

QUINCY COLLEGE

ASSOCIATE of SCIENCE DEGREE
in NURSING PROGRAM
and
CERTIFICATE OF COMPLETION in PRACTICAL NURSING PROGRAM



STUDENT HANDBOOK
2025-2026

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The fourteen (14) Massachusetts Board of Registration in Nursing required policies are identified with an asterisk(*)

DISCLAIMER

The Quincy College Division of Nursing Student Handbook will be reviewed and updated every spring and reviewed at the beginning of the fall semester according to the Systematic Evaluation Plan and as needed. Students will be directed by their faculty to sign the Student Handbook attestation form in the Trajecsys Report System that they have received a copy of the handbook. The Academic Division of Nursing reserves the right to revise the content of the Student Handbook with appropriate notice to students as necessary. Students will be notified of any changes in a timely manner and will be required to sign they have received notice of the change and understand its implications.



Quincy College
1250 Hancock Street, Quincy, MA 02169 |
www.QuincyCollege.edu

MESSAGE FROM THE DEAN

Welcome to the ASN and PN programs—or welcome back—for the 2025–2026 Academic Year at Quincy College. Whether you are beginning your journey in practical nursing or pursuing your associate degree, you are joining a community dedicated to preparing confident and competent beginning practitioners of nursing.

Nursing is one of the most rewarding and impactful professions, and our goal is to inspire you to meet the evolving needs of the healthcare industry with skill, compassion, and professionalism. In response to nursing industry trends, Quincy College has expanded its facilities, refined its educational processes, and adapted its curriculum to prepare graduates for a workforce that is increasingly focused on wellness and prevention, primary care delivery, and community-based health services.

As hospitals downsize and community and public health organizations grow, nurses are called upon to meet the complex needs of a diverse and aging population, providing holistic care across primary, secondary, tertiary, long-term, and rehabilitative settings. Our graduates will enter this environment with a strong foundation in the three essential nursing skill sets—cognitive, psychomotor, and affective—acquired in a purposeful and supportive learning environment.

The Quincy College nursing curriculum blends concept-based and competency-based approaches, integrating educational theory, professional standards, and best practices. Active learning is central to our classrooms, where students and faculty work together in a spirit of mutual respect, responsibility, and collaboration. We value the diverse perspectives our students bring and recognize that, as nurses, you will never stop learning.

This handbook is your guide to program policies, expectations, and resources. Refer to it often and remember—our faculty and staff are here to support you every step of the way. We look forward to seeing all you will accomplish, both in your studies and in the communities you will serve.

Sincerely,
Dean Karen Manning
Academic Division of Nursing

NURSING PROGRAM APPROVAL AND ACCREDITATION STATUS

Current Approval Status: Full Approval

Contact information:

Board of Registration in Nursing
250 Washington Street
Boston, MA 02108
(800) 414-0168 or (617) 973-0900
website: [Board of Registration in Nursing | Mass.gov](http://www.mass.gov/bnr)



The mission of the Massachusetts Board of Registration in Nursing is protecting the health, safety, and welfare of the citizens of the Commonwealth through the fair and consistent application of the statutes and regulations governing nursing practice and nursing education.

Accreditation Status:

Effective 2/19/2025, the ASN nursing program and Certificate of Completion in Practical Nursing Program at Quincy College at the Quincy/Plymouth campuses located in MA has received approval status for ACEN Candidacy to pursue Initial Accreditation by the Accreditation Commission for Education in Nursing (ACEN). Visit <http://www.acenursing.org> for more information.

QUINCY COLLEGE Academic Calendar Summary 2025-2026*
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FALL SEMESTER, 2025

Faculty Non-Instructional Days (3 days)	Aug 28, 29 and Sep 2
Labor Day - College Closed	Sep 1
Semester Begins (Courses Active on Canvas)	Sep 3
Add/Drop Period for 15-wk Classes	Sep 3-12
Student Scholarship Presentation	Oct 7
Columbus Day Observed - College Closed	Oct 13
Advising Week	Nov 3-7
Veterans' Day Observed - College Closed	Nov 11
Last day to withdraw to receive a grade of "W" (Flex courses please see Registrar)	Nov 21
Thanksgiving Recess begins Wednesday	Nov 26 (Classes end at 4PM)
Thanksgiving Recess - College Closed	Nov 27, 28, 29
Finals Week	Dec 15-21
Semester Ends	Dec 21
Faculty Non-Instructional Days (2 days)	Dec 22 & 23
Christmas Observed - College Closed	Dec 25

WINTER INTERSESSION

Intercession Begins/Ends	ONLINE, BLENDED, AND HYBRID Dec 29-Jan 11
Add/Drop Period	Dec 29 & 30
New Year's Day Observed - College Closed	Jan 1
Last Day to Withdraw to Receive a Grade of "W"	Jan 5

SPRING SEMESTER, 2026

Faculty Non-Instructional Days (4 days)	Jan 14, 15, 16 & 20
Martin Luther King, Jr. Day - College Closed	Jan 19
Semester Begins (Courses Active on Canvas)	Jan 21
Add/Drop Period for 15-wk Classes	Jan 21-30
Presidents Day Holiday - College Closed	Feb 16
Spring Break (No Classes)	Mar 16-20; College Closed Mar 16 and Mar 20
Spring Holiday Weekend - College Closed	April 3 & 4
Advising Week	April 6-10
Last Day to Withdraw to Receive a Grade of "W" (Flex courses please see Registrar Office)	April 17
Patriots' Day-College Closed	April 20
Finals Week	May 11-17
Semester Ends	May 17
Faculty Non-Instructional Days (3 days)	May 18, 19 & 20
Spring ASN Pinning	May 12 (tentative)
Spring Commencement	May 21
Memorial Day-College Closed	May 25
Spring PN Pinning	June 25 (tentative)

*Calendar Summary is for traditional semesters. Flex courses are listed separately on pages 2-4.

