2015-2017

Dear Future Nurses,

On behalf of the nursing faculty and staff at Roxbury Community College, I want to extend a warm welcome. We are pleased that you have selected RCC for your nursing education. Our program has a long tradition of providing quality nursing education for both Practical Nursing (PN) and Associate Degree Nursing (ADN) students.

The Associate Degree Nursing (ADN) program accepted its first students in September 1987; our first graduating class in 1989 consisted of three nursing students.

The practical nursing (PN) certificate program accepted its first class in September 2000, and the evening option for the ADN Program began in 2003. Since 1989 many women and men have completed degree and certificate programs and have begun rewarding careers in health care and continued their pursuit of higher education.

The Practical Nursing and Associate Degree Nursing programs are approved by the Massachusetts Board of Registration in Nursing, 239 Causeway Street, Suite 500, 5th Floor Boston, Massachusetts 02114 Phone: 1-800-414-0168 or 617-973-0900 http://www.mass.gov/eohhs/gov/departments/dph/programs/hcq/dhpl/nursing/
The Associate Degree Nursing Program is also accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road, NE, Suite 500, Atlanta, Georgia, 30326, 1-866-747-9965 or 1-404-975-5000, www.acenursing.org.

This Nursing Student Manual is intended to provide you information and guidance regarding the program curriculum and policies. Please familiarize yourself with it and refer to it as a resource throughout the year.

This handbook is designed to answer most of your questions. However, if you have additional questions or need clarification on any topic pertaining to your role as a nursing student at RCC, please contact the Nursing Department Chair or your advisor for assistance. In addition, please remember that this manual builds upon College policies and procedures found in the RCC Student Handbook, available at http://www.rcc.mass.edu/current-students/student-academic-services/student-handbook.
We are exceedingly proud of the achievements of our graduates. We hope that you find your time here to be an exciting experience filled with challenges and opportunities. You will discover an enthusiastic and committed faculty and staff. We continually seek better ways to help meet students’ educational goals and are committed to offering you the best educational experience possible. We are looking forward to engaging with all of you in learning, leadership, scholarship, and change. I hope that you find your path in nursing to be exciting and fulfilling! Again, I welcome you. Thank you for choosing Roxbury Community College for your nursing education!

Sincerely,

Angela MacDonal, DNP, R.N.
Director of Nursing
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation and Compliance with Professional Standards</td>
<td>7</td>
</tr>
<tr>
<td>Statement of Philosophy – Roxbury Community College</td>
<td>7</td>
</tr>
<tr>
<td>Mission &amp; Philosophy Nursing Program</td>
<td>7</td>
</tr>
<tr>
<td>Organizing Framework</td>
<td>8</td>
</tr>
<tr>
<td>Student Learning Outcomes of the ADN Program</td>
<td>10</td>
</tr>
<tr>
<td>ADN Program Outcome Measures</td>
<td>10</td>
</tr>
<tr>
<td>Student Learning Outcomes of the PN Program</td>
<td>11</td>
</tr>
<tr>
<td>PN Program Outcomes Measures</td>
<td>11</td>
</tr>
<tr>
<td>Nursing Practice</td>
<td>11</td>
</tr>
<tr>
<td>The Practice of the Associate Degree Nurse</td>
<td>12</td>
</tr>
<tr>
<td>The Practice of the Practical Nurse</td>
<td>12</td>
</tr>
<tr>
<td>ANA Code of Ethics</td>
<td>12</td>
</tr>
<tr>
<td>Policies</td>
<td></td>
</tr>
<tr>
<td>Activity Period</td>
<td>13</td>
</tr>
<tr>
<td>Admission to Nursing Programs</td>
<td>13</td>
</tr>
<tr>
<td>Advanced Placement in AD Nursing Curriculum for Licensed Practical Nurses</td>
<td>13</td>
</tr>
<tr>
<td>Course Transfers</td>
<td>14</td>
</tr>
<tr>
<td>Disciplinary Offenses (From the RCC Student Handbook 2015-2017)</td>
<td>14</td>
</tr>
<tr>
<td>Discipline in the Classroom or on College Property</td>
<td>15</td>
</tr>
<tr>
<td>Off Campus Behavior</td>
<td>15</td>
</tr>
<tr>
<td>Interim Suspension</td>
<td>16</td>
</tr>
<tr>
<td>Student Rights and Responsibilities</td>
<td>16</td>
</tr>
<tr>
<td>Code of Conduct Disciplinary Process</td>
<td>16</td>
</tr>
<tr>
<td>Academic Honesty</td>
<td>16</td>
</tr>
<tr>
<td>Examinations</td>
<td>16</td>
</tr>
<tr>
<td>Papers and Assignments</td>
<td>16</td>
</tr>
<tr>
<td>Classroom</td>
<td>17</td>
</tr>
<tr>
<td>Classroom Attendance</td>
<td>17</td>
</tr>
<tr>
<td>Guidelines for Taking Examinations</td>
<td>17</td>
</tr>
<tr>
<td>Exam Reviews</td>
<td>17</td>
</tr>
<tr>
<td>Letters of Concern/Midterm Warnings</td>
<td>17</td>
</tr>
<tr>
<td>Assignments</td>
<td>18</td>
</tr>
<tr>
<td>Clinical and Lab</td>
<td>18</td>
</tr>
<tr>
<td>Clinical and Lab Attendance</td>
<td>18</td>
</tr>
<tr>
<td>Professional Conduct and Communication Expectations for Clinical and Lab Absences</td>
<td>18</td>
</tr>
<tr>
<td>Written Clinical Assignments</td>
<td>18</td>
</tr>
<tr>
<td>Critical Behaviors in Clinical Agencies, Classrooms and other Educational Environments</td>
<td>19</td>
</tr>
<tr>
<td>Unsatisfactory Lab and Clinical Performance</td>
<td>19</td>
</tr>
<tr>
<td>Grades in Nursing and GPA Calculation</td>
<td>19</td>
</tr>
<tr>
<td>Clinical Component</td>
<td>19</td>
</tr>
<tr>
<td>Nursing Laboratory Component</td>
<td>20</td>
</tr>
<tr>
<td>Theoretical Component</td>
<td>20</td>
</tr>
<tr>
<td>Calculation of Grades and GPA</td>
<td>20</td>
</tr>
<tr>
<td>Academic Progress</td>
<td>20</td>
</tr>
<tr>
<td>Advisors</td>
<td>21</td>
</tr>
<tr>
<td>Cardiopulmonary Resuscitation Certification</td>
<td>21</td>
</tr>
<tr>
<td>Cell Phones – Class, Lab, Clinical</td>
<td>21</td>
</tr>
<tr>
<td>Class Pin</td>
<td>22</td>
</tr>
<tr>
<td>Clinical Calculations Competency</td>
<td>22</td>
</tr>
<tr>
<td>Communication</td>
<td>22</td>
</tr>
<tr>
<td>C.O.R.I., S.O.R.I, and drug and alcohol testing</td>
<td>22</td>
</tr>
<tr>
<td>Good Moral Character</td>
<td>23</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Disabilities</td>
<td>23</td>
</tr>
<tr>
<td>Dress Code</td>
<td>23</td>
</tr>
<tr>
<td>Employment – Students</td>
<td>24</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>24</td>
</tr>
<tr>
<td>Forms/Documentation</td>
<td>24</td>
</tr>
<tr>
<td>Graduation Procedures</td>
<td>24</td>
</tr>
<tr>
<td>Health Clearance</td>
<td>25</td>
</tr>
<tr>
<td>Pregnancy and Nursing Programs</td>
<td>25</td>
</tr>
<tr>
<td>Student Health Emergencies/Issues in Clinical Areas</td>
<td>26</td>
</tr>
<tr>
<td>Blood and Body Fluids Exposure Guidelines on Campus</td>
<td>26</td>
</tr>
<tr>
<td>Blood and Body Fluids Exposure Guidelines at Clinical Site</td>
<td>27</td>
</tr>
<tr>
<td>Illegal Drugs or Alcohol Use</td>
<td>27</td>
</tr>
<tr>
<td>Kaplan Integrated Program</td>
<td>27</td>
</tr>
<tr>
<td>Latex Allergy Guidelines</td>
<td>28</td>
</tr>
<tr>
<td>Library</td>
<td>28</td>
</tr>
<tr>
<td>Medication Administration Policy</td>
<td>28</td>
</tr>
<tr>
<td>Medication Knowledge</td>
<td>28</td>
</tr>
<tr>
<td>Accuracy</td>
<td>29</td>
</tr>
<tr>
<td>Medication Errors</td>
<td>29</td>
</tr>
<tr>
<td>Intravenous Medication Administration</td>
<td>30</td>
</tr>
<tr>
<td>Mentors</td>
<td>30</td>
</tr>
<tr>
<td>Media Room/Computer Lab for Nursing</td>
<td>30</td>
</tr>
<tr>
<td>NCLEX-RN and NCLEX-PN Exam and Licensure Application</td>
<td>30</td>
</tr>
<tr>
<td>• NCLEX RN,PN Applicants with Previous Court Records</td>
<td>31</td>
</tr>
<tr>
<td>Nursing Skills Laboratory</td>
<td>31</td>
</tr>
<tr>
<td>Video Recording in Skills Laboratory</td>
<td>31</td>
</tr>
<tr>
<td>Nursing Lab Kits</td>
<td>31</td>
</tr>
<tr>
<td>Nursing Course Fees</td>
<td>31</td>
</tr>
<tr>
<td>Patient Confidentiality Policy</td>
<td>31</td>
</tr>
<tr>
<td>Professional Liability Insurance</td>
<td>32</td>
</tr>
<tr>
<td>The Honors Program</td>
<td>32</td>
</tr>
<tr>
<td>Scholarships and Honors</td>
<td>32</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>32</td>
</tr>
<tr>
<td>School Closure Due to Inclement Weather</td>
<td>33</td>
</tr>
<tr>
<td>Technical Requirements for Nursing Programs</td>
<td>33</td>
</tr>
<tr>
<td>Social Media Policy</td>
<td>34</td>
</tr>
<tr>
<td>Student Clubs</td>
<td>36</td>
</tr>
<tr>
<td>Student Grievance Procedure</td>
<td>36</td>
</tr>
<tr>
<td>Nursing Department Grade Appeals</td>
<td>36</td>
</tr>
<tr>
<td>Student Rights Under FERPA</td>
<td>36</td>
</tr>
<tr>
<td>Student Support Services for Academic Success</td>
<td>37</td>
</tr>
<tr>
<td>Student Representatives</td>
<td>38</td>
</tr>
<tr>
<td>Transportation</td>
<td>38</td>
</tr>
<tr>
<td>Withdrawal from Courses</td>
<td>38</td>
</tr>
<tr>
<td>Withdrawal from Programs</td>
<td>38</td>
</tr>
<tr>
<td>Student Signature Page</td>
<td>39</td>
</tr>
<tr>
<td>Appendix A Program Sheets</td>
<td>40</td>
</tr>
<tr>
<td>Appendix B Student Question Appeals Form</td>
<td>45</td>
</tr>
<tr>
<td>Appendix C Clinical Evaluation Tools</td>
<td>46</td>
</tr>
</tbody>
</table>

Student Signature Page 67
Policies and procedures may be revised during the academic year. The Department Chair will keep students informed. Please communicate often with the Department Chair or your advisor for clarity about any of these policies and procedures. This handbook has been created to keep everyone informed and safe, and to meet legal and regulatory requirements.

Student contributions to the development of this handbook are welcomed.
Accreditation and Compliance with Professional Standards
The Associate Degree Nursing program at Roxbury Community College is accredited by the Accreditation Commission for Education in Nursing (ACEN) and has full approval of the Massachusetts Board of Registration in Nursing. The Practical Nurse Certificate program has full approval of the Massachusetts Board of Registration in Nursing. See the MA Board of Registration in Nursing website: http://www.mass.gov/dpl/boards/

Students seeking additional information related to accreditation status may contact:
Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
Telephone number 1-866-747-9965 or 1-404-975-5000
Website: www.acenursing.org

Reviewed: Health Sciences Division, 8/04; updated 8/2005; 9/08; 9/09; 9/11; 6/13; 5/14; reviewed 5/2015

Statement of Philosophy - Roxbury Community College
The primary mission of the college is to facilitate the success of our students in achieving their educational goals. Roxbury Community College is a comprehensive, multicultural, urban, student-centered, open access college providing learning opportunities for all who may benefit. The college serves the educational needs of Roxbury, surrounding communities, and other diverse populations in the Commonwealth. Roxbury Community College offers quality post-secondary education in developmental academic skills, liberal arts and sciences, career and transfer programs, workforce development, and private and public sector training. Roxbury Community College grants associate degrees and certificates, affording its students a solid foundation for college transfer, employment, professional advancement, personal enrichment, and lifelong learning.

RCC offers a full-time two-year Associate of Science Degree in Nursing (ADN) and a ten-month program leading to a certificate in Practical Nursing (PNC). Graduates of both nursing programs are eligible to take a national certifying licensure exam. The college is located in a region with many higher educational opportunities and health-related industries, which enrich the college as well as the nursing programs.

The nursing programs subscribe to the mission statement of the college. The nursing programs seek to create an atmosphere that will stimulate students to:
1. Share responsibility for learning with the faculty.
2. Explore many different paths of knowledge.
3. Develop inquiring minds by becoming critical thinkers.
4. Engage in learning interactions that promote therapeutic, caring nursing interventions.
5. Strive for self-improvement and lifelong learning.
6. Develop professional attributes for nursing practice.

Statement of Mission and Philosophy of the Nursing Program at RCC
The Nursing Department at Roxbury Community College (RCC) offers an Associate Degree in Nursing and a certificate in Practical Nursing. Upon successful completion of the degree requirements for the Associate Degree in Nursing, graduates are eligible to take the NCLEX-RN licensing exam. Passing this exam allows the candidate to practice as a professional Registered Nurse. Upon successful completion of the certificate requirements for the Practical Nursing program, graduates are eligible to take the NCLEX-PN licensing exam. Passing this exam allows the candidate to practice as a professional Licensed Practical Nurse.

The mission of the Department of Nursing is to prepare students to pass the licensing exam and to function as entry-level nurses in diverse health care settings. Nursing faculty strive to provide students with a solid nursing foundation that enables them to care for clients with common health problems and to promote the biopsychosocial health of clients. Although registered nurses with an associate degree are employable, graduates are encouraged to pursue further education. Several area colleges with BSN programs have articulation agreements with RCC. RCC is a public college and open to all, but the majority of students are from the greater Roxbury area. Our goal is to increase the number of nurses from culturally diverse backgrounds. Healthy People 2020 had as one of its overarching goals, the elimination of health disparities. The people of Boston represent various cultural, racial, and
ethnic backgrounds, many with disparate health experiences e.g. with diabetes, hypertension, cardiac disease, HIV, and childhood asthma. By increasing the number of nurses from culturally diverse backgrounds, the Nursing Department at RCC will impact racial and ethnic health disparities. These new nurses will reflect the diversity of their clients.

The nursing program has a selective admissions process due to the rigor of the program. Candidates must satisfactorily complete certain admission requirements and take an admissions exam.

Faculty believe that nursing is the art and science of caring. Caring is provided to individual clients, groups of clients, traditional and non-traditional families, and communities. Nursing requires a multidisciplinary body of knowledge consisting of nursing, biological science, social science, and general education courses.

Faculty believe that clients are entitled to receive competent nursing care. Nurses should be able to utilize the nursing process by employing assessment skills, prioritizing, and recognizing problems that can be reduced or eliminated by nursing interventions. Continuous evaluation and revisions of nursing care is required as health status fluctuates and changes. Nurses use evidenced-based practice to provide safe, patient-centered care. Nurses incorporate a wide body of knowledge into their ability to utilize the nursing process. Nurses work as part of an interdisciplinary team with members of other health care professions in order to meet the client(s) total needs.

Faculty believe that nurses need to offer holistic caring, encourage health promotion activities, manage illness, develop technical nursing skills, develop strong communication skills, serve as a patient advocate, be held professionally accountable, and become critical thinkers. Nurses are expected to abide by American Nurses Association and International Council for Nurses codes of ethics.

Faculty recognize that teaching and learning is a joint process between faculty and students. Students are responsible for their own learning while faculty serve as facilitators, mentors, and role models. Faculty help support student learning in a variety of ways through classroom, clinical, and lab instruction. Faculty also may give individual or group assistance to students outside of traditional settings, advise students, and refer students to other support services. Faculty encourage students to pursue life-long learning and to keep up with changes that rapidly occur in health care today. Faculty believe that nursing education never ends, long after graduation there is always something new to learn.

Faculty strive to develop respectful relationships with their students and appreciate different learning styles. Students are encouraged to mentor other students just as faculty mentor each other. Students engage in some collaborative learning exercises and interactive learning activities. There is an on campus computer lab with learning programs and new simulation experiences occurring in the nursing lab.

