safe and professional in all clinical activities and assignments; safely demonstrates clinical competencies and has followed the policies and procedures of the Department of Nursing and the clinical agency. An unsatisfactory clinical evaluation will result in failure of the course (grade of F). In order to pass the course, the student must achieve a minimum grade of B- for all nursing courses.

1. Students must earn both a minimum of B- in the didactic component of a course and a grade of "Satisfactory" in the clinical component in order to progress in the program.
2. A student who is performing in an unsatisfactory manner in the clinical component will be alerted in the form of an academic/clinical failure warning as soon as poor performance is recognized, alerted that there is a danger of not progressing, and advised of the option of withdrawing with a grade of WP (withdraw passing). Faculty may use the option of assigning a grade of AF (withdrawn failing) for students whose performance creates a safety problem in the clinical area, for students who violate professional standards, and /or who refuse to initiate their own withdrawal.
3. If a student earns a grade of  $\geq$  B- in the didactic portion but "Unsatisfactory" in the clinical component, the student's final grade will be "F".
4. If a student earns a grade of  $<$  B- in the didactic portion and "Satisfactory" in the clinical component, the student's final grade will be recorded as the letter grade equivalent of the final didactic numerical grade, however the student will not be allowed to progress to the next course.
5. If a student earns a grade of  $\leq$  B- in the didactic portion and "Unsatisfactory" in the clinical component, the student's final grade will be "F".

### **Student Testing Policies**

#### **Examinations and Quizzes**

Students are expected to take examinations and/or quizzes on the days they are scheduled by faculty. All exams must be completed by the end of the course. Students may not enroll in a course when they have not passed its pre-requisite.

Many nursing courses include the use of online testing. Online exams are expected to be taken individually and within the posted timeframe. Faculty will provide specific instructions related to online testing procedures and expectations for students. One attempt is allowed for an online exam unless there are major extenuating circumstances. Online exams may be proctored online by faculty.

After missing two (2) quizzes and/or exams, the student will not be allowed to make up further exams and will be given a zero (0) for each one unless unusual circumstances exist. In the event of unusual circumstances, the progress of each student will be reviewed on an individual basis by the faculty and Director of the department.

#### **General Planning**

1. Faculty will determine the number of quizzes, and exams per course.
  - a. Unit exams –no more than 50 questions; usually covering several areas of content
  - b. Mid-terms: 50 questions or more
  - c. Final exam: 75 questions or more.
2. Multiple choice and "select all that apply" questions will be used for exams, mid-terms and finals.

3. In class, paper exams will be distributed to each student. Specific instructions regarding the test will be placed on the test, such as use of calculators, notepaper, high lighters, etc. **Please bring a # 2 lead pencil for Scantron exams.**

### **Administration**

1. Student's possessions (backpacks, cell phones, hats, etc.) must be left away from student view, i.e. at the back of the room. No Smart (Apple) Watches; no earphones are allowed.
2. The student may have a pencil, highlighter, the college-provided calculator, and paper if approved by the faculty.
3. Note cards, course materials and resources are not to be used during any exam, unless specifically communicated by the faculty.
4. Covered drinks are allowed in the exam room. The professor has the right to examine all materials in the testing area.
5. Time allowed for quiz/exam is not to exceed - 40 min for 25 questions; 75 min for 50 questions; 1 hour 50 min for 75 questions; 2 hours 30 min for 100 questions (approximately 90 seconds/question)
6. Exams will be administered at the time determined by the faculty.
7. Requests for academic accommodations for exams will be honored according to the student's Reasonable Accommodation Plan (RAP) instructions. Students with academic accommodations must make faculty and Director aware and may take exams in the proctored testing center with prior arrangement.
8. Each student will be provided a paper exam, or access to the online exam.
9. A Scantron card will be provided to each student for paper tests.
10. Scantron must be completed with a #2 lead pencil.
11. Students' names must be on their exams and score sheets. Each student will take the exam and submit an individual scoring sheet. Once the scoring sheet is submitted to the faculty, nothing can be changed on it and it will be graded accordingly. Faculty will collect all student worksheets and scrap paper used by students during the exam.
12. The answer on the Scantron will be considered the student's official test answer.
13. After test analysis, the faculty will determine grades, which shall be posted within 1-3 days of the Scantron analysis.
14. Students may not be excused from the room and re-enter during an exam. A short bathroom break may be permitted per faculty discretion.
15. A student who does not achieve an 80% or better on two consecutive exams will receive an academic warning and an individualized remedial plan. This may include assigned remedial work on the concepts missed using the topics from ATI Active Learning Template: System Disorder worksheet as reviewed by the faculty.

### **Student is Late or Absent on an Exam Day**

1. Students arriving more than five minutes late to the classroom on the day of an exam may be required to take the exam proctored that day or within the next three days.
2. Faculty may close the classroom to allow the current students to complete the exam.

3. If a student is late, faculty may decide whether to permit entry before all students have completed the exam. The student must notify the faculty of the reason for their lateness via college email. A student who does not notify the faculty may have a grade of 0 entered for the missed examination.
4. Make-up of a scheduled exam, which was missed, is not the right of the student. Students are required to notify faculty prior to the exam of their absence via college email.
5. Make-up exams are at the discretion of the faculty. Make-up exams are proctored within the next three business days. Exceptions may be made by faculty decision. Vacation is not an excused absence.
6. If the professor allows a student to take an exam later than scheduled, the student may forfeit the right to submit a question inquiry.
7. Requests regarding make-up examinations will be based on individual student circumstances. Documentation to substantiate the circumstances may be required.
8. The student may be given a different exam than the one given in class.

### **Student Test Item Inquiry**

If a student has an inquiry regarding the keyed answer on the exam:

1. They must individually complete a Student Test Item Inquiry Form to explain their rationale for their chosen answer.
2. The form must be submitted to the faculty within 24 hours of the exam review.
3. References supporting the student's rationale for questioning an exam item must be from the course's required content materials or other professional credible reference.
4. Auditory recordings are authorized per faculty, per lecture, and may not be used as a reference.
5. Students may not protest items on previous exams after this time period has elapsed.

### **Exam Review with Students**

The NCC Nursing Department supports exam review with students when it aids in student learning and done in a positive learning environment.

1. An exam review will not be facilitated unless the entire class has taken the exam.
2. Exam reviews are instructor-driven and under no circumstances are students provided their exam/answer key without direct supervision of the faculty.
3. Space and time availability for the exam review will be at the discretion of the faculty.
4. All student's possessions (backpacks, electronics, hats, etc.) must be left at the back of the room during the exam review.
5. The exam will be put on the whiteboard screen and students will be provided their paper exam.
6. Faculty will review the exam questions and provide the correct answers as a learning exercise for students.
7. Faculty may also use this time to review exam/test-taking techniques.