*Traditional

program academic calendar flex course schedule may vary. Please refer to the AY 2025-2026 Quincy College Calendar for more information, course descriptions and schedules:<https://www.quincycollege.edu/academic-catalog-academic-catalog/#catalog>

ACADEMIC DIVISION OF NURSING PERSONNEL

Dean of Nursing

Karen Manning, MSN, RN

Assistant Dean of Nursing

Amy Clemens, DNP, MSN, RN, CHSE, CCRN

Director of Nursing for the Quincy Campus

Vacant

Division of Nursing Assessment Coordinator

Kathryn Cullinane-Whalen, MSN, DNP, RN, FAHA

Nursing Laboratory Leads:

Brenda Bersani, BSN, RN- Quincy Campus

Vacant - Plymouth Campus

Nursing Faculty

Kara Corvino, DNP, MSN, RN, CEN, Associate Professor

Susan Wright-Thomas, MSN, MS, RNC-LRN, Assistant Professor

Christine Costa, MSN, RN, Instructor

Karin Cunnie, MSN, FNP-C, Instructor

Kimberly Edouard, MSN, RN, Instructor

Enella Brice-James, BSN, RN, Instructor

Edie Pemberton, MSN, RN, Adjunct Professor Emeritus

Linnea George MSN FNP-C, Adjunct Instructor

Rosa James, MSN, RN, Adjunct Instructor

Clinical Compliance Administrator

Denise Kielczewski, BA, AS

Dean's Assistant

Lara Seavey

MISSION, VALUES AND PHILOSOPHY

Quincy College Mission

Quincy College offers open-access and selective programs focusing on academic achievement and excellence, fostering diversity, providing economic opportunity, promoting community involvement, and supporting lifelong learning. We foster valuable learning relationships that inspire students to realize their educational and professional futures.

Quincy College Values

- Access
- Community
- Diversity
- Affordability
- Excellence
- Integrity
- Trust

Academic Division of Nursing Mission

The Mission of the Academic Division of Nursing is congruent with the mission, values, and goals of Quincy College. The mission of the nursing program is to prepare each graduate for success on the National Council Licensure Examination (NCLEX-RN®/NCLEX-PN®) to ensure graduates safely practice nursing with professional competence and care holistically for individuals from culturally diverse backgrounds. The graduate will function as an integral member of the inter-professional team with a commitment to educational advancement and lifelong learning.

Academic Division of Nursing Philosophy

The faculty of the Quincy College Division of Nursing Program affirms the College's mission by encouraging academic achievement and excellence. The academic nursing programs foster diversity, economic opportunity, community involvement, and lifelong learning. The faculty strives to maintain a mutually beneficial relationship that values critical thinking and encourages flexibility for both the faculty and students in meeting the needs of the community. The faculty of the Quincy College Academic Division of Nursing are committed to the values of Quincy College which are:

- Access
- Community
- Diversity
- Affordability
- Excellence
- Integrity
- Trust

The faculty has designed the philosophy and curriculum around metaparadigms of the: individual, environment, health, nursing, and nursing education for the Associate Degree and Practical Nursing Programs.

Individual: An individual encompasses biological, psychosocial, and spiritual realms and functions as a whole in response to their environment. As a unique member of society, each individual interacts with others based upon their personal values, motives, and lifestyles. The faculty believes that all individuals are deserving of dignity, respect and possess the potential for self-determination.

Environment: The environment can influence how the individual interacts based upon intrinsic and extrinsic cultural, social, and economic drivers. An environment can be enhanced by professionalism, open communication, collaboration, trust and respect among individuals, groups, and communities.

Health: Health is a state of complete physical, mental, and social well-being and not merely the absence of disease (World Health Organization, 2018).

Nursing: Nursing is an art and science that values the dignity of individuals. Nursing is derived from behavioral, social, natural and health sciences. It is an evolving and integrated process concerned with individuals, families, and communities as holistic entities across the life span. Through thoughtful autonomous and collaborative utilization of the nursing process, nursing practice promotes quality care outcomes to clients in a variety of settings.

Nursing Education: Education is a lifelong learning process that moves from simple to complex levels of thinking. The faculty believes in providing students with a comprehensive nursing education that combines psychomotor, cognitive, and affective learning domains within the classroom, clinical and laboratory settings. The educational goal is that a self-motivated learner will apply theoretical knowledge into practice and use critical thinking skills to create reliable changes in behavior. Faculty facilitates learning experiences utilizing current technologies and evidence-based practice which guides the student toward program outcomes. The student is an active participant in this process and is ultimately responsible for their own learning.

Associate of Science Degree in Nursing: The Associate of Science Degree nurse applies critical thinking skills and interdisciplinary theories to the development, implementation, evaluation, and modification of nursing care for individuals, families, and communities. This nurse functions in a competent, ethical, and safe manner within the Standards of Practice. The graduate integrates knowledge of the community to identify health care needs of identified populations. The associate degree nurse manages resources for care delivery, delegates and supervises licensed and unlicensed assistive personnel. The graduate has a responsibility to be a part of the professional body of nursing. In that regard, the associate degree nurses accept their responsibility to participate in public policy dialogue as it affects the changing contemporary health care systems and advocates for their client and the profession as well as promotes health in an uncertain health care environment.

Certificate of Completion in Practical Nursing Program: The Licensed Practical Nurse (LPN) is a valued member of the interprofessional healthcare team, providing competent, evidence-based nursing care in a variety of health care settings. The Licensed Practical Nurse is instrumental in meeting the healthcare needs of older adults and other diverse groups. Within their scope of practice, LPNs utilize the nursing process as the framework for delivering patient-centered nursing care. Standards of Practice and The Code of Ethics for the LPN provide guidelines for professional practice.

PROGRAM OVERVIEW

The Quincy College Associate of Science Degree in Nursing (ASN) and the Certificate of Completion in Practical Nursing (PN) programs are based on sound educational principles and align with the mission, philosophy, and outcomes established for both programs and their students. The curriculum design blends the Massachusetts Nurse of the Future Nursing Core Competencies (NOFNCC) with a concept-based approach to learning. The NOFNCC provides the overarching framework for the curriculum and serves as the foundation for all major program concepts.