Clinical experiences occur in acute, sub acute, and long term care settings, as well as in the community. These are also settings where our graduates are likely to be offered employment.

Registered nurses are accountable for the safety of the care they deliver and for the safe delegation of activities to licensed practical nurses and unlicensed assistive personnel. Nurses must function in accordance with their state Nurse Practice Act.


Organizing Framework
The curriculum incorporates established professional standards, guidelines, and competencies, and has clearly articulated student learning outcomes and program outcomes consistent with contemporary practice.

The Conceptual Framework is centered on the student and seven concepts that support professional practice. An emphasis on knowledge, skills, and attitude as essential elements for professional practice joins these concepts together. The concepts are reflected in and emphasized throughout coursework, student assessments, and clinical experiences. The concepts were identified as faculty discussed the attributes, characteristics and skills that a graduate of the nursing program should possess.
In the nursing program, faculty and students participate collaboratively to develop knowledge, skills, and professional attributes needed to become effective members of the nursing profession and larger society. The framework is based on the program’s philosophy and illustrates the educational objectives to be achieved in both the practical nursing and associate degree nursing programs. Nursing process is central to the framework. Critical thinking connects the knowledge, skills and professional attributes needed by today’s nursing professional.

Learners gain knowledge by studying common health problems. Teaching/learning and management of care are emphasized in both programs. Common threads in both programs include health promotion, nutrition, pharmacology, cultural diversity, legal-ethical issues, and growth and development concepts, with an emphasis on the older adult. Management of care concepts, which include organization, delegation, team building, and managing resources are included in the associate degree program. Collaboration, delegation to unlicensed assistive personnel, and leadership/management skills are emphasized throughout the practical nursing program. Critical thinking activities are utilized for the acquisition of knowledge.

Learners acquire skills, which form the basis of their nursing practice, throughout both programs. Through laboratory and clinical experiences, learners develop psychomotor skills. Technology is utilized throughout the curriculum and assists learners to acquire these skills. Learners develop their critical thinking abilities throughout this process of skill acquisition. Critical thinking activities assist the learner in the development of professional attributes that are vital for today’s nursing professional.

Learners develop professional attributes through learning experiences in the classroom, in clinical practice, and in the wider community. Development of verbal and written communication skills is also emphasized in both programs. Through all of these experiences, students learn to practice nursing with caring and cultural sensitivity and to value lifelong learning.

This framework is both active and dynamic, applying to students as well as faculty. Both work together to maximize learning throughout the Roxbury Community College nursing experience.

Approved: 2/14/00; updated 5/09

Student Handbook 2015-2017
**Student Learning Outcomes of the Associate Degree Nursing Program**

1) Apply the nursing process and EBP to provide high quality, safe patient care to culturally diverse clients with actual and potential common health problems throughout the life cycle.

2) Communicate therapeutically with clients, families, and health care team members to assist in the achievement of desired outcomes.

3) Promote the health of culturally diverse clients and their families throughout the life cycle through the implementation of effective teaching plans.

4) Collaborate with other health care professionals to develop and implement health promotion, disease prevention, illness treatment and adaptation through to end of life care.

5) Uses leadership and management skills (including quality improvement strategies) that show an awareness of, and responsiveness to, the larger context of the health care system to provide, continually reevaluate and improve patient care (systems-based practice - Adapted from ACGME & NOF & QSEN).

6) Demonstrate professional attributes and accountability within the practice of associate-degree nursing.

7) Utilize clinical reasoning skills to provide compassionate, patient-centered care to diverse clients and their families across a variety of settings.

8) Use evidence based information and technology to communicate, manage knowledge, mitigate error, and support decision making. (QSEN)

Revised: Nursing Curriculum Committee 4/2008; reviewed 5/2009; revised 12/2009; revised Nursing Faculty 5/2015

**ADN Program Outcome Measures**

1. The Program’s three year mean for the licensure exam pass rate will be at or above the national mean for the same three year period for associate degree graduates.

2. The percentage of students who complete the nursing program within 150% of the usual completion time is equal to or above the national average for public two-year colleges.

3. Graduates of the program are satisfied with the program. The mean alumni response for program satisfaction is a minimum of 5 on a 7 (high) to 1 (low) scale.

4. Employers of the program graduates are satisfied with the program. The mean employer response for satisfaction is a minimum of 5 on a 7(high) to 1 (low) scale.

5. Eighty percent (80%) of graduates are employed as RNs in one year after graduation.

6. A majority of graduates (greater than 50%) surveyed will state plans to participate in professional growth activities within a year, including returning to formal nursing education or participating in continuing career development.

Revised: Division of Nursing and Allied Health, 4/2/01; updated 8/2005; revised 5/2009; revised 5/2015
**Student Learning Outcomes of the Practical Nursing Certificate Program**

1) Utilize the nursing process in the care of culturally diverse clients with common, well-defined health problems.

2) Utilize goal-directed communication methods with clients, families and health care team members.

3) Promote the health of culturally diverse clients through the application of basic educational strategies.

4) Manage the nursing care of clients with common, well-defined, health problems in selected health care settings.

5) Demonstrate professional attributes within the practice of practical nursing.

6) Employ critical thinking skills to provide compassionate individualized nursing care.

Approved: Nursing Curriculum Committee 5/1/00; updated 9/2015

**PNC Program Outcome Measures**

1. Eighty percent (80%) of Roxbury Community College practical nursing certificate graduates will pass NCLEX-PN the first time.

2. Eighty percent (80%) of Roxbury Community College practical nursing certificate graduates will rate the critical thinking skills acquired at the College a “3” or better on a 1–5 Likert Scale.

3. Eighty percent (80%) of Roxbury Community College practical nursing certificate graduates will rate the communication skills acquired at the College a “3” or better on a 1–5 Likert Scale.

4. Eighty percent (80%) of Roxbury Community College practical nursing certificate graduates will rate the therapeutic nursing intervention skills acquired at the College a “3” or better on a 1–5 Likert Scale.

5. Eighty percent (80%) of Roxbury Community College practical nursing certificate graduates will rate overall satisfaction with the program a “3” or better on a 1–5 Likert Scale.

6. Eighty percent (80%) of Roxbury Community College practical nursing certificate graduates who seek work as a licensed practical nurse (LPN) will be employed within 6 months of passing NCLEX-PN.

7. A majority of graduates surveyed will state plans to participate in professional growth activities within a year, including returning to formal nursing education or participating in continuing career development.

8. A majority of students (greater than 50%) entering a nursing program will graduate within one year.

Revised: Division of Nursing and Allied Health, 4/2/01; updated 8/2005; updated 9/2015

**Nursing Practice**

The nursing program at Roxbury Community College subscribes to the definition of nursing practice as stated in the Massachusetts Nurse Practice Act.

The practice of nursing shall mean the performance for compensation of those services which assist individuals or groups to maintain or attain optimal health. Nursing practice requires substantial specialized knowledge of nursing theory and related scientific, behavioral and humanistic disciplines such as are taught and acquired under the established curriculum in a school for nurses duly approved in accordance with this chapter.

Nursing practice involves clinical decision making leading to the development and implementation of a strategy of care to accomplish defined goals, the administration of medication, therapeutics and treatment prescribed by duly authorized nurses in advanced roles, including certified nurse midwives, nurse practitioners and psychiatric nurse mental health clinical specialists; dentists; physicians; and physician assistants’ and the evaluation of responses to
care and treatment. It shall include, but not be limited to the performance of services which promote and support optimal functioning across the life span; the collaboration with other members of the health team to achieve defined goals; health counseling and teaching; the provision of comfort measures; teaching and supervising others; and participation in research which contributes to the expansion of nursing knowledge.

Each individual licensed to practice nursing in the Commonwealth shall be directly accountable for safety of nursing care he/she delivers.

The practice of registered nurses shall include, but not be limited to:

- the application of nursing theory to the development, implementation, evaluation and modification of plans of nursing care for individuals, families and communities;
- coordination and management of resources for health care delivery;
- management, direction and supervision of the practice of nursing, including the delegation of selected activities to unlicensed assistive personnel.

The practice of licensed practical nurses shall include, but not be limited to:

- participation in the development, implementation, evaluation and modification of the plans of nursing care for individuals, families and communities through application of nursing theory;
- participation in the coordination and management of resources for the delivery of patient care;
- managing, directing and supervising safe and effective nursing care, including the delegation of selected activities to unlicensed assistive personnel.1

The Practice of the Associate Degree Nurse

The practice of graduates of associate degree nursing programs centers on care to healthy and ill individuals in many different settings. The student in an associate degree program prepares for this type of practice through learning activities in the acute and chronic care settings, rehabilitative facilities, community health care centers as well as other settings which enhance the student’s understanding of the continuing care needs of the client. The roles of provider of care, manager of care and member within the discipline of nursing describe associate degree nursing practice.

The Practice of the Licensed Practical Nurse

The practice of graduates of practical nursing programs is under the guidance of a registered nurse or licensed physician/dentist. The primary role of the licensed practical nurse is to provide nursing care for clients experiencing common, well-defined health problems in structured health care settings. In their roles as members of the discipline of nursing, practical nurses actively participate in and subscribe to the legal and ethical tenets of the discipline.2

Approved: Nursing Curriculum Committee, 2/14/00 Revised 5/11/00; new RCC Mission Statement approved June 2004; reviewed 5/2009, 2013; reviewed 2015

American Nurses’ Association Code of Ethics

The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.

The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

1 Massachusetts General Law 244 CMR 3.00; M.G.L. c. 112, § 80B.amended 4/13/94.

The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and practice, and for shaping social policy.


**POLICIES**

Policies, which apply to all students at Roxbury Community College, also apply to nursing majors. Select policies are documented in this handbook. For all RCC policies please see [http://www.rcc.mass.edu/current-students/student-academic-services/student-handbook](http://www.rcc.mass.edu/current-students/student-academic-services/student-handbook). In addition to college policies, the Department of Nursing has additional policies that specifically apply to nursing students.

**Activity Period**

Classes, labs and clinicals are scheduled based on needs of the department, availability of the lab and clinical placements. Due to the scheduling of clinical and labs, activity period is not feasible for the nursing department; however, accommodations are made when possible to allow students to attend college wide activities.

**Admission to Nursing Programs**

Due to the rigors of the program, there is a selective admissions process for students to be admitted into the nursing program. Students must complete admissions requirements for each program. Please refer to the program sheets for specific requirements. (Appendix A)

**Advanced Placement in AD Nursing Curriculum for Licensed Practical Nurses:**

Roxbury Community College offers advanced placement into the second semester of the nursing program to individuals who are Licensed Practical Nurses. In order to be considered for advanced placement the following criteria must be met:

a) Be a graduate of an approved LPN program.

b) Hold current Massachusetts licensure as an LPN (or eligibility). Applicant must have current clinical practice or graduation within 5 years of application.

c) Have completed the following courses with a “C” or better.

   i. SCI 201/202 Anatomy & Physiology I & II (within 5 years)
   ii. ENG 101/102 English Composition I & II
   iii. SSI 122 General Psychology
   iv. SSI 209 Human Growth & Development
   v. Eligible for Math 099 Intermediate Algebra

d) Have a cumulative grade point average for all courses of 2.5 or better

e) Complete the NLN Accreditation Challenge Exam part 1 with a score of 72 or better. Qualifying candidates will be invited to take the exam.
Licensed Practical Nurses may apply to waive the 5 year science course requirement. The candidate must submit a copy of their resume with their application, indicating that they are currently practicing. They must also submit proof that the courses were previously taken with a “C” or better and the course must be equivalent to the science courses offered at RCC. The admissions committee will consider requests for a waiver based on this information.

Applicants who do not meet the above criteria are invited to apply for admission as a new student to the nursing ADN Program to begin with ADN 150 (Foundations of Nursing). Visit the web site www.rcc.mass.edu/nursing for the admissions process.

Updated: 5/2014; 5/2015

**Course Transfers**

Nursing courses generally do not transfer as they vary greatly from one school to another. Foundations of Nursing may be an exception as that course tends to be more standard than higher level nursing courses. Advanced placement students who transfer from another approved nursing program have specific course and grade requirements to receive credit for previous nursing courses.

Application for January (Day option) admission must be completed by June 15th. Application for September (Evening option) admission must be completed by March 15th. (Subject to change)

Admission is not guaranteed, but is determined by space availability, GPA and the Nursing Acceleration Challenge (NACE) Exam I: Foundations of Nursing.

1. Submit course materials from program to the nursing department chair for evaluation and determination of comparability to ADN 150. A grade of “B” or higher in foundations of nursing is required for transfer.
2. Have completed the following courses with a “C” or better.
   - SCI 201/202 Anatomy & Physiology I & II (within 5 years)
   - ENG 101/102 English Composition I & II
   - SSI 122 General Psychology
   - SSI 209 Human Growth & Development
   - Eligible for Math 099 Intermediate Algebra
3. Have a cumulative grade point average for all courses of 2.5 or better
4. If the student meets all of the admission requirements, they will be invited to sit for the Nursing Acceleration Challenge (NACE) Exam I: Foundations of Nursing as a placement test. The student must score a minimum of 72% on the NACE Exam in order to place into ADN151.

**Disciplinary Offenses (From the RCC Student Handbook 2015-2017)**

A student shall be subject to disciplinary action under this policy for engaging in acts including, but not limited to:

1. Physical violence or the threat thereof and/or any conduct that threatens or endangers the health or safety of any person.
2. Creating or false reporting of bombs.
3. Extortion - The use, or the express or implicit threat of the use, of violence or other criminal means to cause harm to person, reputation, or property as a means to obtain property from someone else without his/her consent.
4. Unauthorized use of fire alarm or fire equipment.
5. Unauthorized or illegal gambling.
6. Hate Crimes as defined under state or federal law.
7. Hazing as defined under state or federal law.
8. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on College premises.
9. Conduct resulting in a violation of the College’s Computer/Technology Acceptable Use and/or Email Policies.
10. Failure to comply with directions of College officials or law enforcement officers acting in performance of their duties, including failure to identify oneself when requested to do so.
11. Violation of College’s drug and/or alcohol policies.
12. Breach of peace; including disorderly, lewd, or indecent conduct, or aiding, abetting, or procuring another person to breach the peace on College premises or at functions sponsored by, or participated in, by the College.
13. Defacement or destruction of College property.
14. Acting in a manner that interferes with or disrupts the normal and/or safe operation of the College, including but not limited to disrupting or interfering in the educational process.
15. Harassment (verbal or physical) and or intimidation of a member of the College Community.
16. Acts of dishonesty, including but not limited to the following:
   a. Forgery, alteration, or misuse of any College document, record, or instrument of identification;
   b. Furnishing false information to any College official, faculty member or office; or
   c. Disrupting or tampering with the election of any College recognized student organization.
17. Acts of academic dishonesty, including but not limited to the following:
   a. Use of any unauthorized assistance in taking quizzes, tests, or examinations;
   b. Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
   c. The acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff.
   d. Plagiarism, which is defined as the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Taking credit for work done by another person or doing work for which another person will receive credit. Copying or purchasing other’s work or arranging for others to do work under a false name.
18. Abuse of the Disciplinary process, including but not limited to:
   a. Falsification, distortion, or misrepresentation of information before a Judicial Board.
   b. Disruption or interference with the orderly conduct of a judicial proceeding.
   c. Attempting to discourage an individual’s proper participation in, or use of, the judicial system.
   d. Attempting to influence the impartiality of a member of a Judicial Board prior to, and/or during the course of, the judicial proceeding.
   e. Harassment (verbal or physical) and/or intimidation of a member of a Judicial Board prior to, during, and/or after a judicial proceeding.
   f. Failure to comply with the sanction(s) imposed under the Student Code.
   g. Influencing or attempting to influence another person to commit an abuse of the judicial system.
19. Unauthorized possession, duplication, or use of keys to any College premises or unauthorized entry to or use of College premises.
20. Unauthorized solicitation, including but not limited to sale of goods and services for personal profit.
21. Unauthorized activity that constitutes forgery.
22. Violation of State or Federal Laws not otherwise enumerated herein.
23. Violation of published College policies, rules, or regulations not otherwise enumerated herein.

**Discipline in the Classroom or on College Property**
Disrupting or interfering in the educational process is prohibited under this policy. If a student engages in disruptive conduct in the classroom or anywhere on campus, a faculty member or other college employee may address and informally resolve the matter without filing a complaint under the Code. A faculty member or other college employee may exercise his/her right to immediately remove a disruptive student from a class meeting or other college area. On the first occasion when a student is removed from a classroom or other college area, the faculty member or other college employee is strongly encouraged to notify the Dean of Student Life. A faculty member or other college employee may seek the assistance of college security if necessary to remove the student from the class meeting or other college area. The Dean of Student Life will convene the Judicial Committee to review the circumstances and provide due process for the student and faculty/staff member.

