

**Quinsigamond Community CollegeNurse  
Education Department**



**Practical Nursing Program  
Student Handbook**

**Fall 2025/Intercession 2026/Spring 2026/Summer 2026**

[www.QCC.edu/healthcare/healthcare-practical-nursing](http://www.QCC.edu/healthcare/healthcare-practical-nursing)

Reviewed and Revised 8/01/2025

| <b>TOPIC</b>  | <b>Page</b> |
|---|-------------|
| <i>Welcome and Diversity and Inclusion Statement</i>  | 5           |
| <i>Nurse Education Department Purpose and Philosophy</i>  | 8           |
| <i>Organizing Framework, Integrating Concepts, Theories, Outcomes, Curriculum</i>   |             |
| • Organizing Framework/ Umbrella/ Conceptual Model Explanation/Integrating Concepts   | 10          |
| • Program Outcomes/Student Learning Outcomes  | 11          |
| • Practical Nursing Curriculum Plan/ Summary of Course Hours by Semester  | 13          |
| • References  | 16          |
| • Program Terminology   | 17          |
| <i>Massachusetts Board of Registration in Nursing (MABORN) Required Policies</i>  |             |
| • Admission Policy  | 19          |
| • Good Moral Character Policy   | 20          |
| • Licensure Eligibility & Process   | 20          |
| • Program Warning   | 21          |
| • Admission Policy  | 22          |
| • Academic Integrity Policy <ul style="list-style-type: none"> <li>○ Academic and Professional Integrity</li> <li>○ Plagiarism/False Information</li> <li>○ Sharing &amp; Copyright Infringement</li> </ul>                                   | 23          |
| • Advanced Placement Policy   | 24          |
| • Attendance Policy <ul style="list-style-type: none"> <li>○ Classroom Attendance</li> <li>○ Clinical/Lab/Simulation Attendance</li> <li>○ Make-Up</li> <li>○ School Cancellation, Delays, and Clinical Snow Day Policy</li> </ul>            | 25          |
| • Course Exemption Policy   | 28          |
| • Educational Mobility Policy   | 28          |
| • Graduation Policy & Licensure <ul style="list-style-type: none"> <li>○ Graduation Requirements/Program Completion</li> <li>○ Licensure Eligibility &amp; Process</li> </ul>   | 29          |
| • Military Policy: Transfer or Advanced Placement of Military Education, Training or Service for a Military Healthcare Occupation   | 30          |
| • Progression Policy <ul style="list-style-type: none"> <li>○ Retention/Progression in Program</li> </ul>   | 31          |
| • Readmission Policy <ul style="list-style-type: none"> <li>○ Denial of Admission to Healthcare Programs</li> </ul>   | 31          |
| • Social Media Policy   | 33          |
| • Student Rights and Grievances <ul style="list-style-type: none"> <li>○ Student Rights and Grievances Policy</li> <li>○ Student Records Policy</li> <li>○ Request for Documents</li> <li>○ Participation in Governance of Program</li> </ul> | 34          |
| • Transfer Policy   | 35          |
| • Withdrawal Policy <ul style="list-style-type: none"> <li>○ Call to Active Military Duty</li> <li>○ Administrative Withdrawal Policy</li> </ul>  | 36          |

|   |    |
|---|----|
| <i>Classroom Policies</i>   |    |
| • Cell Phones and Electronic Devices  | 38 |
| • Course Information  | 38 |
| • Course Evaluations and Surveys  | 38 |
| • Disruptive Behavior   | 38 |
| • Grading Policy  | 38 |
| • Religious Accommodations  | 39 |
| • Remote/Online Learning and Technology   | 39 |
| • Remote Testing Policy   | 40 |
| • Electronic Signatures   | 41 |
| • Standardized Testing  | 42 |
| • Student Accessibility Services  | 42 |
| • Use of Recording Devices  | 42 |
| • Visitors in the Classroom   | 42 |
| <i>Nursing Lab Policies</i>   |    |
| • Lab Experiences Definitions   | 43 |
| • Lab Kits  | 43 |
| • Lab Policies and Etiquette  | 43 |
| • Latex Allergy Policy  | 44 |
| • Open/Practice Labs  | 45 |
| • Preparation for Lab   | 45 |
| • Psychomotor Skill Competency Evaluation   | 45 |
| • Required Purchases  | 46 |
| • Scheduled Skills Labs   | 46 |
| <i>Clinical Policies</i>  |    |
| • Centralized Clinical Placement  | 46 |
| • Change in Health Status   | 46 |
| • Clinical Experiences Definitions  | 47 |
| • Clinical Performance Evaluation <ul style="list-style-type: none"> <li>○ Evaluation Process</li> <li>○ Clinical Warning/Professional Conduct</li> <li>○ Clinical Failure</li> <li>○ Clinical Dismissal</li> </ul> | 48 |
| • Clinical Area without Instructor  | 49 |
| • Clinical Site Information   | 49 |
| • Computer Access   | 50 |
| • CORI/SORI/National Background Registry Check  | 50 |
| • Drug Screening/Fingerprinting Policy  | 50 |
| • Health Policy   | 50 |
| • Illness Policy  | 51 |
| • Infection Control Guidelines  | 52 |
| • Patient Contact and Risk of Exposure  | 53 |
| • Injury or Illness in Clinical Area  | 53 |
| • Leaving the Clinical Facility   | 53 |

|   |    |
|---|----|
| • Medication Administration Policy                                      | 53 |
| • Nursing Math Competency Testing Policy                                | 53 |
| • Unsatisfactory Skills Performance in the Clinical Setting             | 55 |
| <i>Simulation Lab</i>   |    |
| • General Lab/Conduct Policies  | 55 |
| • Confidentiality   | 56 |
| • Clean-Up  | 56 |
| • Media   | 56 |
| • Smoking Policy  | 56 |
| • Technical Performance Standards                                       | 56 |
| • Unanticipated Exposure to Communicable/Infectious Disease             | 57 |
| • Uniform/Dress Code Policy   | 57 |
| <i>Student Resources</i>  |    |
| • Academic Advising   | 58 |
| • Academic Counseling   | 58 |
| • Honors and Awards   | 58 |
| • Library Resources   | 58 |
| • National Association of Licensed Practical Nurses                     | 58 |
| • Nurse Aid Training Waiver Requests                                    | 59 |
| • Nursing Clubs   | 59 |
| • QCC Foundation Scholarships   | 59 |
| • Student Support Services Policy                                       | 59 |
| • Study Areas @ 25 Federal Street                                       | 59 |
| • Policies for Study Areas  | 59 |
| <i>References</i>   | 60 |
| <i>Appendices/Forms</i>   |    |
| A. Academic Clinical Success Form                                       | 61 |
| B. Nursing Skills Lab Referral for Remediation Form/Remediation Summary | 62 |
| C. Statement of Confidentiality   | 63 |
| D. Photograph/Video (Film)/Audio Release                                | 63 |
| E. Statement of Understanding Regarding Clinical and Theory Process     | 64 |
| F. Indemnification / Hold Harmless Agreement                            | 64 |
| G. Nursing Club Constitution and Bylaws (Sample)                        | 65 |
| H. Grievance Communication Form   | 67 |
| I. Student Exit Interview   | 68 |
| J. Clinical Sites   | 70 |
| K. Statement of Agreement Student/Student Signature/Acknowledgment      | 72 |

# WELCOME

The faculty of the Practical Nursing Program extends a sincere welcome to you. We are pleased and proud that you have chosen our school and that you wish to carry on the high standards set by the graduates of our program. This program is approved by the Massachusetts Board of Registration in Nursing (MABORN), 250 Washington Street Boston, MA 02108-4619, telephone 617-793-0900 and accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN), 3390 Peachtree Road, NE, Suite 1400; Atlanta, GA 30326, telephone 404-975-5000.

QCC is accredited by the New England Commission of Higher Education, Inc. (NECHE). QCC is an affirmative action/equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, genetic information, gender identity or sexual orientation in its programs and activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and college policies. The College prohibits sexual harassment, including sexual violence. Inquiries or complaints concerning discrimination, harassment, retaliation, or sexual violence shall be referred to the College's Affirmative Action and/or Title IX Coordinator, the Massachusetts Commission Against Discrimination, the Equal Employment Opportunities Commission or the United States Department of Education's Office for Civil Rights, John Holloway Interim Dean for Compliance and Education Title IX, can be reached at 508-854-2791 (Room 374A). The College's Affirmative Action Officer is Sara Simms, Assistant Director of Human Resources, who can be reached at 508-542-2757 (Room 222A).

We have compiled this booklet so that you can become acquainted with the policies and expectations of the program. The College Catalog and the College Student Handbook have information relating to your duties and responsibilities as a student at Quinsigamond Community College. This booklet refers to your specific duties and responsibilities as a student in the Practical Nursing Program. An additional source of program information can be found at [www.QCC.edu/about-qcc/administration/program-department-websites/nurse-education](http://www.QCC.edu/about-qcc/administration/program-department-websites/nurse-education)

The Practical Nursing Faculty regards the student as an adult learner who comes to the program with a variety of life experiences, knowledge, and learning styles. Students are expected to exhibit a maturity level consistent with adulthood and to maximize the learning experiences available throughout the program. Students are responsible for their own behavior at all times.

Practical Nursing students must adhere to the policies that have been developed to meet the requirements of the approval agency and the clinical affiliations to ensure successful completion of the program. Prior to placement in the clinical area students must provide required immunization documentation, inclusive of COVID vaccination and booster as well as evidence of Healthcare Provider CPR certification.

Graduates of the Practical Nursing Program are eligible to sit for the National Council Licensure Exam for Practical Nurses (NCLEX-PN) in Massachusetts if they meet the Good Moral Character Requirement of the Board of Registration in Nursing. Graduates receive a certificate of program completion from the College and when licensed are qualified to work in health care settings such as acute and rehabilitation hospitals, extended care facilities, clinics, and other health care environments. The Massachusetts Board of Registration in Nursing requires all candidates for licensure to disclose any incidents with Child Protective Services. These may affect a candidate's ability to sit for the NCLEX examination and obtain licensure.

The Practical Nursing Program is conducted over a minimum 40-week period involving five semesters of study. This program will be completed utilizing a blended modality: some coursework will be completed at the QCC Workforce Development Center, 25 Federal Street, Worcester, and some coursework will be completed online. Students may attend some clinical experiences in alternate time periods to those normally scheduled.

Throughout the program, students are responsible for their own transportation to the College and to the clinical facilities. No transportation will be provided for students.

Theoretical, pharmacological, and clinical components of nursing courses must be taken concurrently and sequentially. All courses required within the program must be completed with a “C” grade (73%) or better. Successful completion of the clinical component of a course depends upon evaluation of the student’s performance based on established criteria and fulfillment of attendance requirements. Students must maintain a cumulative Grade Point Average (GPA) of 2.0 to graduate.

Please see your advisor if you have any questions or concerns about information from any of these sources.

In addition to the Practical Nursing Student Handbook, please refer to the Quinsigamond Community College Catalog and Quinsigamond Community College Student Handbook for the current academic year.

#### **Practical Nursing Program Contact Information**

| <b>Role</b>   | <b>Name</b>                        | <b>Phone</b>           | <b>Email</b>   |
|---|------------------------------------|------------------------|--|
| Director of Nurse Education/<br>Program Administrator | Keara L. Holmes                    | 508-751-7984           | <a href="mailto:kholmes@qcc.mass.edu">kholmes@qcc.mass.edu</a>                   |
| PN Day Program Coordinator                            | Margaret A. Yoder                  | 508-854-7477           | <a href="mailto:myoder@qcc.mass.edu">myoder@qcc.mass.edu</a>                     |
| PN Evening Program Coordinator                        | Maureen Ricotta                    | 508-854-7513           | <a href="mailto:mricotta@qcc.mass.edu">mricotta@qcc.mass.edu</a>                 |
| Clinical Coordinator                                  | MaryEllen Nietupski                | 508-751-7977           | <a href="mailto:mnietupski@qcc.mass.edu">mnietupski@qcc.mass.edu</a>             |
| Lab Coordinator – Day                                 | BettyAnn Warner                    | 508-751-7906           | <a href="mailto:bwerner@qcc.mass.edu">bwerner@qcc.mass.edu</a>                   |
| Lab Coordinator – Eve                                 |                                    |                        |  |
| Program Assistants                                    | Stefanie Parker &<br>Sophie Werner | 508-751-7966 Option #2 | <a href="mailto:nurseeducation@qcc.mass.edu">nurseeducation@qcc.mass.edu</a>     |
| Health Compliance                                     | Rick Banks                         | 508-751-7966 Option #1 | <a href="mailto:healthcompliance@qcc.mass.edu">healthcompliance@qcc.mass.edu</a> |

# The Quinsigamond Community College

## School of Healthcare

### **Diversity, Equity, and Inclusion Statement**

The Quinsigamond Community College (QCC) School of Healthcare is open to all individuals. We are committed to inclusive and equitable opportunities, and we do not discriminate against applicants, students, or employees based on age, race, sex, gender identity, ability, religious convictions, socio-economic status, national origin, ethnic heritage, sexual orientation, and/or veteran status. Any inquiries or issues concerning compliance with this policy should be brought to the attention of the QCC Dean for Compliance and Education, John Holloway or Human Resources Assistant Director and Affirmative Action Officer for Employees, Sara Simms ([www.QCC.edu/about-qcc/administration/human-resources/title-ix-and-affirmative-action](http://www.QCC.edu/about-qcc/administration/human-resources/title-ix-and-affirmative-action)). QCC will respond to all inquiries in a timely and effective manner with the goal of promoting equitable treatment.

The School of Healthcare promotes educational equity by recruiting, enrolling, retaining and matriculating a diverse and inclusive student body. We prepare students to join the work force to reduce barriers and promote access to health care in our community. The School of Healthcare is strongly committed to ensuring that its learning and working environments are free of harassment and discrimination and supports respect for every person's inherent dignity, worth, and unique attributes.

We want to acknowledge that we gather as QCC on the traditional land of the Nipmuc, past and present. While a land acknowledgment statement is an important initial step and not enough, it is a necessary decolonial practice that promotes indigenous visibility and social justice, reminding us that we are on settled indigenous land. We condemn the unjust deeds done in the past and honor with gratitude the land itself and the indigenous people who have stewarded it throughout the generations. We commit to continuing to work for peace and reconciliation and to be better neighbors and caretakers of the land we inhabit.



# Quinsigamond Community College

## Nurse Education Department Purpose/Philosophy

### Purpose

The purpose of Quinsigamond Community College, Nurse Education unit, is congruent with the Mission Statement of the College. The Nurse Education Unit provides a high-quality education that is accessible and affordable to a diverse student population. The program in nursing serves the learner, the community, and the nursing profession. At the completion of each program, the graduate is prepared to write the National Council Licensure Examination for Registered Nurses, (NCLEX-RN) and the National Council Licensure Examination for Practical Nurses (NCLEX-PN) and to assume an entry level nursing position.

### Philosophy

We believe that:

**Nursing** is a caring, theory-based discipline focused on assisting the patient and significant support person(s) to achieve an optimal level of self-care, while protecting and promoting patient dignity. The science of nursing is a distinct, constantly evolving body of knowledge that encompasses rational and scientific principles upon which nursing interventions are based. Plan of care is flexible, patient centered, cost effective, attentive to patient diversity, and occurs within the context of the patient's family and environment. Nurses utilize the nursing process, open, civil and therapeutic communication, critical thinking, evidence-based information while working collaboratively with members of the health-care team. Nurses function within the standards of practice, demonstrating safe, competent, legal ethical practice.

The **individual** is a valued, complex and unique being that has a dynamic capacity for self-care. The individual is understood as an integrated and whole being who functions biologically, psychologically, socially, spiritually and developmentally. The individual has the potential to make choices that will meet his/her own needs for self-care and lead to ongoing growth as human beings.

**Environment** – Individuals are best understood in the context of their environment. The environment consists of evolving, dynamic, culturally diverse conditions, which are influenced by family, specific living conditions, political, social, demographic, and economic factors.

**Health** is a state of physical, social, and spiritual well-being and not merely the absence of illness. Health status exists on a continuum and varies because of interactions between the patient and the environment.

**Teaching/Learning** is an active, dynamic, continuous and creative process of attaining and sharing knowledge, involving the patient, significant support person(s) and the health care team. As educators, nurses assist the patient/families by supporting self-care activities, while facilitating informed decision and achievement of positive outcomes.

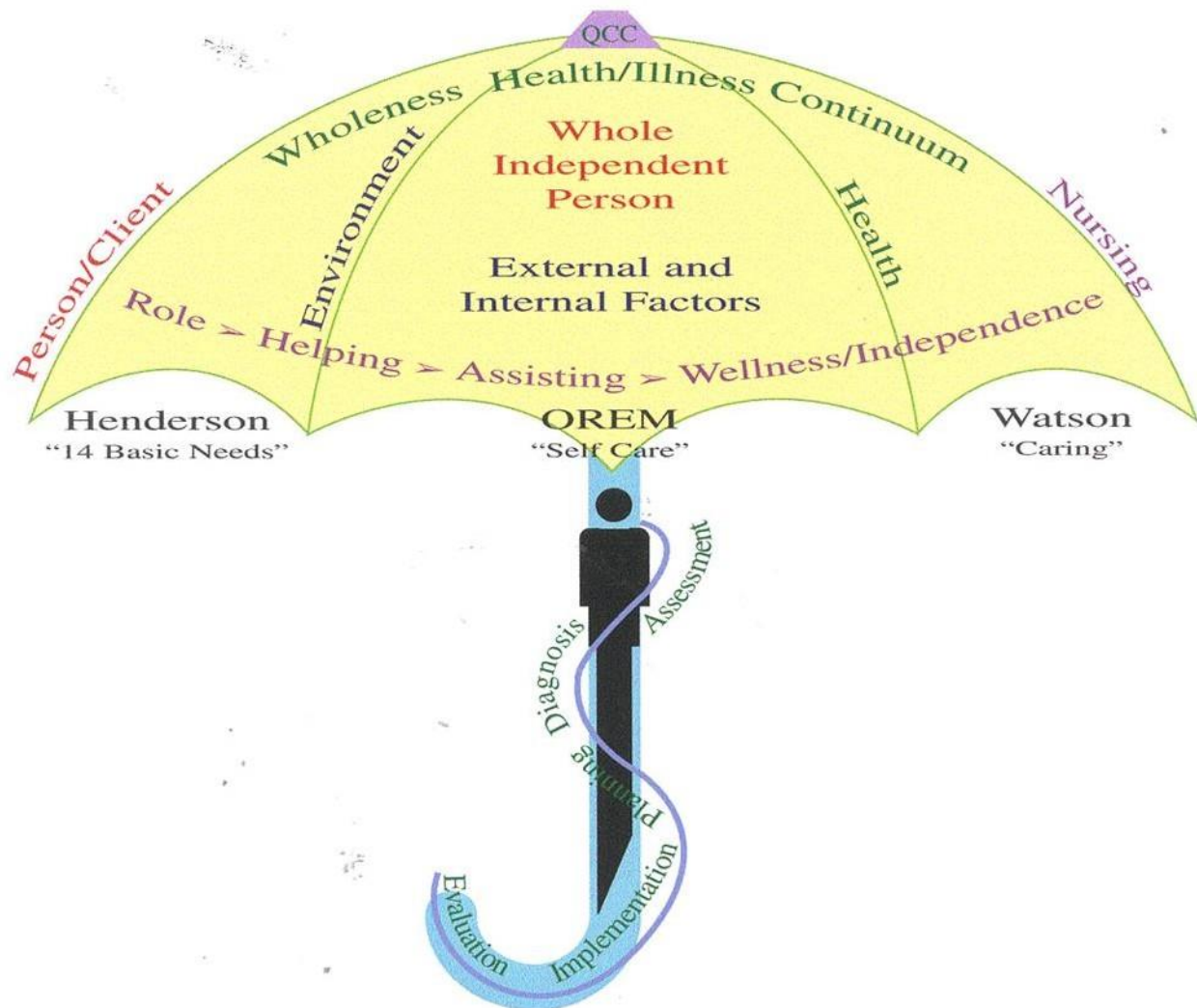


**Nursing education/scholarship** occurs within a system of higher education and is a planned approach to the acquisition of knowledge. Nursing education progresses from the simple to the complex, facilitates the development of cognitive, psychomotor and affective knowledge and provides for multiple points of entry into the profession. The outcome of nursing education, at all levels, is to prepare a graduate who accepts professional responsibility and accountability. Nursing education supports participation in professional organizations. Cultural diversity within the classroom is valued and promotes appreciation and respect for differences within the college and beyond. The role of the faculty is to guide, support, facilitate learning, and model professional practice, while instilling commitment to lifelong learning. Faculty also strive to instill a sense of professional empowerment including commitment to social justice and community service. The role of the student is to translate classroom learning into nursing practice through the spirit of inquiry, evidence-based and reflective nursing practice.

**The Licensed Practical Nurse** provides quality patient-centered, evidenced-based care to vulnerable multicultural/diverse groups across the health care continuum, particularly among older adults and other population clusters that need long-term, community-based chronic care. The Practical Nurse cooperates and collaborates with health team members, patients and families and delegates nursing care provided by unlicensed personnel. The Licensed Practical Nurse uses scientific knowledge and technical skills to continually assess the physical, emotional, and social status of their clients and they work with patients and their families to devise care plans for each situation in accordance with best nursing practice.

**The Associate Degree Nurse** advances the nursing process to implement nursing actions in varied complex settings and assist patients in meeting or maintaining self-care needs. The associate degree nurse cooperates and collaborates with other members of the health care team to give direct care to patients, families, and community groups. The associate degree nurse is also responsible for the delegation of nursing action.

# Practical Nursing Organizing Framework and Integrating Concepts



## PRACTICAL NURSING CONCEPTUAL MODEL

A single umbrella with the client positioned at the center of the handle is representative of the QCC Practical Nursing curriculum. Nursing process, the primary problem-solving method used in nursing care delivery symbolizes the process central to nursing care. The three theorists: Henderson, Orem and Watson come together under the umbrella to form the conceptual framework of the Practical Nursing curriculum. The central themes of the theorists are represented in the ribs of the umbrella and serve as the framework from which the integrating concepts are pulled. The umbrella, viewed by society as a strong and useful tool in times of sun and rain is representative of the usefulness of the Practical Nurse and the strength and integrity of the Practical Nursing program curriculum.

## INTEGRATING CONCEPTS

The QCC PN curriculum integrates professional standards and competencies from the NLN, the American Nurses Association (ANA) Scope and Standards of Practice, QSEN, and the Massachusetts Board of Registration in Nursing. All the previous, along with the PN Mission and Philosophy have been utilized to develop all Student Learning Outcomes. The goal of the QCC PN nursing program is to graduate mature learners that exhibit the above characteristics and apply the integrating concepts that emerge from those core characteristics.