Delivery of the curriculum occurs through an active learning environment that encourages student engagement, collaboration, and self-directed learning. This approach requires faculty to be actively involved with students in the classroom through mutual respect, responsibility, and open communication. The teaching strategies used to deliver the concept-based curriculum reflect careful consideration of the diverse backgrounds, learning styles, and perspectives represented within the student body.

The faculty are committed to delivering a curriculum that reflects current evidence-based nursing practice at the level for which the student is preparing. As demonstrated by curriculum materials, both programs emphasize the development of clinical reasoning and critical thinking, leadership and management skills, and professional role socialization—including legal, ethical, and professional responsibilities—consistent with the appropriate level of licensure. Students also develop the ability to delegate, supervise others, and demonstrate leadership in practice. These components are included in the curricula as required by the Massachusetts Board of Registration in Nursing (244 CMR 6.04).

Organizing Framework

The organizing framework for the Quincy College Associate of Science in Nursing (ASN) and Practical Nursing (PN) programs focuses on what new graduates must know and be able to do to provide safe, high-quality care in today's complex healthcare environment—whether practicing as a Registered Nurse (RN) or a Practical Nurse (PN). This framework integrates all components of the curriculum and ensures that the overarching goal of each program—students' achievement of the End-of-Program Student Learning Outcomes (EOPSLOs) and competencies—is consistently met.

The framework is grounded in the Massachusetts Nurse of the Future Nursing Core Competencies (NOFNCC), developed by the Massachusetts Department of Higher Education to promote seamless progression through all levels of nursing education (Sroczyński et al., 2017). The NOFNCC provides the overarching structure for the curriculum and identifies ten essential competency domains that are integrated across all courses and learning experiences:

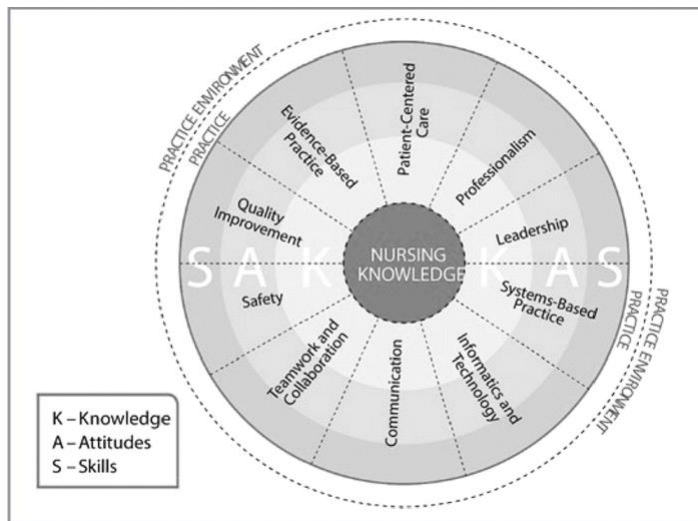
- Patient-Centered Care
- Professionalism
- Leadership
- Informatics and Technology
- Communication
- Teamwork and Collaboration
- Safety
- Quality Improvement

- Evidence-Based Practice
- Systems-Based Practice

The NOFNCC is informed by nationally recognized quality and safety frameworks, including the Quality and Safety Education for Nurses (QSEN) initiative. The six QSEN competencies—patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics—are fully embedded within the NOFNCC domains. This alignment ensures that graduates of the Quincy College nursing programs are prepared to deliver safe, effective, high-quality, and patient-centered care in contemporary healthcare systems.

The Quincy College nursing programs are delivered using a concept-based curriculum model that organizes learning around broad, transferable nursing and health concepts rather than isolated content areas. This approach enables students to integrate QSEN and NOFNCC competencies across diverse clinical situations, promoting clinical judgment, pattern recognition, and safe, evidence-based decision making in increasingly complex patient care environments.

Nursing knowledge forms the core of all NOFNCC competencies and represents the integration of the art and science of nursing. For each competency, specific Knowledge, Attitudes, and Skills (KAS) are defined, reflecting the cognitive, affective, and psychomotor domains of learning. These KAS elements establish clear expectations for entry-level nursing practice following completion of a pre-licensure nursing program. To further support the development of clinical judgment and decision-making, Tanner’s Model of Clinical Judgment (2016) is integrated throughout the curriculum, reinforcing the application of critical thinking in clinical practice.



Accreditation Narrative: Alignment and Progression (QSEN → NOFNCC → Concept-Based → EOPSLOs)

The Quincy College Nursing Program uses a vertically integrated curriculum framework in which national quality and safety expectations (QSEN) inform and align with the Massachusetts Nurse of the Future Nursing Core Competencies (NOFNCC). These competencies are operationalized through a concept-based curriculum model that organizes learning around broad, transferable nursing and health concepts. Course and clinical learning experiences are intentionally leveled to promote progressive development

of knowledge, attitudes, and skills (KAS), culminating in achievement of the End-of-Program Student Learning Outcomes (EOPSLOs) for each program. This structure ensures that graduates meet state and national expectations for safe, evidence-based, patient-centered practice and are prepared for entry-level licensure and contemporary nursing practice in complex healthcare systems.