**Off Campus Behavior**
The College reserves the right to take disciplinary action for off-campus conduct when such conduct adversely affects the College Community, poses a threat of harm to the College Community; interferes with the College’s pursuit of its objectives and mission, and/or if a student is charged with a violation of state or federal law.
Proceedings under this Student Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus.

**Interim Suspension**
The College reserves the right to issue an interim suspension when it reasonably concludes that a student poses a threat to: (a) him/herself or others; (b) College property or equipment; or (c) disrupts or interferes with the normal operations of the College. During an interim suspension, a student is prohibited from entering upon College’s property or participating in any College activities.

**STUDENT RIGHTS AND RESPONSIBILITIES**
Complaints Alleging Sexual Harassment or Discrimination Claims of discrimination or sexual harassment shall be pursued under the College’s Affirmative Action Plan. For more information, please contact the Director of Human Resources, the College’s Affirmative Action Officer, at Roxbury Community College Human Resources Department, or the College’s Title IX Officer, Dean of Student Life.

**Code of Conduct Disciplinary Process**
The Disciplinary Process is initiated once a complaint is filed against a student. Failure to cooperate with the College’s investigation of an alleged Code of Conduct violation will result in the student forfeiting his/her rights to a hearing or appeal and/or may result in disciplinary action.

1. **Disciplinary Process**
   a. All complaints under the Code of Conduct shall be filed with or by the Dean of Student Life.
   b. A hearing with the Judicial Board shall be scheduled not later than thirty (30) days following the incident report.
   c. A Judicial Board hearing is an internal college administrative hearing. The rules of evidence do not apply.
   d. Students may request an advisor to attend the Judicial Board meeting. The advisor provides support and does not participate directly in the hearing.
   e. The Judicial Board renders a decision and the student is informed in writing within 15 days of the meeting.

Reviewed: Division of Nursing and Allied Health 05/01; updated August 2005; updated 10/09; updated 8/2015

**Academic Honesty**
Any attempt to present as his/her own work that which is not his/her own, cheating on exams, plagiarism, or aiding and abetting another in such an attempt is cause for disciplinary action probably as severe as expulsion or dismissal.

The following are considered examples of violations of academic honesty. This list is not exhaustive. All incidents of actual or planned cheating should be immediately reported to the Director of Nursing and disciplinary action will occur as described above.

**Examinations:**
1. Having pertinent information in exam room.
2. Looking at classmate’s test paper.
3. Copying from another test paper in any exam.
4. Talking during an exam.
5. Procuring an exam or part of an exam.
6. Revealing exam questions.
7. Utilizing calculators for purposes other than calculation.

**Papers and Assignments:**
1. Paraphrasing material without correctly citing the source.
2. Copying another person’s work.

If a student is found to be in violation of academic honesty, the student shall receive a “0” on the test or paper. All violations of academic honesty are reported to the RCC Disciplinary Board.

Nursing students are expected to abide by the RCC policies found in the RCC Student Handbook.
**CLASSROOM**

**Classroom Attendance**
Class will begin and end on time. Students are expected to attend all scheduled class times. In respect for fellow students and the learning environment, students are expected to arrive on time. If a student is going to be late, they must enter the class without being disruptive. A student who is absent from class is responsible for any announcements and is responsible to make personal arrangements to assure the acquisition of materials presented. Enrichment sessions will not review basic concepts that were missed by students who did not attend class. Classroom absences may affect the overall grade; in that instructors have consistently observed that a pattern of poor class attendance is often correlated with poor exam grades. A student’s trend of poor academic, lab, and clinical performance (tardiness, absence, late exams, and late assignments) are considered cumulative in academic performance.

**Guidelines for Taking Examinations**
1. Students are expected to be present and on time for all exams. In the event of an illness or emergency, students should contact the nursing faculty if they are unable to attend, before the start of the examination and to set-up a date for the make-up exam. A different version of the exam may be given. Students will lose 10 points if the student fails to notify the course faculty before the time and date of the exam.
2. It will be left to the direction of the instructor if a tardy student shall be permitted to enter the classroom (please see individual syllabi for course policies). No additional time will be given to students who are tardy in order to complete the exam.
3. In all test-taking settings, all books, purses, backpacks, cell phones, pagers, PDAs and any other electronic devices and translator machines will be placed in a faculty designated area and remain there during the exam.
4. In all test-taking settings, students are responsible for the accuracy of the answers marked on their answer sheet (Scantron) before handing it in to the proctor. No credit will be given for answers that are circled or otherwise marked on any other sheet or test booklet.
5. If a student needs to use the restroom, the student must leave all belongings in the testing room.

**Exam Reviews**
1. Exam reviews are held at the time and place determined by faculty.
2. Students are encouraged to review the exam items, identify problematic areas to assist them with identifying topics for further study.
3. All pens, pencils, books, notebooks, tote bags, backpacks, cell phones, pagers and PDAs will be placed in a faculty designated area and remain there during the review.
4. No note taking or recording of any kind will be allowed during the review.
5. Only the exam booklet and the test answer sheet may be on the student’s desk top during the review. Original Scantron sheets will not be given back to students. Students may request a copy of the Scantron sheet.
6. If a student wishes to clarify an exam question, it must be presented in a professional and respectful manner, to the appropriate faculty member.
7. The faculty reserve the right to stop a review for any issues related to student conduct.

Students have one week after the review of an exam to appeal a question. The process is for the student to fill out the ‘Nursing Department Test Question Appeals Form ‘(see appendix B). The student must provide the following information; the identified question, the page numbers from the textbooks identified from the course syllabus, course materials handed out by the instructor, or Nursing Department approved cited website resources and the student’s rationale for the appeal. A question appeal may not result in a change on the exam. The course faculty will respond in writing to the question appeal within one week of receipt. The professor’s decision regarding the question appeal is final.

**Letters of Concern/Midterm Warnings**
The course faculty will write a letter of concern if a student’s average grade after the first (ADN253) or second exam (ADN150, 150, 252) in the course are below a 75%. The letter of concern will contain a remedial plan and the student is expected to:
1. Meet with the course faculty to determine areas that need improvement.
2. Meet with their faculty advisor to determine what supports are needed.
3. Follow the remedial plan.

At the midterm of a course, if a student’s theoretical grade average is below 75%, the following procedure for reporting unsatisfactory academic performance will be implemented:

The student will be notified in writing by the course faculty. This notice will be an official notice of unsatisfactory academic performance. The student will receive an unsatisfactory (U) on their midterm grade for the course. This notice will be placed in the student’s file and a copy given to the student’s advisor.

The student will make an appointment to meet with the course faculty and their advisor within one week of receipt of the warning. The warning will include a remedial plan. This may include instructor assistance, referral to other college resources, and/or additional assignments and activities.

**Assignments**
Students are expected to complete all assignments by the designated due date. A contract needs to be agreed upon by the faculty and the student for late assignments.

Two points per day may be deducted from any assignment that is turned in after the due date without an agreed contract. No assignments will be accepted more than one week from assignment due date unless approved by faculty in advance.

**CLINICAL AND LAB**

**Clinical and Lab Attendance:**
Clinical and lab are mandatory. Students are required to meet their commitment to clinical practice and lab on ALL assigned days.

**Professional Conduct and Communication Expectations for Clinical and Lab Absences:**
It is expected that students will schedule doctor’s appointments and other personal business outside of clinical or lab scheduled dates. The professional conduct is to notify the lab or clinical instructor in a timely manner; in the event of an anticipated absence the student must notify the instructor one hour before the designated start time. In the event of an unplanned tardiness the student must notify the instructor and facility 15 to 30 minutes prior to the designated start time.

**Consequences:**
Tardiness and/or absenteeism in lab and clinical is not tolerated in the health care facilities or by Nursing Faculty. Students are to maintain professional conduct and communication. If there is an occasion that the student may be late or is unable to attend clinical, even after appropriate notification as detailed above, there will be consequences as detailed next. One event of tardiness to lab or clinical will result in a verbal warning. Two events of tardiness to lab or clinical will result in a written warning and can lead to failure of clinical or lab.

No call /no show for lab or clinical will result in written warning and may result in failure of lab or clinical. In the event of an absence to lab it is the students’ responsibility to arrange to make up the missed content. In the event of a clinical absence it is the students’ responsibility to coordinate with the clinical instructor for a makeup assignment. If the absence is due to illness and two clinical days in a row are missed; the student is to bring a health clearance stating the student is able to return to clinical before being allowed to return to clinical. Two absences in lab may result in lab failure. Two or more absences to clinical may result in clinical failure. If there are more than two clinical absences or expectation of more than two clinical absences the student must meet with the course faculty and the Assistant Director of Nursing to discuss a remediation plan.

**Written Clinical Assignments**
Students are required to submit nursing care plans at specified intervals during the nursing program. Guidelines for evaluating functional health pattern assessments and care plans can be found on the course Moodle sites.
Critical Behaviors in Clinical Agencies, Classrooms and other Educational Environments

1. Maintains a safe environment for clients and others.
2. Maintains a professional, respectful relationship with clients, their families, and staff members at clinical agencies, faculty members and fellow students.
3. Follows institutional standards and procedures when administering medication and IV fluids.
4. Prepares adequately for clinical practice.
5. Identifies, reports and documents any critical changes in client’s condition.
6. Implements safe care based upon appropriate priority setting, sound theoretical understanding, and organizational skills.

It is an expectation that students will maintain professional, respectful relationships in all interactions. Students will refrain from hostile, intimidating or threatening behavior and will adhere to the Roxbury Community College Code of Conduct. Failure to engage in respectful relationships and behaviors may result in dismissal from clinical, lab, or classroom activities.

Critical clinical skills are bold in clinical evaluation tools (Appendix C).

Reviewed: Division of Nursing and Allied Health 5/01; Revised, 5/04; updated 8/2005

Unsatisfactory Lab and Clinical Performance

Unsatisfactory clinical or lab performance applies when any of the following occur:
1. An action is taken (or not taken) in a way that a client’s well being is put in jeopardy; this practice is termed unsafe.
2. A student is not meeting the learning objectives outlined in the Clinical Evaluation Tool or evaluation criteria in the course in which he/she is enrolled.
3. The student is not meeting the responsibilities related to the clinical or lab experience.
4. The student demonstrates a persistent pattern of weakness.
5. The student fails to demonstrate progressive mastery of clinical or lab behaviors.
6. The student requires more guidance and instruction than is required by other students at the same level.

Students who demonstrate unsafe clinical practice will be suspended from the program immediately. “Unsafe clinical practice is behavior that places the client or staff in either physical or emotional jeopardy. Physical jeopardy is the risk of causing physical harm. Emotional jeopardy means that the student creates an environment of anxiety or distress which puts the client or family at risk for emotional or psychological harm. Unsafe clinical practice is an occurrence or pattern of behavior involving unacceptable risk.” The severity of the situation will determine if a student is allowed to return to the program. The student will need to meet with the course coordinator, the Director of Nursing, and their advisor immediately.


Approved: Division of Nursing and Allied Health 04/14, updated 9/2015

Grades in Nursing and GPA Calculation

The passing grade in each course is “C”. A “C” in a health sciences course will equal 75%.

The student’s grade in a course or semester may be comprised of one or more components: theoretical, clinical, and laboratory. In order to pass a course (nursing), the student must pass all components of the course. If one component is not passed, the student will not receive a passing grade regardless of the grades in the other components. The highest grade to achieve if one component is failed is a C minus (C-).

Clinical Component
This component is graded on a satisfactory/unsatisfactory basis. A satisfactory rating will only be awarded if all course objectives are met in accordance with the Clinical Evaluation Tool of the specific course (Appendix C).
Nursing Laboratory Component
This component is graded on a satisfactory/unsatisfactory basis. A satisfactory rating will be awarded only if all critical skills are demonstrated within the time frame as listed on the lab syllabus. A student who is unable to achieve a satisfactory grade in the laboratory portion of any nursing course will receive a maximum grade of C- for that course.

Theoretical Component
The theoretical component of the grade is comprised of a cumulative average on all exams and course work of 75% or higher as stipulated by the course syllabus.

A nursing student who passes didactic but fails clinical and/or lab will have a C- recorded as the highest possible course grade. The student will not be allowed to continue to the next semester or to graduation.

A nursing course may also have additional requirements for passing the course, such as written papers or a clinical calculations exam. (see specific syllabi and policy on Clinical Calculations Competency)

A student must also receive a “C” or better in all required general education courses. All students must maintain a cumulative GPA of 2.0 or better in order to remain in the program. If a student passes a program course, but receives less than a “C” in a required general education course and/or his or her overall GPA falls below 2.0, the student cannot advance to the next semester.

Calculation of Grades and GPA

<table>
<thead>
<tr>
<th>Letter score</th>
<th>Range of scores</th>
<th>GPA College</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>88% - 89%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>85% - 87%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83% - 84%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>81% - 82%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>78% - 80%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>75% - 77%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>72% - 74%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>69% - 71%</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>66% - 68%</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>65% and below</td>
<td>0</td>
</tr>
</tbody>
</table>

Revised: Division of Nursing and Allied Health, 05/02; 5/2005; 5/2006; updated 9/2015

Academic Progression
If a student is unsuccessful in a required course within a program, the student must withdraw from the program and meet within one week with their nursing faculty advisor to complete required documentation

Students applying for program re-admission who have withdrawn due to failure or other reasons, must notify their faculty advisor and the Admissions Committee in writing of their intention to return to the program and submit a new application. Deadlines for applying for program readmission are approximately March 15th for the fall semester and approximately June 15th for the spring semester. Dates are subject to change. See exact dates each semester as posted on the website, www.rcc.mass.edu/nursing.

All students applying for program re-admission will be ranked according to students’ nursing course GPA. Students who withdraw from a program course in good academic standing will be given priority re-admission status over those who have either failed a course or withdrew failing. Program re-admission is based on a careful review of student records.
Any student who is unsuccessful in a program course and wishes to reenter the program, must successfully complete *Learning Strategies for Success in Health Careers*, (ACS 102, section NU) prior to readmission. All supporting general studies courses must be completed with a grade of “C” or better prior to readmission to the program. Any student requesting an exemption from the requirement to take this course as a condition for readmission, or are a second year student, must submit a written request for waiver stating:

1) reason(s) for exemption
2) a detailed alternative plan with timelines for remediation

Approval for waiver and alternative remediation plan will be granted by the faculty advisor and the Department Chair. A copy of request and approval shall be kept in student’s file.

Readmission to a program is not guaranteed.
All students who wish to return to a program must do so within one calendar year of their withdrawal.
Students will be eligible for program re-admission to a program one time.

After a student has received **TWO** grades of less than a “C” in any program course, the student will be automatically withdrawn from the program with no option for readmission. *(See Withdrawal Policy)*

**Revised** : Division of Nursing and Allied Health 12/00; 8/05; 3/2008; updated 5/14; updated Nursing Department 9/15
**Reviewed** : Division of Nursing and Allied Health 05/01, 8/04; 8/2005; 9/2015

**Advisors**

All students have an assigned advisor from the nursing faculty.

- Advisor input and frequent faculty-student interaction are essential components of the student learning process and academic success.
- **Students are strongly urged to see their advisors and course faculty often for academic and clinical concerns as well as other issues that arise.**
- Students are encouraged to take ACS 102 (section NU) *Learning Strategies for Success in Health Careers* course, and to utilize the college Writing Lab, the Language Lab, and Library to strengthen academic skills.
- Students are strongly encouraged to take advantage of the support services available on campus.

**Reviewed**: Division of Nursing and Allied Health 05/01; Revised 8/04; 8/2005; updated 9/08, 9/2011, 3/2014, 9/2015

**Cardiopulmonary Resuscitation Certification**

All students must be actively certified in CPR at the professional rescuer level by the first day of classes and remain certified throughout the entire program. Students must be certified for CPR on all clinical days throughout the entire program. It is the student’s responsibility to keep their certification current. The CPR certificate must be submitted to the Nursing Department Secretary and a copy will be placed in the student’s file.

**Reviewed**: Division of Nursing and Allied Health 05/01; 8/04; updated 8/2005

**Cell Phones**

**Class**

Cell phones are to be on silent during class, unless directed by the faculty for academic purposes. Cell phones may be used as an audio recording device: providing permission has been granted by the lecturing professor (see RCC Policy on Audio/Video Recording in the Classroom). If a student is responding to an emergency the student is expected to step out of the class.

During Exams and Exam Reviews cell phones are to be off and need to be placed on the front desk of the classroom.

**Lab**

Cell phones are to be on silent during lab and are not allowed to be in use during class time, unless directed by the faculty for academic purposes. If a student is responding to an emergency the student is expected to step out of the class.