- **Patient and Family-Centered Care:** provide holistic care that recognizes the individual's and family preferences, values and needs and respects the client or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care.
- **Professionalism:** demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.
- **Leadership:** influence the behavior of individuals or groups of individuals in a way that will facilitate the achievement of shared goals. Includes problem solving, accountability, delegation, and courage.
- **Systems-Based Practice:** demonstrate an awareness of and responsiveness to the larger context of the health care system and will demonstrate the ability to effectively call on microsystem resources to provide care that is of optimal quality and value.
- **Informatics and Technology:** use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.
- **Communication:** interact effectively with patients, families and colleagues, fostering mutual respect and shared decision making, to enhance client satisfaction and health outcomes.
- **Teamwork and Collaboration:** function effectively within nursing and the interdisciplinary health care teams, fostering open communication, mutual respect, shared decision making, team learning and development (Adapted from QSEN, 2007).
- **Pharmacodynamics** - Pharmacodynamics is the study of the mode of action, effects, and nursing implications of medications.
- **Safety:** minimize risk of harm to patients and providers through both system effectiveness and individual performance.
- **Quality Improvement:** collect data to monitor the outcomes of care and use data to continuously improve the quality and safety of health care systems.
- **Evidence-Based Practice:** will identify the value of using the best current evidence coupled with clinical expertise and consideration of patient's preferences, experience, and values to make practice decisions.

## PROGRAM OUTCOMES

Program outcomes are defined as performance indicators that reflect the extent to which the purposes of the nursing education unit are achieved and by which program effectiveness is documented. Program outcomes are measurable, consumer-oriented indexes designed to evaluate the degree to which the program is achieving its mission and goals. Examples include, but are not limited to, end of program student learning outcomes, NCLEX examination pass rate, program completion rate, and job placement rates.

## STUDENT LEARNING OUTCOMES

At the completion of the program the graduate will:

1. Apply the nursing process to the patient-centered care of culturally diverse clients, throughout the life span, who have actual, common, well defined, or potential, health-deviation requisites.
2. Use therapeutic communication effectively with clients, families, and members of the collaborative health care team.
3. Illustrate use of relevant technology for patient-centered care and documentation.
4. Implement goal-directed teaching plans to assist clients in resolving self-care deficits.
5. Safely manage the nursing care of clients with actual or potential common, well-defined health deviation requisites, in a variety of structured settings, in accordance with ethical, legal and professional standards.
6. Demonstrate professional attributes of a Practical Nurse in the provision of safe, effective patient-centered care.

## REFERENCES

Accreditation Commission for Education in Nursing. (2023). ACEN accreditation manual standards and criteria: Practical. Retrieved from <https://www.acenursing.org/accreditation/accreditation-manuals>

Board of Higher Education & Massachusetts Organization of Nurse Executives. (2006). Creativity and connections: Building the framework for the future of nursing education and practice. Retrieved from <https://archives.lib.state.ma.us/entities/publication/8af6b4bc-82cb-49e3-832f-7c8bd513dc49>

Sherwood, G., Barnsteiner, J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D.T., & Warren, J. (2007). Quality and safety education for nursing. *Nursing Outlook*, 55(3), 122-131.doi:0.1016/j.outlook.2007.02.006

Institute of Medicine. (2005). Crossing the quality chasm: Building a better delivery system: A new engineering/healthcare partnership. Washington, DC: The National Academies Press.  
<https://www.ncbi.nlm.nih.gov/books/NBK22857/>

National League for Nursing. (2022). Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing. New York: Author.

National Council of State Boards of Nursing. (2024). A nurse's guide to the use of social media.  
<https://www.ncsbn.org/brochures-and-posters/nurses-guide-to-the-use-of-socialmedia>

Nurse of the Future Competency Committee. (2016). Massachusetts nurse of the future nursing core competencies: Licensed practical nurse. Retrieved from <https://www.mass.edu/nahti/documents/NOFNCC-LPN%20Final.pdf>

# PRACTICAL NURSING CERTIFICATE

## LP/LPE SUMMARY OF CREDITS BY SEMESTER

| CourseTitle  | Course# | Semester Offered | Credits   | Prerequisites  |
|--|---------|------------------|-----------|--|
| <b>Semester 1 (Summer I or II)</b> <ul style="list-style-type: none"> <li>Register for and successfully complete all courses to graduate in five semesters.</li> </ul>   |         |                  |           |  |
| Principles of Human Biology <b>or</b>  | BIO 100 | F/S/SU           | 4         | Placement into college level English.                      |
| Anatomy & Physiology II  | BIO 112 |                  |           | BIO 111  |
| Introduction to Psychology   | PSY 101 | F/S/SU           | 3         | Placement into college level English.                      |
|  |         | Total            | 7         |  |
| <b>Semester 2 (Fall)</b> <ul style="list-style-type: none"> <li>Ensure all Healthcare Compliance requirements are met prior to Semester 2.</li> </ul>  |         |                  |           |  |
| Practical Nursing I: Fundamentals of Nursing   | PNP 101 | F                | 10        | BIO 100 or BIO 112, PSY 101, Acceptance to the PNP Program |
| Introduction to Pharmacology   | PNP 111 | F                | 3         | BIO 100 or BIO 112, PSY 101, Acceptance to the PNP Program |
| Survey of Life Span Development  | PSY 121 | F/S/SU           | 3         | PSY 101  |
|  |         | Total            | 16        |  |
| <b>Semester 3 (Intersession)</b> <ul style="list-style-type: none"> <li>Complete PNP 210 and PNP 233 with a grade of “C” or higher.</li> </ul>   |         |                  |           |  |
| Nutrition Concepts in Health and Illness   | PNP 210 | I                | 1         | PNP 101  |
| Trends in Practical Nursing  | PNP 233 | I                | 1         | PNP 101  |
|  |         |                  | 2         |  |
| <b>Semester 4 (Spring)</b> <ul style="list-style-type: none"> <li>Meet with a QCC Career Services Representative and attend Workshops. See <a href="http://www.QCC.edu/career-services">www.QCC.edu/career-services</a>.</li> <li>Complete all PNP courses with grades of “C” or higher.</li> <li>Submit an Intent to Graduate Form, located on <i>The Q</i>.</li> </ul> |         |                  |           |  |
| Practical Nursing II: Medical/Surgical/Mental Health Nursing   | PNP 235 | S                | 15        | PNP 101, PNP 111, PNP 210 and PNP 233                      |
|  |         | Total            | 15        |  |
| <b>Semester 5 (Summer I)</b> <ul style="list-style-type: none"> <li>Meet with a Career Services Representative for Job Search Assistance services.</li> <li>Complete PNP 240 with a grade of “C” or higher.</li> </ul>   |         |                  |           |  |
| Practical Nursing III: Maternal/Newborn/Pediatric  | PNP 240 | SU I             | 6         | PNP 200, PNP 210, PNP 222, PNP 233                         |
|  |         | Total            | 6         |  |
| <b>Total Credits Required:</b>   |         |                  | <b>46</b> |  |

# PRACTICAL NURSING CERTIFICATE

## LP/LPE SUMMARY OF COURSE HOURS BY SEMESTER

### SEMESTER I (SUMMER I OR II)

| Course   | Credits | Class/Lab Hours | Clinical Practice | Total Hours |
|--|---------|-----------------|-------------------|-------------|
| BIO 100<br>Principles of Human Biology <b>OR</b> | 4       | 45/45           | 0                 | 90          |
| BIO 112<br>Anatomy & Physiology II               |         |                 |                   |             |
| PSY 101<br>Introduction to Psychology            | 3       | 45              | 0                 | 45          |
| <b>TOTALS</b>                                    | 7       | 90/45           | 0                 | 135         |

### SEMESTER II (FALL)

| Course   | Credits | Class/Lab Hours | Clinical Practice | Total Hours |
|--|---------|-----------------|-------------------|-------------|
| PNP 101<br>Practical Nursing I:<br>Fundamentals of Nursing           | 10      | 75/90           | 135               | 300         |
| PNP 111<br>Introduction to Pharmacology                              | 3       | 45              | 0                 | 45          |
| PSY 121<br>A Survey of Life Span Development:<br>Conception to Death | 3       | 45              | 0                 | 45          |
| <b>TOTALS</b>  | 16      | 165/90          | 135               | 390         |

### SEMESTER III (INTERSESSION)

| Course   | Credits | Class/Lab Hours | Clinical Practice | Total Hours |
|--|---------|-----------------|-------------------|-------------|
| PNP 210<br>Nutritional Concepts in Health &<br>Illness | 1       | 15              | 0                 | 15          |
| PNP 233<br>Trends in Practical Nursing                 | 1       | 15              | 0                 | 15          |
| <b>TOTALS</b>  | 2       | 30              | 0                 | 30          |

### SEMESTER IV (SPRING)

| Course   | Credits | Class/Lab Hours | Clinical Practice | Total Hours |
|--|---------|-----------------|-------------------|-------------|
| PNP 235<br>Practical Nursing II: Medical/Surgical/<br>Mental Health/Leadership Nursing | 15      | 135             | 270               | 405         |
| <b>TOTALS</b>  | 15      | 135             | 270               | 405         |

### SEMESTER V (SUMMER I)

| Course  | Credits | Class/Lab Hours | Clinical Practice | Total Hours |
|---|---------|-----------------|-------------------|-------------|
| PNP 240<br>Practical Nursing III:<br>Maternal/Newborn/Pediatric Nursing | 6       | 45              | 135               | 180         |
| <b>TOTALS</b>   | 6       | 45              | 135               | 180         |
| <b>GRAND TOTALS</b>   | 46      | 465/135         | 540               | 1,140       |

# PRACTICAL NURSING CERTIFICATE

## LPA SUMMARY OF COURSE HOURS BY SEMESTER

### SEMESTER I

| Course   | Credits | Class/Lab Hours | Clinical Practice | Total Hours |
|--|---------|-----------------|-------------------|-------------|
| BIO 100<br>Principles of Human Biology <b>OR</b>                     | 4       | 45/45           | 0                 | 90          |
| BIO 112<br>Anatomy & Physiology II                                   |         |                 |                   |             |
| PSY 101<br>Introduction to Psychology                                | 3       | 45              | 0                 | 45          |
| PSY 121<br>A Survey of Life Span Development:<br>Conception to Death | 3       | 45              | 0                 | 45          |
| <b>TOTALS</b>  | 10      | 135/45          | 0                 | 180         |

### SEMESTER II

| Course   | Credits | Class/Lab Hours | Clinical Practice                     | Total Hours |
|--|---------|-----------------|---------------------------------------|-------------|
| PNP 101<br>Practical Nursing I:<br>Fundamentals of Nursing | 10      | 75/90           | 135 (or up to 270<br>preceptor based) | 300         |
| PNP 111<br>Introduction to Pharmacology                    | 3       | 45              | 0                                     | 45          |
| PNP 210<br>Nutritional Concepts in Health &<br>Illness     | 1       | 15              | 0                                     | 15          |
| <b>TOTALS</b>  | 14      | 135/90          | 135                                   | 360         |

### SEMESTER III

| Course   | Credits | Class/Lab Hours | Clinical Practice                     | Total Hours |
|--|---------|-----------------|---------------------------------------|-------------|
| PNP 233<br>Trends in Practical Nursing   | 1       | 15              | 0                                     | 15          |
| PNP 235<br>Practical Nursing II: Medical/Surgical/<br>Mental Health/Leadership Nursing | 15      | 135             | 270 (or up to 540<br>preceptor based) | 405         |
| <b>TOTALS</b>  | 16      | 150             | 270                                   | 420         |

### SEMESTER IV

| Course  | Credits | Class/Lab Hours | Clinical Practice                     | Total Hours |
|---|---------|-----------------|---------------------------------------|-------------|
| PNP 240<br>Practical Nursing III:<br>Maternal/Newborn/Pediatric Nursing | 6       | 45              | 135 (or up to 270<br>preceptor based) | 180         |
| <b>TOTALS</b>   | 6       | 45              | 135                                   | 180         |
| <b>GRAND TOTALS</b>   | 46      | 465/135         | 540                                   | 1,140       |

## REFERENCES

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition, New York : Longman. Bloom, B.S. (1956). Taxonomy of educational objectives, the classification of educational goals, Handbook I: Cognitive domain. New York: David McKay.

Creativity and Connections: Building the Framework for the Future of Nursing Education and Practice. (2010). <https://archives.lib.state.ma.us>

Retrieved from <http://www.mass.edu/nahti/documents/NursingCoreCompetencies.pdf>

Institute of Medicine. (2001). Crossing the quality chasm: A new health care system for the 21st century. Washington, DC: National Academy of Sciences.

Accreditation Commission for Education in Nursing (2023). ACEN Accreditation Manual. Georgia. Retrieved from <https://www.acenursing.org/accreditation/accreditation-manuals>

National League for Nursing. (2022). Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing. New York: ISBN: 1934758124

Quality and Safety Education for Nursing. (2007). Quality and safety competencies. Retrieved from <http://qsen.org/competencies/>



## PROGRAM TERMINOLOGY

**Academic Warning** - Implemented by the instructor. Used when the student is not meeting classroom policies inclusive of submitting assignments in a timely fashion. The warning identifies student behaviors that require immediate improvement and provides specific instruction as to remediation. A written warning may or may not be preceded by a verbal warning. Any student who accrues two warnings (academic and/or clinical) will be placed on probation.

**Administrative Withdrawal** - The Dean of Healthcare can administratively withdraw a student from the program for reasons of clinically unsafe practice/behavior, violation of the College's Student Code of Conduct or Policy on Affirmative Action, and/or failure to comply with program policies including health requirements for clinical attendance.

**Assigned Readings** – The student must read various portions of textbooks, reference materials, or journals. Students should complete readings prior to the scheduled class, skills lab, or clinical. Assigned readings can be found in the course curriculum outline, posted on the bulletin board, and/or given in class, skills lab, or clinical.

**Clinical Assignments** – The student will be assigned to provide nursing care for a selected client(s). The student will be expected to explain in his/her own words the various aspects of the client's condition and the nursing care planned. If the assignment is given on the day of the clinical experience, the student is expected to use the resources available at the clinical site to prepare for client care. If the assignment is given in advance of the clinical experience, the student is expected to prepare for it prior to entering the clinical area.

**Clinical Evaluation** – Completed by the instructor. Formative evaluation identifies a student's strengths and weaknesses to assist the student to learn. Summative evaluation determines clinical competence at the completion of the course.

**Clinical Rotations** – A group of students assigned to an instructor at a clinical site. Students can expect to have several rotations during the program. A variety of clinical sites are used to meet the program and course objectives. The program coordinator is responsible for clinical rotation assignments.

**Clinical Probation** – Implemented by the instructor for student performance that is evaluated as unsatisfactory/unsafe nursing practice. Failure to consistently demonstrate and maintain appropriate behaviors following placement on clinical probation will result in clinical failure.

**Clinical Warning** - Implemented by the instructor. Used when the student is not meeting clinical, or skills lab objectives. The warning identifies student behaviors that require immediate improvement and provides specific instruction as to remediation. A written warning may or may not be preceded by a verbal warning. Unsafe behavior in the clinical area may result in immediate dismissal from the clinical area without warning. Any student who accrues two clinical warnings will be placed on probation.

**Curriculum Outline/Syllabus** – A document that describes the content and requirements of the course. Includes criteria for calculation of course grade, course objectives, content areas, and reading assignments.

**Debriefing** - Occurs after a Simulation Experience so feedback and corrections can be discussed by peers and instructors. Discussions – The student participates and contributes to the presentation of course content with the guidance of the instructor.

**Electronic Resources** – Movies, videos, overhead documents, power point, diagrams and other materials used to enhance learning.

**Examinations** – An electronic test that determines a student's comprehension of various topics.

**Incomplete** – Refers to assignments or written work that was not received on the date due. Students will receive a written warning for failure to submit work on time.

**Lecture** - The instructor speaks to the class on the course content. Students are expected to take notes on the material presented.

**Module**- The course content that will be presented during a particular time frame.

**PNFO** – Practical Nursing Faculty Organization

**Practicum** – Students physically demonstrate that they are able to competently perform assigned Practicum skills in the nursing skills lab.

**Pre- and Post-Conference** – A short period of time before (pre) and after (post) each clinical experience. The pre-conference with the instructor is to discuss the student's objectives of the clinical day. The post-conference is led by the instructor and is often a time to share the day's or evening's experience(s) so students can learn from each other. Occasionally, a post-conference will be a formal conference by a health-team member.

**Program Warning** - Nursing students are expected to behave in an ethical, professional, safe, and collegial manner, and adhere to published policies while in the program. If a student exhibits behavior in violation of these expectations, faculty will formally address the behavior with the student by completing a program warning. Thereafter, faculty will collaborate with the Program Coordinator and/or Program Administrator to determine subsequent actions.

**Self-Assessment** – Completed by the student. Using the clinical evaluation tool, the student identifies objectives met during clinical experience. The assessment is completed at the end of each clinical experience and is discussed with the clinical instructor. The student is expected to use the self-assessment to identify his/her own learning needs and areas requiring improvement/practice.

**Simulation Experiences** – Students will be introduced and participate in simulation experiences throughout the curriculum. In health care, a Simulated Client, Standardized Client, Sample Client (aka SP's), and Client Instructor is an individual trained to act as a real client to simulate a set of symptoms or problems. If the assignment is given in advance, the student is expected to prepare for the simulation experience prior to entering the simulation area. Simulation is an attempt to create realistic medical situations. By utilizing a risk-free environment and essential aspects of clinical situations, the student can apply skills, critical thinking, reasoning, and fundamentals.

**Theory** – The didactic or lecture portion of the courses. Academic grades are based on module examinations, quizzes, oral or written assignments and final examinations. Course outlines and syllabi are distributed at the beginning of every course detailing specific criteria for successful completion of each course.

**Written Work** – Any work assigned to the student. Written work may be handwritten, or the faculty may require that the work be typed. All work should be the student's own work, neat, grammatically correct and submitted on the due date.

# MASSACHUSETTS BOARD OF REGISTRATION IN NURSING (MABORN) REQUIRED POLICIES

## ADMISSION POLICY

See the QCC College Catalog [www.QCC.edu/learn-qcc](http://www.QCC.edu/learn-qcc) and the program website for the admission process and program admission requirements.

- High School Diploma or GED/HiSET.
- Attendance at a Health Information Session or complete FYE 102 with a grade of “C” or higher.
- Must show evidence of being compliant with the immunization requirements specified by the Massachusetts Department of Public Health. Additional immunization requirements will be required for clinical experiences.
- Required TEAS V or TEAS composite score of 55% or higher (cannot be a combination of multiple tests) must be achieved within five years of applying to the program.
- Applicant must obtain composite score of 55% or higher in no more than three attempts within a three-year period.

### OR

- A TEAS composite score between 51% and 54% meets the admission criteria with appropriate biology and college GPA (see table below).

| TEAS Score Overall Biology<br>GPA (4 credit min.) Overall<br>QCC College GPA<br>(15 credit min.) | TEAS Score Overall Biology<br>GPA (4 credit min.) Overall<br>QCC College GPA<br>(15 credit min.) | TEAS Score Overall Biology<br>GPA (4 credit min.) Overall<br>QCC College GPA<br>(15 credit min.) |
|--|--|--|
| 54   | 2.70   | 2.70   |
| 53   | 2.80   | 2.80   |
| 52   | 2.90   | 2.90   |
| 51   | 3.00   | 3.00   |

## GOOD MORAL CHARACTER POLICY

The Massachusetts Board of Registration in Nursing has a Good Moral Character (GMC) policy. In the Commonwealth, Massachusetts Laws (MGL) Chapter 13, section 13, 14, 14a, 15 and 15D and Chapter 112, section 74 through 81 C authorize the Board of Registration in Nursing to regulate nursing practice and education. Pursuant to these laws, the Mass. Board of Registration in Nursing issues licenses to qualified individuals. Misdemeanor and felony convictions, and discipline by a licensure/certification body are evaluated by the Massachusetts Board of Registration in Nursing to determine licensure applicant compliance with the “good moral character” licensure requirement established in the Massachusetts General Laws, Chapter 112, section 74 and 74A.

Nursing graduates are evaluated for GMC in accordance with MA BORN regulations.

<https://www.mass.gov/service-details/good-moral-character-requirements-for-nursing-licensure>.. The Board has the authority to deny or revoke nursing licensure for an individual who has been found guilty of committing a felony or an act that does not conform to the accepted standards of the nursing profession. A student who wishes/needs to discuss this may make a private appointment with the Program Administrator at any point in the program.

The Massachusetts Board of Registration in Nursing (MABORN) requires all candidates for licensure to disclose any incidents with Child Protective Services. These may affect a candidate’s ability to sit for the NCLEX examination and obtain licensure as an LPN.

## LICENSURE ELIGIBILITY & PROCESS

**Eligibility** - All students must have a Certificate of Graduation (COG) signed by the Program Administrator and validated through the QCC Registrar’s Office to apply for licensure. In addition, a copy of the student’s transcript is provided with the Certificate of Graduation.

**Review Course** - Completion of a NCLEX-PN review course is required prior to licensure applications being forwarded for processing. See Program Coordinator or Program Administrator for further information.

**Fees** - There are fees associated with licensure including application, licensure, passport photo, etc. These fees currently total approximately \$450 and are the responsibility of the student (prices may increase).

**Good Moral Character** - A graduating student may be denied the opportunity to take the NCLEX exam based on information obtained through the CORI/SORI report completed with the MA Board of Registration in Nursing. Please refer to MBORN website for further information: <https://www.mass.gov/service-details/good-moral-character-requirements-for-nursing-licensure>.

**Department of Children and Families** – The Massachusetts Board of Registration in Nursing (MABORN) requires all candidates for licensure to disclose any incidents with Child Protective Services. These may affect a candidate’s ability to sit for the NCLEX examination and obtain licensure as an LPN.

**Registering to take the NCLEX-PN exam** – instructions for registering for the NCLEX-PN exam will be provided by the Program Coordinator or Program Administrator prior to graduation. Students in the last semester of the program should visit the National Council of State Boards of Nursing (NCSBN) website for the Candidate Bulletin, NCLEX-PN Test Plan, and other useful information: <https://www.ncsbn.org/nclex.htm>

**Accommodation Requests** - Testing accommodations for qualified candidates are provided only with the authorization of the Massachusetts Board of Registration in Nursing (MABORN).

Students who require testing accommodations should:

- Request information from the MABORN concerning its requirements for receiving testing accommodations. This should be done before submitting your NCLEX registration to Pearson VUE.
- Make a written request for accommodations to the MABORN.
- Send their request to the MABORN as early as possible so that, if approved, the testing accommodations can be made in a timely manner.
- Do not schedule an appointment to take the NCLEX until you have received written confirmation of your accommodations and your Authorization to Test (ATT) email listing the granted accommodations.
- Candidates approved for testing with accommodations must schedule their testing appointment by calling Pearson VUE NCLEX Candidate Services at the telephone number listed on their ATT and asking for the NCLEX Accommodations Coordinator.
- Candidates with accommodations cannot cancel their accommodations at the time of their appointment.
- Candidates who test with accommodations cannot schedule their appointments through the NCLEX Candidate website.