Quincy College Organizing Framework

NATIONAL QUALITY & SAFETY



QSEN COMPETENCIES

Patient-Centered Care • Teamwork & Collaboration
 Evidence-Based Practice • Quality Improvement • Safety • Informatics
(embedded within)



MASSACHUSETTS NURSE OF THE FUTURE CORE COMPETENCIES (NOFNCC)

Patient-Centered Care • Professionalism • Leadership
 Informatics & Technology • Communication • Teamwork & Collaboration
 Safety • Quality Improvement • Evidence-Based Practice • Systems-Based Practice
(taught through)



CONCEPT-BASED CURRICULUM MODEL

Broad, transferable concepts integrated across courses/clinical/simulation:
 Clinical Judgment • Safety/Quality • Care Coordination • Communication
 Systems Thinking • Health Promotion • Professional Role
(measured by)



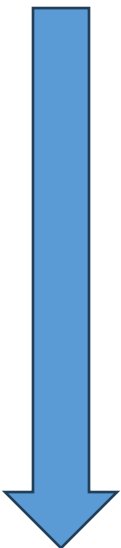
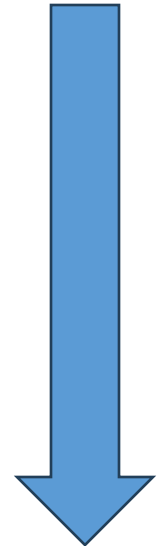
END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EOPSLOs)

ASN EOPSLOs:

- 1) Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of healthcare settings.
- 2) Exercise clinical reasoning to make increasingly complex patient-centered care decisions.
- 3) Participate in quality improvement processes to improve patient care outcomes.
- 4) Participate in teamwork and collaboration with members of the interprofessional team, the patient, and the patient’s support persons.
- 5) Use information management systems and patient care technology to communicate, manage knowledge, mitigate errors, and support clinical reasoning.
- 6) Incorporate leadership, management, legal, and ethical principles to guide practice as a Registered Nurse.

PN End-of-Program Student Learning Outcomes (Program SLOs):

- 1) Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of healthcare settings within the scope of practice of the Practical Nurse.
- 2) Engage in critical thinking/clinical reasoning to make patient-centered care decisions within the scope of practice of the Practical Nurse across the lifespan.
- 3) Use quality improvement activities to improve outcomes for patients across the lifespan.
- 4) Address patient needs through teamwork and collaboration with the interprofessional team,



- the patient, and the patient's support systems across the lifespan.
- 5) Use information and patient care technology to support and communicate the provision of care for patients across the lifespan.
 - 6) Incorporate management, legal, and ethical guidelines within the scope of practice of a

Associate of Science Degree in Nursing and Certificate of Practical Nurse Program Level Outcomes

The overall goal of all components of the nursing program is for students to achieve the end-of-program student learning outcomes (EOPSLO) and competencies. The curriculum is intentionally leveled so that each course builds on the previous one, leading to the attainment of these outcomes.

Each course includes specific, measurable outcomes and competencies that serve as checkpoints for student progress and evaluations. The program’s organizing framework continues to draw heavily on the Massachusetts Nurse of the Future Nursing Core Competencies© (NOFNCC), ensuring consistency, relevance, and alignment with professional nursing standards.

Associate of Science Degree in Nursing Program Level Outcomes

The Quincy College Associate of Science in Nursing (ASN) curriculum is intentionally structured using a concept-based, competency-driven model aligned with the Massachusetts Nurse of the Future Nursing Core Competencies (NOFNCC). In this program, some of the original ten NOFNCC competencies have been thoughtfully combined, resulting in six integrated competency domains.

Course-level outcomes introduce and reinforce foundational knowledge, attitudes, and skills (KAS). Level Outcomes (1–3) represent the developmental progression of competencies, allowing students to apply nursing concepts across increasing complexity, diverse populations, and varied care settings. At Level 4, these outcomes culminate in the End-of-Program Student Learning Outcomes (EOPSLOs), which articulate graduate-level expectations for safe, high-quality, evidence-based, and patient-centered care.

<i>Evidence-Based Practice / Communication / Systems-Based Practice</i>			
Level One RNU 208	Level Two RNU 108	Level Three RNU 206	Level Four RNU 208 /Program Outcomes
At a basic level, provide safe, quality, evidence-based, patient-centered nursing care to promote and maintain physical and mental health in a variety of healthcare settings for a diverse population of patients with well-defined healthcare concerns.	Apply nursing concepts and cognitive, affective, and psychomotor nursing skills to provide safe, quality, evidence-based, patient-centered nursing care to a diverse population of adult patients with acute and chronic conditions, various levels of health promotion and mental health management,	Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to a diverse population of children and the childbearing family.	Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of healthcare settings.

	their families, and other support persons.		
<i>Patient-Centered Care</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Begin to use basic clinical judgment skills to make patient-centered care decisions for patients with well-defined healthcare concerns.	Demonstrate clinical judgment to make patient-centered care decisions for adult patients with acute and chronic conditions, patients needing various levels of health promotion and mental health management, their families, and other support persons.	Apply clinical judgment to make patient-centered care decisions for the care of a diverse population of children and the childbearing family.	Exercise clinical reasoning to make increasingly complex patient-centered care decisions.
<i>Quality Improvement / Safety</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Discuss quality improvement activities used by the Registered Nurse to improve patient care.	Relate quality improvement processes to improve patient care outcomes for adult patients with acute and chronic conditions, patients needing various levels of health promotion and mental health management, their families, and other support persons.	Select quality improvement processes to improve patient care outcomes for the care of a diverse population of children and the childbearing family.	Participate in quality improvement processes to improve patient care outcomes.
<i>Teamwork and Collaboration</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Identify ways the Registered Nurse collaborates with members of the interdisciplinary team when providing patient care across the continuum of care.	Contribute to teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons when caring for adult patients with acute and chronic conditions, patients needing various levels of health promotion and mental	Contribute to teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons when caring for a diverse population of children and the childbearing family.	Participate in teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons.

	health management, their families, and other support persons.		
<i>Informatics and Technology</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Begin to use information technology to support and communicate the provision of patient care.	Describe information management systems and patient care technology used to communicate, manage knowledge, mitigate errors, and support clinical judgment when caring for adult patients with acute and chronic conditions, patients needing various levels of health promotion and mental health management, their families, and other support persons.	Analyze information management systems and patient care technology used to communicate, manage knowledge, mitigate errors, and support clinical judgment when caring for a diverse population of children and the childbearing family.	Use information management systems and patient care technology to communicate, manage knowledge, mitigate errors, and support clinical reasoning.
<i>Professionalism / Leadership</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Describe the scope of practice of the Registered Nurse within the context of legal and ethical practice.	Apply concepts of leadership, management, legal, and ethical principles to guide practice as a Registered Nurse when caring for adult patients with acute and chronic conditions, patients needing various levels of health promotion and mental health management, their families, and other support persons.	Apply concepts of leadership, management, legal, and ethical principles to guide practice as a Registered Nurse when caring for a diverse population of children and the childbearing family.	Incorporate leadership, management, legal, and ethical principles to guide practice as a Registered Nurse.
			Articulate personal strategies for success in passing the nursing licensure examination (NCLEX-RN) through the

			development of an action plan.
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Program Competencies

The program competencies, which guide future nursing practice and curriculum design, are derived directly from the Massachusetts Nurse of the Future Nursing Core Competencies (NOFNCC). These competencies serve as the foundation of the concept-based curriculum, ensuring that students develop the knowledge, skills, and attitudes essential for professional nursing practice.