**Clinical**

Students are to follow the facilities cell phone policy. Phones should never be used for any reason in patient care areas. If an instructor asks a student to access information appropriate to clinical responsibilities on his/her device, the student should do so outside of public view, in order to avoid misunderstandings among patients, visitors, and agency staff.
If a student needs to respond to an emergency, the student needs to notify the clinical instructor that they will be off the unit. Students are expected to abide by the rules and regulations of their clinical unit regarding use of cell phones. *Use of the following features on a cell phone are always prohibited during clinical: picture, video, audio tapping, email, and text messaging. These features could violate HIPPA regulations.*

**Approved:** Division of Nursing and Allied Health 9/2008; revised 4/14 HSD, revised 9/2015

### Class Pin
The Associate Degree Nursing Program and Practical Nursing Certificate Programs have class pins available to students for purchase. The cost of the pin will be determined yearly and will be based on the cost of gold and other metals. The students are allowed to begin wearing the pins upon the successful completion of the program.

8/2005; updated 5/2014

### Clinical Calculations Competency
Students must be able to demonstrate competence in the calculation of medication dosages and intravenous drip rates at the beginning of the second, third, and fourth semesters of the AD Nursing Program and second and third semesters of the PNC Program. Competence will be measured each semester by a grade achievement of at least 90% on a clinical calculations examination, administered by the program. Any student achieving a grade below 90% will not be permitted to administer medications in the clinical setting.

A student who scores below the required 90% may **RETAKE the exam up to 3 times** until a grade of 90% or better is achieved. The student must achieve a passing score within the first 3 weeks of the course. If at the end of the third exam the student has not achieved the required 90%, he/she will be withdrawn from the course.

**Reviewed:** Division of Nursing and Allied Health 05/01; 8/04; 8/2005; revised 5/2006; updated 9/2008, updated 9/2015

### Communication
All nursing students are expected to have current RCC email addresses and be proficient in utilization. Students are expected to register any change in name, address, phone number or email address with the department secretary.

Students are responsible for internal and external communication. Please check both your individual personal mail box (Room 4-300) and RCC email daily. Important messages to the student community (including scholarship and employment opportunities) are posted on the program bulletin boards located in the third floor lobby just outside of the nursing offices.

Communication with faculty, staff and other students should always be respectful.

*Nursing faculty 05/03; updated 8/2005; updated 9/09. Updated 9/15*

### Criminal Offense Record Information (C.O.R.I.), S.O.R.I., and drug and alcohol testing
Admission to a nursing program does not guarantee clinical placement. Prior to beginning clinical practice and in subsequent semesters, students will be asked to submit Criminal Offense Record Information in accordance with the Criminal Record Information Act: Massachusetts General Laws, Chapter 6, Sections 172-178 and Massachusetts General Law, Chapter 28A, Section I and regulations pursuant to these statutes. When submitting a CORI Request Form, the student will need to attach a copy of a valid government issued, photographic identification. Such identification may include a driver’s license, passport, or other form of photographic identification issued by a state or federal governmental agency. Failure to submit a valid photographic identification will delay the processing of a student’s CORI Request Form.

The outcome of the C.O.R.I. may impact the student’s ability to participate in the clinical experience. By signing the student signature page, students are stating their understanding that this information will be shared with the college and its programs. In the event of a positive C.O.R.I., disclosure to clinical placement site is necessary. Students with positive a C.O.R.I. must meet with the Assistant Director of Nursing to discuss clinical placement requirements. For additional information, please see the Assistant Director of Nursing.
Also SORI (sexual offender) information and drug and alcohol testing may be requested according to new state or agency requirements anytime during the program.

**Good Moral Character**

In order to apply for licensure in the state of Massachusetts, candidates must demonstrate “Good Moral Character”. The Massachusetts BORN defines the attributes of good moral character (GMC) as:

1. GMC must be demonstrated by reliable evidence of good conduct;
2. Examples of such conduct include:
   a. Honesty;
   b. Trustworthiness;
   c. Integrity;
   d. Accountability;
   e. Reliability;
   f. Distinguishing between right and wrong;
   g. Avoidance of aggression to self and others;
   h. Taking responsibility for one’s own actions and similar attributes found relevant by the Board.

The absence of the attributes of GMC is most often demonstrated by certain conduct. Such conduct includes hostile or destructive conduct to another or to self and conduct that demonstrates a disregard for the welfare, safety or rights of another or disregard for honesty, integrity or trustworthiness. Examples of such conduct include the conduct underlying certain criminal convictions and disciplinary actions taken by a licensure/certification body in another jurisdiction.

Students are encouraged to seek guidance from the MA BORN on these topics prior to submitting paperwork for the NCLEX. [http://www.mass.gov/eohhs/gov/departments/dph/programs/hcq/dhpl/nursing/licensing/](http://www.mass.gov/eohhs/gov/departments/dph/programs/hcq/dhpl/nursing/licensing/)

Reviewed: Division of Nursing and Allied Health 05/01; 8/04; updated 12/2005; 6/2006; updated 9/2015

**Disabilities**

Roxbury Community College is committed to providing all qualified college students equal access to all programs and facilities. Students who have a documented physical, psychological, or learning disability and need academic accommodations must register with the Office of Disability Services, Building 3, Room 207C or phone 617-708-3562. Please contact your instructor privately to discuss the letter and accommodations required in class.

**Dress Code**

Students are expected to maintain a professional image both in clinical and academic settings. This dress code includes, but is not limited to, the following:

**In the Clinical Area and for Clinical/ Lab Activities:**

- Nursing Program uniform (RCC-issued scrub top and bottom)
- Scrubs and lab coats must be clean.
- Name pin must be worn at all times.
- Clean white shoes (must be closed with rubber bottom)
- Hair should be off the collar, neat and trimmed.
- Beards must be kept neat, trimmed and clean at all times.
- Meticulous grooming and daily oral and personal hygiene are essential because of close proximity to client and others.
- Name badges as required by clinical sites. (See Clinical Instructor)
- Jewelry: Students should minimize wearing of jewelry in the clinical setting; for example, no more than 2-3 simple rings and 1-2 pairs of small stud earrings in the ear.
- Body piercings should be discreet. Nose and tongue studs should be removed before clinical, or if in place should be flesh colored and minimally noticeable.
- No perfume, cologne, or scented cosmetics
- Meets or exceeds the dress code of the specific clinical site
- No artificial fingernails or overlay.
- Nails should be maintained according to CDC recommendations: short and neatly trimmed. Only clear or light neutral nail polish may be worn. ([http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5217a1.htm](http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5217a1.htm))
- Only small amounts of makeup should be worn
- Tattoos should be discreet and covered if offensive/inappropriate language or design is displayed. This may be further restricted by clinical placement.
- White (ADN students) and navy blue (PN students) scrub jackets are available from the uniform company and may be worn in the clinical area. A long sleeve plain white shirt may be worn under the scrub top if allowed by the clinical facility.
- In certain settings, uniforms may not be appropriate and professional attire is expected, i.e. business or conservative business casual. No jeans, exercise outfits, T-shirts, sweatshirts, revealing or provocative clothing should be worn at any time. Please be sure shirts are of an appropriate length. Midriffs should not be exposed, even when reaching above your head. Any clothing, buttons/pins or accessory items displaying graphic or written material that may be construed as harassment or offensive is not allowed.

**In the Classroom:**
- Students are expected to dress conservatively. Jeans are permitted; shorts and shirts should cover upper thigh and midriff respectively. No provocative dress is allowed.
- Any clothing, buttons/pins or accessory items displaying graphic or written material that may be construed as harassment

At the discretion of faculty, violation of this policy may result in dismissal from the classroom, clinical or lab experience and count as an unexcused absence. (See Attendance Policies)

Additional: Students must wear the uniform or scrub jacket with a name pin when making pre-clinical visits when required.
Updated 9/2015

**Employment –students**
Due to the academic rigor and time requirements of the nursing programs, it is suggested that students give serious consideration to their commitments and outside employment. Students should not work the overnight shift before a clinical rotation as this may jeopardize the safety of patients.
Reviewed : Division of Nursing and Allied Health 05/01; updated 8/05, 5/14

**Financial Aid**
All students are encouraged to meet with a representative of the Financial Aid office to plan for meeting their financial aid needs before the start of a program and periodically.
Updated 9/2015

**Forms/Documentation**
Please see the lab/clinical instructor and the Moodle site for courses for orientation to the specific forms and documentation required for clinical and lab experiences and evaluation.

**Graduation Procedures**
The requirements for graduation are both academic and nonacademic in nature. Candidates for certificates and degrees must fulfill the following requirements:

**Academic Requirements:**
Successful completion of all courses in the program curriculum with a grade of “C” or better is required. This includes program and required general education courses.

Satisfactory performance of the clinical and lab components of all courses.

**Non-Academic Requirements:**
Fulfillment of all financial obligations to the college.
Payment of all library fees and return of all outstanding library books.
Completion of transcript requirements and graduation forms by deadline.
Health Clearance

Prior to beginning a health program, the student will need to obtain documentation of:

1. **Physical exam:**
   Physical exams are required within one year of the program start date. The student’s health care provider must certify that they are mentally and physically able to perform the role of the student nurse according to the nursing program technical requirements.

2. **Immunization Requirement Guidelines**
   The following immunizations are MANDATORY requirement for the Nursing Department
   
   1. **MMR** – this requirement is only satisfied by submitting either
      a. A Measles IgG and Rubella IgG titer showing immunity OR
      b. Two MMR vaccinations must be documented.
   
   2. **Varicella** – this requirement is only satisfied by submitting either
      a. A Varicella titer showing immunity OR
      b. Two Varicella vaccinations must be documented
   
   NOTE: Having had Chicken Pox DOES NOT satisfy requirement; Varicella Titer is required

   3. **Hepatitis B**
      a. Three (3) vaccinations should be documented for Hepatitis B OR
      b. Serologic testing for Hepatitis B Surface Antibody. This means you must have your blood drawn to show if you are immune to Hepatitis B vaccine. A copy of your lab result must be attached.

   5. **Tetanus Diphtheria and Pertussis** (Tdap) (one dose is required.)

   6. **Tetanus-Diphtheria** (Td)
      a. Affirmation of diphtheria/tetanus booster must be documented. This booster is only valid for 10 years

   7. **Tuberculosis Screening**
      a. All students are required to get PPD plants until completion of the program.
      b. There is a two-step requirement for PPD/Tuberculosis Screening.
      c. All students are required to have PPD plants for both the Fall and Spring
         - Fall Semester between the dates of July 1 and July 24
         - Spring Semester between the dates of November 1 and November 24
      d. With a history of a positive result, a copy of chest x-ray results, date of TB med counseling or treatment, and symptom screen must be attached.

   8. **Flu Shot:** Annual flu shots are required and due by **September 1**

   9. **Physical**
      a. Submit document signed by physician showing that you had a basic physical within the last 12 months prior to entering the program.

10. **Health Insurance:** All students enrolled in a clinical course must be enrolled in a health insurance plan

**Failure to Comply:** The above listed immunizations are required for clinical participation at our affiliate sites. The Program is not required to provide alternate sites for clinical practicum or rotations should immunization be a requirement for placement. Therefore, failure to comply with this policy may result in a student’s inability to satisfy the requirements in their program.

**Pregnancy and Nursing Programs**

Students in Nursing Programs who become pregnant during their course of study will have certain choices to make.

All female students in the Nursing program are strongly encouraged to disclose their pregnancy to the Assistant Director of Nursing and/or Clinical Instructor in writing as soon as possible. The declaration should be dated and include the following:

- include the estimated due date/estimated date of confinement
- physical limitations, if any
- permission to continue all clinical activity
Notification to the program is voluntary; students are not required to disclose any personal information. However, students are strongly encouraged to declare their pregnancy so that measures can be taken to ensure the baby and mother’s safety.

Once a student has declared her pregnancy, program faculty will advise the declared student of options available to fulfill the educational objectives of the program. These options include, but are not limited to:

- Continue in all clinical, lab, and didactic classes without interruption
- Alternative clinical assignments for situations which may pose an increased risk to the fetus (for example, certain infectious diseases)
- If any limitations exist, a dated letter from a health care provider is required explaining the limitation(s)
- Take a leave of absence
- Withdraw from the program with consideration for re-entry providing that the student is in good academic standing.

A student who has delivered during the program must provide a letter from the medical provider stating that she is able to return to the program and/or clinical and identify physical limitations, if any.

At any time after the student has declared her pregnancy, the student may rescind her declaration of pregnancy and return to an undeclared status.

**Student Health Emergencies/Issues in Clinical Areas**

**Illness/Injury in the Clinical Area**

Roxbury Community College requires that all students enrolled in a clinical course to be enrolled in a health insurance plan. In the event of injury or sudden illness in the clinical area, students will be referred to either Employee Health Services or the emergency room. Where such services do not exist, the instructor will exercise judgment and will call Emergency Medical Services if the need arises. All associated costs will be the responsibility of the student. In the event of a non-emergency medical situation, students are advised to see their own health care providers.

**Remember:** Any incident or injury involving a student should be reported immediately to the Assistant Director of Nursing. Proper documentation will be reviewed. It is illegal to copy hospital incident reports. Clinical agencies are responsible for providing emergency care to students in the clinical area. However, students are responsible for all costs incurred during emergency care.

In the event of a needle stick or other exposure to a blood borne pathogen, students shall follow the procedures of the clinical facility including immediate cleansing if the area per CDC guidelines (see below).

**Blood and Body Fluids Exposure Guidelines on Campus**

Any injury which results in an exposure (of mucous membranes, open skin lesions, sharp instruments or needle sticks) to blood or other body fluids at on-campus clinics or laboratories should be reported to the College Health Services at the time of the exposure. The following guidelines should be used to protect the student (or employee) and provide immediate assistance. The referral for an exposure should be to the student’s primary care provider.

A. Report Exposure Incident / First Aid:

1. Initiate first aid by cleansing affected areas well per CDC recommendations:
   - Wash needle sticks and cuts with soap and water
   - Flush splashes to the nose, mouth, or skin with water
   - Irrigate eyes with clean water, saline, or sterile irrigants

2. Inform lab or clinical instructor of the exposure immediately before continuing any further procedures.

B. Referral:
The student should inform the primary care provider’s office of the nature of the exposure and request testing as soon as possible within two hours. (If the student is unable to be seen quickly, the student may be referred to prompt care or a walk-in clinic.)

As a source of information for decision-making at the testing site, a copy of the Accident Report should be sent with the student. Include last Tetanus-diphteria date and Hepatitis B vaccine status.

C. Cost of Testing:
   The cost of any recommended testing is responsibility of student.

D. Refusal of Evaluation:
   The student has the right to refuse testing and evaluation which should be discussed and documented.

Blood and Body Fluids Exposure Guidelines at a Clinical Site
Any injury which results in an exposure (of mucous membranes, open skin lesions, sharp instruments or needle sticks) to blood or other body fluids at on-campus clinics or laboratories should be reported immediately. The policy and procedure of the clinical site should be followed. A written report will be submitted to the nursing department. The student will be responsible for the cost of care and testing.

Illegal Drugs or Alcohol Use:
Students are Roxbury Community College’s most valuable resource and their health and safety are of paramount concern. It is the policy of the College to maintain an environment that is free of impairment related to substance abuse by any of its students.

Our clinical affiliations and their clients expect students to arrive at clinical, lab, and class, in a condition free of the influence of alcohol and illegal drugs. The College also expects students to remain free of the influence of alcohol and illegal drugs while they are at clinical, lab, class, and while in transit to any educational environment or college-related program.

Definition:
“Under the influence” means for the purpose of this policy that a student is affected by drugs or alcohol and illegal drugs in any detectable manner. The symptoms of which include, but are not limited to, changes in behavior, impairment of physical or mental ability, or any appearance, odors, or behaviors that indicate drug or alcohol use prior to coming to or during any educational experience.

Being under the influence or in possession of alcohol or illegal drugs by any student while in any educational setting is prohibited. Under no circumstances, should a student consume alcoholic beverages or use illegal drugs prior to or during clinical practice or any other educational experience.

If the instructor has any reasonable cause to believe that the student is under the influence of either alcohol or illegal drugs the instructor shall dismiss the student from the clinical or any other educational setting immediately. The student will need to have someone take them home. The student must make arrangements to meet with the Director of Nursing prior to returning to the educational setting.

No student shall be allowed to return to an educational setting until the Director of Nursing has notified the instructor that this is permissible. Any missed clinical, lab, class time or other educational experience is an unexcused absence.

Kaplan Integrated Review Program
All students in the ADN and PN Programs are expected to participate in the Kaplan program. It helps students to review program courses and to prepare for the NCLEX exam. Fees are involved that may be the responsibility of the student. This process begins with Foundations of Nursing and continues throughout the program.
Latex Allergy Guidelines
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. 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 allergen, many other products may contain latex including, but not limited to:

- Blood pressure cuffs, medication vials, syringes and wound drains
- Stethoscopes, catheters, airways, surgical masks and goggles, 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 Nursing programs. All such evaluations are at the student’s expense. It is advised that the student inform his/her instructors of their allergy each semester, or whenever they are working with a new instructor.