## **PROGRAM WARNING POLICY**

Nursing students are expected to behave in an ethical, professional, safe, and collegial manner, and adhere to published policies while in the program. If a student exhibits behavior in violation of these expectations, faculty will formally address the behavior with the student by completing a program warning. Thereafter, faculty will collaborate with the Program Coordinator and/or Program Administrator to determine subsequent actions. This may include completion of a QCC Student Incident Report such as in cases of academic dishonesty, plagiarism, copyright infringement, sharing or posting of instructor materials, social media violation, discrimination, and other student code of conduct violations.

The Program Warning remains active throughout the student's enrollment in the program. Two or more program warnings will be brought to the Practical Nursing Faculty Organization (PNFO) for review and decision. Outcome options may include continuation in the program, clinical failure, counselled to withdraw, and/or immediate dismissal through Administrative Withdrawal by the Dean of the School of Healthcare (see Withdrawal Policy-Administrative)

|                               |  |
|-------------------------------|--|
| Policy Title                  | <b><u>Admission</u></b>  |
| Policy Purpose                | To identify candidates who possess evidence of potential for successful program completion and licensure exam performance. Each candidate is evaluated on an individual basis according to established and published admission criteria.   |
| Scope & Applicability         | Applies to students interested in the Quinsigamond Community College (QCC) Nurse Education Department. Program options include Practical Nursing Certificate and Associate of Science in Nurse Education.  |
| Definitions                   | <ul style="list-style-type: none"> <li>• Admission refers to the process by which a student qualifies for placement in one of the Nurse Education Department program options</li> <li>• Waitlist describes the rolling admissions process by which students qualify for placement into one of the program options. Students on the waitlist are assigned a designated start term (expected date of enrollment) but may be asked to start the program option sooner if space becomes available.</li> <li>• Program options include: LP, LPE, NUR, NUL, and NUP</li> <li>• Expedited placement – once qualified for a program option, a student can request a fast-track to enrollment if certain criteria is met, including, but not limited to completion of a QCC health certificate program.</li> </ul>  |
| Policy Statement              | <p>See the QCC College Catalog <a href="http://www.QCC.edu/learn-qcc/catalog">www.QCC.edu/learn-qcc/catalog</a> and the program-specific websites for the admission process and requirements.</p> <p>Expedited placement is available to students who meet the qualification criteria. Please see the Advising Office for additional information.</p>  |
| Roles                         | Student, Admissions Office, Advising Office, Registrar   |
| Procedures & Responsibilities | <ul style="list-style-type: none"> <li>• Student – completes a Major Change form, responds to communication from the Registrar's Office to verify ongoing interest in starting the requested program option. Once notified of acceptance into the program option, the student is required to attend program specific orientation and meet the health requirements by the designated deadline.</li> <li>• Admissions Office – reviews the student record to ensure the program admission requirements are met.</li> <li>• Advising Office – guides students in selecting courses required to meet the admission criteria of the desired program and provides information related to the program options.</li> <li>• Registrar – places student on the program waitlist once qualified by the admissions office and sends a qualification letter to the student with the designated start term. Communicates with the student to verify ongoing intent to start the program at the specified time. Enrolls the student in the program option before the designated start term begins.</li> </ul> |
| Enforcement & Consequences    | <p>If the student does not meet the admission requirements at the time that a Major Change form is completed, they can reapply in the future once the requirements have been met.</p> <p>A student who does not verify ongoing intent to start the program, defers enrollment more than one time, does not attend program orientation, or fails to meet the health compliance deadline will be removed from the program option waitlist by the Registrar.</p>  |

|                       |  |
|-----------------------|--|
| Policy Title          | <b><u>Academic and Professional Integrity</u></b>  |
| Policy Purpose        | To promote an environment of intellectual honesty, professionalism, trust, and integrity   |
| Scope & Applicability | Policy applies to all students enrolled in the Nurse Education Department  |
| Definitions           | <ul style="list-style-type: none"> <li>• Integrity refers to the behavior or conduct expected of students in all settings including honesty, professionalism, trustworthiness, respect, and responsibility.</li> <li>• Academic dishonesty includes “cheating, plagiarism, or knowingly furnishing false information”.</li> <li>• Plagiarism is the representation of another’s work as one’s own.</li> <li>• Incivility is failing to treat others with dignity and respect.</li> </ul>   |
| Policy Statement      | <p>Nursing students are expected to behave in an ethical, professional, safe, and collegial manner, and adhere to published policies while in the program. In keeping with the American Nurses’ Association (ANA) Code of Ethics for Nurses and MA Board of Registration in Nursing; honesty and integrity is expected of all students. The Code of Ethics can be viewed here:<br/> <a href="https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/">https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/</a></p> <p>Plagiarism/False Information/Cheating - The offense can take many forms including cheating on a test, passing in a paper taken from the internet or from another student, using artificial intelligence, or failing to properly credit sources in an essay. Students uncertain about what constitutes plagiarism or cheating should seek help from faculty or from appropriate college services. Turnitin is an online program that tracks student papers for similarity with internet, published sources, and other student papers in the service’s database, in addition to probability that artificial intelligence was used in the writing of the paper. The similarity and artificial intelligence reports show if source material was copied without proper citation and/or if artificial intelligence (AI), such as ChatGPT, was used in the writing of the assignment. Use of online resources to improve or correct the wording of papers, such as Grammarly, may result in a higher AI score and will adversely affect a student’s grade. Use of spellcheck and minor word change suggestions are acceptable and will not affect AI score. Examples of policy violation include: failing to cite the source of information, submitting a paper or test completed by another person, submitting a paper used in a previous semester, using artificial intelligence such as ChatGPT to generate answers to discussion boards or write a paper, copying or sharing answers to a test or case study, reporting that you completed a task or assignment that you did not complete, etc.</p> <p>Sharing and Copyright Infringement - Any handouts, faculty developed educational materials, or postings related to course content is the intellectual property of QCC faculty and cannot be shared by any means to other students or outside entities without written faculty permission. In addition, the posting/sharing of proprietary content from book publishers, testing companies, and other sources without authorization is considered a violation of academic integrity and a behavior inconsistent with the nursing profession. Examples of policy violation include: posting a faculty developed PowerPoint or handout to a website such as CourseHero, sharing Kaplan or ATI questions/content with a friend or website such as Quizlet, etc.</p> <p>Incivility- The QCC nursing program aims to create an ethical environment and culture of civility. Incivility includes acts or behaviors such as: Repeated speech or conduct directed at another person with the intent of causing physical or emotional harm (including intimidation), infringing upon educational rights, disrupting the education process or orderly operations of the program, and/or creating an objectively hostile environment.<br/> See also QCC Code of Conduct Policy.</p> |

|                               |   |
|-------------------------------|---|
| Roles                         | Student, Faculty, Program Coordinator, Dean of Students   |
| Procedures & Responsibilities | <ul style="list-style-type: none"> <li>• Student – responsible for behaving in an ethical, professional, safe, and collegial manner while adhering to published policies.</li> <li>• Faculty – oversees students in the class, lab, simulation, and clinical settings. Faculty will notify the program coordinator of any issues related to plagiarism, cheating, or incivility, and document policy violations through a college incident report, clinical evaluation, program warning, or other relevant form specific to the incident.</li> <li>• Program Coordinator – will assist faculty with documenting student issues</li> <li>• Dean of Students - reviews and tracks student incident reports and may impose sanctions.</li> </ul> |
| Enforcement & Consequences    | <p>Consequences of policy violation include receiving a zero for the assignment, course failure, clinical failure, program warning, and/or dismissal from the program. Faculty complete a QCC Student Incident Report and the Dean of Students determines sanctions based on the severity of the incident and previous Code of Conduct issues. In addition, posting/sharing of propriety content is subject to the policies of the owner of the content.</p> <p>A Program Warning remains active throughout the student’s enrollment in the program. Two or more program warnings will result in immediate dismissal through Administrative Withdrawal by the Dean of the School of Healthcare (see Withdrawal Policy).</p>                   |

|                               |   |
|-------------------------------|---|
| Policy Title                  | <b><u>Advanced Placement</u></b>  |
| Policy Purpose                | To establish advanced placement within the Nurse Education curriculum while remaining in compliance with admission policies and procedures and curriculum requirements.   |
| Scope & Applicability         | Applies to students seeking enrollment in the NUL or NUP program options  |
| Definitions                   | <ul style="list-style-type: none"> <li>• Advanced Placement allows eligible students, such as Licensed Practical Nurses (LPNs) and paramedics, to enter the program at a level beyond the traditional first semester of nursing courses, shortening the time to complete the associate degree. These options are designed to build upon prior healthcare experience and education.</li> </ul>   |
| Policy Statement              | Advanced Placement occurs when NUP students (paramedics) complete NUR 100 and NUR 101 and when NUL students (LPNs) complete NUR 101. Students who complete the course(s) successfully with a C+ grade or better are granted advanced placement into the NUR 108 course. This is designated on the college transcript as NUR 888 for the appropriate number of credits.  |
| Roles                         | Student, Advanced Placement Program Coordinator, Coordinator for Career Services & Credit for Prior Learning, Registrar   |
| Procedures & Responsibilities | <ul style="list-style-type: none"> <li>• Student – applies to the NUL or NUP program option, provides the required documentation to meet the admission requirements to qualify for advanced placement, and successfully completes NUR 101.</li> <li>• Advanced Placement Program Coordinator – upon student’s successful completion of NUR 101, the program coordinator sends a list of student names to the Credit for Prior Learning Office.</li> <li>• Career Services &amp; Credit for Prior Learning – upon receiving the list of student names from the Advanced Placement Program Coordinator, reviews each student record for credentialing to receive credit for NUR 888.</li> <li>• Registrar - applies credit for NUR 888 to student’s transcript after verification is complete.</li> </ul> |
| Enforcement & Consequences    | Students will not be granted a degree upon completion of the NUL or NUP program option unless the transcript shows credit was given for NUR 888.  |



|                       |  |
|-----------------------|--|
| Policy Title          | <b><u>Attendance Policy</u></b>  |
| Policy Purpose        | To provide direction related to attendance and a mechanism for clinical (and lab and simulation) makeup time to assure all students are held to the same standard.   |
| Scope & Applicability | Applies to all students enrolled in the Nurse Education Department   |
| Definitions           | <ul style="list-style-type: none"> <li>• Attendance - the physical presence and active participation of the student at designated times, places, and activities.</li> <li>• Absence – student is not present for clinical/lab/simulation within 30 minutes of the scheduled start time.</li> <li>• Group absence – the clinical/lab/simulation group is not present due to college closure, faculty absence, clinical site cancellation or other circumstance outside the control of individual students.</li> <li>• Tardiness – student is late but arrives within 30 minutes of the scheduled start time of clinical/lab/simulation</li> <li>• Leaving early – student leaves the clinical/lab/simulation 30 minutes or more before the scheduled end time and/or before the rest of the group</li> <li>• No call/no show - failure to notify the clinical/lab/simulation faculty of absence at least 30 minutes prior to the scheduled start of the clinical/lab/simulation experience</li> <li>• Make-up – the student will complete the time missed due to absence, tardiness, or leaving early on a day and time to be arranged by the course faculty</li> <li>• Exempt – a student will not be subject to the conference summary/warning/failure consequences for one of the qualifying circumstances if the student submits the proper notification and documentation (See the enforcement and consequences section)</li> <li>• Good academic standing – the student has a passing grade (<math>\geq 73</math> for PN and <math>\geq 77</math> for NUR, NUL, NUP) in the didactic portion of the nursing course</li> </ul>   |
| Policy Statement      | <p><b>Classroom Attendance</b><br/>Students are encouraged to attend all classroom activities. Students are responsible for all missed content.</p> <p><b>Clinical /Lab/Simulation Attendance</b></p> <ul style="list-style-type: none"> <li>• To enable the student to achieve a competent skills level in clinical nursing practice, a standard number of hours of instruction is required. Therefore, each student is expected to be present and punctual for all clinical/lab/simulation experiences.</li> <li>• There are NO excused absences, tardiness, or leaving early - all missed time will be made up.</li> <li>• Based on patient and student safety needs, students are not allowed to work the night shift (11pm-7am) prior to scheduled day clinical/lab/simulation.</li> <li>• Students are not to attend clinical/lab/simulation if feeling ill (see Illness policy). If a student arrives at the clinical/lab/simulation feeling unwell or becomes ill during the scheduled time, they will be immediately dismissed and will be required to make up the missed time.</li> <li>• Students are responsible for transportation to/from the clinical sites as well as any parking fees.</li> <li>• Notification: A student must notify the clinical/lab/simulation faculty of absence or tardiness via phone, text, and/or email at least 30 minutes prior to the scheduled start of the clinical/lab/simulation experience, otherwise it is considered a no call/no show.</li> </ul> <p><b>Tardiness and leaving early from clinical/lab/sim:</b></p> <ul style="list-style-type: none"> <li>• If a student is going to be more than 30 minutes late, regardless of notification, the student will be considered absent.</li> </ul> <p>School Cancellation, Delays, and Clinical Snow Day Policy. Refer to the Quinsigamond Community College Student Handbook and the QCC Inclement Weather Information: <a href="https://www.qcc.edu/student-experience/campus-police/alerts">https://www.qcc.edu/student-experience/campus-police/alerts</a></p> |

|                               |  |
|-------------------------------|--|
|                               | <p>Without an official announcement, the faculty will make an internal decision about whether to attend, delay or cancel clinical based on conditions near the clinical site. Students are responsible for making their own decision according to local weather conditions.</p> <ul style="list-style-type: none"> <li>• The student is responsible for notifying faculty if unable to travel because of inclement weather conditions.</li> <li>• In the event of a college delay, the clinical day will commence when the college opens if at least half a shift is possible.</li> <li>• If the instructor cancels the clinical day, they will notify the clinical agency and contact the students responsible for initiating the telephone chain of communication.</li> <li>• The instructor must notify the course faculty and Clinical Coordinator in the event of clinical cancellation.</li> <li>• See the group absence make-up section in the Procedures and Responsibilities section.</li> </ul>  |
| Roles                         | Student, course faculty, clinical/lab/simulation faculty, Clinical Coordinator, Program Coordinator, Program Assistant   |
| Procedures & Responsibilities | <ul style="list-style-type: none"> <li>• Student – must notify clinical/lab/simulation faculty of absence, tardiness, or leaving early at least 30 minutes prior to the scheduled start time. Schedules an appointment with the Program Coordinator if given a warning or failure, or if one of the exempt criteria applies. Makes up missed time prior to receiving a final course grade.</li> <li>• Course faculty - track all tardiness, leaving early, and absences based on clinical/lab/sim faculty reports. Course faculty will work with the clinical/lab/sim faculty to deliver conference summary/warning/failure documentation to the student and determine make up days/times. Assigns an incomplete grade if missed time is not made-up within 48 hours of the final exam and converts the incomplete to a letter grade following completion of missed time.</li> <li>• Clinical/lab/simulation faculty (if different from course faculty) - document attendance and report to the course faculty. Work with the course faculty to deliver conference summary/warning/failure documentation to the student and determine make up days/times. <ul style="list-style-type: none"> <li>◦ All documents (conference summary, clinical/lab/sim attendance warning, clinical failure) are copied or cc'd to the Program Coordinator and given to the Program Assistant for filing in the student record.</li> </ul> </li> <li>• Clinical Coordinator – works with the course faculty to schedule clinical make-up days and coordinates scheduling with the clinical facility.</li> <li>• Program Coordinator – meets with student if placed on clinical warning, clinical failure, or if the student meets one of the exempt criteria. Communicates with course faculty if exempt criteria applies to the student situation.</li> <li>• Program Assistant – files the documentation related to student absence/tardiness/leaving early</li> </ul> |
| Enforcement & Consequences    | <p><b>No call/no show:</b></p> <ul style="list-style-type: none"> <li>• 1st occurrence: clinical warning</li> <li>• 2nd occurrence: clinical failure</li> </ul> <p><b>Clinical/lab/simulation absence:</b></p> <ul style="list-style-type: none"> <li>• 1st absence: conference summary</li> <li>• 2nd absence: conference summary</li> <li>• 3rd absence: clinical/lab/sim attendance warning</li> <li>• 4th absence: clinical failure</li> </ul> <p><b>Tardiness/leaving early:</b></p> <ul style="list-style-type: none"> <li>• 1st tardiness/leaving early: conference summary</li> <li>• 2nd tardiness/leaving early: conference summary</li> <li>• 3rd tardiness/leaving early: clinical/lab/sim attendance warning</li> <li>• 4th tardiness/leaving early: clinical failure</li> </ul>  |

A student can have a clinical/lab/sim *attendance* warning (see template in Appendix) and clinical *performance* warning (see Clinical Warning Policy) concurrently. However, a student who receives an attendance warning for tardiness and then meets the criteria for attendance warning due to absence or vice versa, will receive a clinical failure (the student cannot receive two attendance warnings in the same semester).

An absence/tardiness/leaving early may be considered *exempt from the conference summary/warning/failure consequences* for the circumstances below if the student submits the proper notification and documentation to the Program Coordinator (and other QCC offices as specified) within one week unless otherwise indicated. *The student is required to make up the missed time.* If the student is going to miss more than three clinical/simulation/lab days then the student will meet with the Program Coordinator to determine if make-up is feasible (no more than 4 days can be made up), course withdrawal is warranted (see withdrawal policy), or an incomplete (I) grade is appropriate:

- Title IX: communicate with Program Coordinator and Title IX Coordinator. Provide documentation from health care provider to participate in clinical related to pregnancy/birth – see Change in Health Status Policy and Title IX policy.
- Military deployment: provide copy of orders to Program Coordinator and QCC Veteran Affairs Office
- Bereavement: submit statement to the Program Coordinator including name of the deceased, date of services, and relationship to the student
- Mandated court appearance: provide copy of summons or court document to the Program Coordinator
- Religious observance: submit a statement to the Program Coordinator including the date of the religious observance at least two weeks prior to the planned absence.

#### Make-Up:

- All missed clinical, lab, and simulation will be made up using virtual or in person lab, simulation, and/or on-site clinical at the clinical site and will be comparable to the time missed.
- Make-up will occur during the semester (if feasible) or after the final course exam if needed.
- If make-up is required after the final course exam the student must be in good academic standing. If the student is not in good academic standing, the missed clinical/lab/simulation will not be made up since it is not possible for the student to pass the course.
- The student in good academic standing will receive an ‘Incomplete’ grade after the final course exam until make-up is completed per college policy.

#### Group absence clinical make-up:

- One written or virtual makeup is allowed for each clinical rotation due to group absence.
- If a course has more than one clinical rotation (medical surgical plus a specialty rotation), one written or virtual assignment is allowed for each rotation.
- In courses without a specialty, only one written or virtual makeup is allowed.
- The make-up assignment will be determined by the course faculty and submitted to the clinical faculty within one week of the missed clinical. The clinical faculty is responsible for collecting the assignments and providing feedback to each student.

If additional days are missed due to weather related cancellation or group absence, in person makeup is required.

|                               |  |
|-------------------------------|--|
| Policy Title                  | <b><u>Course Exemption</u></b>   |
| Policy Purpose                | To provide a mechanism by which students are provided information regarding course exemptions.   |
| Scope & Applicability         | Applies to students in the Nurse Education Department  |
| Definitions                   | <ul style="list-style-type: none"> <li>Course Exemption refers to the official permission granted by an educational institution allowing a student to skip a specific course that is normally required for a program of study.</li> </ul>  |
| Policy Statement              | <p>Students can request course exemption to receive credit for previous coursework, training, and healthcare experience. This applies to students applying to:</p> <ul style="list-style-type: none"> <li>NUL and NUP program options - see Advanced Placement policy</li> <li>Transfer into NUR108 from another institution - see Transfer policy</li> <li>Transfer from one nursing program option to another - see Transfer policy</li> </ul> |
| Roles                         | Student, Program Coordinator, Registrar  |
| Procedures & Responsibilities | <ul style="list-style-type: none"> <li>Student – requests course exemption and provides documentation to support the request</li> <li>Program coordinator - reviews the documentation from the student and determines if the student qualifies for exemption.</li> <li>Registrar - applies credit for the previous coursework if the student qualifies for exemption based on advanced placement or transfer.</li> </ul>                         |
| Enforcement & Consequences    | Failure to submit the required documentation or denial of the request based on lack of meeting the advanced placement or transfer criteria will result in credits not being awarded for requested courses.   |

|                               |  |
|-------------------------------|--|
| Policy Title                  | <b><u>Educational Mobility</u></b>   |
| Policy Purpose                | To create a mechanism, consistent with program philosophy, for individuals to move seamlessly from one educational level to another, while acknowledging acquired competencies and minimal repetition of previous learning.  |
| Scope & Applicability         | Policy applies to all students in the Nurse Education Department   |
| Definitions                   | <ul style="list-style-type: none"> <li>Educational mobility refers to the ability of individuals to attain a higher level of education</li> </ul>  |
| Policy Statement              | Students are urged to pursue advanced education upon completion of the program of study at QCC.  |
| Roles                         | Student, Program coordinator, program administrator, transfer office   |
| Procedures & Responsibilities | <ul style="list-style-type: none"> <li>Student - contact the QCC Transfer Office and program of their choice for specific information and consideration of transfer credit</li> <li>Program Coordinator – provides information and encourages students in the last semester of the nursing program regarding opportunities for attaining a higher level of education.</li> <li>Program Administrator – works with the Program Coordinator to share information about educational mobility opportunities</li> <li>Transfer Office – meets with students interested in seeking a higher level of education, and provides information relative to articulation agreements <a href="http://www.QCC.edu/support/academic-career-support/transfer-services/transfer-agreements">www.QCC.edu/support/academic-career-support/transfer-services/transfer-agreements</a></li> </ul> |
| Enforcement & Consequences    | Failure to adhere to the process will result in loss of educational mobility opportunity.  |