### **Individual Exam Review**

Individual appointments to review exams may be made at the discretion of the professor.

1. Students may request to review an exam for learning purposes only.
2. Request must be made via email to the faculty and an appointment set up.



### **Students with Academic Accommodations**

1. Academic accommodations will be honored and implemented in accordance with the document's instructions.

### **Med-Math Exam Policy**

Pre-admission testing (TEAS) scores document that students who have been accepted into the nursing program have basic mathematics skills. All students must pass a medication math test in NURS 125N pertinent to calculating drug dosages. The math test must be passed with a grade of  $\geq 90$  prior to allowing a student to administer medication to patients in the clinical setting at the freshman level. The ability to accurately calculate medication doses is essential for the safety of patients.

Students in NURS 125N may have three opportunities to pass the exam. After failing the first time, the student must complete remedial work with faculty and/or the Academic Success Center. If the student does not pass the exam in three attempts, the student may be dismissed from the program because of clinical failure due to ineligibility to administer medications, a major competency for nursing education and practice.

Students transferring into the program after NURS 125N will also be required to pass the mathematics test with a grade of  $\geq 90$  within two attempts scheduled during the first ten days of their first nursing course at Nashua Community College. Successful completion of the med math test is required prior to administering medications. Inability to pass the math test may result in removal of the student from the program.

A med-math test will be administered at the beginning of each of the following semesters throughout the program and must be passed with a grade of 90 or above at the freshman level and 100% at the senior level. Failure to pass the med math exam may be cause for termination from the program.

At the senior level, a med-math test will be administered at the beginning of each of the semesters. The math test must be passed with a grade of 100% prior to a student administering medication to patients in the clinical setting. The ability to accurately calculate medication doses is essential for the safety of patients. Failure to pass the med math exam may be cause for termination from the program.



**Nursing Department**  
**Student Test Item Inquiry Form**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of exam: \_\_\_\_\_

Exam name/#: \_\_\_\_\_

Inquiry: Describe the question you have an inquiry regarding, clearly define your concern and include a reference for your inquiry.

Question:

Inquiry:

Reference:

## ATI Exam Policy

### Purpose

The Associate in Science in Nursing Program requires students to purchase and use as instructed in each course syllabus, the Comprehensive Review and Assessment Program (CARP) materials from Assessment Technologies Institute, LLC (ATI). The purpose of the ATI program is to achieve the following:

1. Supplement student learning.
2. Assess students' progress in relation to a national cohort periodically during the program.
3. Offer students opportunities to experience computerized exams similar to NCLEX-RN.
4. Assure students that they are on-track for NCLEX-RN success.
5. Assist students to identify and rectify personal knowledge deficits as they proceed through the program.
6. Provide data that assists in the evaluation of the curriculum and its delivery.

### Cost

The cost of the testing program will be borne by the student and is included in the tuition each semester.

### Procedure

Practice tests are designed for student's self-assessment and provide immediate feedback and rationales for each test item. Faculty will provide the students with the class code (posted in Canvas). Practice tests may be taken once in a twenty-four-hour period.

### Benchmark

Level 2 Proficiency is the minimum benchmark for all proctored assessments.

### Remediation

Test results will be utilized to guide remedial study in areas where a student's knowledge was inadequate. It is expected that remediation will keep the student on track for NCLEX-RN success. A student who is unable to meet the designated benchmark for a specific exam must make plans for remediation with the coordinator of the course in which the student is currently enrolled. Remediation is defined as the student engaging in learning activities to close the gap between the student's lower score and the benchmarked level of proficiency expected of all students. The benchmarked level of proficiency is the level identified by ATI's research as corresponding to a minimal probability of success on the NCLEX-RN. Remediation will consist of the student studying the topics where s/he displayed insufficient knowledge on a given ATI proctored exam, as indicated under Topics for Review on the exam report. Students will complete remedial work as assigned, and then retake a practice test (Form B without the rationales) until the desired level of proficiency is reached.

If unable to meet the benchmark, the test results will be placed in the student's file, and the student will meet with the Level Coordinator and Director of the Department of Nursing to ensure that the student is aware of the knowledge deficit and its possible long-term consequence of NCLEX-RN failure. The student's performance in the current academic course with a grade of B- or higher will take precedence over the ATI exam score in determining whether the student may progress in the program. However, the student will be strongly encouraged to continue working to reach the pre-designated level of success to assure the student and faculty that the student has an adequate foundation for progression in the program and eventual NCLEX-RN success.

### Academic Credit for ATI Exams

All nursing courses include pertinent ATI exams that address the content of the respective course. Research shows the effectiveness of the ATI exams in supporting students in passing the NCLEX-RN exam. Because they are both an excellent support for learning and a gauge of student's subject mastery, they are offered throughout the program. Each course syllabus states how the ATI exams are to be used in the course and also how credit toward the final grade will be allocated.

ATI Testing Plan			
	Fall Semester	Spring Semester	Summer Semester
Applicants	TEAS dates as determined by the Admissions Office		
Freshmen	Critical Thinking	Fundamentals Mental Health Nursing	Pharmacology
Seniors	Adult Medical Surgical Nursing	Nursing Care of Children Maternal Newborn Nursing Leadership RN Comprehensive Predictor	

### ATI Remediation

**Purpose of Remediation:** To provide additional student learning opportunities related to clinical judgment and safe nursing practice. Students benefit from remediation activities, resulting in improved student learning outcomes (SLOs)

#### Practice Assessments

1. Take the first Practice Assessment A as scheduled per faculty - (rationales will be disabled).
  - a. Remediate by completing all Active Learning Templates (ALTs) suggested in the Focus Review (for specific content missed by student). Place copies of the focused review and ALTs in your Remediation 3-ring binder.
  - b. Remediation is due to your clinical faculty prior to midterm exam of the semester. After remediation has been completed, rationales can be opened for first Practice Assessment A.
2. Take the second Practice Assessment B as scheduled per faculty – (rationales will be disabled).
  - a. Remediate by completing all Active Learning Templates (ALTs) suggested in the Focused Review (for specific content missed by student). Place copies of the focused review and ALTs in your Remediation 3-ring binder.
  - b. Remediation is due prior the final exam of the semester. After remediation is completed, rationales can be opened for the second Practice Assessment B.

#### Proctored Assessments

1. Take the proctored assessment as scheduled by faculty
  - a. If Benchmark Level 2 is met, then the student does not need to remediate
  - b. If the student scores below the Benchmark Level 2, remediation is required.
    - i. The student shall remediate by completing all Active Learning Templates (ALTs) suggested in the Focused Review (for specific content missed by the student). Place copies of the Focused Review and ALTs in your Remediation 3-ring binder.
  - c. A scheduled retake for a proctored assessment will be scheduled by faculty.