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 epi-pen or wearing of a Medic-Alert bracelet 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. The student is advised to regularly consult with his/her health care provider.

In an effort to reduce the presence of latex in the College’s lab facilities, Roxbury Community College will provide latex-free gloves in the Nursing lab.

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

Approved Health Sciences Division 05/10

Library
The RCC library is available for student use. Please refer to the RCC Library website www.rcc.mass.edu/lib for important information, including posted hours. Students may take advantage of other libraries within the RCC system consortia. See the library website for info on Massachusetts State Colleges/Universities, the Boston Public Library system, Colleges of the Fenway libraries, and other library systems. Students must have current RCC identification for borrowing privileges.

Approved: Division of Nursing and Allied Health 05/01; 8/04; 8/2005; updated 9/2008; updated 2014

Medication Administration Policy
It is an expectation that nursing students will safely administer medications at all times. In order to accomplish this there are several expectations.

Medication Knowledge
Students are expected to have a thorough understanding of the medications they are administering. In order to safely apply the nursing process related to medication administration, students are expected to know the following information:

- brand name/ generic name
- classification of drug
- action
- dose/acceptable dose range/route
- side/adverse effects
- why the client is receiving this drug
- lab values that need to be checked
- nursing implications
- how to evaluate the drug’s effectiveness
All students are expected to master the above information by using any method that is effective.

Utilize your pharmacology book as well as drug handbook. If you cannot find a drug in your handbook, use the Physician’s Desk Reference found on the unit. If you still cannot find it, call the pharmacy.

Students are encouraged to pay particular attention to the drugs discussed in the didactic portion of their courses. **Students should be aware of what they do not understand and ASK QUESTIONS.** Students are strongly encouraged to make a note of anything that is unclear and ask their instructor early in the morning.

Students that do not have adequate understanding of prescribed medication will not be allowed to administer them. A student who is unprepared to give medications will receive both a clinical warning and a lab prescription to return to open lab for practice. The lab prescription must be brought to open lab and returned to the both the clinical instructor and course faculty within 1 week. A second instance of being unprepared to give medication in the clinical setting is grounds for clinical failure.

**2. Accuracy**

The second component of safe medication administration is accuracy. **Before calling instructor, student is expected to complete all calculations.** Students are expected adhere to the “six rights of medication administration” at all times.

- Administer the right drug.
- Administer the drug to the right patient.
- Administer the right dose.
- Administer the drug by the right route.
- Administer the drug at the right time.
- Documentation of drug administration.

Students are expected to prepare the medications to be administered and check three times for accuracy of “six rights of medication administration”. Once the student is assured that the medication is correct, the instructor will check for accuracy. After a student has assured the instructor that the medication has been prepared accurately, if the instructor finds an error in any of the first five rights, this will constitute a medication error and the student MAY NOT administer medication. This would be considered a medication error regardless if client received the drug or not. No student is to administer any medication without the prior approval of their clinical instructor. Students who fail to follow this policy will be subject to dismissal from the program.

**Medication errors**

If an instructor or a student discovers a medication error, the student will be expected to perform a root cause analysis of the event, describing which of the six rights was omitted. A written clinical warning will be given to the student with a remediation plan established by assistant director of nursing and the clinical instructor. Students may be sent back to the college skills lab for remediation. The goal is to use the opportunity as a learning experience and to identify learning needs of the student. This helps to create a culture of safety. The student will be expected to meet with their advisor and complete the lab prescription before returning to the clinical setting.

If a second medication error occurs, the student is subject to clinical failure and requires a team meeting with their clinical instructor, the Assistant Director of Nursing, and their advisor.
Intravenous Medication Administration
Each clinical agency has developed a policy for administration of intravenous medications by students. Students are expected to comply with agency policy.

For each course, faculty will assess student readiness to administer medication. The faculty will check dose preparation with the medication administration record sheet and verify accurate technique in administering the drug. Documentation of administered medication will be done by both the Clinical Instructor and Nursing Student. No student is to administer any medication without the prior approval of their clinical instructor. Students who fail to follow this policy will be subject to dismissal from the program.

Nursing faculty 05/03; rev 8/04; 9/2015
Revised: Division of Nursing and Allied Health 05/01; Updated 8/2005; Updated 5/2015

Mentors
Recognizing that mentors and support persons are integral to student success, the nursing program will make every effort to foster mentoring relationships between novice students and more senior students or graduates. Students are urged to attend mentor functions and to contact their mentor/mentee on a regular basis.

Nursing faculty 05/03; rev. 8/04

Media Room/Computer Lab (Room 4-300) for Nursing
The media room or computer lab is reserved for the exclusive use of Nursing students. Students in Health Sciences' Programs have permission to study at RCC in the Nursing Computer Lab Monday through Friday until 9:00 PM, and Saturdays until 3:00 PM. It is not open on Sundays or holidays.

* These hours are subject to change at any time throughout the semester for security reasons. Please have Security unlock and LOCK the lab after use.

During college hours, small group study can be booked in the group rooms in the Library.

In order to maintain access to this privilege, students are asked to follow a few simple rules:

1. No food or drink in the media room/computer lab.
2. Please keep the area tidy.
3. Please keep noise level down to accommodate others using the area and nearby faculty offices.

Revised: Division of Nursing and Allied Health, 05/03; 8/04; 8/2005; updated 9/2008; update 9/2015

NCLEX-RN and NCLEX-PN Exam and Licensure Application
Nursing graduates are required to complete application forms for licensure and exam registration for the National Council Licensure Examination (NCLEX-RN or NCLEX-PN).

The applicant must submit evidence that he/she has successfully completed a course of professional nursing study in a state approved school of professional nursing as defined by the State Board of Registration in Nursing.

Only the Nursing Program Administrator can sign the licensure application. An email with specific instructions will be sent out to eligible graduates. Instructions must be followed exactly to ensure timely completion of necessary paperwork.

The following conditions will need to be met:
- completed course of study with passing grades
- all learning contracts complete
- all bills owed to the college are paid
- signed photo is attached to application

Please prepare and save for the test registration and licensure application fees.
Please check the MA BORN and the NCSBN websites regularly for updates.


https://www.ncsbn.org/nclex.htm
Revised: Division of Nursing, and Allied Health, 9/06; 5/02; 8/04; 10/09; updated 9/2015
**NCLEX-RN and NCLEX-PN Applicants with Previous Court Record:**
Massachusetts General Laws Chapter 112, sections 74 and 74A require that all applicants for nurse licensure by examination or by endorsement must be of “good moral character” as required by the requirements of Board statutes and regulations. The Board will determine whether an applicant meets this requirement based on the applicant’s demonstrated avoidance of aggressive, unjust and deceitful behavior.

The Board will evaluate each licensure application involving criminal convictions, including those which may potentially exclude an applicant from licensure, on a case by case basis. Factors include, but are not limited to:

- date of the criminal conviction
- age of the applicant at the time of the conviction
- nature of the crime(s)
- number of crimes
- rehabilitation.

Students should visit the MA BORN website for further information:

**Nursing Skills Laboratory**
The nursing laboratory is located in room 3-217 and is available to all students in the nursing programs. Open lab hours are available each semester and will be posted.

**Video Recording in Skills Laboratory**
Students should be aware that simulation scenarios and skills testing may be video recorded. Recordings may be used for evaluation or for learning opportunities only.

**Nursing Lab Kits**
This kit contains commonly used nursing equipment. Kits will be distributed at the beginning of each semester. The student is responsible for checking to ensure each kit contains all supplies. Student are responsible for taking their nursing equipment with them at the end of each lab. Equipment should be labeled with the student’s name.

**Nursing Course Fees**
RCC Nursing course fees are charged for each course, every semester. Effective September 2015, students entering ADN150 pay a one-time program fee which includes the cost of the uniform, supplies, and equipment required for the program.

**Patient Confidentiality Policy**
Students in health programs will have access to patient and hospital information. This information may contain data that is confidential such as technical, non-technical, medical records and other information that is not available to the public. This information is the property of the clinical site to which the student is assigned. Maintaining confidentiality is essential in the student’s access to and use of this information. The clinical sites may ask the students to sign a statement of confidentiality and/or complete HIPPA training. Any student violating the confidentiality policy will be subject to disciplinary action up to and including dismissal from the clinical site and the nursing program.

Students must maintain confidentiality of client information in conversation, electronic, and written means. Ethical behavior in clinical situations is based on the American Nurses ‘Association Code for Nurses and federal regulations related to patient information privacy (HIPAA). Students are expected to protect patients’ confidentiality and to be honest in any documentation regarding the patient’s condition and their own assessments and interventions.

No personal use of electronic communication devices or social media is permitted within clinical settings If an instructor asks a student to access information appropriate to clinical responsibilities on his/her device, the student should do so outside of public view, in order to avoid misunderstandings among patients, visitors, and agency staff.
Student engagement in online, social, or other media and photography of any kind are prohibited within the clinical setting (Please see Social Media Policy).

**Professional Liability Insurance**

All students and faculty in the clinical areas are required to maintain professional liability insurance. No student in a health program or clinical faculty will be allowed in the clinical area without current professional liability insurance. Currently the department covers each student under a program policy. A portion of the nursing program fee is utilized for this purchase. Students must be officially registered in the course before the first day of clinical to ensure coverage.

Reviewed: Division of Nursing and Allied Health 05/01; Revised 8/04; 8/2005; updated 9/2008, 5/2014

**The Honors Program**

Roxbury Community College's Honors Program offers academically motivated students a stimulating, challenging and rewarding educational experience that supports critical thinking, innovation, and a multidisciplinary perspective. The program provides intellectually curious students opportunities to enhance their knowledge through honors courses, independent research and creative work. For more information please visit:

[http://www.rcc.mass.edu/academics/honors-program](http://www.rcc.mass.edu/academics/honors-program)

Nursing faculty 05/03; updated 8/2005, updated 9/2015

**Scholarships and Honors**

Students are eligible to apply for a variety of scholarship and honors. The college has a Scholarship and Honors Committee that awards many scholarships each year. Some of these are restricted to certain programs and others are open to all RCC students. Many have specific requirements. For more information contact the Office of Student Life.

In addition to scholarships and honors, students with a grade point average of 3.5 or higher are eligible to join Phi Theta Kappa, the international honor society for community college students. Your advisor can help provide you with more information.

**Sexual Harassment**

Roxbury Community College is committed to providing an atmosphere for learning that is free of any conduct that could be considered harassing, abusive, or disorderly. In order to ensure that the College meets its obligation to all members of the community, procedures and programs have been established to promptly address all forms of harassment.

Sexual harassment is an abuse of power which is considered demeaning and interferes with one’s ability to work or participate in educational activities. Sexual harassment includes, but is not limited to, the following:

- a. Sexual advances.
- b. Requests for sexual favors.
- c. Other physical conduct of a sexual nature when submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly a term or condition of employment or a basis for education or employment decisions. Such conduct has the purpose, or effect, of creating an intimidating, hostile, humiliating, or sexually offensive educational, employment, or living environment.

Under Massachusetts General Law, Chapter 151B, Section 4(1) and Section 16A, sexual harassment is a form of sex discrimination and is illegal.

If you believe that you have been subjected to sexual harassment or if you wish more information about sexual harassment and grievance procedures, please see the RCC student handbook for further information.

Reviewed: Taken from the Roxbury Community College Student Handbook 09/13
School Closure Due to Inclement Weather
Official college cancellation will be announced on the RCC website (www.rcc.mass.edu). Students will receive notification via RCC email and text message. Official college cancellation will be broadcast on the following TV stations: Channels 4, 5 and 7.

Communications are transmitted by telephone or email. The instructor must have all students’ telephone numbers and email addresses. Please use discretion in transit during inclement weather. Students who must leave their homes before announcement for school closure is made should check with their clinical instructor for further instructions.

Revised: Division of Nursing and Allied Health 05/01; updated 8/2005

Technical Requirements for Nursing Programs
Students enrolled in all nursing programs at Roxbury Community college, are required to be in good physical and mental/emotional health. Physical health is defined as being able to perform fine and gross motor skills, being able to perform normal weight bearing activities, and free of a communicable disease. Emotional health is defined as reacting appropriately to stressful situations, understanding one’s own ability to cope with stressful situations, and behaving appropriately within the current environment. The nursing program has reasonable expectations of students to perform common nursing functions.

Student must be able to meet the requirements to apply for admission and for continuation in the nursing program. A physical examination by a healthcare provider and requested immunizations are required for program participation. Applicants should present the program’s Technical Standards to their healthcare provider for review at the time of the physical examination. The physician must sign certifying that the student meets the listed requirements.

In the case of a qualified individual with a documented disability, appropriate and reasonable accommodations will be made unless to do so would fundamentally alter the essential training elements, cause undue hardship, or produce a direct threat to the safety of the patient or student.

The minimum abilities expected include but are not limited to the following technical standards and essential functions outlined below.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Description</th>
<th>Standard/Physical Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral</td>
<td>Emotional &amp; Mental Stability</td>
<td>Nursing students must possess the ability to function effectively under stress; Demonstrate flexibility and concern for others; able to provide safe nursing care and work in environment with multiple interruptions and noises, distractions, and unexpected patient needs.</td>
</tr>
<tr>
<td>Cognitive Abilities</td>
<td>Mental capability</td>
<td>Nursing students shall possess ability to be oriented to time, place and person;</td>
</tr>
<tr>
<td>Communication</td>
<td>Speak, read, write, &amp; use English language effectively. Communicate effectively in interactions with others verbally, nonverbally &amp; in written form</td>
<td>Nursing students must possess the ability to affectively interact with the environment and other persons. Able to communicate with wide variety of people and styles, ability to be easily understood. Reading, writing, recording, and documenting critical patient information required.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Comprehend and process information; perform algebraic and complex calculations</td>
<td>Nursing students must possess the ability to engage in written and oral directives related to patient care, focusing and remembering information given by faculty/healthcare providers to assimilate and apply to patient care; comprehend and process instructions readily; Perform mathematical functions regarding medication administration.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Ability to problem solve</td>
<td>Nursing students must possess the ability to integrate information through critical thinking based on information gathered on patients during clinical sessions, and during class sessions that are applied to the clinical process.</td>
</tr>
</tbody>
</table>
### Hearing

**Use of auditory sense**

Nursing students must possess the ability to hear and correctly interpret what is heard; which includes patient complaints, physical assessments (heart, bowel and other sound), physicians’ orders whether verbal or over telephone, fire and equipment alarms, etc.

### Mobility

**Physical ability, flexibility, strength and stamina**

Standard work day requires various abilities including standing, walking, sitting, bending, flexing, lifting, twisting, stooping, kneeling, reaching, stretching, pushing and pulling to gather and stock supplies, operate equipment (computers, various types of medical devices, hospital beds, etc.), and perform required functions of patient care. Often must lift, carry or move objects weighing up to 40 pounds. Must be able to assist patient position, transfer, or transport requiring lifting in excess of 40 pounds.

### Motor Skills

**Physical ability, coordination, dexterity**

Nursing students shall possess gross and fine motor abilities sufficient to perform required functions of patient care; hand-wrist movement, hand-eye coordination, and simple firm grasping required for fine motor skills and manipulation; fine and gross finger dexterity required.

### Tactile

**Use of touch**

Nursing students shall possess the tactile feeling required to detect heat, cold, pain, pressure, etc.

### Visual

**Use of sight**

Nursing students shall possess the visual skills necessary to detect signs and symptoms, body language of patients, color of wounds and drainage, and possible infections anywhere. Interpret written word accurately, read characters and identify colors on the computer screen.

---

**Social Media**

This is from the Massachusetts Board of Registration in Nursing. It appeared in the July 2012 issue of their newsletter and will serve as the Social Media Policy for students in the Nursing Programs at Roxbury Community College.

**Use of Social and Electronic Media by Nurses**

Web-based communication platforms and applications such as email, text messaging, personal blogs, online chat rooms, networking forums, and photo and video-sharing sites are playing an increasingly prominent role in health care (1, 2). Nurses and other health care providers as well as health care organizations and professional nursing associations use Facebook®, MySpace®, LinkedIn®, Twitter and other forms of social and electronic media to promote patient and consumer health and education, enhance communication with patients, foster collaborative relationships and facilitate continuing professional education (1, 2, 3 and 5).