|                               |   |
|-------------------------------|---|
| Policy Title                  | <b><u>Graduation Policy and Licensure</u></b>   |
| Policy Purpose                | To establish a process to enable students to qualify for graduation.  |
| Scope & Applicability         | Applies to all students in the Nurse Education Department who are seeking eligibility for graduation and licensure  |
| Definitions                   | <ul style="list-style-type: none"> <li>Graduation refers to the process of earning a certificate or associate degree by meeting all the requirements of a program option. Students who meet all requirements are then referred to as a graduate of the program option as of the date of graduation.</li> <li>Licensure refers to authorization of an individual to practice nursing granted by a state board of nursing following successful completion of a national exam.</li> <li>NCLEX - National Council Licensure Exam to determine if a graduate from an accredited nursing program is safe for entry-level practice; eligibility requires meeting requirements of the state board of nursing. PN graduates take the NCLEX-PN, and associate degree nursing graduates take the NCLEX-RN. Graduates cannot use the title of LPN or RN until they have successfully completed the NCLEX exam.</li> </ul>   |
| Policy Statement              | <p>Students must satisfy all course and program requirements including attendance and conduct to be eligible for graduation – see the QCC graduation policy. To be eligible for licensure, a graduate must meet the requirements of the Board of Registration in Nursing in the state where licensure is requested, including the Good Moral Character requirement.</p> <p>Good Moral Character</p> <p>Students and nurses are expected to act in ways which safeguard the patient and the public at all times. The Massachusetts Board of Registration in Nursing has a Good Moral Character (GMC) policy. Massachusetts General Laws (MGL) Chapter 13, sections 13, 14, 14a, 15 and 15D and Chapter 112, sections 74 through 81 C authorize the Board of Registration in Nursing to regulate nursing practice and education. Pursuant to these laws, the MA Board of Registration in Nursing issues licenses to qualified individuals. Misdemeanor and felony convictions, and discipline by a licensure/certification body are evaluated by the Board to determine licensure applicant compliance with the “good moral character” licensure requirement established in the MGL, Chapter 112, section 74 and 74A. Nursing graduates are evaluated for GMC in accordance with regulations <a href="https://www.mass.gov/service-details/good-moral-character-requirements-for-nursing-licensure">https://www.mass.gov/service-details/good-moral-character-requirements-for-nursing-licensure</a>. A student who wishes to discuss Good Moral Character is encouraged to make an appointment with the Program Administrator.</p> |
| Roles                         | Student, Program Coordinator, Registrar, Program Administrator  |
| Procedures & Responsibilities | <ul style="list-style-type: none"> <li>Student <ul style="list-style-type: none"> <li>Complete an “Intent to graduate” form with the Registrar’s office during the last semester of the nursing program.</li> <li>Fills out the Certificate of Graduation form</li> <li>Complete the NCLEX review course</li> <li>Apply for licensure upon successful completion of the nursing program requirements. The application includes documentation of good moral character and clearance through child protective services.</li> <li>Pay the fees associated with the licensure application process, including passport photo, notary services, etc.</li> <li>Requests accommodations (if needed) by contacting the state board of nursing prior to applying for NCLEX</li> </ul> </li> <li>Program Coordinator – works with the Program Administrator to inform students of the process for applying for licensure during the last semester of the nursing program</li> </ul>  |

|                            |  |
|----------------------------|--|
|                            | <ul style="list-style-type: none"> <li>• Program administrator - signs the Certificate of Graduation forms and obtains transcripts from Registrar's office validating student completion of all program requirements. Forwards all required documentation on behalf of the graduates.</li> <li>• Registrar – provides original copies of graduate transcripts to the Program Coordinator following completion of all program requirements and validates the Certificate of Graduation forms.</li> </ul>  |
| Enforcement & Consequences | <p>Failure to satisfy all program requirements will result in being ineligible for graduation and licensure.</p> <p>Failure to satisfy requirements as defined by the state Board of Nursing will result in ineligibility to complete the NCLEX licensure exam. The Board of Nursing has the authority to deny or revoke nursing licensure for an individual who has been found guilty of committing a felony or an act that does not conform to the accepted standards of the nursing profession, including information obtained through CORI and Child Protective Services reports completed with the MA Board of Registration in Nursing.</p> |

|                               |  |
|-------------------------------|--|
| Policy Title                  | <p><b><u>Military Policy:</u></b></p> <p>Transfer or Advanced Placement of Military Education, Training, or Service for a Military Healthcare Occupation</p>   |
| Policy Purpose                | To establish a process by which prior military education, service, and training is evaluated for credit.   |
| Scope & Applicability         | Applies to students seeking credit for prior military education, training, and/or service.   |
| Definitions                   | <ul style="list-style-type: none"> <li>• Military – of or relating to the armed forces, students with active, reserve, or veteran status</li> <li>• Credit for Prior Learning provides opportunities to earn credit for learning acquired through life experiences: including work, the military, and non-collegiate training programs.</li> </ul>   |
| Policy Statement              | <p>QCC does not provide training specific to the military, however the Nurse Education Department can prepare graduates for a nursing career in the military upon graduation and licensure. Applicants who have military health care education, training, or service may be eligible for credit for prior learning or transfer of previously completed general education course credit.</p> <p>Due to the variety of opportunities for military health care occupations; education, training or service can vary. Therefore, each applicant will be considered on a case-by-case basis. Materials that may be required to determine credit for prior learning or transfer include but may not be limited to: transcripts; course descriptions; skills checklists; and/or evaluations.</p>  |
| Roles                         | Student, Veteran Affairs Office, Credit for Prior Learning Office, Registrar   |
| Procedures & Responsibilities | <ul style="list-style-type: none"> <li>• Student - must contact and provide documentation to the QCC Veteran's Affairs Office located in 258A (Administration Building), email <a href="mailto:veteranaffairs@qcc.mass.edu">veteranaffairs@qcc.mass.edu</a> or call 508-854-2721 to qualify for military status at the college.</li> <li>• Veteran's Affairs Office - works with students to confirm military status and informs students of benefits associated with military status</li> <li>• Credit for Prior Learning Office – reviews student record for applicable credits for general education courses and sends recommendation to the Registrar<br/><a href="https://theq.QCC.edu/ICS/Student_Services/Credit_for_Prior_Learning_(CPL).jnz">https://theq.QCC.edu/ICS/Student_Services/Credit_for_Prior_Learning_(CPL).jnz</a></li> <li>• Registrar – applies credit to general education courses as recommended by the Credit for Prior Learning Office for students with prior military education, training, and/or service.</li> </ul> |
| Enforcement & Consequences    | Students with military education, training, and/or service who do not request credit for prior learning will not receive credit for general education courses.   |

|                               |   |
|-------------------------------|---|
| Policy Title                  | <b><u>Progression</u></b>   |
| Policy Purpose                | To identify academic standards for passing at the conclusion of each course and reflect achievement of course student learning outcomes   |
| Scope & Applicability         | Applies to students in one of the Nurse Education Department program options  |
| Definitions                   | <ul style="list-style-type: none"> <li>Progression is the advancement of a student to the next nursing course</li> <li>Curriculum as applied in 244 CMR 6.00, means a planned sequence of course offerings and learning experiences comprising the nursing education program.</li> </ul>  |
| Policy Statement              | <p><b>NUR, NUL, and NUP program options:</b><br/>To progress to the next NUR nursing course, the student must achieve a grade of “C+” (77%) or better in theory (didactic). The student must receive a grade of “C” (73%) or better in the <i>science courses</i> required in the curriculum.</p> <p><b>PNP program options:</b><br/>To progress to the next PNP nursing course, the student must achieve a grade of “C” (73%) or better in <i>all courses</i> within the curriculum.</p> <p><b>All program options:</b><br/>The course grade is rounded at the end of the semester and the student must achieve a passing evaluation of performance in lab/clinical/simulation practice (including math competency). Each nursing course must be completed in sequence to continue in the program. All courses must be successfully completed according to the curriculum grid to progress to the next nursing course.</p> |
| Roles                         | Student, Faculty, Registrar   |
| Procedures & Responsibilities | <ul style="list-style-type: none"> <li>Student must achieve passing grades in all required courses as specified in the policy to progress.</li> <li>Faculty evaluate student performance in the class, lab, simulation, and clinical settings and assign grades according to the course syllabus.</li> <li>Registrar assigns official course grades within 48 hours of the course final exam based on faculty report</li> </ul>   |
| Enforcement & Consequences    | Failure to successfully complete required courses, including pre and co-requisites, will result in dismissal from the program, and the student will need to reapply or request readmission – see Readmission Policy. The student’s major will be unassigned until the student requests a new major. A failure in Clinical Practice/Lab in any clinical rotation will constitute a failure (“F”) for the course and the student will not be allowed to continue in clinical practice or progress to the next course.   |

|                       |   |
|-----------------------|---|
| Policy Title          | <b><u>Readmission</u></b>   |
| Policy Purpose        | To establish a mechanism for re-enrollment of academically qualified students who have a reasonable expectation of successful completion of the program.  |
| Scope & Applicability | Applies to students who have separated from the Nurse Education Department  |
| Definitions           | <ul style="list-style-type: none"> <li>Readmission includes students who left the nursing program due to withdrawal (except <i>qualified</i> withdrawal per the Withdrawal Policy), failure to complete pre or co-requisites, or academic failure.</li> </ul>   |
| Policy Statement      | <p>PNP 101, PNP 111, NUR 106 and NUR 107 Request for Readmission:</p> <ul style="list-style-type: none"> <li>Complete an admission application with the Admissions Office at the West Boylston campus or online via the Q. The Admissions Office will review the student’s academic record to ensure the current admission requirements for the program are met, and if so, will mail a qualification letter to the student.</li> <li>Once the student receives the qualification letter from the Admissions Office, the student must contact the Program Coordinator to request readmission. Alternatively, the student can decide to remain on the waitlist and begin the program as a new student, rather than using the one-time Readmission policy. <ul style="list-style-type: none"> <li>The student must provide a copy of the qualification letter to the Program Coordinator if readmission is requested</li> </ul> </li> </ul> |

|  | <ul style="list-style-type: none"><li>Readmission requirements and documents must be completed by April 1st if readmission is requested for fall semester, and November 1st if readmission is requested for spring semester.</li><li>Students accepted for readmission must attend the program orientation prior to the start of the semester, even if previously attended.</li></ul> <p>All other PNP and NUR courses:</p> <ul style="list-style-type: none"><li>Students requesting readmission to any other PNP or NUR course must contact the Program Coordinator to complete the Request for Readmission form.</li><li>Readmission request deadlines:<ul style="list-style-type: none"><li>PNP and NUR: April 1st for priority consideration for fall semester; and November 1st for priority consideration for spring semester. Late requests will be considered up to one week after the semester ends for readmission the following semester.</li><li>NUL and NUP: November 1<sup>st</sup> for spring semester, January 10<sup>th</sup> for summer semester, and June 30<sup>th</sup> for fall semester.</li></ul></li></ul> <p>General Information for All Students:</p> <ul style="list-style-type: none"><li>Students must request readmission within one year of separation from the program</li><li>There is a one-time readmission policy for the Nurse Education Department.</li><li>Readmission is based on current published policies.</li><li>Student must have no holds on their student account, which prevent the student from registering/attending.</li><li>Readmission is based on space availability. Students are prioritized in this order if space is limited:<ul style="list-style-type: none"><li>Students returning to the program after a <i>qualified</i> withdrawal (see Withdrawal Policy)</li><li>Other eligible students with the highest total score using the criteria below:</li></ul></li></ul> <table><tr><th>Grade/status in last enrolled nursing course (enrolled past the add/drop period)</th><th>Points</th><th>QCC Overall GPA</th><th>Points</th></tr><tr><td>F or administrative withdrawal</td><td>0</td><td>&lt;2.0</td><td>0</td></tr><tr><td>D- to D+ or W</td><td>1</td><td>2.0-2.4</td><td>1</td></tr><tr><td>C- to C+</td><td>2</td><td>2.5-2.9</td><td>2</td></tr><tr><td>B- to B+</td><td>3</td><td>3.0-3.4</td><td>3</td></tr><tr><td>A- to A</td><td>4</td><td>3.5-4.0</td><td>4</td></tr></table> <p>Program Coordinator will review all requests for readmission to determine ranking according to the criteria, if necessary, due to space limitations.</p> <p>Refer to the <a href="#">QCC College Student Handbook</a> ‘Academic’ section Readmission for Health Programs policy.</p> | Grade/status in last enrolled nursing course (enrolled past the add/drop period) | Points | QCC Overall GPA | Points | F or administrative withdrawal | 0 | <2.0 | 0 | D- to D+ or W | 1 | 2.0-2.4 | 1 | C- to C+ | 2 | 2.5-2.9 | 2 | B- to B+ | 3 | 3.0-3.4 | 3 | A- to A | 4 | 3.5-4.0 | 4 |
|--|--|--|--------|-----------------|--------|--------------------------------|---|------|---|---------------|---|---------|---|----------|---|---------|---|----------|---|---------|---|---------|---|---------|---|
| Grade/status in last enrolled nursing course (enrolled past the add/drop period) | Points   | QCC Overall GPA  | Points |                 |        |                                |   |      |   |               |   |         |   |          |   |         |   |          |   |         |   |         |   |         |   |
| F or administrative withdrawal   | 0  | <2.0   | 0      |                 |        |                                |   |      |   |               |   |         |   |          |   |         |   |          |   |         |   |         |   |         |   |
| D- to D+ or W  | 1  | 2.0-2.4  | 1      |                 |        |                                |   |      |   |               |   |         |   |          |   |         |   |          |   |         |   |         |   |         |   |
| C- to C+   | 2  | 2.5-2.9  | 2      |                 |        |                                |   |      |   |               |   |         |   |          |   |         |   |          |   |         |   |         |   |         |   |
| B- to B+   | 3  | 3.0-3.4  | 3      |                 |        |                                |   |      |   |               |   |         |   |          |   |         |   |          |   |         |   |         |   |         |   |
| A- to A  | 4  | 3.5-4.0  | 4      |                 |        |                                |   |      |   |               |   |         |   |          |   |         |   |          |   |         |   |         |   |         |   |
| Roles  | Student, Admissions, Program Coordinator, Director of Nursing, Dean, VP of Academic Affairs, Registrar   |  |        |                 |        |                                |   |      |   |               |   |         |   |          |   |         |   |          |   |         |   |         |   |         |   |
| Procedures & Responsibilities  | <ul style="list-style-type: none"><li>Student – contact the Program Coordinator to request readmission to the program and complete required forms, or contact the admissions office to re-qualify for the waitlist</li><li>Admissions Office – processes student application forms and if qualified, will place the student on the waitlist with a designated start term and notify the student with a qualification letter</li><li>Program Coordinator – informs the student of the readmission policy and assists the student in completing a Request for Readmission form. Determines eligibility and if space is limited, ranks the students according to the criteria. Approves or denies the request for readmission based on published policies. If approved, the form is forwarded for signature by the Program Administrator, Dean, and VP of Academic Affairs.</li><li>Director of Nursing, Dean, and VP of Academic Affairs – reviews the Request for Readmission form and approves or denies the request based on Program Coordinator determination of eligibility.</li><li>Registrar – places the student into the requested nursing program option once the Request for Readmission is approved and registers the students for the appropriate course(s)</li></ul>   |  |        |                 |        |                                |   |      |   |               |   |         |   |          |   |         |   |          |   |         |   |         |   |         |   |
| Enforcement & Consequences   | Students who do not request readmission within one year or are not eligible will need to reapply to the program with the admissions office.  |  |        |                 |        |                                |   |      |   |               |   |         |   |          |   |         |   |          |   |         |   |         |   |         |   |



|  |   |
|--|---|
|  | <p>Readmission will be denied for the following reasons:</p> <ul style="list-style-type: none"> <li>• Student was previously readmitted</li> <li>• Space limitations</li> <li>• Student has been separated from the program for more than one year</li> <li>• Student has a hold on their account which prevents them from registering for courses. Holds must be addressed with the office that placed the hold prior to requesting readmission.</li> <li>• Student was responsible for a patient safety issue in the clinical setting which resulted in serious harm to the patient.</li> <li>• Inability to place student in clinical setting due to lack of clearance from facility.</li> <li>• Failure to resolve issues with CORI/SORI, health requirements, fingerprinting, or other clinical site requirements.</li> <li>• Denial of Admission/Readmission to Healthcare Programs: Students who have been dismissed or administratively withdrawn from a program within the School of Healthcare at Quinsigamond Community College for reasons of “clinically unsafe practice/behavior” or who violate the College’s Student Code of Conduct or Policy on Affirmative Action are not eligible for admission/readmission to any Healthcare program.</li> </ul> |
|--|---|

|                               |   |
|-------------------------------|---|
| Policy Title                  | <b><u>Social Media</u></b>  |
| Policy Purpose                | To provide guidance to enrolled students regarding the use of social media.   |
| Scope & Applicability         | Applies to students enrolled in the Nurse Education Department when engaging in social networking, email, texting, or other forms of digital communication.   |
| Definitions                   | <ul style="list-style-type: none"> <li>• Social media includes all forms of electronic communication such as Facebook, Instagram, “X”, TikTok, SnapChat, email, and text messaging used to share information, images, or opinions.</li> <li>• Clinical affiliates refer to hospitals, healthcare facilities, and other organizations that provide clinical training for students.</li> <li>• HIPAA – Health Insurance Portability and Accountability Act: prohibits the sharing of confidential patient information.</li> <li>• Harm – any physical or psychological damage done to a person’s health and wellbeing, or damage done to the reputation of an organization</li> </ul>   |
| Policy Statement              | Students are strictly prohibited from posting, sharing, or distributing any digital content related to patients, peers, faculty, staff, or clinical affiliates.   |
| Roles                         | Students, Faculty, Program Coordinator  |
| Procedures & Responsibilities | <p>Students must not post, share, or distribute:</p> <ul style="list-style-type: none"> <li>• Any images or disparaging remarks related to patients, peers, faculty, staff, or clinical affiliates, even if identifying information is removed.</li> <li>• Images of students or faculty without the consent of all parties involved</li> <li>• Content that may compromise the safety, emotional well-being, or professional reputation of the Nurse Education Department or its members</li> <li>• Disrespectful, lewd, offensive, violent, or discriminatory content, particularly when identifying oneself as a nursing student</li> </ul> <p>Faculty - will review the social media policy with students during course orientation and reinforce expectations each semester. If a violation occurs, it will be reported through a Student Incident Report.</p> <p>Program Coordinator – will assist faculty in determining if a social media violation has occurred, and will instruct on completion of a Student Incident Report</p> <p>Dean of Students – reviews Student Incident Reports and determines if sanctions are warranted or if the student will be re-educated and the incident recorded for future reference in case of minor (no harm) or first offense.</p> |

|                            |  |
|----------------------------|--|
| Enforcement & Consequences | <p>Student Incident Report: completed by faculty for all instances of policy violation. The Dean of Students reviews the incident to determine if sanctions are warranted. In addition, the following applies:</p> <p>Clinical warning: completed by faculty for 1<sup>st</sup> offense at clinical without known harm to patient, facility staff, or the facility</p> <p>Clinical failure: Completed by faculty for HIPAA violation, known harm to patient, or the clinical site prohibits return of the student to the clinical facility.</p> <p>Program warning: completed by faculty or Program Coordinator for violation of policy related to clinical, or with known harm to peer or faculty in any setting.</p> |
|----------------------------|--|

|                               |   |
|-------------------------------|---|
| Policy Title                  | <b><u>Student Rights and Grievances Policy</u></b>  |
| Policy Purpose                | To provide students an opportunity to resolve academic and nonacademic conflicts when other means have not resulted in satisfaction.  |
| Scope & Applicability         | Applies to students enrolled in the Nurse Education Department  |
| Definitions                   | <ul style="list-style-type: none"> <li>• Student representative - student elected by peers to be a liaison between the student body and nursing faculty.</li> <li>• Grievance - formal concern or issue brought forth by a student regarding program policies, procedures, or academic matters.</li> <li>• Second reader/review - faculty evaluation of an Evidence-Based Practice (EBP) paper when a student challenges the assigned grade.</li> </ul>   |
| Policy Statement              | Students have the right to participate in program governance, request access to their academic records, and pursue concerns through a formal grievance process. Students are encouraged to communicate directly and professionally with faculty to address course-specific or academic issues. Formal grievances must follow the outlined chain of communication and align with procedures in the QCC Student Handbook. Students also have the right to request a second review of qualifying academic work and access documents maintained by the Nurse Education Department.  |
| Roles                         | Students, Faculty, Program Coordinator, Director of Nurse Education, Evidence-Based Practice Hearing Committee  |
| Procedures & Responsibilities | <p>Student Participation in Governance</p> <ul style="list-style-type: none"> <li>• Each nursing class will elect two student representatives to serve on the faculty organization committee.</li> <li>• Students may self-nominate or be nominated by a peer; if more than two nominations are received, a class vote determines the representatives.</li> <li>• Student representatives may serve on select committees in a non-voting capacity and may bring forward agenda items and student concerns related to the program (issues specific to a course should be directed to the course faculty team).</li> <li>• Faculty will guide students through the process of electing representatives, submit the names of reps to the Program Coordinator and invite students to scheduled meetings.</li> </ul> <p>Request for a Second Reader/Review</p> <ul style="list-style-type: none"> <li>• A student who does not receive a passing grade on any section of the EBP paper grading rubric may request a second review.</li> <li>• The request must be submitted in writing to faculty within two weeks of receiving the grade.</li> <li>• The EBP Hearing Committee, composed of three nursing faculty members, will review the paper anonymously and assign a grade based on the rubric. The grade will be forwarded to the course faculty.</li> <li>• The final paper grade will be the average of the original and committee-assigned grades and will be returned to the student within two weeks by course faculty.</li> </ul> |

|                            |   |
|----------------------------|---|
|                            | <p><b>Student Records</b></p> <ul style="list-style-type: none"> <li>• Student record retention follows the Nurse Education Department Records Maintenance and Retirement Policy.</li> <li>• Nurse Education Department files include clinical evaluations, academic contracts, and signed policy documents.</li> <li>• Students may submit written requests to the Program Coordinator for copies of documents maintained by the Nurse Education Department. Requests typically take two weeks to process. The Program Coordinator will locate the requested records and provide copies to the student.</li> <li>• Immunization and health records are maintained via the Castle Branch online system.</li> <li>• Requests for records maintained outside the Nurse Education Department must be directed to the appropriate college office responsible for the records being requested.</li> </ul> <p><b>Grievance and Grade Appeal Procedure</b></p> <p>Students who have concerns must document the concern in writing and follow the communication chain by scheduling an appointment with the involved parties in this order, until a resolution is reached:</p> <ul style="list-style-type: none"> <li>• Specific faculty involved (classroom, clinical, lab, or simulation)</li> <li>• Course nursing faculty team</li> <li>• Program Coordinator</li> <li>• Director of Nurse Education</li> </ul> <p>If unresolved, students may initiate Level I of the College Grievance Procedure as outlined in the <a href="#">QCC Student Handbook Grievance Procedure</a>.</p> |
| Enforcement & Consequences | <p>Failure to follow established procedures will result in delayed resolution or dismissal of concerns. Students and representatives are expected to communicate respectfully, meet deadlines, and participate actively in governance roles and resolution processes.</p>   |