Adapted from ATI Nursing Education Integration Remediation Plan for Learning Success, 2019.

**Nashua Community College  
Nursing Department**

**ATI Remediation and Proctored Grading Rubric**

A combination of the practice and proctored assessments equaling 5% of final course grade  
Each assigned ATI Topic is worth 100 points.

**Practice Assessment (Each Course)  
4 points**

<b>Complete Practice Assessment A</b> Remediation For each topic missed, complete an active learning template. Completed by assigned date per course calendar	<b>Complete Practice Assessment B</b> Remediation For each topic missed, complete an active learning template. Completed by assigned date per course calendar
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**Standardized Proctored Assessment**

<b>Level 3 = 6 points</b>	<b>Level 2 = 5 points</b>	<b>Level 1 = 3 point</b>	<b>Below Level 1 = 2 points</b>
<b>Remediation is suggested</b> For each topic missed, complete an active learning template. Completed by assigned date per course calendar	<b>Remediation is suggested</b> For each topic missed, complete an active learning template. Completed by assigned date per course calendar	<b>Remediation is required</b> For each topic missed, complete an active learning template. Completed by assigned date per course calendar	<b>Remediation is required</b> For each topic missed, complete an active learning template. Complete by assigned date per course calendar
<b>10/10 points</b>	<b>9/10 points</b>	<b>7/10 points</b>	<b>6/10 points</b>

**Comprehensive Predictor Grading Rubric (NURS 240N)**

**Practice Assessment**

**4 points**

<b>Complete Practice Assessment A</b> Remediation For each topic missed, complete an active learning template. Completed by assigned date per course calendar	<b>Complete Practice Assessment B</b> Remediation For each topic missed, complete an active learning template. Completed by assigned date per course calendar
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**AND**

**Comprehensive Predictor Remediation**

**2 points**

For each topic missed, complete an active learning template.  
Completed by assigned date per course calendar

### Standardized Proctored Assessment

95% or above Passing predictability = 4 points	90% or above Passing predictability = 3 points	85% or above Passing predictability = 2 points	84% or below Passing predictability = 1 points
<b>Remediation is required</b> For each topic missed, complete an active learning template. Completed by assigned date per course calendar	<b>Remediation is required</b> For each topic missed, complete an active learning template. Completed by assigned date per course calendar	<b>Remediation is required</b> For each topic missed, complete an active learning template. Completed by assigned date per course calendar	<b>Remediation is required</b> For each topic missed, complete an active learning template. Complete by assigned date per course calendar
<b>10/10 points</b>	<b>9/10 points</b>	<b>8/10 points</b>	<b>7/10 points</b>

**ATI Comprehensive Predictor every student will take this exam twice (Midterm and Final week) Practice Assessments/Remediation is after first exam (midterm). Points are for the second ATI Comprehensive Predictor.**

### Late Assignments, Quizzes, and Projects

**Late Assignments, Quizzes, and Graded Projects:** Assignments, quizzes, and graded projects must be taken and/or submitted as scheduled unless extenuating circumstances have been discussed with the course faculty prior to the due date. Faculty may lower any grade by 5% on any assignment, quiz, or graded project that is submitted after the due date without prior permission. If the assignment is submitted after 7 days, it will result in a grade of 0. Incomplete assignments or graded projects will be graded as submitted but may be returned to the student for completion. A second unexcused late assignment, quiz, graded project will result in a variance.

### AF Policy

If a student misses more than the number of hours the course meets during a two-week period (e.g. six hours for a three-credit course), the faculty may withdraw a student from the course with an “AF” grade. Please note that absences, tardiness, and leaving class early all count towards “missed class time.”

The grade may also be issued if a student registered in a clinic, practicum, internship or lab is deemed unsafe or performing in an unsatisfactory manner as determined by an evaluation by a faculty member/agency supervisor in accordance with department criteria and procedure.

Students should also understand an AF grade can be assigned by an instructor or an administrator at any time for reasons other than poor grade performance or failure to meet attendance requirements e.g., violation of the Student Code of Conduct, disruptive behavior, etc.

Please be advised that if the behavior of any student (or students) continually disrupts the learning of his/her classmates, the following steps will be taken 1) verbal warning; 2) meeting with instructor and Director; 3) referral to Vice President of Academic Affairs and/or removal from the course with AF grade. An “AF” grade is calculated in the GPA as an “F”. Students should refer to the NCC Student Handbook for additional information about the AF policy.

### Variance Policy

Prior to a first variance, a verbal warning may be given depending on the severity of the occurrence.

Variance Reports are used by the faculty of the Department of Nursing in order to facilitate a positive work ethic and to provide feedback on the development of professional role performance throughout the course of study.

Variance reports will be used as formal communication to students describing their deviations from anticipated professional behaviors. A student nurse is expected to maintain a level of professionalism

worthy of the trust with which the public views the nursing profession. Deviations in professional behavior may occur in the class, simulation lab, Department, clinical areas, or anywhere on the NCC campus, anytime the student is in the NCC student nurse uniform or lab coat, via social media, and at other times and places when professional behavior is expected. Deviation from expected behavior may be communicated to the student by faculty using the Variance Report Form.

1. Documentation/description of problems in meeting core-nursing competencies normally expected at a given level of professional development.
2. Documentation / description of unprofessional patterns of behavior.
3. Desired resolution / remediation of noted issues.
4. Timeline for self-improvement and self-evaluation, as well as faculty re-evaluation.

All Variance Reports will be signed by the student, faculty, and Director and placed in the student's academic folder in a locked file cabinet in the Department of Nursing. A student who accrues more than three variances during the entire program will meet with the appropriate faculty and the Director to discuss the potential for improvement or dismissal.

The student may enhance his/her understanding of behavior appropriate to the professional nurse's role by referring to course expectations described on syllabi, Clinical Evaluation Forms, standards of professional ethics, and current editions of the Department of Nursing *Student Handbook* and the Nashua Community College *Student Handbook*. Issues that may be addressed include, but are not limited to, absenteeism or tardiness (class, lab, or clinical), late submission of assignments, lack of clinical preparation, unsafe clinical practices, disrespectful behavior toward anyone, including classmates, faculty, administration, guest speakers, or personnel from clinical agencies. Students must respond in writing within three days of receipt to the report of variance with an acknowledgement of the behavior deviation and a plan of self-correction in the space provided. The form must then be returned to the faculty member who issued it and then to the Director prior to filing in the student's clinical folder.