Social and electronic media venues are also used by nurses to share challenging or emotional workplace experiences, to encourage and support colleagues, and to seek advice from what can ultimately be a wide ranging audience of Internet users (2). However, the inappropriate or malicious use of social and electronic media venues poses a risk to patient safety and can negatively impact the effectiveness of the health care team (1, 2, 6 and 7). When using any type of social and electronic media, whether for a professional or personal purpose, every nurse licensed by the Massachusetts Board of Registration in Nursing (Board) must consider professional practice concepts that include, but are not limited to: privacy, confidentiality, dignity, respect, professional boundaries and trust of the profession. The Board reminds all licensed nurses that they should be aware of, and consider and comply with the Board’s regulations whenever using social and electronic media. These regulations require a nurse to:

- safeguard a patient’s dignity and right to privacy (244 CMR 9.03 [17]: Patient Dignity and Privacy);
- safeguard patient information from any person or entity, or both, not entitled to such information and to share appropriate information only as required by law or for the protection of the patient (244 CMR 9.03 [16]: Patient Confidential Information);
- establish and observe professional boundaries with respect to any patient with whom he or she has a nurse/patient relationship and to continue to observe professional boundaries with his or her former patients who may be vulnerable by virtue of emotional status, age, illness, or cognitive ability (244 CMR 9.03 [24]:...
Professional Boundaries):

- comply with M.G.L. c. 112, §§ 74 through 81C, as well as with any other laws and regulations related to licensure and practice. This includes the Health Insurance Portability and Accountability Act (HIPAA) and the Massachusetts Fair Information Practices Act (FIPA) and their corresponding regulations as applicable to health care providers and other federal and state laws concerning the protection of confidential or personal information (244 CMR 9.03 [6]: Compliance with Laws and Regulations Related to Nursing);
- engage in the practice of nursing in accordance with accepted standards of practice (244 CMR 9.03 [5]: Adherence to Standards of Nursing Practice); and
- be responsible and accountable for his or her nursing judgments, actions, and competency (244 CMR 9.03 [9]: Responsibility and Accountability).

- In addition, other applicable Board regulations specify that a licensed nurse will not:
  - abuse, neglect, mistreat, abandon, or otherwise harm a patient (244 CMR 9.03 [15]: Patient Abuse, Neglect, Mistreatment, Abandonment, or Other Harm);
  - have sexual contact with any patient with whom he or she has a nurse/patient relationship or with any former patient who may be vulnerable by virtue of emotional status, age, illness, or cognitive ability (244 CMR 9.03 [23]: Sexual Contact); and
  - initiate or maintain a nurse/patient relationship that is likely to adversely affect the nurse’s professional judgment (244 CMR 9.03 [25]: Relationship Affecting Professional Judgment).

To assist nurses in appropriately using social and electronic media, the National Council of State Boards of Nursing, in its White Paper: A Nurse’s Guide to the Use of Social Media (2011), has identified the following guidelines:

- First and foremost, nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- Nurses are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, nurses are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.
- Do not share, post or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so.
- Do not identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Do not refer to patients in a disparaging manner, even if the patient is not identified.
- Do not take photos or videos of patients on personal devices, including cell phones. Follow employer policies for taking photographs or video of patients for treatment or other legitimate purposes using employer-provided devices.
- Maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse has the obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.
- Consult employer policies or an appropriate leader within the organization for guidance regarding work related postings.
- Promptly report any identified breach of confidentiality or privacy.
- Be aware of and comply with employer policies regarding use of employer-owned computers, cameras and other electronic devices and use of personal devices in the workplace.
- Do not make disparaging remarks about employers or co-workers.
- Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.
- Do not post content or otherwise speak on behalf of the employer unless authorized to do so and follow all applicable policies of the employer.

(Reprinted with permission from National Council of State Boards of Nursing.)


**Student Clubs**

Students are encouraged to maintain or begin a new Nursing Student Club- See you advisor for current club activities and leadership and participation opportunities. Other clubs may be available on campus. Consult with Student Activities.

Reviewed: Division of Nursing and Allied Health 05/01; updated 8/2005

**Student Grievance Procedure**

While the college has systematic processes for evaluating a wide variety of grievances, the nursing department has additional policies to supplement the College policies. Please consult the full text of the college student grievance procedure in the RCC student handbook.


**Nursing Department Grade Appeals**

Grades issued by nursing faculty may be appealed.

1. The assignment of the course grade to a student was different from those that were applied to others in the same course.
2. The assignment of the course grade was not based on performance in the course.
3. The assignment of a course grade by a substantial, unreasonable, and unannounced departure from the published syllabus or Nursing Student Handbook.

The appeal of a grade must be made to the faculty member who issued the grade no later than 10 business days following the receipt of the grade. This policy applies to final course grades. If the faculty member who issued the grade is no longer employed at the college or is otherwise unavailable, the appeal may be made to the nursing department chair.

If the student is not satisfied with the resolution of the complaint after meeting with the faculty member, the student may appeal to the nursing department chair. This appeal must be in writing and contain a full description of the issues and include any supporting documentation required for analysis of the situation. Appeals to the department chair must be submitted within 10 business days from the time the student receives the decision of the faculty member. The department chair will respond to the appeal within 10 business days. If the student wishes to appeal the decision of the department chair, they may submit an appeal to the Director of Nursing within 10 business days of that decision. The student may appeal, in writing to the Vice President of Academic Affairs. The Vice President of Academic Affairs’s decision is final in all cases of grade appeal.

**Student Rights under FERPA (Family Educational Rights and Privacy Act)**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their own education records. These rights include:
The right to inspect and review student education records within 45 days of the day the College receives a request for access.

Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the students of the time and place where the records may be inspected. The College reserves the right to deny a copy of a student education record (including, without limitation, a transcript) for which a financial “hold” exists (a hold is imposed if the student fails to pay bills, fees or fines owed to the College). A hold will not interfere with the right to visually examine student education records. Questions about the College’s policies and practices relating to the Act should be addressed to the Office of the Registrar.

The right to request amendment of student education records that students believe are inaccurate or misleading.

Students should write the College Registrar, clearly identify the part of the records they want changed, and specify why the records are inaccurate or misleading. If the College decides not to amend the records as requested, it will notify the students of the decision and advise the students of their right to a hearing. Additional information regarding the hearing procedures will be provided to the students when they are notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in student education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review a student education record in order to fulfill his or her professional responsibility. Upon request, the College may disclose student education records without consent to officials of another school in which a student seeks or intends to enroll. Finally, personally identifiable “directory information” may be released freely unless the student files a written request instructing that such information not be released. This form is available at the Office of the Registrar. Directory information includes the following:

- Name
- Gender
- Local address and telephone number
- College e-mail address
- Major and minor field(s) of study, including the division or program in which a student is enrolled
- Classification as a freshman, sophomore, junior, senior or graduate, or by number referring to such classes
- Course load, e.g., full-time or part-time
- Dates of attendance and graduation, and degrees received

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

Below is the address of the Office that administers FERPA:

**Family Policy Compliance Office**
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

**Student Support Services for Academic Success**

In this academic culture, college students are expected to initiate and utilize available resources for their academic and personal support and success. Research demonstrates that successful students interact often with faculty and other support persons. Some of the available resources include:

For **Academic** Assistance, see:
- Faculty from the class, lab, or clinical– see fulltime faculty office hours
- Faculty advisor – see advisor office hours in the department
- The College Learning Center (3-207)
- Department multimedia/computer lab (4-300)
- Library  http://www.rcc.mass.edu/library  (3-211)
- RCC Writing Lab  http://www.rcc.mass.edu/current-students/student-support-services/writing-center  (3-203)
- RCC Language Lab  http://www.rcc.mass.edu/current-students/student-support-services/language-lab  (3-205)
- RCC Math Clinic  http://www.rcc.mass.edu/current-students/student-support-services/math-clinic  (3-206)
- Nursing Skills Lab- Open hours with staff assistance (3-217)
- Student academic and social support groups
- Mentors and tutors

For Financial Aid, see:
- RCC  Financial Aid office

For Personal Counseling and Social Support, see:
- RCC Faculty advisor
- RCC Student Health Services  http://www.rcc.mass.edu/current-students/student-support-services/health-services  (4-313)
- Single Stop  http://www.rcc.mass.edu/single-stop  (2-101)

Updated 5/2014; 5/2015

Student Representatives
Each year, the class elects one or two students to represent the class at faculty/course meetings. There are representatives from the first year ADN and the second year ADN classes (both day and evening options) and from the practical nursing class.
Students are responsible for sharing information from these meetings with the student body.

Nursing students are encouraged to participate in nursing department and college governance as well.
Reviewed:  Division of Nursing and Allied Health 05/01; 8/04; updated 8/2005, 9/2015

Transportation
Students are responsible for their own transportation to and from the college and, to clinical practice sites and educational seminars sites. As parking can be expensive, carpooling and the use of public transportation are encouraged. Some clinical sites may not be accessible by public transportation.
Reviewed: Division of Nursing and Allied Health 8/2005; updated 5/2014; updated 9/14/15.

Withdrawal from Courses
The last day to withdraw from a course is noted on the college academic calendar. Refer to the academic calendar for specific dates at the start of each semester. Students will incur charges up to the full price of the course depending on they withdraw. Students should consult with their advisor, financial aid, and the business office to fully understand the implications of withdrawal at certain times of the semester.
Updated 8/2005; Updated 9/14/15

Withdrawal from Programs
A student who withdraws from a course must also withdraw from the program. The last day to officially withdraw from a course is noted on the college’s academic calendar. Refer to the academic calendar for specific dates at the beginning of each semester. Withdrawing students should meet with their assigned faculty advisor to complete required paperwork. The advisor will make a note in the student’s file related to the reason for withdrawal and the student’s academic standing at the time of withdrawal. Students withdrawing from the program will be asked to fill out the student attrition tool. Students withdrawing in good academic standing will have preference in regards to readmission to the program.
Students who leave a program course and do not officially withdraw will be given an “F” grade for the course.

Students who receive a grade of less than a “C” in a required program course must withdraw from the program. The student should contact their advisor as soon as possible to make an appointment to discuss the student’s options, remediation, and to complete required paperwork.

Students may withdraw from a program once and still be eligible for readmission. Students are not guaranteed readmission. Refer to Academic Progression policy.

After two withdrawals from a program the student becomes ineligible for readmission.

Approved: Division of Nursing and Allied Health 3/2008; Updated 9/2015

**Student Signature Page**

Students must sign the student signature page of the handbook and return it to the nursing department before the end of the drop/add period. The nursing student handbook is available at [www.rcc.mass.edu/nursing](http://www.rcc.mass.edu/nursing)

Rev: 8/04; revised 9/2015

Roxbury Community College and the Nursing Department reserve the right to amend this handbook as needed throughout the year. If changes are made during the academic year, students will be informed in writing and will be asked to sign that they have received and understood the revisions.
AD Nursing Program Requirements

Associate of Science in Nursing Program

**Degree:** Associate of Science  
**Major:** Nursing

The associate of science degree in nursing is designed for students who seek careers as registered nurses. The program is designed to prepare graduates for the National Council Licensing Exam in Registered Nursing (NCLEX-RN). The program articulates with many baccalaureate nursing programs for graduates desiring further nursing education. There are admission requirements that must be completed before a student can be accepted to the associate degree nursing program. Satisfactory completion of admission requirements does not guarantee admission to the program.

The admission requirements courses include:

- Math 099 eligible
- English Composition I (ENG 101)
- General Psychology (SSI 122)
- Anatomy and Physiology I (SCI 201)

The associate degree nursing program admits approximately 48 students to the day option each September and every January.

The nursing department offers information sessions every month for students interested in the nursing programs. Students are required to attend an information Session.

### Program Requirements

<table>
<thead>
<tr>
<th>Nursing Admission Requirements</th>
<th>10 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 099 eligible</td>
<td></td>
</tr>
<tr>
<td>ENG 101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>SSI 122 General Psychology**</td>
<td>3</td>
</tr>
<tr>
<td>SCI 201 Anatomy and Physiology I *</td>
<td>4</td>
</tr>
</tbody>
</table>

| Nursing Clinical Sequence | 60 credits |

**First Semester:** 19 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN 150</td>
<td>Foundations of Nursing</td>
<td>9</td>
</tr>
<tr>
<td>SCI 202</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>ENG 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>SSI 209</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Second Semester:**  
15 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN 151</td>
<td>Nursing in Health and Illness I</td>
<td>11</td>
</tr>
<tr>
<td>SCI 204</td>
<td>Microbiology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Third Semester:**  
13 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN 252</td>
<td>Nursing in Health and Illness II</td>
<td>10</td>
</tr>
<tr>
<td>Elective</td>
<td>(i.e., HUM, SCI, MAT-100 level or above)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fourth Semester:**  
13 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADN 253</td>
<td>Nursing Across the Life Span</td>
<td>10</td>
</tr>
<tr>
<td>ADN 254</td>
<td>Issues in Professional Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:**  
70 Credits

* See RCC’s course catalogue for a full description of courses and a list of prerequisites. College Biology II is the prerequisite to A&P I. Microbiology also has pre-requisite courses.

** Enrollment in or successful completion of English Composition is pre-requisite to General Psychology at Roxbury Community College.

Nursing courses are sequential. The successful completion of each course is a pre-requisite for the next level course.

***The program requires a specific admission exam (TEAS exam) as part of the nursing admissions criteria. Pre-requisite course work should be completed or in the process of completion prior to taking this exam.
PN Certificate Program Requirements

Practical Nursing Certificate Program

Certificate: Practical Nursing

The practical nursing certificate program is designed for students who seek careers as licensed practical nurses. The program is designed to prepare graduates for the National Council Licensing Exam in Practical Nursing (NCLEX-PN). There are pre-requisite courses that must be completed before a student can be accepted to the practical nursing program. Satisfactory completion of pre-requisite courses does not guarantee admission to the program.

The program requirements include:

- MAT 099 Intermediate Algebra eligible (by college placement test)
- SCI 101 General Biology I eligible (by college placement test)
- ENG 101 English Composition I (pre-requisite for SSI 112 General Psychology)

The two pre-requisite courses for practical nursing include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSI 122</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SSI 209</td>
<td>Human Growth &amp; Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 6

Due to limited space in these career education programs, nursing has competitive admission. The practical nursing certificate program currently admits 16-24 students to a full-time day program each September.

The Division of Nursing and Allied Health offers group information and advising sessions every month from August to May for students interested in the nursing programs. Advanced placement for Licensed Practical Nurses is available. Contact the Division of Nursing and Allied Health at 617 541 5313 for the times and locations of these meetings.

Advising suggestions for academic success:
Nursing students find nursing course work to be very challenging. Students are advised to complete required general education credits, to work part-time for full-time study, and to have support systems in place BEFORE entering a nursing program.

General Education courses – other than pre-requisites

Practical Nurse Certificate Program

- SCI 101 Introduction to the Human Body I*
- SCI 102 Introduction to the Human Body II*

* Anatomy and Physiology I and II can substitute for Human Body I and II NUR 101 Learning Strategies for Success in Nursing is a suggested elective course prior to admission for either program.
Admission to the nursing clinical program does not guarantee clinical placement. Prior to beginning clinical practice, students will be required to submit CORI/SORI requests. The outcome of the C.O.R.I. may impact the student’s ability to participate in the clinical experience.

**Immunizations**

All RCC nursing students must provide documentation of the following immunizations to Student Health Services prior to the start of classes:

- Measles, Mumps, Rubella (MMR) - (mumps & rubella)
- Measles (two doses)
- Diphtheria/Tetanus Booster (within last 10 years)
- Hepatitis B. Vaccine - (completion of series of three)
- Varicella vaccine x 2 or positive antibody titer or a positive history of varicella as documented by physician.

**Good Moral Character**

Massachusetts General Laws, Chapter 112, sections 74 and 74 A require that all applicants for initial licensure by examination furnish satisfactory proof of good moral character. This information includes, but is not limited to, the absence of a felony or misdemeanor conviction or professional discipline of a trade or professional license or certificate for a minimum of five (5) years before the date of submission of the license application.

The Practical Nursing Certificate Program has the full approval of the Massachusetts Board of Registration in Nursing.