|                               |  |
|-------------------------------|--|
| Policy Title                  | <b><u>Transfer Policy</u></b>  |
| Policy Purpose                | To create a mechanism to transfer nursing (NUR designated course) and non-nursing coursework into program of studies.  |
| Scope & Applicability         | Applies to students enrolled in or seeking to enroll in the Nurse Education Department who are interested in transferring credit from another institution to QCC, those seeking to transfer from QCC to another institution, or between QCC nursing program options.   |
| Definitions                   | <ul style="list-style-type: none"> <li>• Transfer credit - academic credit earned at another institution that may be accepted at QCC and credit earned at QCC that may be accepted by other institutions. In addition, credits may be transferred from one nursing program option to another within QCC.</li> </ul>  |
| Policy Statement              | <p>Students may apply for transfer into or out of the QCC nursing program, but transfer credit is not guaranteed. Approval is based on current admission requirements, course comparability, and program capacity.</p> <p>Transfer of credit for general education courses completed at another institution of higher learning is completed by submitting official transcripts to the Registrar Office.</p>  |
| Roles                         | Student, Admissions Office, Registrar, Program Coordinator   |
| Procedures & Responsibilities | <p>Students interested in transferring <b>from</b> QCC to another institution should refer to the <a href="#">Transfer Services page</a> and review the Educational Mobility Policy.</p> <p>Students interested in transferring <b>to</b> QCC nursing programs should:</p> <ul style="list-style-type: none"> <li>• Apply through the QCC Admissions Office <a href="#">Admissions page</a></li> <li>• Submit official transcripts to the Registrar for evaluation of general education course credit</li> </ul> |

|                            |   |
|----------------------------|---|
|                            | <ul style="list-style-type: none"> <li>To request transfer into the Nurse Education Department: <ul style="list-style-type: none"> <li>Once qualified for the program, contact the Program Coordinator to request transfer of previous nursing coursework. Provide copy of the qualification letter, prior nursing course syllabi, lab competency records, and other relevant documentation for review.</li> <li>Only PNP 210, PNP233, NUR106 and NUR107 are eligible for transfer credit consideration if the student: <ul style="list-style-type: none"> <li>Has a current qualification letter with a designated start term.</li> <li>Has been away from the previous nursing program for less than one year</li> <li>Received passing grades in all previous nursing courses</li> </ul> </li> </ul> </li> </ul> <p>Students seeking to transfer <b>between</b> QCC nursing program options must:</p> <ul style="list-style-type: none"> <li>Meet with the Program Coordinator of the most recently enrolled program</li> <li>Meet the admission requirements of the desired program option</li> </ul> |
| Enforcement & Consequences | Students who do not have transferable credit for general education courses, do not meet program requirements, or fail to follow the procedures outlined will be denied the opportunity to transfer. All transfer decisions are subject to program capacity and academic review to verify requirements have been met according to the policy.  |

|                               |   |
|-------------------------------|---|
| Policy Title                  | <b><u>Withdrawal Policy</u></b>   |
| Policy Purpose                | To establish method for enrolled students to separate from the program.   |
| Scope & Applicability         | Applies to all students who are seeking to withdraw from a nursing course, the Nurse Education Department, or who are subject to administrative withdrawal.   |
| Definitions                   | <ul style="list-style-type: none"> <li>Withdrawal - student separation from the program, either from individual nursing courses or the program in its entirety, either during a semester or between semesters.</li> <li>Readmission - the process of reapplying to the program following withdrawal or dismissal.</li> <li>Return - reentry into the program under qualifying circumstances without counting as a readmission.</li> <li>Administrative withdrawal - removal of a student from the program by the Dean due to unsafe clinical behavior, code of conduct policy violations, or failure to comply with program policies. This will appear as WA on the academic record.</li> </ul> |
| Policy Statement              | <p>Students wishing to withdraw from a nursing course or the nursing program must follow the college's withdrawal procedure. The student meets with the Program Coordinator to discuss the withdrawal and if the student is eligible for return or readmission to the program. Students who separate from the program under qualifying circumstances (see Procedures section) may request a return rather than readmission.</p> <p>Administrative withdrawal will occur due to unsafe clinical behavior, code of conduct policy violations, or failure to comply with program policies.</p>   |
| Roles                         | Student, Program Coordinator, Faculty, Dean of Healthcare, Registrar  |
| Procedures & Responsibilities | <p>Students – must follow the college's official withdrawal procedure as outlined in the QCC College Catalog by completing a Course Withdrawal form on the Registrar's website.</p> <ul style="list-style-type: none"> <li>Following withdrawal (or dismissal) students must complete an exit interview form, the link is provided by the Program Coordinator.</li> <li>The student can request readmission to the program within one year of the withdrawal, see Readmission policy.</li> </ul>  |

|                            |  |
|----------------------------|--|
|                            | <ul style="list-style-type: none"> <li>• To qualify for a return to the program without counting as a readmission, within 14 days of the withdrawal the student must provide documentation of one of the following (with documentation requirements): <ul style="list-style-type: none"> <li>○ Birth, adoption, or foster placement of a child (letter from health care provider or adoption/foster agency)</li> <li>○ Serious health condition of student or family member (letter from health care provider)</li> <li>○ Military deployment of student or immediate family member (copies of orders)</li> <li>○ Death of a significant person/immediate family member (statement from student)</li> <li>○ Title IX (letter from health care provider and contact with Title IX coordinator)</li> <li>○ State/community emergency – withdrawal within 4 weeks of declaration (statement from student)</li> </ul> </li> </ul> <p>Required documentation should include the qualifying event for the student withdrawal, such as a statement from the health care provider regarding the student inability to participate in the program due to a serious health condition, and <i>not</i> include confidential or protected information.</p> <p><b>Administrative Withdrawal</b></p> <p>The Dean of Healthcare will withdraw a student for clinically unsafe behavior, violation of Student Code of Conduct or Affirmative Action policies, or failure to comply with health, drug testing, or CORI/SORI requirements. In addition, two or more program warnings will result in immediate dismissal by the Dean of Healthcare. Administrative withdrawal is recorded as “WA” on the academic transcript.</p> |
| Enforcement & Consequences | <p>Failure to follow proper withdrawal procedures will result in a failing grade, incomplete (I), or X grade at the end of the semester.</p> <p>Withdrawal from one or more courses will impact program progression, and may impact financial aid, and insurance coverage (if purchased through the college).</p> <p>Unsafe clinical behavior, code of conduct policy violations, or failure to comply with program policies or policy violations will result in administrative withdrawal and formal documentation as “WA” on the academic record.</p>  |

# **CLASSROOM POLICIES**

**Students should always check Blackboard before departing for class. Important announcements about the schedule or learning activities may be posted.**

## **CELL PHONES AND ELECTRONIC DEVICES**

Use of cell phones and electronic devices in any mode are subject to faculty and clinical facility guidelines (see course syllabi).

## **COURSE INFORMATION**

At the start of each nursing course, the following information will be reviewed with the students by faculty:

1. Criteria for course evaluation and grading policy
2. Course syllabus and day-by-day projection
3. A clinical performance evaluation tool
4. An Academic Learning Contract
5. Nursing Student Handbook including skills lab and simulation policies.
6. Nursing Math Competency Testing Policy

## **COURSE EVALUATIONS AND SURVEYS**

At the completion of each course, students are required to evaluate the course, lab (if applicable), and clinical. In addition, students may be asked to complete online evaluations and surveys for the Practical Nursing Program and/or the College. This is an opportunity for students to offer suggestions and recommendations for the continued growth and development of the nursing program. Students are asked to complete these evaluations and surveys in a timely manner.

Failure to complete the course evaluations may result in not receiving the final exam score for the nursing course.

## **DISRUPTIVE BEHAVIOR**

Refer to the Quinsigamond Community College Student Code of Conduct Policy

[www.QCC.edu/information/current-students/student-handbook](http://www.QCC.edu/information/current-students/student-handbook)

## **GRADING POLICY**

In addition to the grading system of Quinsigamond Community College, the Practical Nursing Program includes the following modifications, which are pertinent to the program. The grading system is:

- A minimum grade of “C” (73%) is necessary in all courses required within the Practical Nursing Program. Exam grades are recorded to one decimal place (82.5). Students receiving less than “C” in any program course will be unable to advance to the next semester.
- A total Grade Point Average (GPA) of 2.0 is required to complete the Practical Nursing Program.

- The course grade in nursing reflects total course performance and it is the grade recorded on the official school transcript. Further, students who do not “Pass” the clinical component and the lab practicum of the nursing course will receive a course grade of “F”.
- ATI Proctored exams are to be completed as scheduled in the day-by-day schedule. Students must score 90% on one non-proctored exam to sit for the proctored exam.
- Points may be awarded in accordance with your course syllabi.
- Numerical and/or letter grades will be used to indicate students standing.
- Incomplete grade: Incomplete in a final course grade may prevent promotion recommendation.
- A failure in Clinical Practice/Lab in any clinical rotation will constitute a failure (“F”) for the course and the student will not be allowed to continue in the program.

To continue into the next Practical Nursing Course, the student must receive a grade of “C” or better for all courses and a “Satisfactory” for their clinical/lab performance. Each practical nursing course with a clinical component must be completed in sequence to continue the program.

## **RELIGIOUS ACCOMMODATIONS**

Students who are requesting religious accommodations must notify the faculty prior to the first two weeks of the start of classes of any potential scheduling conflicts. The faculty will make efforts to provide a reasonable accommodation of a student’s sincerely held religious belief.

## **REMOTE/ONLINE LEARNING AND TECHNOLOGY**

Faculty communicate with students via email, utilize an online learning platform (Blackboard) for announcements, course documents, tests, assignments, grades, etc., and assign learning activities utilizing web-based resources. There are currently three online courses in the PN program, PNP 111, PNP 210 and PNP 233. All students are required to meet the technology requirements of the program.

Remote/online learning and assessment of learning may be required for program and clinical orientation, class, lab, clinical, and/or simulation. Regardless of the method of learning, students are expected to be present and engaged.

Remote/online learning sessions (including lecture, lab, and clinical) may be recorded for viewing by students in the course. Students may be required to be present on camera for lab/clinical/simulation. Faculty may request students to upload videos of themselves performing lab skills to demonstrate competency.

Remote/online learning and/or assessment may be required in the event of inclement weather, community emergency, and other unanticipated situations.

Students are responsible for self-testing the functionality of their computer, web cam microphone, and internet connectivity a minimum of two days prior to remotely proctored exams, lab, or clinical. If the student anticipates or discovers a technology issue, they must notify the course faculty immediately.

## IN-PERSON AND REMOTE TESTING POLICY

Students may be required to complete course tests/exams remotely. The technology requirements of the program include a laptop or desktop computer with a microphone and webcam, internet capability, and internet access. PNP 111 online course requires in-person testing.

Students must download:

- Google Chrome on their laptop/desktop computer: <https://www.google.com/chrome/>
- Zoom on their smart phone or iPad/tablet: from the Apple Store, Google Play store or <https://zoom.us/download>
- Proctorio Browser *ATI version* for Integrated Tests: log in to the ATI student website, click on the Integrated Testing tab, and download the Windows or Mac version following the prompts.

**Test Preparation/Student Responsibility:** Students may be required to acknowledge the Remote Testing and Academic Integrity Policies prior to the start of an exam. Students must be alone in the testing area with no other person visually or audibly available. Like classroom test settings, students must have a clear desk/testing area with only items approved by course faculty such as a sheet of blank paper for notetaking (if allowed). Students may be asked to complete a 360-degree video room scan, as well as scan the desk they are working on. Student identity must be established using a QCC ID or an official driver's license/picture ID. No watches of any type are allowed to be worn during the testing. No Smart glasses are allowed to be worn during testing. If allowed by faculty, cell phones may be brought to the testing environment to allow for contacting faculty in the event of technical difficulty. Cell phones will be collected and returned after all students have completed the exam. If a sheet of paper for notetaking is allowed by faculty, you must write your name on the paper and show both sides of the paper to the camera at the start of the exam to demonstrate it is blank.

**During the Test:** It is expected that students will have a quiet, well-lit environment without interruption for the duration of the testing time. The exam will be administered using ATI Proctorio. Students may not use headphones or earbuds of any type unless approved by course faculty. If the student has a question or encounters a problem during the exam, announce this to the camera, then retrieve your cell phone to text/call faculty or start a private chat with faculty through Zoom.

Faculty approval is required before students may access the exam. Students must sign a consent form acknowledging the Academic Integrity Policy. If you navigate outside of the browser during the test, ATI will automatically pause your exam and notify the faculty. You will not be allowed back into the exam until the faculty grants reentry. Backtracking is not allowed, and students must save each answer before proceeding to the next question. Students are expected to adhere to all policies regarding testing, including academic honesty and integrity.

**Testing Violations:**

- Privacy violations (another person in the room/on the phone with the student)
- Facial obstruction/suspicion (no hats)
- Enabling any type of remote access before or during testing
- Outside noise/sound
- Opening additional computer applications/windows
- Leaving the exam room without permission and/or without announcing on video, or excessive time away
- Having multiple monitors or devices in the room (including cell phones/tablets/smart watch and smart glasses)
- Having resources in the testing area such as open textbooks, notes, etc.



Any violation of the in-person/remote testing policy will be considered an academic integrity violation and subject to disciplinary action. Any violation will result in a grade of “0” on the test and referral to the Dean of Students for further action.

After the Test: If scrap paper was used, the student must slowly show both sides of the entire paper to the camera and then shred/destroy the paper while still on camera/Zoom. In the classroom, students must bring scrap paper to the faculty members proctoring the exam.

Students must report any absences on test days **PRIOR** to the start of the exam to all faculty members and the program coordinator through email. Any student who is not present on test day and time will receive a 10-point reduction in their test score. See Make-Up Examination Guidelines for further information.

***Make-Up Examinations*** - Make-up exams for students are given the day following the scheduled exam date. Students must confirm the time they will arrive at the Downtown campus and arrange for testing with the faculty/program coordinator. Day students should plan to return to the Downtown campus to sit for the exam after their clinical or lab experiences. Evening students should plan to come to the Downtown campus prior to their clinical or lab experience to sit for their make-up examination. If testing is remote, students will log in at the arranged time with their faculty proctor.

- It is the responsibility of the student to contact the faculty and coordinator regarding absence on exam day and to confirm that the exam will be given the following day and the time that it will be given as noted in the course syllabus.
- Failure of student to contact instructor or to take the exam on the arranged day, will result in a grade of “0” being issued. Exceptions must be approved and will be at the discretion of the PNFO. Students will receive a 10-point reduction on all make-up exams.
- Students who are absent or miss a second exam within the semester will receive no credit (0%). The faculty realizes extenuating circumstances may cause a student to miss more than one exam in a course. The student may petition the faculty in writing, documenting the reasons for the absences, if they wish to make-up a second missed exam. Faculty reserves the right to change the exam format for any makeup examination.

**Exam Review** – Students may contact their Practical Nursing Advisor to schedule a time during the Advisor’s posted office hours to review concepts requiring clarification.

## **ELECTRONIC SIGNATURES**

An original student signature is preferred on documents, however there may be circumstances warranting an electronic signature or typed signature as confirmation of receipt. Verification of the student electronic or typed signature is confirmed if the document is sent using the student’s QCC email and/or if submitted through Blackboard.

## STANDARDIZED TESTING

**Comprehensive Assessment and Review Program:** This is a combination of e-books and on- line NCLEX-PN style tests and videos designed to help prepare students for the NCLEX-PN exam. This program helps with test taking skills and content mastery and is used throughout the nursing program. Each semester students receive access to e-books, NCLEX-PN style tests, videos, and other resources related to the content learned in class. Each course may require students to complete specific standardized tests, which may be included in the course grade. In addition, an NCLEX-PN review course is provided prior to graduation. This resource is included in the student fees. See course syllabi.

## STUDENT ACCESSIBILITY SERVICES

Refer to the Quinsigamond Community College Student Accessibility Services website: [www.QCC.edu/support/sepcialized-support/student-accessibility-services](http://www.QCC.edu/support/sepcialized-support/student-accessibility-services). Students who require an accommodation in this course should notify Student Accessibility Services as soon as possible.

Students must notify course faculty by emailing a copy of the approved Accommodation Form no later than two weeks prior to the exam date that they will be testing with Student Accessibility Services (SAS). The student is responsible for informing Student Accessibility Services of upcoming exam dates and if the exam requires use of a computer. If a student has accommodations in place and decides not to use the accommodations (i.e. decides to test in the classroom/with the class in person or remotely), the student must email the course faculty and Student Accessibility Services before the start of the exam. This must be done a minimum of 24 hours prior to the start of the exam. Student Accessibility Services are not retroactive. Accommodations are effective from the date they are approved by SAS.

Accessibility Services works to promote access to ensure an accessible college experience for students. If you have further questions, contact Accessibility Services. All discussions are confidential.

Contact Information for Accessibility Services: Phone: 508-854-4471. Email: [sas@qcc.mass.edu](mailto:sas@qcc.mass.edu)

## USE OF RECORDING DEVICES

Recording is not permitted in the classroom without accommodation from Accessibility Services. No recording devices are allowed in clinical, simulation, or lab settings. Recordings are to be destroyed at the completion of the course. No recorded content, including faculty lectures and voice-overs, may be shared via any online platform (i.e. YouTube, Facebook, etc.).

## VISITORS IN THE CLASSROOM

Any student bringing a visitor (adult or child) to class must request approval by the faculty in advance of the class. See the Children on Campus Policy in the QCC Student Handbook [www.QCC.edu/information/current-students/student-handbook](http://www.QCC.edu/information/current-students/student-handbook)

# NURSING LAB POLICIES

Nursing Skills Laboratory is a required component of the nursing program and attendance is required at each scheduled lab. It provides a safe learning environment for students to practice and demonstrate basic competency in essential skills required to provide safe and effective nursing care. Faculty and lab instructors are available to facilitate learning. The student is expected to come to each Skills Lab session prepared with a basic knowledge and understanding of the specific content area, gained by the completion of self-tutorial assignments. The lab is equipped with a variety of equipment that can be found in clinical settings, as well as manikins on which many nursing skills can be practiced such as blood pressure, pulse, lung sounds, heart sounds, and bowel sounds.

## LAB EXPERIENCES DEFINITIONS

**Nursing Skills Laboratory** - An on-campus setting designed to look, feel and/or function as a real-world practice environment, offering learning experiences which may include the use of low to moderate fidelity simulation equipment. Students utilize the nursing skills laboratory setting for skills practice and competency evaluation.

**Remote Synchronous Lab Experiences** - Skills laboratory experiences that take place when the student and faculty are not physically present in a traditional lab environment. Assignments include virtual demonstrations and skills videos.

## LAB KITS

Students are provided with a Lab Kit which contains supplies that are necessary for practice. Students are required to bring the Lab Kit to all labs and competency testing (or the applicable supplies from the kit).

## LAB POLICIES AND ETIQUETTE

All cell phones and electronic devices are to be shut off. Sitting on beds or leaning on over-bed tables is not permitted. No food or drink is allowed in the Skills Labs or Simulation Lab at any time. Equipment may not be removed from the Labs. Static manikins are to be treated with care, according to guidelines posted in the labs. Students are responsible for appropriate handling and disposing of sharps and syringes. No manikin should be moved unless directed by lab staff.

Students are required to return lab to an orderly condition at the conclusion of each session. The labs are not latex free environments (see Latex Allergy Policy). Students are expected to demonstrate professional comportment during lab sessions.

## LATEX ALLERGY POLICY

*If a student has a latex allergy or sensitivity, they must complete the Latex Sensitivity/Allergy Student Disclosure/Release Form (see Faculty or Coordinator) and submit it to the Nursing Skills Lab Coordinator and Nursing Course Faculty each semester.*

Latex products are common in the medical environment. Allergic responses to latex can range from irritation and allergic contact dermatitis to the possibility of life-threatening anaphylactic shock. Guidelines have been established at Quinsigamond Community College to provide information to nursing program students and staff who are sensitive to latex.

Latex free environments are seldom available in either clinical or academic settings. Therefore, an individual with a latex allergy/sensitivity wearing alternative vinyl or nitrile gloves is still exposed to latex residue of others working in the area or to latex present in the equipment, models, and mannequins. Although latex gloves are the most prominent source of latex allergens, many other products may contain latex including, but not limited to:

- Blood pressure cuffs, medication vials, syringe connectors and wound drains
- Stethoscopes, catheters, respirators, and goggles
- Oral and nasal airways, surgical masks, and electrode pads
- Endotracheal tubes, syringes, IV tubing, and tourniquets

Any student who has or develops symptoms consistent with latex allergy/sensitivity is advised to consult a qualified allergist for evaluation prior to enrollment in the Health Programs at Quinsigamond Community College. All such evaluations are at the student's expense. If it is determined that a student suffers from a latex sensitivity/allergy and the student desires an academic adjustment, including auxiliary aids or service, or reasonable accommodation due to this condition, the student must contact Student Accessibility Services.

As with all matters related to one's health, the utmost precautions should be taken by the student to reduce the risk of exposure and allergic reactions. This may include the carrying of an epinephrine auto-injector (Epi-Pen) by the individual or other precautions as advised by the student's health care provider. It is the responsibility of the student with a latex sensitivity to understand and acknowledge the risks associated with continued exposure to latex during a clinical education and healthcare career, even when reasonable accommodations are made and to regularly consult with his/her health care provider.

To minimize the presence of latex in the College's lab facilities, Quinsigamond Community College will provide latex-free and powder-free gloves in all College lab facilities. Should a clinical agency site NOT provide latex-free gloves, the College will provide latex-free gloves for clinical use. Additionally, the College is taking the following steps to minimize latex in its lab facilities: 1) replacement of all gloves in use by faculty and students with nitrile or vinyl gloves; 2) maintaining an inventory of all products/equipment and supplies in the School of Healthcare that contain or could contain latex; and 3) future purchase of latex-safe supplies and equipment whenever possible.

As with all students in the Healthcare Programs, a student with a latex sensitivity or allergy is required to satisfactorily complete all requirements and technical performance standards of the program to which they have been accepted.

## **OPEN/PRACTICE LABS**

Practice labs may be scheduled throughout the semester. Students are encouraged to attend the regularly scheduled practice labs. Students are required to wear casual business attire and name pin to practice lab. Practice labs are not mandatory, but successful return-demonstration of psychomotor skills is dependent upon practice. Students are responsible for coordinating their schedules to include time to practice skills. Students must sign up for practice labs in advance on the schedules posted on the bulletin board outside of lab. Students who sign up for a practice lab are expected to attend. If you are unable to attend, cross your name off the sign-up sheet in advance, so that another student can sign up. A Lab Instructor is available in the lab during practice labs. Students are expected to pair up with a lab partner and critique each other's performance using the appropriate text and skills checklist for the course, which students are required to bring to labs.

## **PREPARATION FOR LAB**

Specific requirements related to lab are described in course materials. Students are required to prepare for all labs in advance, by completing assignments. Please see requirements under Attendance Policy.

## **PSYCHOMOTOR SKILL COMPETENCY EVALUATION**

The clinical component of the Nursing curriculum requires each student to demonstrate an ability to satisfactorily perform learned psychomotor skills. Specifically, the curriculum of PNP 101 requires that each student must demonstrate competency of designated psychomotor skills in the laboratory setting before performing the skill in the clinical area. Students are evaluated at the end of each Learning Module for skill competency. Students are required to report for all competency evaluations in full uniform, with name pin and supplies required from their lab kit (if applicable). Evaluations are based on criteria contained in Nursing Skills Checklists book.