### **Consequences**

- First Variance will be dealt with by the instructor who issued it and the student.
- Second Variance may require the student to meet for guidance with freshman or senior level faculty, as indicated by student's level in the program.
- Third Variance will be reviewed in executive session with the appropriate faculty and the Director. Depending on the type of variance, a third variance at any time in the program may culminate in failure to meet class/lab/clinical objectives, probation, or dismissal from the nursing program.

Faculty may request a second faculty member to be at any meeting when a variance is administered to a student.



**Nursing Department**

**Variance Form**

Variance # \_\_\_\_\_

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty: \_\_\_\_\_

Course No. \_\_\_\_\_

**Variance linked to Student Learning Outcome:**

- Plan and Deliver Safe Individualized Care
- Practice Collaboratively
- Support Culture of Continuous Quality Improvement
- Use Health Care System Resources and Technology
- Communicate Clearly
- Demonstrate Accountability for Professional Practice
- Other

**Variance/ deviation from expected behavior:**

**Desired outcome:**

**Acknowledgement of behavior deviation:**

**Plan for self-correction with timeline:**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_



### **Academic/Clinical Warning Policy**

#### **Purpose**

Use of the Academic/Clinical Warning procedure is intended to optimize the likelihood of the student's academic and clinical success by alerting him / her regarding their status either academically and/or clinically, as soon as possible and specifying the changes needed for success.

Faculty members will issue a written warning to a student who is in danger of failing a course or clinical experience, as evidenced by an academic average below 80 or unsatisfactory and / or unsafe clinical practice. A copy of the Academic Warning follows.

The form should be completed and signed by the instructor and the student. A copy should then be given to the student. This document will be placed in the student's academic folder and will be destroyed upon graduation.



**Nursing Department**  
**Academic/Clinical Warning Form**

Student's Name:

Date:

\Course:

Grade

Identified area of remediation:

Assessment of Concurrent Factors:

	EXCELLENT	GOOD	FAIR	POOR
EFFORT				
PARTICIPATION				
ATTITUDE				
ATTENDANCE				

Other:

End of Program learning Outcome impacted if remediation is not addressed:

Plan for successful completion of course:

Student's Comments:

Referred to Learning Center: YES: \_\_\_\_ NO: \_\_\_\_

Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

### **Probation Policy**

“Probation” describes an arrangement between Department faculty and student whereby a student who has not met one or more requirements for progressing in the Associate of Science in Nursing Program may continue in the program if s/he meets specific conditions as warranted by the circumstances. A student may be offered probation when faculty have a reasonable expectation that the student, with specific support, boundaries and guidelines, may be capable of meeting requirements soon. Probation is a more serious disciplinary measure than failure warnings and variances, and if any problematic behavior or performance continues, may result in dismissal from the program.

Reasons for probation may include but are not limited to poor grades, unprofessional behavior, unsafe clinical performance, and emotional instability. Specific terms of probation may include academic and behavioral specifications, including medical and /or psychiatric consultation.

A probation agreement will specify the problem(s) warranting probation, conditions and timelines the student must meet, and be signed by the faculty member, student, and Director. Failure to meet the agreed-upon conditions by the student may result in termination from the program.

It should be noted that some behaviors are so disruptive and discordant with professional values as to not allow for probation; they may culminate in due process and prompt dismissal from the program. If a student’s behavior breaches a rule of the NH Board of Nursing, the Department of Nursing may be required to report the behavior to the Board of Nursing. This may result in loss of any level of existing nursing license that the student presently has, as well as barring the student from eligibility to take the NCLEX-RN exam temporarily or permanently.



**Department of Nursing**  
**Probation Agreement**

Date: \_\_\_\_\_ Course: \_\_\_\_\_

Academic average to date for this course: \_\_\_\_\_ Type of probation: \_\_\_\_ Academic \_\_\_\_ Clinical

The issue requiring this probation agreement: \_\_\_\_\_

**Conditions of Probation**

1. The student agrees to abide by all policies of NCC, the Department of Nursing, and clinical agencies.
2. The student agrees to complete and submit all course assignments as assigned by faculty on or before the due date. If intervening conditions (illness, accident, serious family issue) occur, the student may initiate negotiation of the due date with the professor.
3. The student will exhibit high standards for clinical preparation, including being at least fifteen minutes early for clinical, bringing necessary materials, references, and equipment. Inadequate preparation may result in the student being sent home from clinical and failing the clinical experience. A pattern of inadequate preparation may culminate in failing the course.
4. Professional conduct warranting a patient's and/or professor's confidence is always expected during the academic/clinical/lab day. Non-professional, unethical, unsafe, and/or otherwise inappropriate language or behavior, and/or lack of emotional intelligence may result in the student being sent home and failing the clinical assignment. A pattern of inappropriate behavior related to class, clinical, or lab practice may culminate in failing the course.
5. Compromising or threatening the safety of one or more patients, agency staff, classmates, faculty, or the general public may culminate in immediate course failure.
6. Academic performance must be consistent and professional, with clear effort in preparing required materials, accessing necessary resources, prompt recognition and remediation of knowledge deficits, and application of learning to clinical/lab practice.
7. The student assumes individual accountability for the quality of academic and clinical/lab work unless it has been assigned as a team project. When working as a team, the student agrees to work with the team to negotiate individual contributions, to communicate regularly with the team, and to prepare his/her contribution to the assignment promptly, thoroughly, and with personal integrity.
8. The student will have documented weekly meetings with their academic or clinical faculty to assess progress toward meeting goals.
9. Additional: \_\_\_\_\_

**Duration of agreement:**

This probation agreement will remain in effect until \_\_\_\_\_.

My signature indicates that I agree to include the expected professional norms (above) in my behavior.

Student \_\_\_\_\_ Date \_\_\_\_\_

Faculty \_\_\_\_\_ Director \_\_\_\_\_

### **Time Allotment for Program Completion**

All nursing courses must be completed within (5) five years of the date of entry into the first nursing course. Students must follow the program of study requirements as published in the College Catalog in the academic year of their acceptance into the AD Nursing Program. In the event of a curriculum change prior to completion and phasing out of previous courses, the student may be required to repeat one or more courses for placement in the new curriculum.

### **Criteria for Progression in the Program**

The curriculum includes a general education component that supports courses in nursing. Students must earn a minimum grade of C+ in Anatomy and Physiology I and II, Microbiology, Intro to Psychology, Human Growth and Development and a B - in all nursing courses in order to progress in the program. Courses in nursing (NURS) are taken sequentially and, except for Pharmacology, include a clinical component. Students who do not meet criteria for progression may seek re-entry at the point of last success with approval from the Director and on a space-available basis. Re-entry is not guaranteed. A student may be granted one opportunity to reenter the program.