**Program Requirements**

**Admission Criteria:**

- High School Diploma or GED and submission of an application to the college
- MAT 099 Intermediate Algebra (eligible only)
- SCI 103 General Biology I (eligible only)
- ENG 101 English Composition I (pre-requisite for SSI 112 General Psychology)

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSI 122</td>
<td>General Psychology</td>
</tr>
<tr>
<td>SSI 209</td>
<td>Human Growth &amp; Development</td>
</tr>
</tbody>
</table>

**Total:** 6

Upon completion of the above requirements the student may apply for admission to the Practical Nursing Certificate Program. (see note below)

**Fall Semester:**
SCI 101*  Introduction to the Human Body I  3
PNC 101  Introduction to Practical Nursing  12

Spring Semester:

SCI 102 *  Introduction to Human Body II  3
PNC 102  Practical Nursing II  12

Summer Semester:

PNC 103  Practical Nursing III  9

Total:  45

*Anatomy and Physiology I and II can substitute for Human Body I and II

The program requires a specific admission exam (TEAS exam) as part of the nursing admissions criteria. Pre-requisite course work should be completed or in the process of completion prior to taking this exam. This exam can be taken only once in a given year period.
APPENDIX B
NURSING
STUDENT QUESTION APPEALS FORM

Name: _____________________________________________

Class: ______________________________________________

Identify the Question to be Appealed:

Test #: ______  Test Letter: _____  Question #: ________

_____________________________________________________________________________________________

References: (Cite from course textbooks, including the page number; to validate the appeal)

1. ____________________________________________________________________________________________
   ____________________________________________________________________________________________

2. ____________________________________________________________________________________________
   ____________________________________________________________________________________________

3. ____________________________________________________________________________________________
   ____________________________________________________________________________________________

Student Rationale for the Appeal:

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

Revised 5/13
Appendix C: Clinical Evaluation Tools

Roxbury Community College

Nursing Clinical Evaluation – ADN150

Student Name: ___________________________ Semester: ___________________________ Date: ___________________________

Evaluator: ___________________________ Clinical affiliate: ___________________________

Each objective should be totaled for a passing score of 80%. Each completed form will be either faxed or emailed to program and clinical coordinators. Items **bolded** are critical skills required for successful completion of the clinical course. Use the following Likert scale to evaluate each area. **0** – below expectation, **1** – expectation is met, **2** – exceeds expectation

### Professionalism

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Likert Scale</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attends clinical in the proper uniform</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates communication skills on a professional level</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Shows honesty and integrity</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Follows all hospital and department policies</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Has the ability to work in groups or teams</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Strives to provide quality care</td>
<td>0 1 2</td>
<td></td>
</tr>
</tbody>
</table>

### Patient Care and Safety

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Likert Scale</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Uses and understands all levels of precautions</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Understands the rules and guidelines of HIPAA</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Uses 2 Identifiers when verifying patients</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Identifies 5 rights of medication administration</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Checks patient clinical history prior to performing the exam</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Has the safety of the patient in mind</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Has clinical prep work completed and is knowledgeable about their assigned patient</td>
<td>0 1 2</td>
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<tr>
<td>15</td>
<td>Uses and understands safe patient handling techniques</td>
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<tr>
<td>16</td>
<td>Has the patient comfort in mind and uses modesty during exam(s)</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Performs appropriate hand hygiene before and after patients</td>
<td>0 1 2</td>
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</tr>
</tbody>
</table>

### Skill, Knowledge and Judgment

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Likert Scale</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Efficiently demonstrates critical thinking</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Accurately positions the patient for exam(s)</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Has the knowledge adapt care according to his/her resources</td>
<td>0 1 2</td>
<td></td>
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<tr>
<td>21</td>
<td>Has the knowledge to use the equipment properly</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Accurately uses diagnostic equipment eg. Bladder scanner, Electrocardiogram, etc.</td>
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<tr>
<td>23</td>
<td>Correctly uses facility resources</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Identifies own limitations re: Skills, Knowledge, and Judgement</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Correlates patient care according to illness</td>
<td>0 1 2</td>
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<td>Identifies and alerts instructor to any changes in patient status</td>
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### Attendance

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<tr>
<th>Number</th>
<th>Description</th>
<th>Likert Scale</th>
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</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Attends clinical on time</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Attends clinical on scheduled days</td>
<td>0 1 2</td>
<td></td>
</tr>
</tbody>
</table>

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Student Handbook 2015-2017
29 Notifies clinical instructor when tardy or when not attending clinical according to clinical policy 0 1 2

Attendance:_____/6

Communication
30 Explains exam procedures to the patient 0 1 2
31 Listens and respond to constructive criticism 0 1 2
32 Demonstrates therapeutic communication skills. 0 1 2
33 Has the ability to properly communicate and express concerns 0 1 2

Communication:______/8

Problem Solving and Adaptability
34 Has the ability to adapt to changing protocols from different clinical sites 0 1 2
35 Has critical thinking skills and can effectively rationalize decisions according to evidence based practice 0 1 2
36 Has the ability to be creative when approaching challenging problems 0 1 2
37 Responds to change with a positive attitude and a willingness to learn new ways to accomplish work activities and objectives. 0 1 2

Problem Solving and Adaptability:______/8

Motivation, Initiative and Organization
38 Completes assigned tasks or assignments
39 Appropriately seeks out knowledge 0 1 2
40 Is self-motivated and seeks out learning opportunities 0 1 2
41 Demonstrates self-organization skills 0 1 2
42 Demonstrates self-direction 0 1 2
43 Demonstrates time management skills 0 1 2

Motivation, Initiative and Organization:______/12

7 Questions for specialty areas:
ADN150 Fundamentals
44 Describe and apply the basics of the nursing process, in care of patients. (Basic Concepts)
45 Demonstrate the necessary psychomotor skills necessary to apply the nursing process (assessment, diagnosis, planning, intervention, and evaluation)
46 Identify individual human and systems factors and basic safety design principles that impact patient safety (NOF).
47 Initiate verbal and nonverbal communication with clients, families, and health care team members to work towards the desired goals.
48 Identify culturally diverse clients and their families and initiate the principles of the teaching-learning process accordingly.
49 Describe the roles and responsibilities of various members of the health care team.
50 Identify basic leadership and management concepts at a Microsystem level to improve patient care outcomes.
51 Identify common nursing values, professional attributes,
Accountability and ethical and legal responsibilities.
52 Elicit patient values, preferences and expressed needs as part of clinical interview.
53 Develop beginning critical thinking skills.
54 Recognize that patient-centered care is essential to achieve patient satisfaction and better outcomes

Fundamentals: _____ / 22

TOTAL: _____ /108 _____ % (must score a minimum of 80%)

**Critical elements (in bold) must be met with a minimum score of “1” by the final evaluation in order to receive a passing grade in the clinical component of this course.

Midterm Evaluation:

Clinical Instructor: ________________________________ Date: ______________

Student: ________________________________ Date: ______________

Final Evaluation:

Clinical Instructor: ________________________________ Date: ______________

Student: ________________________________ Date: ______________
Each objective should be totaled for a passing score of 80%. Each completed form will be either faxed or emailed to program and clinical coordinators. Items bolded are critical skills required for successful completion of the clinical course. Use the following Likert scale to evaluate each area. 0 – below expectation, 1 – expectation is met, 2 – exceeds expectation

**Professionalism**

1. Attends clinical in the proper uniform 0 1 2
2. Demonstrates communication skills on a professional level 0 1 2
3. Shows honesty and integrity 0 1 2
4. Follows all hospital and department policies 0 1 2
5. Has the ability to work in groups or teams 0 1 2
6. Strives to provide quality care 0 1 2
7. Assists fellow students 0 1 2

Professionalism Total: ____/14

**Patient Care and Safety**

8. Uses and understands all levels of precautions 0 1 2
9. Understands the rules and guidelines of HIPAA 0 1 2
10. Uses 2 Identifiers when verifying patients 0 1 2
11. Identifies 5 rights of medication administration 0 1 2
12. Checks patient clinical history prior to performing the exam 0 1 2
13. Has the safety of the patient in mind 0 1 2
14. Has clinical prep work completed and is knowledgeable about their assigned patient 0 1 2
15. Uses and understands safe patient handling techniques 0 1 2
16. Has the patient comfort in mind and uses modesty during exam(s) 0 1 2
17. Performs appropriate hand hygiene before and after patients 0 1 2

Patient Care and Safety: ____/20

**Skill, Knowledge and Judgment**

18. Efficiently demonstrates critical thinking 0 1 2
19. Accurately positions the patient for exam(s) 0 1 2
20. Has the knowledge adapt care according to his/her resources 0 1 2
21. Has the knowledge to use the equipment properly 0 1 2
22. Accurately uses diagnostic equipment eg. Bladder scanner, Electrocardiogram, etc. 0 1 2
23. Correctly uses facility resources 0 1 2
24. Identifies own limitations re: Skills, Knowledge, and Judgement 0 1 2
25. Correlates patient care according to illness 0 1 2
26. Identifies and alerts instructor to any changes in patient status 0 1 2

Skill, Knowledge and Judgment: ____/18

**Attendance**

27. Attends clinical on time 0 1 2
28. Attends clinical on scheduled days 0 1 2
29. Notifies clinical instructor when tardy or when not attending clinical according to clinical policy 0 1 2
Attendance:______/6

Communication
30 Explains exam procedures to the patient 0 1 2
31 Listens and respond to constructive criticism 0 1 2
32 Demonstrates therapeutic communication skills. 0 1 2
33 Has the ability to properly communicate and express concerns 0 1 2

Communication:______/8

Problem Solving and Adaptability
34 Has the ability to adapt to changing protocols from different clinical sites 0 1 2
35 Has critical thinking skills and can effectively rationalize decisions according to evidence based practice 0 1 2
36 Has the ability to be creative when approaching challenging problems 0 1 2
37 Responds to change with a positive attitude and a willingness to learn new ways to accomplish work activities and objectives. 0 1 2

Problem Solving and Adaptability:______/8

Motivation, Initiative and Organization
38 Completes assigned tasks or assignments
39 Appropriately seeks out knowledge 0 1 2
40 Is self-motivated and seeks out learning opportunities 0 1 2
41 Demonstrates self-organization skills 0 1 2
42 Demonstrates self-direction 0 1 2
43 Demonstrates time management skills 0 1 2

Motivation, Initiative and Organization:______/12

7 Questions for specialty areas:
ADN151
44 Apply the nursing process, with guidance, to provide safe care of culturally diverse clients with needs and problems related to select medical surgical problems. 0 1 2
45 Minimize risk of harm to patients and providers through both system effectiveness and individual performance. 0 1 2
46 Demonstrate beginning communication skills when interacting with clients and health care team members. 0 1 2
47 Incorporate needs of the culturally diverse client while implementing clients’ teaching plans 0 1 2
48 Participate, with guidance, as a member of the health care team. 0 1 2
49 Incorporate beginning leadership and management concepts into nursing practice. 0 1 2
50 Demonstrate, with guidance, professional attributes and accountability within nursing practice, focusing on cultural sensitivity. 0 1 2
51 Demonstrate, with guidance, critical thinking skills, to individualize care of diverse clients. 0 1 2
Fundamentals: _____/16

TOTAL: _____/102 _____% (must score a minimum of 80%)

**Critical elements (in bold) must be met with a minimum score of “1” by the final evaluation in order to receive a passing grade in the clinical component of this course.

Midterm Evaluation:

Clinical Instructor: ___________________________ Date: __________

Student: ___________________________ Date: __________

Final Evaluation:

Clinical Instructor: ___________________________ Date: __________

Student: ___________________________ Date: __________
Roxbury Community College  
Nursing Clinical Evaluation – ADN252

Student Name: ______________________  
Semester: __________________________  
Date: ______________________________

Evaluator: __________________________  
Clinical affiliate: ____________________

Each objective should be totaled for a passing score of 80%. Each completed form will be either faxed or emailed to program and clinical coordinators. Items **bolded** are critical skills required for successful completion of the clinical course. Use the following Likert scale to evaluate each area. 0 – below expectation, 1 – expectation is met, 2 – exceeds expectation

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<td>Demonstrates communication skills on a professional level</td>
<td>0 1 2</td>
</tr>
<tr>
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<td>0 1 2</td>
</tr>
<tr>
<td>Follows all hospital and department policies</td>
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<tr>
<td>Has the ability to work in groups or teams</td>
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</tr>
<tr>
<td>Strives to provide quality care</td>
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</tr>
</tbody>
</table>

Professionalism Total: ____/14

### Patient Care and Safety

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<tbody>
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Patient Care and Safety: ____/20

### Skill, Knowledge and Judgment

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Skill, Knowledge and Judgment: ____/18

### Attendance

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</table>

Student Handbook 2015-2017
Attendance:______/6

Communication
30 Explains exam procedures to the patient 0 1 2
31 Listens and respond to constructive criticism 0 1 2
32 Demonstrates therapeutic communication skills. 0 1 2
33 Has the ability to properly communicate and express concerns 0 1 2

Communication:______/8

Problem Solving and Adaptability
34 Has the ability to adapt to changing protocols from different clinical sites 0 1 2
35 Has critical thinking skills and can effectively rationalize decisions according to evidence based practice 0 1 2
36 Has the ability to be creative when approaching challenging problems 0 1 2
37 Responds to change with a positive attitude and a willingness to learn new ways to accomplish work activities and objectives. 0 1 2

Problem Solving and Adaptability:______/8

Motivation, Initiative and Organization
38 Completes assigned tasks or assignments
39 Appropriately seeks out knowledge 0 1 2
40 Is self-motivated and seeks out learning opportunities 0 1 2
41 Demonstrates self-organization skills 0 1 2
42 Demonstrates self-direction 0 1 2
43 Demonstrates time management skills 0 1 2

Motivation, Initiative and Organization:______/12

7 Questions for specialty areas:
ADN252
44 Apply the nursing process, to provide safe care of culturally diverse clients with actual and potential problems related to select medical surgical and mental health problems. 0 1 2
45 Demonstrate therapeutic communication skills with clients, families, and health care team members. 0 1 2
46 Implement teaching plans focusing on health promotion for culturally diverse clients. 0 1 2
47 Participate, with guidance, as a member of the health care team while providing care to clients in medical-surgical and mental health settings. 0 1 2
48 Manage the nursing care of clients in a variety of settings including rehabilitative, acute care, and mental health care settings. 0 1 2
49 Demonstrate professional attributes and accountability within nursing practice, focusing on caring. 0 1 2
50 Demonstrate clinical reasoning skills while applying the nursing process to provide compassionate individualized nursing care to culturally diverse clients and their families across a variety of settings. 0 1 2
Fundamentals: _____/14

TOTAL: _____/100 _____% (must score a minimum of 80%)

**Critical elements (in bold) must be met with a minimum score of “1” by the final evaluation in order to receive a passing grade in the clinical component of this course.

Clinical Instructor: ___________________________ Date: __________

Student: ___________________________ Date: __________

Final Evaluation:

Clinical Instructor: ___________________________ Date: __________

Student: ___________________________ Date: __________
Roxbury Community College
Nursing Clinical Evaluation – ADN253

Student Name: ___________________________ Semester: ___________________________ Date: ___________________________
Evaluator: ___________________________ Clinical affiliate: ___________________________

Each objective should be totaled for a passing score of 80%. Each completed form will be either faxed or emailed to program and clinical coordinators. Items **bolded** are critical skills required for successful completion of the clinical course. Use the following Likert scale to evaluate each area. **0 – below expectation, 1 – expectation is met, 2 – exceeds expectation**

**Professionalism**
1. Attends clinical in the proper uniform 0 1 2
2. Demonstrates communication skills on a professional level 0 1 2
3. Shows honesty and integrity 0 1 2
4. Follows all hospital and department policies 0 1 2
5. Has the ability to work in groups or teams 0 1 2
6. Strives to provide quality care 0 1 2
7. Assists fellow students 0 1 2

Professionalism Total: _____/14

**Patient Care and Safety**
8. Uses and understands all levels of precautions 0 1 2
9. **Understands the rules and guidelines of HIPAA** 0 1 2
10. Uses 2 Identifiers when verifying patients 0 1 2
11. **Identifies 5 rights of medication administration** 0 1 2
12. Checks patient clinical history prior to performing the exam 0 1 2
13. **Has the safety of the patient in mind** 0 1 2
14. Has clinical prep work completed and is knowledgeable about their assigned patient 0 1 2
15. Uses and understands safe patient handling techniques 0 1 2
16. Has the patient comfort in mind and uses modesty during exam(s) 0 1 2
17. Performs appropriate hand hygiene before and after patients 0 1 2

Patient Care and Safety:_____/20

**Skill, Knowledge and Judgment**
18. **Efficiently demonstrates critical thinking** 0 1 2
19. Accurately positions the patient for exam(s) 0 1 2
20. Has the knowledge adapt care according to his/her resources 0 1 2
21. Has the knowledge to use the equipment properly 0 1 2
22. Accurately uses diagnostic equipment eg. Bladder scanner, Electrocardiogram, etc. 0 1 2
23. Correctly uses facility resources 0 1 2
24. Identifies own limitations re: Skills, Knowledge, and Judgement. 0 1 2
25. Correlates patient care according to illness 0 1 2
26. **Identifies and alerts instructor to any changes in patient status** 0 1 2

Skill, Knowledge and Judgment: _____/18

**Attendance**
27. Attends clinical on time 0 1 2
28. Attends clinical on scheduled days 0 1 2
29. Notifies clinical instructor when tardy or when not attending clinical according to clinical policy 0 1 2

Mid-term Comments:

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Student Handbook 2015-2017 56
**Attendance:** _______/6

**Communication**
- 30 Explains exam procedures to the patient 0 1 2
- 31 **Listens and respond to constructive criticism** 0 1 2
- 32 Demonstrates therapeutic communication skills. 0 1 2
- 33 Has the ability to properly communicate and express concerns 0 1 2

Communication: _______/8

**Problem Solving and Adaptability**
- 34 Has the ability to adapt to changing protocols from different clinical sites 0 1 2
- 35 **Has critical thinking skills and can effectively rationalize decisions according to evidence based practice** 0 1 2
- 36 Has the ability to be creative when approaching challenging problems 0 1 2
- 37 Responds to change with a positive attitude and a willingness to learn new ways to accomplish work activities and objectives. 0 1 2

Problem Solving and Adaptability: _______/8

**Motivation, Initiative and Organization**
- 38 **Completes assigned tasks or assignments**
- 39 Appropriately seeks out knowledge 0 1 2
- 40 Is self-motivated and seeks out learning opportunities 0 1 2
- 41 Demonstrates self-organization skills 0 1 2
- 42 Demonstrates self-direction 0 1 2
- 43 Demonstrates time management skills 0 1 2

Motivation, Initiative and Organization: _______/12

**7 Questions for specialty areas:**

**ADN253**
- 44 Apply the nursing process, to provide safe care of culturally diverse clients with actual and potential common health problems throughout the life cycle. (maternity, pedi, geriatric). 0 1 2
- 45 Communicate therapeutically with clients, families, and health care team members to assist in the achievement of desired outcomes. 0 1 2
- 46 Promote the health of culturally diverse clients and their families throughout the life cycle through the implementation of effective teaching plans. 0 1 2
- 47 Participate, with guidance, as a member of the health care team while providing care to clients in community, obstetrical, and pediatric settings. 0 1 2
- 48 Manage the nursing care of groups of clients with common health Problems across a variety of settings including long-term care, maternal-child, and community health. 0 1 2
- 49 Demonstrate professional attributes within the practice of associate degree nursing, focusing on legal-ethical decision-making. 0 1 2
- 50 Utilize clinical reasoning skills while applying the nursing process to provide compassionate individualized nursing care to diverse clients and
their families across a variety of settings.0 1 2

Fundamentals:______/14

TOTAL:_____/100 ______% (must score a minimum of 80%)

**Critical elements (in bold) must be met with a minimum score of “1” by the final evaluation in order to receive a passing grade in the clinical component of this course.