Students are provided with two opportunities to demonstrate each competency and must pass by the second attempt to receive a satisfactory clinical evaluation. Return demonstration of skills must be completed without prompting and passed by a designated deadline. If a student fails an initial competency evaluation, remediation is required prior to being assigned an appointment for re-evaluation. Re-testing must be completed within 7 days. Failure to achieve competency on the second attempt will constitute a clinical/lab failure.

**A failure in Clinical/Lab will constitute a failure ("F") for the course and the student will not be allowed to continue in the program.**

If competency evaluation is missed for any reason, it is the responsibility of the student to contact the Lab Coordinator and complete the evaluation within 7 days of the competency evaluation, according to the availability of lab faculty. Any student who fails to meet this deadline will be referred to the course faculty and will be given an opportunity to present the reason for the missed deadline. A no call/no show for any competency evaluation constitutes a failure for the competency.

## **REQUIRED PURCHASES**

Students are required to purchase a uniform, name badge, appropriate footwear (as listed in the Uniform/Dress Code Policy), dual-head stethoscope, bandage scissors, penlight and adult size manual blood pressure cuff prior to the first scheduled lab. All equipment is required at all scheduled lab and clinical experiences.

## **SCHEDULED SKILLS LABS**

Attendance in the scheduled skills labs is mandatory. Students are expected to be on time and labs will begin promptly at the designated times. Any problems in lab will be discussed with the student, documented, and communicated to faculty. Students are required to wear the full QCC nursing student uniform, authorized QCC jacket (optional), and name pin to all scheduled skills labs. Facial jewelry is to be removed and hair off the collar – see Uniform/Dress Code Policy.

## **CLINICAL POLICIES**

### **CENTRALIZED CLINICAL PLACEMENT and CLINICAL SITE PAPERWORK**

The Centralized Clinical Placement (CCP) is an online clinical orientation, training, and scheduling resource available to facilitate nursing education clinical placements with local health care organizations. Each semester students will be provided with information needed to access the system to complete required modules prior to clinical placement. In addition, there may be documentation and trainings specific to the health care organization(s) where the student is assigned to attend clinical. Completion of the modules is required at least annually and updated each semester with changes in clinical faculty and placement. Student clinical placements occur during the day, and evening, and a specific placement is not guaranteed due to clinical site availability.

The clinical paperwork collection deadline will be published by course faculty. Students must complete the clinical site paperwork, CCP ticket, CORI/SORI, and health requirements by the published deadline to be eligible for clinical placement in the course. Failure to complete these requirements will result in an inability to attend the clinical site and is subject to the attendance policy.

### **CHANGE IN HEALTH STATUS**

Students are responsible for notifying faculty and the Program Coordinator regarding a change in health status and/or ability to meet the Technical Performance Standards of the program. For a student to continue in face-to-face class, lab, simulation, and/or clinical when his/her health status has changed, the student must provide documentation from a health care provider to the Program Coordinator that clearly states the limitations or the ability of the student to fully participate in all activities. If limitations are indicated, this may impact the student's ability to participate in lab/clinical and the student should contact Student Accessibility Services or Title IX Compliance and Education Office for accommodations. In addition, students must adhere to facility policy regarding return to clinical. Health status changes include, but are not limited to:

- Injury
- Unprotected exposure to communicable disease
- Pregnancy/Delivery
- Splint/brace/cast/sling, etc.
- Major illness i.e., physical or mental
- As required by clinical site, clinical coordinator or program coordinator

## CLINICAL EXPERIENCES DEFINITIONS

### **Clinical Experiences**

Direct, hands-on planned learning activities with patients across the lifespan, interaction with the interprofessional team and interaction with the patient's family that are sufficient and appropriate to achieve the end-of-program student learning outcomes, program outcomes and/or role specific professional competencies and are overseen by qualified faculty who provide feedback to students in support of their learning.

### **Practice Learning Environments**

Commonly known as "clinical" and held in settings that facilitate students' application of knowledge, skills, and behaviors in the care of patients and support the end-of-program student learning outcomes and program outcomes.

### **Math Competency**

Prior to each clinical rotation, a Math Competency must be successfully completed with a score of 90% or higher to pass medications. Successful completion of the medication pass is required to pass the clinical component of each course.

### **Clinical Learning Modalities**

**Face-to-Face Clinical:** Experiential learning based on work done with patients in diverse health settings with pre and post conferences and personalized feedback. Settings may include, but are not limited to, acute care and specialty hospitals, long term care facilities, school settings, ambulatory care and other office settings.

**Remote Synchronous Clinical:** Clinical experiences that take place when the student and faculty are not physically present in a traditional clinical environment. Assignments and assessments are made using adaptive, interactive clinical learning experiences through virtual simulations, unfolding case studies with integrated curriculum resources and pre-briefing, debriefing, and personalized feedback. Online interactive virtual simulations with pre- and post-simulation assessment quizzes, guided reflection questions, and activities to develop clinical judgement. Students can interact with patients in a safe, realistic environment.

**Computer Based Simulation:** The modeling of real-life processes with inputs and outputs exclusively confined to a computer, usually confined to a monitor, keyboard or another simple assistive device. May include virtual simulations, case studies and/or online resources.

**Virtual Simulation:** Simulations that use a variety of immersive, highly visual, 3D characteristics to replicate real-life simulations and or nursing procedures. These incorporate three dimensional images of patients and care environments for the development of nursing knowledge and skills

**Face-to-Face Clinical Simulation Learning:** An on campus educational modality that creates a situation or environment to allow persons to experience a representation of a clinical scenario for the purpose of practice, learning, evaluation, testing or to gain an understanding of systems or human actions using low to high fidelity simulation equipment.

Regardless of clinical modality being offered, students are expected to adhere to the clinical uniform/dress code policy.

# **CLINICAL PERFORMANCE EVALUATION**

## **Evaluation Process**

The primary outcome of the evaluation process is to provide the student and the instructor with a formal opportunity to assess student's mastery of the theoretical knowledge and clinical skills identified in the currently enrolled course. A secondary outcome is to ensure that all theoretical knowledge and clinical skills acquired in previous nursing courses (if applicable) have been retained and demonstrated with competence in the currently enrolled course.

The student is encouraged to seek out the instructor's guidance regarding his/her ongoing performance. To be successful, there must be mutual respect and trust between the student and instructor. Students must also demonstrate the ability to assume responsibility, complete all assigned work, including written assignments on time, and consult with the instructor if he/she has a problem with the clinical requirements.

Failure to complete and submit written assignments by the instructor's designated deadline may result in an unsatisfactory (U) grade on the evaluation. Late assignments may jeopardize the student's clinical evaluation and the completion of the nursing course/program.

At the completion of each clinical area, the student will receive written evaluation of his/her clinical, simulation, and/or remote clinical performance. Clinical behaviors and student strengths/action plan for areas needing improvement are evaluated in the evaluation tool (see course materials). If it is determined that unsatisfactory (U) performance is occurring, a clinical warning/failure will be issued to the student (see clinical warning and clinical failure policies).

The PNFO will review any unsatisfactory (U) or needs improvement (NI) performance. To pass clinical at the summative evaluation, students must obtain all Satisfactory (S) with no Needs Improvement (NI) or Unsatisfactory (U).

### **Definitions:**

- Clinical Evaluation – A continuous, ongoing process designed to evaluate the student's performance in the clinical setting.
- Formative Evaluation – Identifies a student's strengths and weaknesses to help the student learn. Formative evaluation occurs formally during student/instructor discussions, and during clinical experience.
- Summative Evaluation – Determines clinical competence and occurs at the end of the course.
- Satisfactory (S) - The student demonstrates consistent and progressive mastery of the clinical objective/behavior.
- Needs Improvement (NI) - The student demonstrates weakness or inconsistent mastery of the clinical objective/behavior.
- Unsatisfactory (U) - The student demonstrates inability to master the clinical objective/behavior.

## **Clinical Warning/Professional Conduct**

Conduct that is unethical, unprofessional, and/or unsafe to affect or potentially affect the well-being of the patient will result in immediate suspension from the clinical rotation. The student discipline process will be initiated as outlined in the QCC Student Code of Conduct: [www.QCC.edu/information/current-students/student-handbook/](http://www.QCC.edu/information/current-students/student-handbook/).



A student who receives a clinical warning during the clinical rotation must bring his/her clinical performance to a satisfactory level based on clinical guidelines. Clinical warnings will not be transferred from one course to another. A student must have satisfactory performance in the clinical area at the end of each semester. If a student receives a warning in the final week of the clinical experience, the outcome (pass/fail) will be determined by the course faculty team per the retention/progression policy and current course grade.

The instructor will communicate any clinical warning in writing to the student, team members, the next clinical instructor (if necessary) and to the Program Coordinator. The student must make an appointment to see the Program Coordinator within seven days of receiving the warning.

### **Clinical Failure**

A student may receive a failure in the clinical practice area at any point in the program. A clinical failure will be clearly documented on the clinical evaluation form and will clearly state behaviors (with examples) which indicate unsafe, unethical and/or unprofessional clinical practice.

*Testing Policy. Clinical failure for unsafe, unethical, and unprofessional clinical practice can occur without a prior clinical warning.*

**A failure in Clinical Practice/Lab or in any clinical rotation will constitute a failure (“F”) for the course and the student will not be allowed to continue in the program.**

### **Clinical Dismissal**

If an instructor deems a student as being unable to perform satisfactorily in the clinical area, i.e., the student is unprepared to carry out their assignment responsibilities for the day or arrives late, it is the instructor’s responsibility to dismiss that student from the clinical area. This dismissal will constitute a clinical absence. Instructors will follow the Clinical/Lab Attendance policy and issue a clinical warning. The instructor must notify the Program Coordinator and the Clinical Coordinator of the incident immediately via text or email.

### **CLINICAL AREA WITHOUT INSTRUCTOR**

Students must be accompanied by a QCC clinical instructor present in the facility unless they are participating in an assigned clinical/observational/precepted experience (i.e., Public Schools, Ambulatory Care Centers). Students may not remain or return to clinical facilities outside of regularly scheduled clinical experience hours.

### **CLINICAL SITE INFORMATION**

Clinical site information is located at end of this Handbook.

## **COMPUTER ACCESS AT CLINICAL**

Student computer access at the clinical facility is limited to scheduled clinical hours only and limited to their assigned patients. If a student possesses computer access via employment, it is never to be utilized in a student role. Breach of employer/employee computer access policy must require the instructor to report the incident to the clinical facility and the clinical coordinator. No patient identifying information may be removed from the clinical facility. Specific confidentiality/user access agreement will be signed by student per clinical agency requirements, as requested by clinical partners' contracts, student sensitive information (date of birth, social security number, etc.) may be shared.

## **CORI/SORI/NATIONAL BACKGROUND REGISTRY CHECK**

Criminal Offender Record Information (CORI), Sex Offender Registry Information (SORI), and National Background checks are required for all students accepted into the Nurse Education Program. CORI/SORI checks are completed before entry or readmission into the program and every semester the student is in the program. National Background Registry check is done before the start of any program and annually as required by our clinical contracts. Students should be aware that individual clinical agencies may refuse to accept anyone into their clinical facilities based upon the CORI/SORI/National Background results. An issue with CORI/SORI and/or the National Background Registry check could prevent a student from participating in a clinical rotation, which could result in dismissal from the program, and ineligibility for the licensure exam.

## **DRUG SCREENING/FINGERPRINTING POLICY**

Finger printing and drug testing are required in the Nurse Education Program as specified by clinical agencies. Finger printing and drug testing results must meet clinical requirements. An issue with finger printing and/or drug testing could prevent a student from participating in a clinical rotation, which could result in dismissal from the program.

Information regarding testing will be sent to students by the Health Compliance Office. Students may request a copy of their drug testing results by contacting [healthcompliance@qcc.mass.edu](mailto:healthcompliance@qcc.mass.edu) or Castle Branch support at 888-723-4263.

A student may be removed from clinical for any reason related to Code of Conduct issues (i.e. impairment or issue with drug testing) and the student will be responsible for all expenses incurred including transportation and testing, if required. It is the responsibility of the student to notify faculty of a clinical absence if they cannot attend due to a Code of Conduct issue. Refer to the college policies on Alcohol and Other Drugs: and the [Student Code of Conduct](#):

## **HEALTH POLICY**

Prior to being eligible for clinical in the Practical Nursing Program, all students must show evidence of compliance with health requirements as defined by the College, the Nurse Education Department, the Massachusetts Department of Public Health and clinical affiliates.

The college utilizes Castle Branch, a web-based health documentation database. The required information must be submitted to the Castle Branch website by the assigned date (including evidence of healthcare provider level BLS/CPR certification). Information about how to upload documents to Castle Branch is provided upon acceptance to the program.

In addition to submitting data prior to entering the program, students must ensure health compliance is maintained while in the program. Noncompliance with QCC health requirements could prevent a student from participating in a clinical rotation, which could result in clinical warning and/or dismissal from the program.

Questions about health requirements can be directed to the QCC Healthcare Compliance Officer via email [healthcompliance@qcc.mass.edu](mailto:healthcompliance@qcc.mass.edu)

If a student is unable to receive a specific vaccine they may request an exemption form from QCC Healthcare Compliance. The complete submitted exemption request form will be forwarded to the assigned clinical placement site for review and determination of clinical eligibility. Clinical assignment will not be modified based on response from the clinical agency, approval is not guaranteed and can affect student completion of the course.

## ILLNESS POLICY

Students/faculty attending on-campus activities and/or clinical sites need to follow the requirements of QCC, and clinical sites related to training, screening, testing, reporting, and vaccination if required. Failure to comply with QCC and clinical site policies will result in the student/faculty being unable to attend on-campus and clinical site activities. This can impact the student's learning experience and ability to complete the program.

All students/faculty must take responsibility to protect themselves by following the guidelines for use of personal protective equipment (PPE), appropriate hand hygiene, infection control practices, and distancing when possible.

Students/faculty have an ethical obligation to report if they have been exposed to a communicable illness or are exhibiting signs of illness and stay home when not feeling well to protect others from potential exposure. If a student/faculty has unprotected exposure to a person with known infectious disease or develops symptoms of illness they must:

- Stay home
- Notify the course/clinical faculty and Program Coordinator
- Complete an *Illness Intake* form on the Q: [www.QCC.edu/illness-intake-form](http://www.QCC.edu/illness-intake-form)

Follow-up with the QCC health and wellness team before returning to campus/clinical. Symptoms of illness may include:

- Fever
- New shortness of breath
- Diarrhea
- Sore throat
- New muscle aches
- Headache
- New cough
- Unexplained loss of taste or smell

All missed lab and/or clinical sessions must be made up. (*See Attendance Policy*)

The QCC Health and Wellness Team (and/or the Program Coordinator) will determine the appropriate action to take for each occurrence based on current guidelines from these entities: Centers for Disease Control and Prevention, Massachusetts Department of Public Health, and Massachusetts Department of Elementary and Secondary Education. Clearance to return (from the QCC health and wellness team and/or Program Coordinator) will be required prior to resuming in-person educational activities. Documentation of test results may be required prior to resuming in-person educational activities.

# INFECTION CONTROL GUIDELINES

| <b>Standard Precautions:<br/>FOR ALL PATIENTS</b> | <ul style="list-style-type: none"> <li>• Clean hands with alcohol-based hand rub or soap and water before and after patient contact, after removing gloves and upon exiting room</li> <li>• Clean hands after contact with patient environment and equipment</li> <li>• Clean equipment with disinfectant between each patient use</li> <li>• Wear gloves when it can be reasonably anticipated that contact with blood or other potentially infectious materials, mucous membranes, non-intact skin, or potentially contaminated intact skin (e.g., of a patient incontinent of stool or urine) could occur</li> <li>• Anticipate need and use for other protective barriers including gowns, mask, and eye protection</li> </ul> |  |   |
|---|--|--|---|
| Precautions                                       | Implementation of Precautions  | Associated Disease or Condition(s)   |   |
| <b>Contact</b>                                    | <ul style="list-style-type: none"> <li>• Private room</li> <li>• Gloves</li> <li>• Gown for close contact</li> <li>• Hand Hygiene (before and after, foam in foam out)</li> <li>• Disinfect equipment</li> </ul>   | <ul style="list-style-type: none"> <li>• Abscess, Major Draining</li> <li>• Adenovirus</li> <li>• Pressure Ulcer (Major)</li> <li>• Multidrug-Resistant Organisms</li> </ul>                                       | <ul style="list-style-type: none"> <li>• <i>Escherichia Coli</i> (E-Coli)</li> <li>• <i>Respiratory Syncytial Virus</i> (RSV)</li> <li>• Rotavirus</li> </ul>   |
| <b>Droplet</b>                                    | <ul style="list-style-type: none"> <li>• Private Room</li> <li>• Mask</li> <li>• Hand Hygiene (before and after, foam in foam out)</li> <li>• Disinfect equipment</li> </ul>   | <ul style="list-style-type: none"> <li>• Adenovirus</li> <li>• COVID-19 (coronavirus)*</li> <li>• <i>Influenza</i> (flu)</li> <li>• Meningococcal Pneumonia</li> <li>• Meningococcemia</li> <li>• Mumps</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Respiratory Syncytial Virus</i> (RSV)</li> <li>• Streptococcus Group A</li> <li>• Pneumonia, Pharyngitis</li> <li>• Pertussis</li> <li>• Rubella</li> </ul> |
| <b>Airborne</b>                                   | <ul style="list-style-type: none"> <li>• Negative Pressure Private Room</li> <li>• N-95 Mask</li> <li>• Hand Hygiene (before and after, foam in foam out)</li> <li>• Disinfect equipment</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Active Pulmonary Tuberculosis</i> (TB)</li> <li>• <i>Varicella</i> (Chicken Pox)</li> </ul>  | <ul style="list-style-type: none"> <li>• Rubeola (Measles)</li> <li>• Smallpox</li> </ul>   |
| <b>Contact Plus</b>                               | <ul style="list-style-type: none"> <li>• Private Room</li> <li>• Gloves</li> <li>• Gown</li> <li>• Hand Hygiene (before and after, foam in foam out)</li> <li>• Hand Hygiene <u>exception</u> - <b>wash hands with soap &amp; water for C-Diff and Norovirus</b></li> <li>• Disinfect equipment with <b>BLEACH</b></li> </ul>  | <ul style="list-style-type: none"> <li>• Norovirus</li> <li>• Clostridium Difficile (C- Diff)</li> <li>• Diarrhea with environmental soiling</li> </ul>  |   |
| <b>Neutropenic</b>                                | <ul style="list-style-type: none"> <li>• Private Room</li> <li>• Gloves</li> <li>• Gown for close contact</li> <li>• Hand Hygiene (before and after, foam in foam out)</li> <li>• Disinfect equipment</li> <li>• Screen staff and visitors for illness</li> <li>• No plants or flowers in the room</li> </ul>  | <ul style="list-style-type: none"> <li>• Patient is Neutropenic</li> </ul>   |   |
| <b>Herpes Zoster-Shingles (Varicella Zoster)</b>  | <ul style="list-style-type: none"> <li>• Private Room</li> <li>• Gloves</li> <li>• Gown for close contact</li> <li>• Hand Hygiene (before and after, foam in foam out)</li> <li>• Disinfect equipment</li> <li>• Cover Lesions</li> <li>• Do not enter if you have not had Chicken Pox/Varicella</li> </ul>  | <ul style="list-style-type: none"> <li>• Only people that have had Chicken Pox should enter the room</li> <li>• Herpes Zoster Virus (Shingles) with open lesions</li> </ul>  | Reviewed 7/20   |

\* COVID-19 (coronavirus) guidelines continue to evolve, *N95 mask may be required*

## **PATIENT CONTACT AND RISK OF EXPOSURE**

Students will have contact with patients, which increases the risk for exposure to communicable diseases. Students will be educated about common communicable diseases in the clinical setting, guidelines for the prevention of unprotected exposure, universal precautions, and the use of personal protective equipment (PPE). Students who have a known unprotected exposure (needle stick or other incident) must notify their clinical instructor immediately and follow the policies of the affiliating agency. In addition, the Clinical Coordinator must be notified of the incident.

## **INJURY OR ILLNESS IN CLINICAL AREA**

In the event of injury/illness in the clinical area/campus, students will be referred for treatment by the clinical instructor/faculty based on the policy of the affiliated agency. The student is responsible for payment of services rendered. In case of injury, the student and the clinical instructor/faculty must report the incident to the Clinical Coordinator in a timely manner.

## **LEAVING THE CLINICAL FACILITY**

Students are not allowed to leave the clinical facility during the assigned clinical time without prior arrangements with the clinical instructor. If an emergency arises, students leaving the clinical facility must notify the instructor. Failure to do so may result in clinical failure.

## **MEDICATION ADMINISTRATION POLICY**

Students may not access and/or administer any medication by any route without the clinical instructor present. Medications are never to be administered by a student with a staff nurse. Students may not administer medications until competency has been satisfactorily demonstrated in the skills lab and successful completion of the math competency test in each course (see Nursing Math Competency Policy).