### **Academic and Clinical Failure Policy**

Students must earn grades of B- in all nursing courses to progress through the program. Most nursing courses have didactic (theory) and clinical components. Each course with a clinical component has its own Clinical Evaluation Form that reflects the competencies expected of a student by the end of the course. The Clinical Evaluation is made available and explained to students at the beginning of each course. Students' clinical performance on each course competency is graded as "Exceeds Expectations", "Satisfactory", "Needs Improvement" or "Unsatisfactory".

A grade of "Satisfactory" means that a student has attained all clinical competencies, even though the student may need some improvement in certain areas. Multiple areas that need improvement may warrant a grade of "Unsatisfactory" and subsequent clinical failure. A grade of "Unsatisfactory" means that a student has failed to attain one or more of the competencies. An overall "unsatisfactory" clinical evaluation will result in course failure and an "F" recorded for the final course grade. Formative evaluations may be initiated by either faculty or student at any time during the course to inform the student as to his/her clinical standing. However, we believe that the safety and well-being of patients is of primary concern and, if necessary, we will remove a student who is unprepared for safe practice from the clinical area and from the nursing program if remediation efforts are unsuccessful.

### **Withdrawal and Termination Policies**

#### **Withdrawal**

A student who desires to withdraw from the Associate of Science in Nursing Program should review the situation with the Director to determine whether the precipitating issue can be resolved. If not, the student may meet with the Vice President of Student and Community Affairs (VPSCA) to review the possibility of re-enrolling in the program the following year in the new freshman class or at the point of last academic success on a space-available basis (see Re-Enrollment Policy). All students who withdraw must reapply to the nursing program. The ATI TEAS scores shall remain valid for two years.

#### **Termination**

A student may be terminated from a course, program, or the campus due to major or repeated violations of the Student Code of Conduct (NCC Student Handbook) or standards of professionalism. The student may exercise his/her right to appeal the decision as outlined in the NCC Student Handbook.

### Re-Enrollment Process

Students who are not successful in the nursing program may receive one opportunity to re-apply. The student must be able to complete the program of study within five years of the beginning of the first nursing course. The student would re-join the program at the last level of success provided they have approval from the Director of the department and there is an open seat in the appropriate class. Students who have failed a nursing course because of evidence of unsafe practice involving actions or non-actions are not eligible for reapplication to the nursing program.

Re-enrollment process is as follows:

- a. Notify the Vice President of Student and Community Affairs and Director of his/her desire to re-enter at least three months prior to the semester in which he/ she wishes to reapply in a nursing course.
- b. Request a meeting with the Director of the Department of Nursing to collaboratively assess academic and/or clinical concerns that contributed to the failure of the nursing course
- c. In the event of a significant change in curriculum, the student will be advised by the Director at which point in the new curriculum the student may reapply in order to complete all program requirements.
- d. If reapplication is approved, the following criteria must be done in order to assess current competency:
  - i. Student choice of taking either NACE Exam (benchmark score of 74%) **OR** final exam from last prior nursing course (benchmark score at least  $\geq 80\%$ )
  - ii. Perform satisfactory skills in lab as determined by nursing department faculty
  - iii.  $\geq 90\%$  on a med math exam

Failure to achieve the above satisfactorily will result in the probationary status of the student upon re-entry to the program and will result in following criteria:

- a. The course faculty will develop and document a plan in collaboration with the Program Director to address student learning needs. The plan will be shared with pertinent faculty and placed in the student's folder.
- b. The student will meet with faculty to discuss and document progress toward goals on a weekly basis.
- c. Every 2 weeks inform the Director of his / her progress with the re-entry plan.
- d. No more than one opportunity to re-enter the program will be granted.

In the case of multiple requests to return and limited openings, the Director will apply the following selection criteria:

1. Proximity to graduation based on the date of the last successfully completed course.
2. Highest overall grade point average (CGPA)
3. Highest GPA in nursing courses
4. Evidence of potential to fulfill the professional role, as manifested by prior clinical evaluations, response to previous corrections by faculty, and record of previous appropriate behavior
5. A positive reference from a Department of Nursing faculty member
6. Prior to the student's desired date of return to the nursing program, the Director will meet with the student to assess the student's readiness to return, advise the student of the re-enrollment decision, and plan the academic re-entry and re-orientation if necessary.

### Continuing Education

Graduates of the program are encouraged to earn the Bachelor and /or Master of Science in Nursing. Articulation agreements are maintained with Granite State College, Southern New Hampshire University, Rivier University, and Franklin-Pierce University. Dual enrollment is available with Southern NH University for both RN-BSN and RN-MSN options. Students may also identify other programs that meet their specific needs. Students planning to continue their education toward the Bachelor or Master of Science in Nursing should plan their program of study with an academic advisor from the Department of Nursing. Further information can be obtained from the respective programs or from the Director of the Department of Nursing.

## CLINICAL POLICIES

### Dress Code for Nursing Students in Clinical/ Lab Areas

Students must present themselves in a clean, neat, professional manner consistent with a clinical setting.

- Uniform: Aqua scrub top with navy insignia ordered from McGill's, Inc.  
Navy pants touching the top of the shoes. A non- printed white or navy-blue T-shirt with short, ¾, or long sleeves may be worn under the sage scrub top. The sleeves must be able to be raised and stay in place while offering patient care.  
A uniform navy skirt or dress is also acceptable. Length of skirt or dress should be approximately at knee length (one inch above or below the knee)
- Uniform Shoes: Shoes must be navy or black with closed toe and heel. Cloth sneakers and sandals are not permitted. Navy or black hose or socks must be worn with the uniform.
- Name Pin: Order from McGill's, Inc. It must be worn each clinical day unless replaced by another form of identification required by the clinical agency.
- Watch: May use sweep hand or calibrated digital read-out.
- Pens: Black ink
- Rings: One ring. Wash under ring frequently. (Avoid rings with stones as these may cause injury to patients)
- Earrings: Single small set of posts in ears only – avoid other visible body adornments including body piercing or tattoos.
- Tattoos: Must be covered per agency policies.
- Fingernails: Should not extend beyond fingertips. Clean intact clear nail polish only. No artificial nails. No gel polish. Refer to CDC guidelines: [www.cdc.gov](http://www.cdc.gov)
- Hair Length: Neatly groomed, above the collar, or pulled back and not compromising patient care. No unusual color hair dye (ex, pink, blue) is allowed.
- Make-Up: In moderation. Avoid use of scented cosmetics and toiletries. No perfume or cologne is acceptable.
- Short Lab Coat: Blue only. A short lab coat or scrub coat may be worn to clinical  
(optional) and at the bedside. It should come below the lower edge of the sage top. Name pin should be visible.
- Stethoscope: Faculty may recommend appropriate brands/styles on request.  
Inscribe name if desired for owner identification.