The competencies include the following:

- **Patient Centered Care:** The nurse will provide holistic care that recognizes an individual’s preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe, and effective care.
- **Professionalism:** The nurse will demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.
- **Leadership:** The nurse will influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/ achievement of shared goals.
- **Informatics and Technology:** The nurse will be able to use advanced technology and to analyze as well as synthesize information and collaborate in order to make critical decisions that optimize patient outcomes.
- **Communication:** The nurse will interact effectively with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.
- **Teamwork and Collaboration:** The nurse will function effectively within nursing and the interdisciplinary health care teams, fostering open communication, mutual respect, shared decision making, team learning and development.
- **Safety:** The nurse will minimize the risk of harm to patients and providers through both system effectiveness and individual performance.
- **Quality Improvement:** The nurse uses data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
- **Evidence Based-Practice:** The nurse will identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients’ preferences, experiences, and values to make practice decisions.
- **Systems Based-Practice:** The nurse will demonstrate an awareness of and responsiveness to the larger context of the health care system and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and value.

ASN Program Student Learning Outcomes

The End of Program Student Learning Outcomes (EOPSLO) are derived from and align with the NOFNCC and represent the expected competencies of graduates. These outcomes define what the new graduated Registered Nurse will be able to know, do, and value at the completion of the program to provide safe, evidence-based, patient-centered care.

Each EOPSLO connects to one or more of the NOFNCC domains and is reinforced through the concept-based learning model, which organizes curriculum content around broad, transferable nursing and health concepts rather than isolated content areas. This approach allows students to apply concepts and competencies across diverse clinical situations, strengthening critical thinking and clinical judgement.

To measure achievement, each EOPSLO is supported by specific, measurable competencies that represent observable student behaviors. Course level outcomes are leveled across the curriculum so that students' progress from foundational to complex learning, culminating in mastery at program completion.

Program Student Learning Outcomes and Related Competencies:

- 1. Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of healthcare settings.**
 - a. Complete a comprehensive and/or focused physical, behavioral, psychological, and spiritual assessment of health and illness parameters, using developmentally and culturally appropriate approaches.
 - b. Use assessment findings to identify patient needs.
 - c. Initiate a plan of care based on evidence-based practice considering individual patient needs.
 - d. Provide patient-centered care based on an understanding of human growth and development, pathophysiology, pharmacology, nutrition, medical management, and nursing management.
 - e. Promote factors that create a culture of safety and caring.
 - f. Provide teaching considering all aspects of the individual patient situation.
 - g. Deliver care within expected timeframe.
 - h. Monitor patient outcomes to evaluate the effectiveness and impact of nursing care to revise the plan of care.
 - i. Provide patient-centered transitions of care and hand-off communications.
 - j. Safely perform nursing skills.
 - k. Accurately document all aspects of patient care.
 - l. Evaluate the impact of therapeutic communication techniques to provide client care.
 - m. Evaluate verbal and non-verbal client communication needs.
 - n. Demonstrate achievement of dosage calculation competencies.

- 2. Exercise clinical reasoning to make increasingly complex patient-centered care decisions.**
 - a. Use clinical reasoning to ensure accurate and safe nursing care, including addressing anticipated changes in the patient's condition.
 - b. Anticipate risks and predict and manage potential complications.
 - c. Prioritize patient care.

- 3. Participate in quality improvement processes to improve patient care outcomes.**
 - a. Use quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nursing-sensitive indicators.
 - b. Examine the clinical microsystem to determine its impact on the nurse's ability to provide safe, quality care.
 - c. Participate in analyzing errors and identifying system improvements.

- d. Implement National Patient Safety Goals in all applicable patient care settings.
4. **Participate in teamwork and collaboration with members of the interprofessional team, the patient, and the patient’s support persons.**
 - a. Effectively communicate with all members of the healthcare team, including the patient and the patient’s support network when making decisions and planning care.
 - b. Collaborate with appropriate interprofessional healthcare professionals when developing a plan of care.
 - c. Use conflict resolution principles as needed.
 5. **Use information management systems and patient care technology to communicate, manage knowledge, mitigate errors, and support clinical reasoning.**
 - a. Use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.
 - b. Evaluate the role of information technology and information systems in improving patient outcomes and creating a safe care environment.
 - c. Use high quality electronic sources of healthcare information to provide quality care.
 6. **Incorporate leadership, management, legal, and ethical principles to guide practice as a Registered Nurse.**
 - a. Practice within the legal and ethical guidelines of Registered Nursing practice.
 - b. Analyze patient care within the context of the ANA Standards of Practice.
 - c. Demonstrate accountability for nursing care given by self-and/or delegated to others.
 - d. Apply leadership and management skills when working with other healthcare team members.
 - e. Serve as a patient advocate.
 - f. Complete a plan for ongoing professional development and lifelong learning.

Alignment of QSEN, NOFNCC, and EOPSLOs

The Quincy College nursing curriculum is intentionally designed so that QSEN competencies are embedded within the NOFNCC framework and operationalized through the End-of-Program Student Learning Outcomes (EOPSLOs). This alignment ensures that national quality and safety standards are translated into measurable graduate competencies.