## **NURSING MATH COMPETENCY TESTING POLICY**

Purpose: To facilitate measures for the safe preparation and administration of medication in the clinical area.  
General Guidelines:

1. All pharmacology/math competency exams will be selected and administered by faculty teaching in the course.
2. Students must achieve a score of 90% on math exams given prior to medication administration.
3. Students will be notified on Blackboard of the initial exam date/time prior to the start of each course.
4. Students will be notified regarding learning activities available to prepare for the exam on Blackboard prior to the start of each course.
5. Students must successfully pass the test within 2 weeks of the initial test with a maximum of 2 total attempts.
6. Students who are unable to achieve the passing percentage for each course are unable to meet the clinical objectives, which constitutes a clinical failure.

| PNP 101   |   |  |   |  |
|---|---|--|---|--|
| COMPETENCY  | PREPARATION   | PROCESS  | REMEDIATION   | FAILURES   |
| <b>Math Competency Exam</b><br>*Medication dosage calculation for all routes of administration<br>*Measurement conversions<br>Essential Skills Modules<br><br><b>Prior to the Subacute Rotation and first Medication Administration</b>   | Students are advised to:<br>*Review safeMedicate<br>*Use practice safeMedicate Foundation Numeracy Test posted in safeMedicate prior to start of course.<br>*Complete Essential Skills Modules as assigned. | Students must achieve a passing score of <b>90%</b> .<br><br>Students may not administer medications on their assigned clinical unit until they have successfully passed the Math Competency Exam. | Student must review exam with faculty. In addition, students may:<br>Review Essential Skills Modules and Recommended Remediation<br>*Utilize nursing and math tutors<br>*Repeat Essential Skills Module Practice Exam | Students unable to achieve a <b>90%</b> or greater within 2 attempts are unable to meet the clinical objectives, which constitutes a clinical failure. |
| PNP 235   |   |  |   |  |
| COMPETENCY  | PREPARATION   | PROCESS  | REMEDIATION   | FAILURES   |
| <b>Math Competency Exam</b><br>*Medication dosage calculation for all routes of administration<br>*Measurement conversions<br>*IV flow rate calculations in ml/hr & drops/minute<br>*IV infusion completion times in ml/hr & drops/minute<br>*Weight-based dosage calculations  | Students are advised to:<br>*Review Essential Skills Modules<br>*Use practice Skills Modules as assigned  | Students must achieve a passing score of <b>90%</b> .<br><br>Students may not administer medications on their assigned clinical unit until they have successfully passed the Math Competency Exam. | Student must review exam with faculty. In addition, students may:<br>Review Essential Skills Modules and Recommended Remediation<br>*Utilize nursing and math tutors<br>*Repeat Essential Skills Module Practice Exam | Students unable to achieve a <b>90%</b> or greater within 2 attempts are unable to meet the clinical objectives, which constitutes a clinical failure. |
| PNP 240   |   |  |   |  |
| COMPETENCY  | PREPARATION   | PROCESS  | REMEDIATION   | FAILURES   |
| <b>Math Competency Exam</b><br>*Medication dosage calculation for all routes of administration.<br>*Measurement conversions<br>*Pediatric medication administration<br>*IV flow rate calculations in ml/hr & drops/minute<br>*IV infusion completion times ml/hr & drops/minute | Students are advised to:<br>*Review Essential Skills Modules<br>*Use practice Skills Modules as assigned  | Students must achieve a passing score of <b>90%</b><br><br>Students may not administer medications on their assigned clinical unit until they have successfully passed the Math Competency Exam.   | Student must review exam with faculty. In addition, students may:<br>Review Essential Skills Modules and Recommended Remediation<br>*Utilize nursing and math tutors<br>*Repeat Essential Skills Module Practice Exam | Students unable to achieve a <b>90%</b> or greater within 2 attempts are unable to meet the clinical objectives, which constitutes a clinical failure. |

## UNSATISFACTORY SKILLS PERFORMANCE IN THE CLINICAL SETTING

Any student who has shown competency in a nursing skill but is unable to satisfactorily perform those skills in the clinical area will return to the Nursing Skills Laboratory with a communication memo from the instructor with a request for additional remediation. The remediation process is as follows:

### Procedure

- When referral to the Remediation Lab is indicated, the Clinical Instructor completes a *Nursing Skills Lab Referral for Remediation* (see form in the back of this handbook). Students shall not be referred to the Skills Lab without the proper documentation. Referral documentation shall include:
  - List of skills the student has been unable to successfully perform
  - Whether instruction and/or re-testing for competency is required
  - Date and signature of Clinical Instructor and student
- Student directions contained on the form are explained by the Clinical Instructor, which include:
  - Student must contact the Skills Lab Coordinator to arrange an appointment
  - Remediation must be completed within seven days of notice, unless otherwise documented on the referral form and arranged with the Lab Coordinator
  - Student must bring the referral form to the Lab on the date of appointment
- Upon completion of successful remediation, a copy of the *Nursing Skills Lab Referral for Remediation* and a *Remediation Summary* are given to the student to present to the Clinical Instructor upon return to the clinical area.
- If remediation is not accomplished, the Skills Lab Coordinator shall notify the Clinical Faculty and Program Coordinator.
- Original copies of the *Nursing Skills Lab Referral for Remediation* and *Remediation Summary* will be filed in the student's record.

## SIMULATION LAB

The use of clinical simulation is an educational method designed to provide a realistic working environment. The learner is to demonstrate skills, techniques, decision making, and critical thinking. The purpose of simulation is an attempt to recreate scenarios, as seen in clinical practice by multiple disciplines, by utilizing low and high-fidelity mannequins.

### GENERAL LAB CONDUCT/POLICIES

- There is absolutely no eating, drinking, smoking, or using electronics in the simulation laboratory.
- No pens or markers are allowed, use pencils only. Pens and markers stain the mannequins.
- Betadine is not allowed in the simulation lab; it will stain the mannequins.
- Only use 24g or smaller needles for mannequin injections and IVs.
- Professionalism is always expected. If unsafe, unethical, or unprofessional conduct is witnessed, those involved will be dismissed from the laboratory.
- Do not infringe upon the rights, privacy, privileges, health, or safety of other simulation lab users.

- The mannequins are to be treated with respect as they represent real patients. You must handle them gently and with great care as if they are live humans. Do not move the mannequins unless permission is granted by the simulation coordinator or specialist.
- All personal belongings are to be left in the designated classroom where the class originates.
- All students will be oriented to the Clinical Simulation Lab by faculty or the Lab Coordinator.
- Professional clinical attire is required for all simulation activities.
- Students are not allowed in the Clinical Simulation Lab without a trained faculty, instructor or Simulation Coordinator present.

## **CONFIDENTIALITY**

All simulation scenario sessions involving students and/or recordings are considered confidential. All mannequins should be treated as real patients. Discussion of the scenarios and participant performance outside of the simulation and debriefing sessions is prohibited.

## **CLEAN-UP**

Everyone involved in laboratory time is responsible for leaving the labs clean and orderly before departing. Mannequins should be left in the beds. All equipment must be turned off and placed in the appropriate storage location unless coordinated with the simulation specialist.

## **MEDIA**

The QCC Clinical Simulation Laboratory can utilize audio and video equipment. There are cameras and microphones set up in each simulation bay with the capability of recording the activity. All recordings are saved on a data drive or in DVD format. Recordings are for educational purposes and debriefing discussions. Students are to sign the *Statement of Confidentiality* and *Photograph / Video (Film) / Audio Release* Forms (see forms in the appendix) prior to participating in simulation activity. This protects privacy and discourages inappropriate discussion of the video contents or the student's performance in the simulation. Any viewing or publication of such content outside of the classroom, on public social media, is unacceptable and unethical. This will result in disciplinary action from the program. Students should conduct themselves in a professional manner since all interactions can be recorded.

## **SMOKING POLICY**

All QCC campuses are smoke free. Students are expected to adhere to the smoking policy at each facility. **Students can not smoke or vape while in uniform.**

## **TECHNICAL PERFORMANCE STANDARDS**

Students must be compliant with all QCC health requirements prior to attending clinical and must meet the Technical Performance Standards of the program: [www.QCC.edu/learn-qcc/catalog](http://www.QCC.edu/learn-qcc/catalog)



Students who cannot meet the Technical Performance Standards should contact Student Accessibility Services Office or the Title IX Compliance and Education Office for accommodations.

## **UNANTICIPATED EXPOSURE TO COMMUNICABLE/INFECTIOUS DISEASE**

Upon notification of exposure, the Program Coordinator, Clinical Coordinator or Dean of Healthcare shall contact the Clinical Instructor and students impacted by unanticipated clinical exposure to a communicable/infectious disease to determine follow-up action. Participation in clinical activities at the clinical agency may be suspended, while an investigation is pending. The decision to suspend clinical activities during this time rests with the Program Coordinator, Clinical Coordinator or the Dean of Healthcare.

The Program Coordinator, Clinical Coordinator or Dean of Healthcare must also report this exposure to the college Health Consultant, who will report to the QCC Chief of Police within the same time frame. When available, full demographic, clinical and epidemiologic information must be included.

## **UNIFORM/DRESS CODE POLICY**

Students must conform to the uniform policy of the cooperating clinical agencies. Students may be dismissed from clinical/lab/simulation for any infractions of the uniform policy as stated.

- Nursing student attire will be blue scrub uniform from \*McGill's with monogrammed insignia and an authorized jacket. Students may also wear a black or white long-sleeved t-shirt under their scrub top. All students are required to wear a name pin (purchased from McGill's) and their student ID displayed on a lanyard.
- Shoes must be white or black non-canvas, closed toe shoes with no prints. Clogs are permitted only with heel strap in place. No Crocs permitted. Shoes may be purchased from McGill's or elsewhere.
- Students will sign clinical documentation as QCC, SPN
- All students must have with them: bandage scissors, a watch with a second hand, a black ink pen, small note pad or paper, pen light, a dual head stethoscope, manual blood pressure cuff, and gait belt, as required by facility.
- Students are expected to be neat, clean, and well-groomed.
  - Pants that touch the ground pose an infection control risk and are not acceptable.
  - Clear or neutral polish is acceptable on clean, trimmed fingernails. No gel nail polish or artificial nails.
  - Hair should be off the collar neatly pulled back and away from the face.
  - Natural hair coloring is encouraged.
  - Facial hair should be neat and trimmed.
  - Make-up, if worn, must be "natural/neutral/bare" looking.
  - No scents or strong odors (aftershaves, colognes, cigarette smoke, etc.)
  - No jewelry except for wedding or engagement ring and one pair of small, non- dangling earrings for pierced ears. No other visible body piercing jewelry is allowed. Students who have ear lobe expanders must wear skin-toned ear plugs.
  - Tattoos must be covered while in the clinical/simulation/lab area.
  - Eyelash extensions are not allowed.
  - McGill's, Inc 410 Chestnut Street Manchester, NH 03101 Phone: 603-627-3472 <https://mcgillsinc.com/>

# **STUDENT RESOURCES**

## **ACADEMIC ADVISING**

Refer to the QCC Academic Advising page: [www.QCC.edu/support/academic-career-support/academic-advising](http://www.QCC.edu/support/academic-career-support/academic-advising) and the QCC Career Services page: [www.QCC.edu/support/academic-career-support/career-services](http://www.QCC.edu/support/academic-career-support/career-services)

## **ACADEMIC COUNSELING**

All nursing students will be assigned a nursing faculty member as an academic advisor. Faculty will post their office hours at the beginning of each semester. Students are encouraged to see their advisor at least twice a semester. Students who do not achieve a grade of 73% or better in theory will receive an Academic Learning Contract from the course faculty.

The QCC Office of Counseling and Wellness Services information is available here: [www.QCC.edu/support/wellness-support/counseling](http://www.QCC.edu/support/wellness-support/counseling).

## **HONORS AND AWARDS**

Refer to the Quinsigamond Community College Student Handbook and current Catalog.

## **LIBRARY RESOURCES**

The General Academic Areas for tutoring, located on the 2<sup>nd</sup> floor of the George I. Alden Library Teaching and Learning Center, is an area students use to view videos, movies and computer simulations of nursing procedures and patient care simulations. A variety of learning resources are available to assist students in their learning. Students are encouraged to use these materials to enhance their class and clinical work.

Library services and resources are also available on the Downtown Campus. Computers and study rooms are available for student use. Information about the library hours and services, resources, databases, and the online librarian chat link is available here: [www.QCC.mass.edu/library](http://www.QCC.mass.edu/library)

## **NATIONAL ASSOCIATION FOR LICENSED PRACTICAL NURSES**

All students in the Practical Nursing program are encouraged to join the National Association of Licensed Practical Nurses (NALPN). NALPN is the professional organization for licensed practical nurses and licensed vocational nurses and practical/vocational nursing students in the United States.

NALPN membership offers multiple opportunities, local and national conferences, networking with other nursing students, a newsletter for student nurses, career planning, discounts, and many other resources/topics of interest. Various certifications are offered for the LPN. Visit <https://nalpn.org/membership>

## **NURSE AID TRAINING WAIVER REQUESTS**

Students who successfully complete PNP 101 Fundamentals of Nursing may be eligible to request a waiver of the nurse aid training requirement to take the Massachusetts Nurse Aide Competency Evaluation.

For further information and to download a copy of the Nurse Aid Training Waiver Application please visit: <https://www.redcross.org/take-a-class/cna-testing/massachusetts-nurse-aide-testing>

## **NURSING CLUBS**

Each class is encouraged to form a club as outlined by the QCC Office of Student Life and Leadership. Club handbooks and packets can be found on the Student Life website: [www.QCC.edu/student-experience/clubs-organizations](http://www.QCC.edu/student-experience/clubs-organizations). Each club elects officers and is assigned a Nursing Faculty Advisor. As part of the process for forming a club, members must create a constitution and bylaws. The current Nursing Club Constitution and Bylaw document is provided in the appendix.

## **QCC FOUNDATION SCHOLARSHIPS**

To apply for scholarships: [www.qcc.edu/admissions/financial-aid-scholarships/aid-programs](http://www.qcc.edu/admissions/financial-aid-scholarships/aid-programs)

## **STUDENT SUPPORT SERVICES POLICY**

Students in the Nurse Education Program may avail themselves of a network of integrated services and a broad range of programs designed to support the teaching and learning process. These services are outlined in the QCC College Catalog and online <https://www.qcc.edu/support>

In addition, nursing tutors are available to provide subject/course specific support. Detailed information regarding location and hours is communicated at the beginning of each semester.

### **Study Areas at 25 Federal Street**

1. Fairlawn Nursing Technology Lab (Room 229)
2. Room 007
3. Library
4. Private study rooms may be reserved through the sign-up sheet available at the welcome desk on the first floor of the downtown campus.

### **Policies for Study Areas**

1. No food or drink is permitted in the computer lab because of the potential for equipment damage.
2. Students are expected to clean the computer workspace prior to leaving the room.
3. No equipment is to leave the computer lab and no data files or software may be brought into the lab.
4. Students will be instructed to leave the computer lab immediately and may be subject to disciplinary action if they are found using computers in any manner that violates the QCC Code of Conduct policy.

# REFERENCES

- Accreditation Commission for Education in Nursing. (2022). *ACEN 2023 accreditation manual for nursing education programs*. <https://www.acenursing.org/acen-2023-accreditation-manual/>
- Anderson, L.W. et al. (Ed). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (Abridged edition). Longman.
- Board of Higher Education & Massachusetts Organization of Nurse Executives. (2006).
- Centers for Disease Control and Prevention. (2024). *Isolation precautions*. <https://www.cdc.gov/infection-control/hcp/isolation-precautions/index.html>
- Creativity and Connections: Building the Framework for the Future of Nursing Education and Practice. (2010). <http://www.mass.edu/nahi/documents/NursingCoreCompetencies.pdf>
- Cronenwett, L., Sherwood, G., Barnsteiner, J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D.T., & Warren, J. (2007). Quality and safety education for nursing. *Nursing Outlook*, 55(3), 122- 131. doi:10.1016/j.outlook.2007.02.006
- Guskey, T.R. (2010). Lessons of mastery learning. *Educational Leadership*, 68(2), 52-57.
- Erikson, E.H. (1993). *Childhood and society: The landmark work on the social significance of childhood* (Reissued edition). W.W. Norton & Company, Inc. (Original work published 1950, 1963).
- Institute of Medicine. (2001). *Crossing the quality chasm: A new health system for the 21st century*. The National Academies Press.
- National Council of State Boards of Nursing. (2011). *White Paper: A nurse's guide to the use of social media*. <https://www.ncsbn.org>
- National League for Nursing. (2012). *Outcomes and competencies for graduates of practical/ vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing*. Author. National League for Nursing.
- National Student Nurses' Association. (2019). *About us*. <https://www.nsna.org>
- Nurse of the Future Competency Committee. (2016). *Massachusetts nurse of the future nursing core competencies: Practical nurse*. <https://www.mass.edu/nahi/documents/NOFNCC-LPN%20Final.pdf>
- Quality and Safety Education for Nursing. (2014). *Quality and safety competencies*. <http://qsen.org/competencies/>
- Wesley, R. (1995). *Nursing theories and models* (2nd ed.). Springhouse Publishing.

# APPENDIX A

## QUINSIGAMOND COMMUNITY COLLEGE - NURSE EDUCATION DEPARTMENT ACADEMIC CLINICAL SUCCESS FORM

**Purpose:** The academic clinical success process is to be used by faculty when meeting with students to discuss tools for student clinical and didactic success.

|                       |  |                 |  |                   |  |
|-----------------------|--|-----------------|--|-------------------|--|
| <b>Name</b>           |  | <b>Pronouns</b> |  | <b>Student ID</b> |  |
| <b>Current Course</b> |  | <b>Semester</b> |  | <b>Date</b>       |  |

### Potential Barriers to Success

☐ Math    ☐ Reading/Vocabulary    ☐ Content    ☐ Memorization    ☐ Organization/Time Management    ☐ None identified  
 Are you currently receiving SAS services?    ☐ Yes ☐ No    If yes, do you feel you are benefitting by SAS services?    ☐ Yes ☐ No

Do you have issues with transportation?    ☐ Yes ☐ No    Resource:

How many hours per week do you work?

Do you have competing priorities on your time at home?

Do you struggle with homelessness?    ☐ Yes ☐ No    Do you struggle with food insecurity?    ☐ Yes ☐ No

What do you do to relieve stress?

### Explain your Study Plan

How long do you study daily?

What are you using as study resources?

What are your study strategies?

Are you utilizing any college support services?    ☐ Yes ☐ No

Do you attend test reviews?    ☐ Yes ☐ No    ☐ Reading Questions    ☐ General Knowledge    ☐ Test Taking Skills

### Your Learning Style:

Learning Style:    ☐ Visual    ☐ Kinetic    ☐ Auditory    ☐ Read/Write

What can an instructor do to facilitate your learning?

Student Signature:

Date:

Faculty Signature:

Date:

### Follow Up Meeting Dates (see Navigate 360 for detailed notes):

### Student Learning Contract (indicate exam remediated):

Test remediation date:

Follow up remediation date:

| Student Resource                         | Web page   | Phone        | Email  |
|--|--|--------------|--|
| Office of Counseling and Wellness        | <a href="http://www.qcc.edu/services/office-counseling-and-wellness">www.qcc.edu/services/office-counseling-and-wellness</a> | 508.854.4479 | <a href="mailto:counselingandwellnessoffice@qcc.mass.edu">counselingandwellnessoffice@qcc.mass.edu</a> |
| Student Accessibility Services           | <a href="http://www.qcc.edu/services/student-accessibility-services">www.qcc.edu/services/student-accessibility-services</a> | 508.854.4471 | <a href="mailto:sas@qcc.mass.edu">sas@qcc.mass.edu</a>   |
| Alden Library or Downtown Library        | <a href="http://www.qcc.edu/services/library">www.qcc.edu/services/library</a>   | 508.854.4366 | <a href="mailto:reference@qcc.mass.edu">reference@qcc.mass.edu</a>                                     |
| HLC: General Academic Areas for Tutoring | <a href="http://www.qcc.edu/services/tutoring">www.qcc.edu/services/tutoring</a>   | 508.854.4279 | <a href="mailto:tutoringcenters@qcc.mass.edu">tutoringcenters@qcc.mass.edu</a>                         |
| ThinkingStorm Online Tutoring            | Access through Blackboard  | 877.889.5996 | <a href="mailto:care@thinkingstorm.com">care@thinkingstorm.com</a>                                     |

### End of Semester Status

Student: ☐ met expected outcome    ☐ has not met expected outcome

Faculty: ☐ reported to next NUR/PNP course if applicable

☐ will continue as ACS mentor in next NUR/PNP course

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

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

Instructions for Faculty:

Deliver to:    *White Copy*  
 Following:    Nursing Program Clerks  
                   End of semester

*Pink Copy*  
 Student  
 Remediation Session

*Yellow Copy*  
 Student  
 Follow-Up Evaluation

Revision Date: 7/30/2025

# APPENDIX B

## NURSING SKILLS LAB REFERRAL FOR REMEDIATION

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_ Nursing Course: \_\_\_\_\_  
Program: \_\_\_\_\_ Associate Degree Nursing \_\_\_\_\_ Practical Nursing

The purpose of this document is to inform you that your clinical performance is not at the expected competency level. You have been unable to satisfactorily perform nursing skill(s) previously demonstrated.

| NURSING SKILL(S) | Requires Instruction | Requires Re-Testing |
|------------------|----------------------|---------------------|
|                  |                      |                     |
|                  |                      |                     |

### Directions Provided to Student:

You must contact the Nursing Skills Lab Coordinator to arrange an appointment. Remediation must be completed within 7 days of this notice.

Bring this form with you and present it to the Nursing Skills Lab Coordinator on the date of your scheduled appointment.

If you do not complete remediation within the above time frame, you will not be permitted to return to clinical, which may result in clinical failure. Upon completion of successful remediation, present the signed copy of the Remediation Summary to your clinical instructor upon return to the clinical area. The original of this document is filed in your record.

Your signature below indicates that you have been notified of the above unsatisfactory performance, have read, and understand your responsibilities as outlined in this document.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

\*\*\*\*\*

## REMEDIATION SUMMARY

Appointment Date / Time: \_\_\_\_\_

| Nursing Skill(s) | Remediation Summary |
|------------------|---------------------|
|                  |                     |
|                  |                     |

- Student has attained expected level of performance
- Student has not attained expected level of performance / Program Coordinator Notified

Plan of Action: \_\_\_\_\_

### Student Directions:

- Present signed copy of this form to your Clinical Instructor upon return to the clinical area
- Other: \_\_\_\_\_

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Nursing Skills Lab Coordinator

\_\_\_\_\_  
Date

# APPENDIX C

## STATEMENT OF CONFIDENTIALITY

I agree that, except as required by subpoena or other legal process, I will not divulge any patient information which comes to me through carrying out my responsibilities as a student in the nursing program at Quinsigamond Community College.

This includes:

1. Discussing any patient or any information pertaining to any patient or his/her family with anyone (including my own family or friends), who is not directly involved in providing care to the patient other than in a nursing class or clinical setting.
2. Discussing any patient, or any information pertaining to any patient or his/her family, in any location where it can be overheard by anyone not directly involved in providing care to the patient.

I will not contact any individual or agency outside of this institution to get or give information about a patient.

# APPENDIX D

## Photograph / Video (Film) / Audio Release

Please read carefully:

I agree to be photographed and/or videotaped as a learner and hereby grant permission to **Quinsigamond Community College** and its agents or employees to use, without restriction or remuneration, for education or research, any photographs, video and/or audio (“media”) taken of me during this session. I understand and acknowledge the use of this media, at the discretion of the college, may be of benefit to the college, the healthcare professions, and the public at large.

I hereby guarantee that any information about the teaching scenarios, simulation exercises, and the performance of other learners will be held in confidence and will not be communicated in any form.

**I accept and acknowledge that personal recording of any component of this session is strictly forbidden.**

I am 18 years of age or older and have read this release before signing below, fully understanding the contents, meaning, and impact of this release. I understand that I am free to address any specific questions regarding this release by submitting those questions in writing prior to signing, and I agree that my failure to do so will be interpreted as a free and knowledgeable acceptance of the terms of this release.

# APPENDIX E

## STATEMENT OF UNDERSTANDING REGARDING CLINICAL AND THEORY PROCESS

I have read the current academic year\* Nursing Student Handbook and course materials, and I understand all of the implications. In order to pass any Nursing course, I must achieve a grade of “C” (73%) or better in theory and must receive a satisfactory in Clinical Practice/Clinical Lab. A failure in Clinical Practice/Clinical Lab in any clinical rotation will constitute a failure (“F”) for the course and I will not be allowed to continue in the program.

\*The academic year runs from Fall to Spring into Summer.

# APPENDIX F

## Indemnification / Hold Harmless Agreement

I \_\_\_\_\_ **voluntarily** partake in QCC Associate Degree or Practical Nursing Program blood glucose measuring lab. During this lab I agree to perform a finger stick on myself to obtain a drop of blood or will use the control substance provided with the glucose meter for this lab, using correct universal precautions as practiced in the laboratory and clinical setting.