## Clinical Simulation Laboratory Policy

### Simulation Lab Totes

The simulation lab tote is the responsibility of the student. The student is required to bring the tote to each lab session unless otherwise directed. The contents of the tote are the responsibility of the student and if lost or damaged shall be replaced at the expense of the student.

### Attire

Students are required to dress professionally for lab in clean uniform-style scrubs and clean athletic or nursing shoes. Students must conform their appearance to the policy in the *Student Handbook* regarding hair, make-up, fingernails, jewelry etc.

### Food and Drink

Absolutely NO FOOD is allowed in lab in the area of the simulators. Only covered beverages are allowed in the lab. All beverages must be kept in covered containers or bottles and must be stored at student desks or in the designated "hydration station" during lab.

### Required Preparation

Students are required to complete any required assignments prior to lab. This may include but is not limited to readings, online assignments, and viewing videos. Students must come equipped for lab (i.e. tote, notebook, pen/pencil, stethoscope, scissors, penlight, skills book, etc.).

### Open Lab

Open lab is an opportunity for students to practice skills or receive remediation in self-identified areas of weakness. "Open Lab" hours are only available when the lab is not in use for a scheduled session. It is preferable to contact the clinical or lab faculty prior to "dropping by" for open lab. The lab experience is more valuable if student needs are known in advance, allowing proper preparation and lab set-up. Advanced planning will maximize effectiveness of student time and learning experience. Open lab hours are posted on CANVAS. Appointments can also be made by contacting the clinical or lab faculty. If a student would like "individual" time in the lab, the student must make an appointment with their clinical or lab faculty. Requests for individual time shall not exceed 45 minutes per individual session.

### Clinical Remediation / Lab Prescription

Faculty may "prescribe" skill remediation for a student that is to be completed with the support of the clinical or lab faculty. Faculty will identify the skills to be remediated on the Lab Prescription Form. The student will make an appointment with a faculty member for remediation of the necessary skills within the time frame designated by the student's clinical faculty. The Lab Prescription with the results of the remediation, signed by the lab faculty, will be returned to the faculty originating the prescription and added to the student's folder.

### Equipment Use

Lab equipment is to be treated with care. At the end of a lab session, items used should be cleaned under the direction of the faculty and stored properly. Any equipment identified as "broken" or "un-safe" must be reported to the nursing faculty present in the lab. The faculty will tag the equipment and note the equipment damage into a "repair log." Any item in disrepair should be reported to the Director for appropriate action.

### Waste Disposal

Sharps shall be disposed of in appropriate containers. Liquids shall be disposed of in the sink and/or hopper.



### Deviation from Rules

Any deviation from the above rules may result in a written variance at the discretion of the nursing faculty.

### Clinical Skills Checklist Policy

All students are required to maintain a clinical skills checklist. The checklist documents a progression of expected clinical skills for entry-level nursing practice. The list is maintained and updated continually throughout the program. Faculty review and sign the checklist with the individual student during the semester as well as at midterm and final clinical evaluation meetings. The completed checklist is maintained in the student file folder in the Department of Nursing Office.

### Prerequisites for Clinical Practice

Each student is required to have professional liability insurance purchased by the College of not less than \$1,000,000/\$3,000,000 prior to the beginning of each clinical rotation. The fee will be included with the first-semester tuition bill.

The Nursing Department uses the CastleBranch online website for submitting required documents. Any costs incurred are the responsibility of the student. Students will be given the codes needed to complete and upload required documents. The following documents are required:

- Background check (policy follows)
- Drug test
- Students must complete the Centralized Clinical Placement modules as directed by faculty before entering the clinical setting. This can be found on the following website:  
<http://www.mass.edu/mcncps/orientation/welcome.asp>
- A copy of a certificate for cardiopulmonary resuscitation at **the healthcare provider level that is valid until after graduation**. Faculty recommends the American Heart Association Certification or the Red Cross Professional Rescuer Certification.
- Physical exam using the documents from the CastleBranch website
- Proof of immunity to measles, mumps, rubella (MMR), varicella, and Tdap in the form of a positive titer or certificate of immunization
- Each student must submit documentation of influenza immunization prior to October 15th each Fall Semester.
- Results of Mantoux testing- must have a 2-step test done prior to the first nursing course and then as required by clinical agencies.
- Proof of Hepatitis B immunity i.e.-titer, or signed waiver, immunization is not sufficient
- Evidence of personal health insurance.  
*To be accepted health insurance must meet the following criteria:*
  - *United States based insurance plan;*
  - *Provides the 10 essential health benefits specified in the Affordable Care Act (<https://www.healthcare.gov/glossary/essential-health-benefits/>);*
  - *Includes access to hospital and physician providers in the area where the student is attending a New Hampshire community college;*
  - *Will remain in effect for the entire semester (except for termination due to the attainment of a maximum age, or other situation resulting in a loss of plan eligibility.*

*The following plans DO NOT meet the criteria:*

- *An accident-only policy*
- *A short-term limited duration health plan that does not meet the requirements of the Affordable Care Act (ACA)*
- *A ministry sharing plan, even if it is recognized by the ACA*

### **Guidelines and Policies for Clinical Practice**

1. Students are expected to transport themselves to the assigned clinical facility.
2. Students are expected to report 15 minutes early for all clinical experiences.
3. Students are expected to promptly notify the faculty by the faculty's preferred method of communication when tardiness or absence appears likely or has become inevitable.
4. Students must be prepared physically, cognitively, and emotionally to deliver patient care.
5. Students are expected to adhere to the uniform dress code as established by the nursing program.
6. Students must have a current personal health insurance policy. Should the student become ill and/or injured while at a clinical agency, treatment will be given, and the student will be billed for services.

### **Medication Administration Policies for Nursing Students**

1. Students will not, under any circumstance, medicate a patient by any route without the knowledge, instruction, and/or supervision of a faculty member of the Department of Nursing.
2. Faculty will ensure that students document the administration of any medication administered by a student according to agency policy.
3. Students must calculate and administer all doses of parenteral medication under the direct supervision of their NCC clinical instructor.
4. Students will be directly observed by faculty during administration of medications by any route until the faculty has confidence in the students' skills. Even then, students must confer with NCC faculty prior to administration of any medication.
5. Successful completion of the IV Therapy Lab (NURS 140N) is a prerequisite to administration of IV medication by students, who will then be directly observed by faculty at all times while administering IV medication.
6. Faculty will check all dosage calculations and administration rates including IV drip rates, dilution, and compatibilities before the student administers IV medication or regulates IV therapy. The use of a calculator by students is encouraged.
7. Breach of any part of this policy will be considered unsafe clinical practice and grounds for immediate dismissal from the program.