QSEN Competency	NOFNCC Domain(s)	ASN EOPSLO Alignment
Patient-Centered Care	Patient-Centered Care, Communication, Professionalism	EOPSLO 1 – Provide safe, quality, evidence-based, patient-centered care across the lifespan
Teamwork & Collaboration	Teamwork and Collaboration, Communication, Leadership	EOPSLO 4 – Participate in teamwork and collaboration with the interprofessional team
Evidence-Based Practice	Evidence-Based Practice, Systems-Based Practice	EOPSLO 1 & 3 – Provide evidence-based care and participate in quality improvement
Quality Improvement	Quality Improvement, Systems-Based Practice, Safety	EOPSLO 3 – Participate in quality improvement processes

QSEN Competency	NOFNCC Domain(s)	ASN EOPSLO Alignment
Safety	Safety, Patient-Centered Care, Quality Improvement	EOPSLO 1 & 3 – Provide safe care and implement safety initiatives
Informatics	Informatics and Technology, Communication	EOPSLO 5 – Use information management systems and patient care technology

Through this integrated framework, students progress from foundational knowledge and skills to increasingly complex application of clinical reasoning, quality and safety principles, and professional nursing practice. By program completion, graduates demonstrate the competencies required to meet QSEN expectations, NOFNCC standards, and state and national licensure requirements, ensuring they are fully prepared for safe, effective entry-level practice.

Program Evaluation and Continuous Improvement

To maintain a curriculum centered on current nursing practice, faculty engage in ongoing review and revision of the program. Annual evaluations incorporate current trends in nursing, healthcare research, and regulatory standards to ensure alignment with the NOFNCC and professional expectations. Curriculum revisions are guided by evidence from literature, clinical practice feedback, and accreditation standards, ensuring that the Quincy College Nursing Program continues to prepare graduates who are competent, compassionate, and practice-ready nurses.

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Associate of Science Degree in Nursing Course Descriptions

RNU 108: Fundamental Concepts of Client Care

This course is designed to introduce the student to the foundational principles of contemporary nursing practice. The focus is on fundamental concepts necessary for safe, patient-centered nursing care for a diverse patient population with well-defined healthcare concerns. Legal and ethical responsibilities of the Registered Nurse will be introduced. The student will begin to use clinical reasoning as applied to nursing practice. Other topics discussed include the nursing process, cultural diversity, and communication techniques utilized when interacting with patients, families, other support persons, and members of the interprofessional team. Other program concepts such as evidence-based care, teamwork/collaboration and information technology are also introduced. Select nursing skills are taught in the skills/simulation laboratory; theory and skills are applied in various clinical settings. (7 credits). Pre-requisites: ENG 101; MAT 103 or 107 (107 is preferred); BIO 111 with lab (this is a required prerequisite to BIO 131 and BIO 251); BIO 131 with lab.

RNU 100: Pharmacology for Nursing

Principles of pharmacology and pathophysiology are presented in an integrated manner to provide a basis for the study of selected medications that are used to treat or manage diseases with an application to nursing practice. Pathophysiology relates manifestations of disease, risk factors for disease, and the principles of pathology underlying illness and injury to therapeutic nursing interventions and outcomes. Pharmacology focuses on the basic drug classification, concepts and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy using the nursing process. Nursing implications related to the utilization of drug therapy are examined. 3 Credits. Pre-requisites: ENG 101; MAT 103 or 107 (107 is preferred); BIO 111 with lab (this is a required prerequisite to BIO 131 and BIO 251); BIO 131 with lab.

RNU 109: Concepts of Adult Health Nursing I / Mental Health Nursing

This course applies concepts of nursing practice to the acquisition and application of adult health nursing theory in the care of diverse patients with acute and chronic conditions. This includes patients needing various levels of health promotion and mental health management, their families, and other support persons. The course incorporates the legal and ethical responsibilities of the Registered Nurse in the care of adult and mental health patients. Application of knowledge, patient care skills, and clinical reasoning will occur in a variety of clinical settings (8 credits). Pre-requisites: RNU 100; RNU 108; ENG 102; PSY 101; BIO 132 with lab

RNU 206: Concepts of Family-Centered Nursing

This course applies concepts of nursing practice to the acquisition and application of family nursing theory, including care of a diverse population of children and the childbearing family. The course also applies the legal and ethical responsibilities of the Registered Nurse to the care of children and the family. Application of knowledge, patient care skills, and clinical reasoning will occur in a variety of clinical settings.

(8 credits). Pre-requisites: RNU 109; PSY 216

RNU 207: Nursing Informatics, Leadership and Trends

This course introduces the student to theory, structure, and application of nursing informatics with a focus on leadership and health-related trends. The course will explore how to identify, define, manage, and communicate data, information, knowledge, and wisdom to enhance nursing practice. The student will demonstrate a mastery of fundamental skills in using computer technology and the ability to access, process, and assess information efficiently using health information technology tools. The student will identify how meaningful use of information and communication will improve care coordination, quality and safety, and the health of patients, families, and communities worldwide. The student will demonstrate how nursing informatics supports nurses, consumers, patients, the interprofessional health care team, and other stakeholders in their decision making in all roles and settings to achieve desired outcomes. (3 credits). Pre-requisite: RNU 206; Co-requisite: RNU 208

RNU 208: Concepts of Complex Nursing Care

This comprehensive course expands upon the interrelated concepts of nursing practice for the application, analysis, and acquisition of care of complex adult patients. The course addresses healthcare quality measures leading to optimal healthcare outcomes. Legal and ethical responsibilities of the Registered Nurse are integrated. Integration of knowledge and mastery of patient care skills and clinical reasoning occurs in a variety of clinical settings and in the simulation laboratory. In final preparation for entry into professional practice, the learner will be encouraged to utilize more independent critical thinking and decision-making skills to formulate nursing clinical judgments.