Clinical Instructor:________________________________________  Date:______________

Student:_________________________________________________  Date:______________

Final Evaluation:

Clinical Instructor:________________________________________  Date:______________

Student:_________________________________________________  Date:______________
Roxbury Community College
Nursing Clinical Evaluation – PNC 101

Student Name: ___________________________ Semester: ___________________________
Evaluator: ___________________________ Clinical affiliate: ___________________________

Each objective should be totaled for a passing score of 80%. Each completed form will be either faxed or emailed to program and clinical coordinators. Items bolded are critical skills required for successful completion of the clinical course. Use the following Likert scale to evaluate each area. 0 – below expectation, 1 – expectation is met, 2 – exceeds expectation

**Professionalism**
1. Attends clinical in the proper uniform 0 1 2
2. Demonstrates communication skills on a professional level 0 1 2
3. Shows honesty and integrity 0 1 2
4. Follows all hospital and department policies 0 1 2
5. Has the ability to work in groups or teams 0 1 2
6. Strives to provide quality care 0 1 2
7. Assists fellow students 0 1 2

Professionalism Total: _____/14

**Patient Care and Safety**
8. Uses and understands all levels of precautions 0 1 2
9. Understands the rules and guidelines of HIPAA 0 1 2
10. Uses 2 Identifiers when verifying patients 0 1 2
11. Identifies 5 rights of medication administration 0 1 2
12. Checks patient clinical history prior to performing the exam 0 1 2
13. Has the safety of the patient in mind 0 1 2
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15. Uses and understands safe patient handling techniques 0 1 2
16. Has the patient comfort in mind and uses modesty during exam(s) 0 1 2
17. Performs appropriate hand hygiene before and after patients 0 1 2

Patient Care and Safety: _____/20

**Skill, Knowledge and Judgment**
18. Efficiently demonstrates critical thinking 0 1 2
19. Accurately positions the patient for exam(s) 0 1 2
20. Has the knowledge adapt care according to his/her resources 0 1 2
21. Has the knowledge to use the equipment properly 0 1 2
22. Accurately uses diagnostic equipment eg. Bladder scanner, Electrocardiogram, etc. 0 1 2
23. Correctly uses facility resources 0 1 2
24. Identifies own limitations re: Skills, Knowledge, and Judgement. 0 1 2
25. Correlates patient care according to illness 0 1 2
26. Identifies and alerts instructor to any changes in patient status 0 1 2

Skill, Knowledge and Judgment: _____/18

**Attendance**
27. Attends clinical on time 0 1 2
28. Attends clinical on scheduled days 0 1 2
29. Notifies clinical instructor when tardy or when not attending clinical according to clinical policy 0 1 2

Mid-term Comments:

Mid-term Comments:

Mid-term Comments:
Attendance: _______/6

Communication
30 Explains exam procedures to the patient 0 1 2
31 Listens and respond to constructive criticism 0 1 2
32 Demonstrates therapeutic communication skills 0 1 2
33 Has the ability to properly communicate and express concerns 0 1 2
Communication: _______/8

Problem Solving and Adaptability
34 Has the ability to adapt to changing protocols from different clinical sites 0 1 2
35 Has critical thinking skills and can effectively rationalize decisions according to evidence based practice 0 1 2
36 Has the ability to be creative when approaching challenging problems 0 1 2
37 Responds to change with a positive attitude and a willingness to learn new ways to accomplish work activities and objectives. 0 1 2
Problem Solving and Adaptability: _______/8

Motivation, Initiative and Organization
38 Completes assigned tasks or assignments
39 Appropriately seeks out knowledge 0 1 2
40 Is self-motivated and seeks out learning opportunities 0 1 2
41 Demonstrates self-organization skills 0 1 2
42 Demonstrates self-direction 0 1 2
43 Demonstrates time management skills 0 1 2
Motivation, Initiative and Organization: _______/12

7 Questions for specialty areas:

PNC 101
44 Describe and apply the basics of the nursing process, in care of patients. (Basic Concepts)
45 Demonstrate the necessary psychomotor skills necessary to apply the nursing process (assessment, diagnosis, planning, intervention, and evaluation)
46 Identify individual human and systems factors and basic safety design principles that impact patient safety (NOF).
47 Initiate verbal and nonverbal communication with clients, families, and health care team members to work towards the desired goals.
48 Identify culturally diverse clients and their families and initiate the principles of the teaching-learning process accordingly.
49 Describe the roles and responsibilities of various members of the health care team.
50 Identify basic leadership and management concepts at a Microsystem level to improve patient care outcomes.
51 Identify common nursing values, professional attributes, Accountability and ethical and legal responsibilities.
52 Elicit patient values, preferences and expressed needs as part of
clinical interview.
53 Develop beginning critical thinking skills.
54 Recognize that patient-centered care is essential to achieve patient satisfaction and better outcomes

Fundamentals: ______/22

TOTAL: ______/108 ______% (must score a minimum of 80%)

**Critical elements (in bold) must be met with a minimum score of “1” by the final evaluation in order to receive a passing grade in the clinical component of this course.

Midterm Evaluation:

Clinical Instructor: __________________________________________ Date: ________________

Student: __________________________________________ Date: ________________

Final Evaluation:

Clinical Instructor: __________________________________________ Date: ________________

Student: __________________________________________ Date: ________________
Roxbury Community College
Nursing Clinical Evaluation – PNC 102

Student Name: ___________________________ Semester: ___________________________ Date: ___________________________
Evaluator: ___________________________ Clinical affiliate: ___________________________

Each objective should be totaled for a passing score of 80%. Each completed form will be either faxed or emailed to program and clinical coordinators. Items bolded are critical skills required for successful completion of the clinical course. Use the following Likert scale to evaluate each area. 0 – below expectation, 1 – expectation is met, 2 – exceeds expectation

Professionalism
1 Attends clinical in the proper uniform 0 1 2
2 Demonstrates communication skills on a professional level 0 1 2
3 Shows honesty and integrity 0 1 2
4 Follows all hospital and department policies 0 1 2
5 Has the ability to work in groups or teams 0 1 2
6 Strives to provide quality care 0 1 2
7 Assists fellow students 0 1 2

Professionalism Total: _____/14

Patient Care and Safety
8 Uses and understands all levels of precautions 0 1 2
9 Understands the rules and guidelines of HIPAA 0 1 2
10 Uses 2 Identifiers when verifying patients 0 1 2
11 Identifies 5 rights of medication administration 0 1 2
12 Checks patient clinical history prior to performing the exam 0 1 2
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15 Uses and understands safe patient handling techniques 0 1 2
16 Has the patient comfort in mind and uses modesty during exam(s) 0 1 2
17 Performs appropriate hand hygiene before and after patients 0 1 2

Patient Care and Safety:_____/20

Skill, Knowledge and Judgment
18 Efficiently demonstrates critical thinking 0 1 2
19 Accurately positions the patient for exam(s) 0 1 2
20 Has the knowledge adapt care according to his/her resources 0 1 2
21 Has the knowledge to use the equipment properly 0 1 2
22 Accurately uses diagnostic equipment eg. Bladder scanner, Electrocardiogram, etc. 0 1 2
23 Correctly uses facility resources 0 1 2
24 Identifies own limitations re: Skills, Knowledge, and Judgement. 0 1 2
25 Correlates patient care according to illness 0 1 2
26 Identifies and alerts instructor to any changes in patient status 0 1 2

Skill, Knowledge and Judgment: _____/18

Attendance
27 Attends clinical on time 0 1 2
28 Attends clinical on scheduled days 0 1 2
29 Notifies clinical instructor when tardy or when not attending clinical according to clinical policy 0 1 2

Mid-term Comments:
Attendance: _____/6

Communication
30 Explains exam procedures to the patient 0 1 2
31 Listens and respond to constructive criticism 0 1 2
32 Demonstrates therapeutic communication skills. 0 1 2
33 Has the ability to properly communicate and express concerns 0 1 2

Communication: _____/8

Problem Solving and Adaptability
34 Has the ability to adapt to changing protocols from different clinical sites 0 1 2
35 Has critical thinking skills and can effectively rationalize decisions according to evidence based practice 0 1 2
36 Has the ability to be creative when approaching challenging problems 0 1 2
37 Responds to change with a positive attitude and a willingness to learn new ways to accomplish work activities and objectives. 0 1 2

Problem Solving and Adaptability: _____/8

Motivation, Initiative and Organization
38 Completes assigned tasks or assignments
39 Appropriately seeks out knowledge 0 1 2
40 Is self-motivated and seeks out learning opportunities 0 1 2
41 Demonstrates self-organization skills 0 1 2
42 Demonstrates self-direction 0 1 2
43 Demonstrates time management skills 0 1 2

Motivation, Initiative and Organization: _____/12

7 Questions for specialty areas:
**PNC 102**
44 Apply the nursing process, with guidance, to provide safe care of culturally diverse clients with needs and problems related to select medical surgical problems. 0 1 2
45 Minimize risk of harm to patients and providers through both system effectiveness and individual performance. 0 1 2
46 Demonstrate beginning communication skills when interacting with clients and health care team members. 0 1 2
47 Incorporate needs of the culturally diverse client while implementing clients’ teaching plans 0 1 2
48 Participate, with guidance, as a member of the health care team. 0 1 2
49 Incorporate beginning leadership and management concepts into nursing practice. 0 1 2
50 Demonstrate, with guidance, professional attributes and accountability within nursing practice, focusing on cultural sensitivity. 0 1 2
51 Demonstrate, with guidance, critical thinking skills, to individualize care of diverse clients. 0 1 2

Mid-term Comments:
Fundamentals: _____/16

TOTAL: _____/102 _____% (must score a minimum of 80%)

**Critical elements (in bold) must be met with a minimum score of “1” by the final evaluation in order to receive a passing grade in the clinical component of this course.

Midterm Evaluation:

Clinical Instructor: ___________________________ Date: ______________

Student: ___________________________ Date: ______________

Final Evaluation:

Clinical Instructor: ___________________________ Date: ______________

Student: ___________________________ Date: ______________
Roxbury Community College  
Nursing Clinical Evaluation – PNC 103

Student Name: ___________________________ Semester: ___________________________ Date: ___________________________
Evaluator: ___________________________ Clinical affiliate: ___________________________

Each objective should be totaled for a passing score of 80%. Each completed form will be either faxed or emailed to program and clinical coordinators. Items **bolded** are critical skills required for successful completion of the clinical course. Use the following Likert scale to evaluate each area. **0** – below expectation, **1** – expectation is met, **2** – exceeds expectation

### Professionalism

<table>
<thead>
<tr>
<th>Objective</th>
<th>Mid-term Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attends clinical in the proper uniform</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates communication skills on a professional level</td>
<td></td>
</tr>
<tr>
<td>3. Shows honesty and integrity</td>
<td></td>
</tr>
<tr>
<td>4. Follows all hospital and department policies</td>
<td></td>
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<tr>
<td>5. Has the ability to work in groups or teams</td>
<td></td>
</tr>
<tr>
<td>6. Strives to provide quality care</td>
<td></td>
</tr>
<tr>
<td>7. Assists fellow students</td>
<td></td>
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</tbody>
</table>

Professionalism Total: _____/14

### Patient Care and Safety

<table>
<thead>
<tr>
<th>Objective</th>
<th>Mid-term Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Uses and understands all levels of precautions</td>
<td></td>
</tr>
<tr>
<td>9. Understands the rules and guidelines of HIPAA</td>
<td></td>
</tr>
<tr>
<td>10. Uses 2 Identifiers when verifying patients</td>
<td></td>
</tr>
<tr>
<td>11. Identifies 5 rights of medication administration</td>
<td></td>
</tr>
<tr>
<td>12. Checks patient clinical history prior to performing the exam</td>
<td></td>
</tr>
<tr>
<td>13. Has the safety of the patient in mind</td>
<td></td>
</tr>
<tr>
<td>14. Has clinical prep work completed and is knowledgeable about their assigned patient</td>
<td></td>
</tr>
<tr>
<td>15. Uses and understands safe patient handling techniques</td>
<td></td>
</tr>
<tr>
<td>16. Has the patient comfort in mind and uses modesty during exam(s)</td>
<td></td>
</tr>
<tr>
<td>17. Performs appropriate hand hygiene before and after patients</td>
<td></td>
</tr>
</tbody>
</table>

Patient Care and Safety: _____/20

### Skill, Knowledge and Judgment

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>18. Efficiently demonstrates critical thinking</td>
<td></td>
</tr>
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<td>19. Accurately positions the patient for exam(s)</td>
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</tr>
<tr>
<td>20. Has the knowledge adapt care according to his/her resources</td>
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</tr>
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Skill, Knowledge and Judgment: _____/18

### Attendance

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Attendance
Attendance:_____/6

**Communication**

30 Explains exam procedures to the patient 0 1 2
31 Listens and respond to constructive criticism 0 1 2
32 Demonstrates therapeutic communication skills. 0 1 2
33 Has the ability to properly communicate and express concerns 0 1 2

Communication:_____/8

**Problem Solving and Adaptability**

34 Has the ability to adapt to changing protocols from different clinical sites 0 1 2
35 Has critical thinking skills and can effectively rationalize decisions according to evidence based practice 0 1 2
36 Has the ability to be creative when approaching challenging problems 0 1 2
37 Responds to change with a positive attitude and a willingness to learn new ways to accomplish work activities and objectives. 0 1 2

Problem Solving and Adaptability:_____/8

**Motivation, Initiative and Organization**

38 Completes assigned tasks or assignments
39 Appropriately seeks out knowledge 0 1 2
40 Is self-motivated and seeks out learning opportunities 0 1 2
41 Demonstrates self-organization skills 0 1 2
42 Demonstrates self-direction 0 1 2
43 Demonstrates time management skills 0 1 2

Motivation, Initiative and Organization:_____/12

7 Questions for specialty areas:

**PNC 103**

44 Shows clinical leadership for patient care practices and delivery, including the design, coordination, and evaluation of care for individuals, groups, and populations.
45 Anticipates and develops a patient specific discharge summary and coordinates appropriate ongoing care.
46 Participates and oversees new patient admission.
47 Accountability for evaluation and improvement of point-of-care outcomes
48 Develops and articulates patient specific referrals with rationales.
49 Demonstrates team leadership, management and collaborations with Other health care team members.
50 Identifies effective leadership styles and suitable settings for use.

Fundamentals:_____/14

TOTAL:_____/100 _____% (must score a minimum of 80%)

**Critical elements (in bold) must be met with a minimum score of “1” by the final evaluation in order to receive a passing grade in the clinical component of this course.**
Midterm Evaluation:

Clinical Instructor:________________________________________  Date:______________

Student:_________________________________________________  Date:______________

Final Evaluation:

Clinical Instructor:________________________________________  Date:______________

Student:_________________________________________________  Date:______________
Roxbury Community College
Nursing Department
Student Signature Page for Handbook

Signature

Students must sign this page and return it to nursing office before the end of the drop/add period.

____________________  ____________________
Printed Name                 Date

I have read the policies and procedures described in the Nursing Student Handbook and agree to adhere to the policies and procedures outlined in these documents.