### **Lab Prescription Policy**

When a student is deemed to need further development of clinical skills by their clinical instructor, they will be given a lab prescription with areas of improvement identified. The student will work with faculty to schedule time for remediation and practice of stated skills within one week of receiving the lab prescription. The student must bring the lab prescription with them to the remediation/practice. The faculty will document the practice/remediation session noting an assessment of whether more sessions are needed. The faculty will return the lab prescription to the clinical faculty member for their information and the clinical faculty member will file the document in the student's locked academic file in the nursing office.



Department of Nursing

Lab Prescription



Date Prescribed: \_\_\_\_\_

Clinical Instructor: \_\_\_\_\_

Student: \_\_\_\_\_

Lab Activity, Remediation, or Skill Prescribed: \_\_\_\_\_

Lab Faculty/Clinical Instructor: \_\_\_\_\_

Lab Faculty Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Due Date: \_\_\_\_\_

Date Completed: \_\_\_\_\_

\*Faculty are responsible for placing a completed copy of this form in the student file in the Department of Nursing office.

## Background Check Policy

### Policy

Every student accepted for matriculation in the Associate of Science in Nursing Program is required to order a Background Check from the College-specified vendor within a specific time period at the student's expense.

### Goal

The goal of the Background Check Policy is to:

1. Comply with requirements of clinical affiliates.
2. Assess individual applicant's eligibility for licensure as a Registered Nurse in New Hampshire. Certain legal offenses may make one ineligible for nursing licensure in NH.

### Purpose

The purpose of the Background Check Policy is to communicate to matriculating students the policy and procedures of the Department of Nursing regarding background checks.

### Cost of the Background Check

The cost of the background check is one of the costs of matriculation and is borne by the prospective student. A background check may need to be repeated if required by clinical agencies.

### Procedure

Students selected for matriculation in the Associate in Science in Nursing Program will receive notification of conditional acceptance pending a satisfactory background check. No student will be exempted from this policy. Every student will order a background check per directions provided by the Department of Nursing prior to matriculation in the Associate in Science in Nursing Program, and upon returning to classes following an extended absence from the program. Directions will include the date by which the background check must be completed. Students who do not complete the Background Check by the required date will not be allowed to matriculate in the nursing education program and their position in the class will be offered to a student on the waitlist.

The results of the background check will be evaluated by the Director of the Department of Nursing. If the background check is positive, the Director and The Vice President of Student and Community Affairs will make decisions about students' eligibility for matriculation based on the results of the background check. When necessary, the Director will clarify potential difficulties with the NH Board of Nursing and clinical affiliates.

Results of the background check that will result in exclusion of applicants from the program include parameters set by the New Hampshire Board of Nursing as bars to licensure as a Registered Nurse in New Hampshire. Those parameters include conviction for the following felonies retrieved from:

<https://www.oplc.nh.gov/nursing/permanent-bar-felonies.htm>

- Aggravated Robbery
- Aggravated Robbery of Vulnerable Adults
- Criminal Mistreatment of Children
- Exploitation of Vulnerable Individuals
- Felonious Assault
- Felonious Theft

- Kidnapping
- Murder or Manslaughter
- Sexual Crimes Involving Children

If a background check reveals other criminal history, the Vice President of Student and Community Affairs will notify the prospective student and request a written explanation of the incident(s). The VPSCA and Director will review the prospective student's response and make a decision about withdrawing the student's conditional offer of acceptance. In some situations, the New Hampshire Board of Nursing and agencies offering opportunities for clinical learning during the nursing education program may also be consulted. Factors that may be considered in arriving at a decision include:

1. Length of time since the incident;
2. Age of student at the time of incident;
3. Seriousness of the incident;
4. Whether the students has made full restitution for the incident;
5. Whether the student has completed a program of rehabilitation;
6. Whether the student was truthful during the application process;
7. Other extenuating circumstances pertaining to the incident and / or since the incident.

The results of acceptable positive background checks will be maintained and secured in a sealed, signed envelope in a locked file in the Department of Nursing Director's Office and shredded when the student graduates. Only the Vice President of Student and Community Affairs and the Director of the Department of Nursing will have access to the results of background checks.

1. Students arrested for any criminal offense after matriculation are required to report it within three days to the Director of the Department of Nursing for individualized resolution.
2. Students convicted of engaging in the felonies listed above may be excluded from further study in the nursing program permanently or until the legal issue is resolved.
3. Students are advised that another background check will be required with application for the RN licensure exam.
4. A student accused of any legal infraction or breach of Board of Nursing standards of ethics or rules must report the incident within three days to the Director. NH Board of Nursing rules, Nur 100-800, may be accessed at [www.nh.gov/nursing](http://www.nh.gov/nursing).
5. If a student possesses a license of any kind from any Board of Nursing, and it is encumbered, suspended or revoked for any reason, the student must report the Board's action to the Director of the Department of Nursing within three days of the respective Board's decision. Such cases will be reviewed individually and may culminate in removal of the student from the nursing program.

## **Drug Test Policy**

### **Policy**

Every student accepted for matriculation in the Associate in Science in Nursing Program is required to secure a drug test from the College-specified vendor within a specific time period at the student's expense.

### **Goal**

The goal of the Drug Test Policy is to:

1. Comply with requirements of clinical affiliates.
2. Assess individual applicant's eligibility for licensure as a Registered Nurse in New Hampshire. Certain drug-related offenses may make one ineligible for nursing licensure in NH.

### **Purpose**

The purpose of the Drug Test Policy is to communicate to matriculating students the policy and procedures of the Department of Nursing regarding Drug Testing.

### **Cost of the Drug Test**

The cost of the drug test is one of the costs of matriculation and is borne by the prospective student. A drug test may need to be repeated if required by clinical agencies.

### **Procedure**

Students selected for matriculation in the Associate of Science in Nursing Program will receive notification of conditional acceptance pending a satisfactory Drug Test. No student will be exempted from this policy. Every student will order a Drug Test per directions provided by the Department of Nursing prior to matriculation in the Associate in Science in Nursing Program, and upon returning to classes following an extended absence from the program. Directions will include the date by which the Drug Test must be completed. Students who do not complete the Drug Test by the required date will not be allowed to matriculate in the nursing education program and their position in the class will be offered to a student on the waitlist.

The results of the Drug Test will be evaluated by the Vice President Student and Community Affairs (VPSCA) and the Director of the Department of Nursing. The VPSCA and Director will make decisions about students' eligibility for matriculation based on the results of the Drug Test. When necessary, the Director will clarify potential difficulties with the NH Board of Nursing and clinical affiliates.

### **Pinning Ceremony Policy**

Purpose: To celebrate a “rite of passage” from student nurse to graduate status.