(8 credits). Pre-requisites: RNU 206; BIO 251 with lab; HIS or GOV course; Co-requisite: RNU 207

Certificate of Practical Nurse Program Level Outcomes

The overall goal of all components of the nursing program is for students to achieve the end-of-program learning outcomes and competencies. The nursing courses are leveled throughout the program to meet that goal. Each course has expected levels of achievement (course learning outcomes and competencies) that serve as defined points for evaluation of student achievement. The program framework draws heavily on the work of the Massachusetts Nurse of the Future (NOF) Nursing Core Competencies[®].

<i>Evidence-Based Practice / Communication / Systems-Based Practice</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Begin to use basic, critical thinking /clinical reasoning skills to make patient-centered care decisions within the scope of practice of the Practical Nurse for diverse patients with well-defined healthcare concerns.	Apply clinical reasoning to make patient-centered care decisions within the scope of practice of the Practical Nurse for diverse adult patients experiencing various medical/surgical and mental health issues.	Apply clinical reasoning/clinical judgement to make patient-centered care decisions within the scope of practice of the Practical Nurse for diverse adult patients experiencing various medical /surgical and mental health issues.	Utilize clinical judgement to make patient-centered care decisions within the scope of practice of the Practical Nurse across the lifespan (with a focus on childbearing families, children, and elder care PNU-157).
<i>Patient-Centered Care</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Under supervision, at a basic level provide safe, quality, patient-centered nursing care to promote and maintain health for diverse patients with well-defined healthcare concerns.	Assist the Registered Nurse in providing safe, quality, evidence-based, patient-centered nursing care to restore, promote, and maintain physical and mental health for diverse adult patients experiencing various medical/surgical and mental health issues.	Apply knowledge and skills in the provision of safe, quality, evidence-based, patient-centered nursing care to restore, promote, and maintain physical and mental health for diverse adult patients experiencing various medical/surgical issues, in a variety of healthcare settings.	Provide safe, quality, evidence-based, patient-centered nursing care across the lifespan (with a focus on childbearing families, children, and elder care PNU-157).
<i>Quality Improvement / Safety</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Discuss quality improvement activities used by the Practical Nurse to improve patient care for diverse patients	Begin to apply basic quality improvement activities to improve patient care.	Apply basic quality improvement activities to improve patient care.	Use quality improvement activities to improve outcomes for patients across the lifespan (with a focus on childbearing

with well-defined healthcare concerns.			families, children, and elder care PNU-157).
<i>Teamwork and Collaboration</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Identify ways the Practical Nurse collaborates with members of the interprofessional team to provide safe care for diverse patients with well-defined healthcare concerns across the continuum of care.	Recognize the value of teamwork and collaboration when interacting with the interprofessional team, the patient, and the patient's support system.	Contribute to teamwork and collaboration when interacting with the interprofessional team, the patient, and the patient's support system.	Address patient needs through teamwork and collaboration with the interprofessional team, the patient, and the patient's support systems across the lifespan (with the focus on childbearing families, children, and elder care PNU-157).
<i>Informatics and Technology</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Begin to use information technology to support and communicate the provision of patient care.	Apply data collected using information technology to support and communicate the provision of patient care.	Apply data collected using information technology to support and communicate the provision of patient care.	Use information and patient care technology to support and communicate the provision of care for patients across the lifespan (with the focus on childbearing families, children, and elder care PNU-157).
<i>Professionalism / Leadership</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Describe the scope of practice of the Practical Nurse within the context of legal and ethical practice.	Begins to apply management, legal, and ethical guidelines within the scope of practice of a Practical Nurse when caring for diverse adult patients experiencing various medical/surgical and mental health issues.	Apply management, legal, and ethical guidelines within the scope of practice of a Practical Nurse when caring for diverse adult patients with medical/ surgical and mental health issues.	Incorporate management, legal, and ethical guidelines within the scope of practice of a Practical Nurse across the lifespan (focus on childbearing families, children and elder care. Articulate personal strategies for success in passing the nursing licensure examination (NCLEX-PN®) through the development of an action plan.

Program Competencies

The competencies, which guide future nursing practice and curricula, consist of the following:

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

Program Student Learning Outcomes

End-of-program student learning outcomes (SLOs) are statements of expectations that express what a student will know, do, or think at the end of a learning experience. These learning outcomes are general, overall statements of students' abilities. To measure if these learning outcomes have been met, each learning outcome has a list of competencies. These competencies are the measurable behaviors students will achieve to demonstrate they are meeting the SLOs. Course SLOs and competencies are leveled to culminate in these program SLOs. This connection supports internal consistency of the program to ensure each course contributes to the students' eventual achievement of the program SLOs.

Each of the six program SLOs for the PN Nursing Program with their related competencies is listed below:

- 1. Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of healthcare settings within the scope of practice of the Practical Nurse.**
 - a. Collect data related to physical, behavioral, psychological, cultural, and spiritual aspects of health and illness in patients experiencing common health problems, using developmentally and culturally appropriate approaches.
 - b. Identify patient needs based on collected data.
 - c. Contribute to a patient-centered plan of care based on knowledge of evidence and patient information/preferences to provide compassionate, culturally competent care that meets individual patient needs.
 - d. Provide patient-centered care focusing on health promotion, maintenance, and rehabilitation of physical and mental health to patients across their lifespan.
 - e. Incorporate factors that create a culture of safety and caring when providing patient care.
 - f. Provide patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations.
 - g. Analyze collected patient outcome data to determine the effectiveness and impact of nursing care to contribute to the revision or continuation of the plan of care.
 - h. Deliver care within expected timeframe.
 - i. Communicate information about care provided and evaluation data including appropriate handoff at each transition in care.
 - j. Safely perform all nursing skills needed for efficient, safe, and compassionate patient care including accurate calculation of dosages.
 - k. Accurately document all aspects of patient care.
 - l. Establish and maintain professional role boundaries with patients.
 - m. Utilize therapeutic communication techniques to provide patient care.
 - n. Assess verbal and non-verbal patient communication needs.
 - o. Seek assistance from the team leader and other members of the healthcare team.
- 2. Engage in critical thinking/clinical reasoning to make patient-centered care decisions within the scope of practice of the Practical Nurse across the lifespan.**
 - a. Exercise critical thinking/clinical reasoning to ensure accurate and safe care when implementing the nursing process within the PN scope of practice.
 - b. Anticipate risks and predict and manage potential complications for patients experiencing common health problems.
 - c. Prioritize patient care.
 - d. Incorporate knowledge of the healthcare system and how it impacts the nurse's ability to provide safe, quality care.
- 3. Use quality improvement activities to improve outcomes for patients across the lifespan.**
 - a. Participate in the use of quality improvement tools to provide safe, quality care.
 - b. Use data from quality improvement activities to plan patient care.
 - c. Report identified quality improvement concerns to appropriate personnel (e.g., nurse manager, risk manager, etc.).
 - d. Implement National Patient Safety Goals applicable to the patient care settings.
- 4. Address patient needs through teamwork and collaboration with the interprofessional team, the patient, and the patient's support systems across the lifespan.**
 - a. Share pertinent, accurate, and complete information with the interprofessional team.