\_\_\_\_\_, hereinafter called the student, shall be responsible for, and agrees to indemnify and hold harmless the Massachusetts Board of Higher Education and its executive officers and Quinsigamond Community College, and its trustees, executive officers, agents, employees and students, and \_\_\_\_\_, hereinafter called the providers, from all loss, damage suits, claims, costs, expenses, demands, judgments or liabilities of whatsoever kind or nature arising out of or in any way connected with the student’s enrollment in the Associate Degree or Practical Nursing Program’s undertakings, activities, or performances under this permit whether they are due or claim to be due to any negligence of the College or any internship provider, its officers, agents, employees, or students.

In the event of any such claim and/or litigation arising out of, or in any way connected with the student’s activities under this agreement, the student shall take charge of any such claim and/or litigation and shall be responsible for defending same at his/her own expenses through legal counsel designated by the student or his/her insurer. The College and any internship provider shall have the right in their discretion and without obligation to provide counsel to participate with the student in the conduct of the defense. The student shall pay his or her own expenses and all judgments arising out of or resulting from all such claims and/or litigation.



# APPENDIX G

## Nursing Club Constitution and Bylaws (SAMPLE)

### Article I. Name

The name of this club is the Quinsigamond Community College Practical Nursing Program Club (PNP) (/Year Cohort/Nursing Club #####)

### Article II. Purpose

The QCC PN Nursing Program Club is a group of nursing students interested in educational and professional development experiences, including:

- Promotion of communication, comradery, and mentorship of nursing students
- Development of leadership qualities and skills
- Community service projects and volunteer opportunities
- Educational advancement through seminars and conference attendance
- Providing a forum for the exploration of topics of concern and/or interest to student nurses
- Promoting collaborative relationships with healthcare professionals and members of the college community
- Representation of the QCC PN Nursing program within the college community, to other organizations, and the public
- Plan, organize, and conduct the Nurse Pinning Ceremony upon successful completion of the PN Nursing Program

### Article III. Membership and Dues

#### Membership

- Membership is open to all students currently enrolled in the Practical Nursing classes; each cohort will have their own club.
- Members must review and sign that they have received a copy of the hazing policy annually.
- Members must adhere to the QCC Club/Organization policies. Information can be found here: [www.QCC.edu/student-experience/clubs-organizations](http://www.QCC.edu/student-experience/clubs-organizations)
- Membership for each nursing club is limited to the number of students enrolled in the course/cohort.

#### Dues/Funds

- Funds come from organized fundraisers approved by the club advisor.
- Dues may provide an additional source of funds, if approved by the majority of members.
- Amount to be determined and voted for by the majority
- Dues serve as supplemental funds for educational activities and pinning ceremony expenses
- If collected, dues are non-refundable for any reason, including withdrawal from the club, failure to adhere to club policies, failure/ineligibility to enroll/progress in courses, etc.
- Expenditure of funds will be in accordance with QCC club policies

### Article V. Electing, Appointing, and Removing Officers

Officers shall include the President, Vice President, Secretary, and Treasurer, with responsibilities as outlined in the QCC New Club Packet *Executive Board Position Responsibilities* section.

- Nominations will be sought from current members to fill open club officer positions whenever necessary, with elections resulting from majority votes.
- A listing of officers shall be provided to the faculty advisor, Office of Student Life, and the Nursing Program Coordinator upon formation of the club and updated as needed. The listing shall include the officer's name, position, cell phone number, and QCC email.
- Each position will be held through the duration of the program unless the officer resigns, withdraws from the club, or is ineligible to progress in the nursing program, etc.

- The club Advisor will be informed by members in writing if an officer does not perform their duties to the satisfaction of the club members. The officer will be given feedback regarding the concerns of members with an opportunity to either resolve the issue or resign from the elected position. If the officer does not satisfactorily resolve the issue, the officer may be removed from the office by majority vote of the membership.
- In addition to the officers, student representatives will be elected to attend PN Faculty meetings. Each club may elect one or two representatives, following the same guidelines for nominations, length of service, and recall of officers.
- Student representatives attend the monthly Practical Nursing Faculty and Curriculum Meetings to represent the PN Program Nursing Club respective cohort, present information in ~~regard to~~ regarding upcoming events, and to discuss any class concerns.

### **Article VI. Meetings**

- Meetings will be held at least twice per semester, or more often if needed.
- A schedule of meetings will be posted by the designated club officer at the beginning of each semester, with the date, time, and location indicated.
- Meeting agendas will be posted on the course Blackboard page and/or shared via email to all members and the faculty advisor 24 hours prior to the meeting.
- Special meetings will be posted as soon as feasible by the club officers. Special meetings may be called by the club officers, faculty advisor, or by a majority vote of the membership.
- Meetings will be held in an orderly, respectful manner
- All attendees shall sign an attendance sheet indicating their presence, or alternatively, if the meeting is held virtually the Secretary (or designee) shall make note of all attendees.

### **Article VII. Quorum and Voting**

- Majority votes require at least 50% of the officers (President, Vice President, Secretary, and Treasurer) to be present.
- Additionally, there must be at least 25% of club members in attendance for a majority vote to occur.

### **Article VIII. Amendments**

- If club officers or members seek to amend the constitution and bylaws a meeting must be held with the club faculty advisor and Program Coordinator to discuss the areas of concern and proposed changes. The proposed changes must be submitted in writing with rationale.
- The faculty advisor and Program Coordinator will provide feedback to the club members.
- Club members will vote on the proposed change. A majority vote is required for a change to occur.
- Following a majority vote, the club officers will submit the change in writing to the Office of Student Life and the faculty advisor.
- All amendments are subject to final approval by the Student Life Office.
- Upon the formation of a new nursing club, members shall have access to the constitution and bylaws. Members shall be given the opportunity to propose changes to the constitution and bylaws by following the “Amendments” section. All members will sign a “Constitution and Bylaws Acknowledgment” form indicating receipt and agreement.

### **Article X. Non-Discrimination Statement**

- Quinsigamond Community College PN Nursing Program Clubs do not and shall not discriminate on the basis of race, color, religion, gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. We are committed to providing an inclusive and welcoming environment for all members.

# APPENDIX H

## QUINSIGAMOND COMMUNITY COLLEGE NURSE EDUCATION DEPARTMENT PRACTICAL NURSING GRIEVANCE COMMUNICATION FORM

Initial/Date

1. With the Professor/Clinical Faculty member.

*If not satisfied with outcome:*

2. With PN Program Coordinator

*If not satisfied with outcome:*

3. With the PN Faculty Organization (PNFO)

*If not satisfied with outcome:*

4. With the Director of Nursing

If satisfaction is not met after discussion with the Director of Nursing, the student will be referred to the Dean of Health Care, to begin Step I of the Grievance Process as detailed in the Quinsigamond Community College Student Handbook.

Student Name \_\_\_\_\_  
Print (Last Name, First Name)

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

Date \_\_\_\_\_

# APPENDIX I

## QUINSIGAMOND COMMUNITY COLLEGE NURSE EDUCATION PROGRAM Student Exit Interview

*This form is to be completed if student does not achieve a passing final course grade, withdraws from the course, or exits the course/program for other reasons. The student should complete this form, send to the Program Coordinator via email, and then meet for discussion and follow-up.*

Please type or clearly write answers in the boxes.

|                 |  |           |  |
|-----------------|--|-----------|--|
| First Name      |  | Last name |  |
| Student ID#     |  | Course #  |  |
| Reason for exit |  |           |  |

*Provide the following grades (if applicable):*

|  |  |                  |  |
|--|--|------------------|--|
| Math Exam Grade                              |  | Final Exam Grade |  |
| Unit Exam Grades                             |  |                  |  |
| Standardized Test Grade(s)                   |  |                  |  |
| Other  |  |                  |  |
| Grade at time of withdrawal or end of course |  |                  |  |

### 1. Exams:

|  |  |
|--|--|
| Did you review the exams with faculty?<br>Why or why not?  |  |
| What was most helpful about this process?  |  |
| What was least helpful?  |  |
| Did you utilize Student Accessibility Services? If so, how did this impact your test taking? If not, are you interested in seeking these supports? |  |

### 2. Tutoring:

|   |  |
|---|--|
| Did you attend tutoring?                        |  |
| What was most helpful about tutoring?           |  |
| What was least helpful?                         |  |
| If you did not attend tutoring, please explain. |  |

### 3. Study Habits:

|   |  |
|---|--|
| How many hours per week on average did you study?                     |  |
| Do you feel you studied enough?                                       |  |
| If you had difficulty studying, what could you have done differently? |  |

4. Work:

|  |  |
|--|--|
| How many hours per week on average did you work during the semester? |  |
| Do you feel your work affected your chances of success?              |  |

5. Other Obligations (such as courses, living situation, childcare, financial, etc.):

|   |  |
|---|--|
| Did you have other obligations (other than work) that interfered with your studies? |  |
| If yes, are you interested in resources to help you with these obligations?         |  |

6. Resource/Support Comments (faculty, books & book websites, tutoring, library, Kaplan/ATI, etc.):

|   |  |
|---|--|
| Most useful resource/support            |  |
| Least useful                            |  |
| Did you access the available resources? |  |
| Comments about resources/support        |  |

7. What do you feel was the biggest obstacle to your success this semester? Lecture, clinical, lab, or other?

8. If you had remote learning (classroom, clinical, or lab), how did this impact your learning?

9. How did technology impact your learning?

10. Do you plan to request readmission to the course/program within one year (if eligible)? If no, please explain future plans/goals.

11. Other comments

12. Signatures

|                     |  |      |  |
|---------------------|--|------|--|
| Student             |  | Date |  |
| Program Coordinator |  | Date |  |

# APPENDIX J

## STUDENT CLINICAL SITE CONTACT INFORMATION

### QUINSIGAMOND COMMUNITY COLLEGE

### NURSE EDUCATION DEPARTMENT

|  |   |                        |  |
|--|---|------------------------|--|
| <b>Abbey Kelley Foster Charter Public School</b><br>10 New Bond St<br>Worcester, MA, 01606               | Melissa Joubert,<br>District Lead Nurse                       | 508-854-8400<br>x 3604 | <a href="mailto:mjoubert@akfcs.org">mjoubert@akfcs.org</a>   |
| <b>AdCare Hospital</b><br>107 Lincoln St.<br>Worcester, MA 01605   | Maria Fullam,<br>Clinical Coordinator                         | 508-453-3040           | <a href="mailto:mfullam@contactaac.com">mfullam@contactaac.com</a>   |
| <b>Assabet Valley Collaborative-Orchard Street Academy</b><br>57 Orchard Street<br>Marlborough, MA 01752 | Brenda Goodreau,<br>Co-Director                               | 508-481-3611<br>x 7015 | <a href="mailto:bgoodreau@avcollaborative.org">bgoodreau@avcollaborative.org</a>                                 |
| <b>Auburn Public School</b><br>5 West St.<br>Auburn, MA 01501  | Kerri Gustafson,<br>District Lead Nurse                       | 508-832-7788           | <a href="mailto:kgustafson@auburn.k12.ma.us">kgustafson@auburn.k12.ma.us</a>                                     |
| <b>Beaumont Skilled Nursing Center</b><br>3 Lyman Street<br>Westborough, MA 01581                        | Laura Ryder, DON  | 508-366-9933           | <a href="mailto:lryder@salmonhealth.com">lryder@salmonhealth.com</a>   |
| <b>Beaumont Skilled Nursing Center</b><br>238 W. Main St<br>Northborough, MA 01532                       | Heidi Paquin, DON   | 508-393-2368           | <a href="mailto:hpaquin@salmonhealth.com">hpaquin@salmonhealth.com</a>   |
| <b>Berlin- Boylston Regional School District</b><br>215 Main Street<br>Boylston, MA 01505                | Lisa Lamoureux,<br>District Lead Nurse                        |                        | <a href="mailto:llamoureux@bbrsd.org">llamoureux@bbrsd.org</a>   |
| <b>Countryside Healthcare of Milford</b><br>1 Countryside Dr.<br>Milford, MA 01757                       | Sharon Carr, DON  | 508-473-0435<br>x8833  | <a href="mailto:carrs@countrysidehc.org">carrs@countrysidehc.org</a>   |
| <b>Dudley Charlton Public Schools</b><br>68 Dudley-Oxford Road<br>Dudley, MA 01571                       | Stephanie Moisan,<br>Nurse Coordinator                        | 508-943-4312           | <a href="mailto:smoisan@dcrrsd.org">smoisan@dcrrsd.org</a>   |
| <b>Edward M Kennedy</b><br>115 Northeast Cutoff Building 2<br>Worcester, MA 01606                        | Evelyn Ortiz  | 508-595-0769           | <a href="mailto:Evelyn.Ortiz@kennedychc.org">Evelyn.Ortiz@kennedychc.org</a>                                     |
| <b>The Evergreen Center</b><br>345 Fortune Blvd.<br>Milford MA 01757                                     | Loretto Salvucci,<br>Assistant Director of Health<br>Services | 508-478-2631<br>x 111  | <a href="mailto:lsalvucci@evergreenctr.org">lsalvucci@evergreenctr.org</a>                                       |
| <b>Family Health</b><br>26 Queen Street<br>Worcester, MA 01610   | Terry Burke,<br>Human Resource<br>Recruiter/Associate         | 508-860-7988           | <a href="mailto:Theresa.Burke@fhcw.org">Theresa.Burke@fhcw.org</a>   |
| <b>Grafton Public Schools</b><br>22 Providence Rd<br>Grafton MA, 01519                                   | Jacqueline Davis,<br>District Lead Nurse                      | 508-839-5420           | <a href="mailto:davisj@grafton.k12.ma.us">davisj@grafton.k12.ma.us</a>   |
| <b>Holy Trinity Nursing &amp; Rehab Centers</b><br>300 Barber Ave.<br>Worcester, MA 01606                | Jennifer Simonds, DON   | 508-852-1000           | <a href="mailto:jsimonds@holyltrinityrehab.org">jsimonds@holyltrinityrehab.org</a>                               |
| <b>Holden Rehabilitation and Skilled Nursing Center</b><br>52 Boyden Road Suite 206<br>Holden, MA 01520  | Cynthia Snyder, DON   | 508-829-4327           | <a href="mailto:csnyder@orionhealthcare.com">csnyder@orionhealthcare.com</a>                                     |
| <b>Jewish Health Care</b><br>629 Salisbury St.<br>Worcester, MA 01609                                    | Kathryn Tagg, DON   | 508-798-8653<br>x 2132 | <a href="mailto:ktagg@jhccenter.org">ktagg@jhccenter.org</a>   |
| <b>Life Care Center of Auburn</b><br>14 Masonic Circle<br>Auburn, MA 01501                               | Aileen MacDonnell, ADON                                       | 508-832-4800           | <a href="mailto:Aileen_MacDonnell@lcca.com">Aileen_MacDonnell@lcca.com</a>                                       |
| <b>Lowell General</b><br>295 Varnum Ave<br>Lowell, MA 01854  | Elizabeth Ronan de Castillero                                 |                        | <a href="mailto:elizabeth.ronandecastillero@lowellgeneral.org">elizabeth.ronandecastillero@lowellgeneral.org</a> |

|   |  |  |  |
|---|--|--|--|
| <b>Meadows at Leicester</b><br>111 Huntoon Memorial Highway<br>Rochdale, MA 01542                   | Leah McGill, ADON  | 508-340-7160                                 | <a href="mailto:lmcgill@vhmeadows.com">lmcgill@vhmeadows.com</a>   |
| <b>MetroWest Medical Center</b><br>115 Lincoln St<br>Framingham, MA 01702                           | Kris Feller, Market Director for<br>Nursing Education                        |  | <a href="mailto:Kris.feller@mwmc.com">Kris.feller@mwmc.com</a>   |
| <b>Milford Regional Hospital</b><br>14 Prospect St.<br>Milford MA 01757                             | Lisa Ryan RN, Educator   | 508-422-2675                                 | <a href="mailto:lryan@milreg.org">lryan@milreg.org</a>   |
| <b>Notre Dame Health Care</b><br>559 Plantation St.<br>Worcester, MA 01655                          | Kathy Donaldson, DON   | 508-852-3011                                 | <a href="mailto:kdonaldson@notredamehealthcare.org">kdonaldson@notredamehealthcare.org</a>   |
| <b>Northboro Southboro Public Schools</b><br>53 Parkerville Rd<br>Southboro MA 01772                | Mary Ellen Duggan  | 508-486-5115<br>x 71254                      | <a href="mailto:mduggan@nsboro.k12.ma.us">mduggan@nsboro.k12.ma.us</a>   |
| <b>Oakdale Nursing &amp; Rehab Center</b><br>76 N. Main St.<br>W. Boylston, MA 01583                | Heather Perry, DON   | 508-835-6076                                 | <a href="mailto:hperry@oriolhealthcare.com">hperry@oriolhealthcare.com</a>   |
| <b>Odd Fellows Home</b><br>104 Randolph Rd<br>Worcester, MA 01603                                   | Jackie Rondeau, DON  | 508-853-6687                                 | <a href="mailto:jrondeau@oddfellowshome.com">jrondeau@oddfellowshome.com</a>   |
| <b>Overlook Health &amp; Rehab Center</b><br>88 Masonic Home Rd.<br>Charlton, MA. 01507             | Irene Perry, DON   | 866-753-5429                                 | <a href="mailto:iperry@overlook-mass.org">iperry@overlook-mass.org</a>   |
| <b>Oxford Public Schools</b><br>4 Maple Rd.<br>Oxford MA 01540                                      | Kathleen Schoemer,<br>Nurse Leader   | 508-987-6081                                 | <a href="mailto:kschoemer@oxps.org">kschoemer@oxps.org</a>   |
| <b>Reliant Medical Group</b><br>100 N. Parkway<br>Worcester MA, 01605                               | Kristen Alexion-Zocoli   | 508-595-2373<br>x 43985                      | <a href="mailto:Kristen.Alexion-zocoli@reliantmedicalgroup.org">Kristen.Alexion-zocoli@reliantmedicalgroup.org</a>   |
| <b>Saint Francis Rehab &amp; Nursing Center</b><br>20 Worcester Center Blvd.<br>Worcester, MA 01608 | Pam Welch, DON   | 508-755-8605<br>x 115                        | <a href="mailto:pwelch@saintfrancisrehab.com">pwelch@saintfrancisrehab.com</a>   |
| <b>Saint Vincent Hospital</b><br>123 Summer Street<br>Worcester, MA 01608                           | Kris Feller, Market Director for<br>Nursing Education                        | 508-383-1756                                 | <a href="mailto:kris.feller@mwmc.com">kris.feller@mwmc.com</a>   |
| <b>Seven Hills</b><br>22 Hillside Ave<br>Groton, MA 01450   | Cynthia Andrews  | 978-448-3388                                 | <a href="mailto:candrews@sevenhills.org">candrews@sevenhills.org</a>   |
| <b>Shrewsbury Public Schools</b><br>100 Maple Avenue<br>Shrewsbury, MA 01545                        | Noelle Freeman   | 508-841-1226                                 | <a href="mailto:nfreeman@shrewsbury.k12.ma.us">nfreeman@shrewsbury.k12.ma.us</a>   |
| <b>UMass HA <u>Leominster &amp; Clinton</u></b><br>60 Hospital Rd.<br>Leominster, MA 01453          | Joni Larsen,<br>Project Manager  | 978-368-3711                                 | <a href="mailto:Joni.larsen@umassmemorial.org">Joni.larsen@umassmemorial.org</a>   |
| <b>UMass <u>Marlborough</u></b><br>157 Union St.<br>Marlborough, MA 01752                           | Pauline Zindle RN,<br>Nurse Educator   | 508-486-5871                                 | <a href="mailto:Pauline.Zindle@umassmemorial.org">Pauline.Zindle@umassmemorial.org</a>   |
| <b>UMass <u>Worcester</u></b><br>55 Lake Ave. N.<br>Worcester, MA 01655                             | Kathleen Brule, Educator<br>Helen Sullivan, Educator<br>Jane Bania, Educator | 508-334-5573<br>508-334-5322<br>508-334-6607 | <a href="mailto:Kathleen.brule@umassmemorial.org">Kathleen.brule@umassmemorial.org</a><br><a href="mailto:Helen.sullivan@umassmemorial.org">Helen.sullivan@umassmemorial.org</a><br><a href="mailto:Jane.Bania@umassmemorial.org">Jane.Bania@umassmemorial.org</a> |
| <b>UMass Memorial Health Harrington</b><br>100 South St.<br>Southbridge, MA 01550                   | Lisa Gonyea, Volunteer<br>Services Coordinator                               | 508-765-6473                                 | <a href="mailto:lisa.gonyea@umassmemorial.org">lisa.gonyea@umassmemorial.org</a>   |
| <b>West Boylston Public School</b><br>125 Crescent Street<br>West Boylston, MA 01583                | Mr. Richard Meagher,<br>Superintendent of Schools                            | 508-835-2917                                 | <a href="mailto:richardmeagher@wbschools.com">richardmeagher@wbschools.com</a>   |
| <b>Worcester Public Schools</b><br>140 Apricot St<br>Worcester, MA 01603                            | Anne Marie Reynolds, Director<br>of Nursing                                  | 508-799-8554                                 | <a href="mailto:reynoldslyncha@worcesterschools.net">reynoldslyncha@worcesterschools.net</a>   |
| <b>Worcester Public Schools Head Start</b><br>140 Apricot St<br>Worcester, MA 01603                 | Laurie Kuczka, Director  | 508-799-3233                                 | <a href="mailto:kuczka@worcesterschools.net">kuczka@worcesterschools.net</a>   |
| <b>Worcester Recovery Center Hospital</b><br>309 Belmont St<br>Worcester, MA 01604                  | Deborah Fraser, DON  | 508-368-0515                                 | <a href="mailto:deborah.fraser@mass.gov">deborah.fraser@mass.gov</a>   |

# STATEMENT OF AGREEMENT

Upon my signature, I agree that I have read, understand and will abide by all of the process/ policy/ statements located in the Practical Nursing Program Student Handbook for the current academic year, including the following documents:

- Statement of Understanding Regarding Clinical and Theory Process
- Statement of Confidentiality
- Photograph / Video (Film) / Audio Release Form
- Indemnification / Hold Harmless Agreement
- Clinical Simulation / Laboratory Policy

\*I further understand that the Practical Nursing Program reserves the right to modify the curriculum and policies as needed. These changes may occur at any point during enrollment. Students currently enrolled in the program will be notified of changes in writing and will be asked to sign a document acknowledging receipt. The student signature may be an original signature, electronic signature, or typed name via email or learning management system submission (Blackboard).

Full Name Printed: \_\_\_\_\_

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

Student ID# \_\_\_\_\_ Date: \_\_\_\_\_

*If you have any questions about this form or the Practical Nursing Student Handbook, please see course faculty or the Program Coordinator.*