1. A ceremony will be planned and organized by the senior class with support and final approval from the faculty advisor and Director. Two student representatives from the senior class will work with the faculty advisor and communicate with the senior class.
2. Two freshmen will attend the pinning ceremony to be able to lead the project in their senior year.
3. The ceremony will be scheduled at the end of the final semester of the program and may not conflict with graduation.
4. Students will plan the ceremony in consultation with the faculty advisor staying within the funds and space available for that purpose.
5. Students will work within guidelines provided by the faculty advisor for the pinning ceremony.
6. The Director of the department will be the emcee for the ceremony.
7. Students, in collaboration with the faculty advisor, will be responsible for:

Ordering the pins.

Ensuring that invitations and programs have been approved by the faculty advisor and Director.

Developing and sending the letter of invitation to the guests and guest speakers) with final approval by the faculty advisor and Director) at least 10 weeks prior to the ceremony.

Selecting decorations and decorating for the ceremony.

Choosing the processional and recessional music.

Choosing candles and holders if desired.

Choosing the food for the ceremony in consultation with the faculty advisor and approval of the Director of the department.

Setting up pin on ribbons in alphabetical order prior to the ceremony.

Obtaining pinning information from classmates using the form provided and submitted to the Director of the Department at least two weeks prior to the pinning ceremony.

### NURSING FASTeam MEETING

The purpose of the FASTeam is to facilitate communication between students and faculty. The FAST Team consists of two students representing the freshman level, two students representing the senior level, and the nursing faculty. Student representatives from each level shall present student concerns pertaining to the nursing program and also suggest possible solutions to the nursing faculty. The FAST Team will meet twice per semester or as needed.

The FASTeam Meeting template (below) must be submitted one week prior to the meeting date to the level coordinator (freshman level coordinator and senior level coordinator). Students' concerns must be on the template in order to be placed on the agenda. Concerns will be brought forward by FAST Team student representatives and presented to faculty for review. Freshman students will have 15 minutes to present concerns and solutions and senior students will have 15 minutes to present concerns.

**Meeting Date:**

**Attendance:**

STUDENT CONCERNS	POSSIBLE SOLUTION	FACULTY COMMENTS



**NASHUA COMMUNITY COLLEGE**

**Health, Character, and Technical Standards  
for the  
Associate in Science in Nursing Program**

Technical standards have been established to inform the student of minimum standards to satisfactorily function in the program and ultimately in the profession. The College must ensure that patients/patients of clinical affiliates are not placed in jeopardy by students during learning experiences. Therefore, students in service learning and clinical experiences must demonstrate sufficient emotional stability to withstand the stress, uncertainties, and rapidly changing circumstances that characterize the responsibilities of patient/ patient care. Furthermore, the student is expected to have the emotional stability required to exercise sound judgment, accept direction and guidance from a supervisor or faculty member, and establish rapport and maintain sensitive interpersonal relationships with patients, their families, agency staff, faculty, and classmates. Applicants must be in good physical and mental health to meet program objectives.

1. Sufficient hearing to assess patient needs, physiological signs, understand instructions, identify emergency signals, assess body functions, and engage in telephone conversation.
2. Sufficient visual acuity to observe patients, manipulate equipment, interpret data, ensure a safe environment, identify color changes, read fine print/writing, and do fine calibrations.
3. Sufficient speech and language ability to express, comprehend, and exchange information and ideas in English verbally, nonverbally, and in writing, and to interact clearly and logically with patients, family members, physicians, nurses, faculty, peers, and other ancillary medical personnel.
4. Sufficient tactile ability to assess pressure, temperature, position, vibration, and movement.
5. Ability to work with frequent interruptions, to respond appropriately in emergencies or unexpected situations, and to cope with extreme variations in workload and stress levels.
6. Sufficient emotional intelligence to exhibit empathy and compassion, to maintain productive relationships in classroom and clinical settings, and to integrate direction, instruction, and criticism into behavioral changes.
7. Sufficient strength, endurance, and motor coordination to perform the following physical activities: participation in lengthy classroom activities; fine and gross motor skills to carry out procedures; ability to safely and frequently handle, lift, and/ or carry equipment and patients up to thirty pounds; stamina to complete an eight to twelve hour work shift; and ability to perform CPR.
8. Sufficient information technology access and skills to complete assignments according to program standards.
9. Applicants with latex allergies are advised to seek professional medical consultation

**Health, Character, and Technical Standards for the Associate in Science in Nursing Program**

I have received, read, and understand the Health, Character, and Technical Standards for the Associate in Science in Nursing Program at Nashua Community College.

Student Name: (please print) \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Nashua Community College  
Department of Nursing  
Student Signature Page  
2020-2021**

Please sign two copies. Provide one copy to the secretary of the Department of Nursing to be filed in your clinical folder and one for your personal records.

**I. Limited Waiver of Personal Right to Confidentiality**

I, (print name) \_\_\_\_\_, have read the Policy Regarding Students' Folders and the confidentiality of my health records. I acknowledge the right of the Director of the Department of Nursing, administrative assistant, and faculty to have access to my clinical folder and my health records. I acknowledge the right of clinical agency administrative officials to have access to my student records which may include my criminal background check and/or drug test results as required by agency policy.

1. \_\_\_\_\_  
Student Signature Date

**II. Confidentiality Policy**

Caring for patients of clinical agencies as part of the preparation to become a Registered Nurse is a privilege. Patients and clinical agencies have rights to privacy, **including rights complying with HIPPA Regulations**. The student will safeguard patients' and agencies' rights to privacy by maintaining strict confidentiality in regard to information that comes to the student's awareness while practicing in the professional role. Disclosure of confidential information may subject the student to liability based on defamation or invasion of privacy, as well as termination from all clinical agencies and the nursing education program.

**Confidentiality Agreement**

I understand and agree that in the performance of my duties as a student at a clinical affiliation, I must hold medical, administrative and financial information that comes to my attention in confidence. Further, I understand that intentional or involuntary violation of a patient's or agency's right to confidentiality may result in an immediate end of my clinical privileges with affiliated health agencies and may subject me to dismissal from the nursing education program.

2. \_\_\_\_\_  
Student Signature Date

**III. Health Insurance**

Our clinical agencies require our students to have adequate health insurance. This is a regulatory requirement for the nursing program to maintain clinical contracts and experiences for our students.

I will possess and maintain personal health and accident insurance and provide documentation of current coverage yearly. If the health insurance information changes during the academic year, I will notify the Department of Nursing secretary. If there is a gap in coverage, I acknowledge that I will be in violation of the policy and could be suspended from the Nursing Program.

3. \_\_\_\_\_  
Student Signature Date

**IV. Receipt of Nursing Student Handbook**

I have received a copy of the Student Handbook of the Associate of Science in Nursing Program. I understand I am accountable to know and abide by the information and policies contained in this Handbook.

4. \_\_\_\_\_  
Student Signature Date