- b. Work within the scope of Practical Nursing practice as a member of the health care team.
 - c. Interpret the impact of team functioning on safety and quality improvement.
- 5. Use information and patient care technology to support and communicate the provision of care for patients across the lifespan.**
- a. Use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.
 - b. Use high quality electronic sources of healthcare information.
 - c. Enter computer documentation accurately, completely, and in a timely manner.
- 6. Incorporate management, legal, and ethical guidelines within the scope of practice of a Practical Nurse.**
- a. Practice within the legal and ethical frameworks of Practical Nursing.
 - b. Demonstrate accountability for your own nursing practice.
 - c. Delegate nursing tasks to unlicensed personnel.
 - d. Advocate for patient rights and needs.
 - e. Initiate a plan for ongoing professional development and lifelong learning.

Practical Nursing (PN) Alignment of QSEN, NOFNCC, and Program SLOs

QSEN Competency	NOFNCC Domain(s)	PN End-of-Program Student Learning Outcomes (SLOs)
Patient-Centered Care	Patient-Centered Care; Communication; Professionalism	SLO 1 – Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan
Teamwork & Collaboration	Teamwork & Collaboration; Communication; Leadership	SLO 4 – Address patient needs through teamwork and collaboration with the interprofessional team, the patient, and support systems
Evidence-Based Practice (EBP)	Evidence-Based Practice; Systems-Based Practice	SLO 1 – Provide evidence-based care SLO 2 – Use clinical reasoning to make patient-centered decisions
Quality Improvement (QI)	Quality Improvement; Systems-Based Practice; Safety	SLO 3 – Use quality improvement activities to improve outcomes across the lifespan
Safety	Safety; Patient-Centered Care; Quality Improvement	SLO 1 – Provide safe care SLO 3 – Implement patient safety initiatives
Informatics	Informatics & Technology; Communication	SLO 5 – Use information and patient care technology to support and communicate the provision of care

Practical Nursing Certificate Program Course Descriptions

PNU 152: Fundamentals of Nursing

This course focuses on the fundamental concepts necessary for safe, patient-centered nursing care for a diverse patient population with well- defined health care concerns, focusing on the aging adult patient. Legal and ethical responsibilities of the practical nurse are introduced. Nursing process and critical thinking/clinical judgement are presented and the role of the practical nurse in applying basic nursing

principles is identified, both in the classroom and clinical settings. Communication techniques used when interacting with patients, families, and other support persons and members of the interdisciplinary team are discussed. Math calculations for medications and nursing responsibilities in the preparation, safe administration and documentation of medication is presented. Program concepts such as evidenced based care, teamwork and collaboration, and informatics and technology are also discussed. Concepts of human behavior, microbiology and nutrition are integrated in the course. Psychosocial, cultural, and spiritual factors that affect human behavior are presented. Coping mechanisms and guidelines for the promotion of psychological and spiritual comfort are discussed. Effects of common and newly emerging microorganisms and their characteristics in relation to health and the control of disease are introduced, including methods of destroying microorganisms. Principles of nutrition are introduced, including knowledge of nutrients, food sources, menu planning and nutritional needs across the lifespan. Selected nursing skills are taught in the laboratory with opportunities to apply fundamental concepts to basic nursing skills and clinical practice. Application of knowledge and skills occurs in a variety of clinical settings. Prerequisites: HSC 149 Applied Anatomy & Physiology for Healthcare Sciences; MAT 103 College Algebra, PNU-101 Growth & Development

PNU 153: Concepts of Adult Nursing I

This course incorporates and expands on the concepts introduced in PNU-152 and provides for the knowledge and application of basic nursing theory, communication, collaboration, and clinical reasoning necessary for safe, patient-centered nursing care for diverse adult patients experiencing various medical/surgical and mental health issues. Pharmacology is integrated throughout the concepts with emphasis on safe administration of medication. The course incorporates the legal and ethical responsibilities of the Practical Nurse in the care of adult patients with common health problems. Concepts of leadership and management are introduced. Select advanced nursing skills are taught in the laboratory with the application of knowledge and skills in a variety of clinical settings. Pre-requisites: PNU-152.

PNU 154: Concepts of Adult Nursing II

This course is a continuation of Concepts of Adult Nursing 1 and provides broader knowledge and application of basic nursing theory, communication, collaboration, and the clinical reasoning/ judgment necessary for safe, patient- centered nursing care for diverse adult patients experiencing various medical surgical issues. Pharmacology is integrated throughout the concepts. The course incorporates a legal and ethical responsibilities of the Practical Nurse in the care of diverse adult patients with common health problems. Concepts of leadership and management are expanded upon, with a focus on team and leading. Application of knowledge and skills are evaluated on a higher level, including the ability to care for a multiple (2) patient assignment. Synthesis of clinical reasoning and practical skills occurs in a variety of clinical settings with continued emphasis on safe administration of medication. Course content also includes health promotion strategies. Pre-requisites: PNU-152 and PNU-153

PNU 157: Practical Nursing Across the Continuum

This course incorporates and builds on previously learned concepts for the knowledge and application of basic nursing theory, communication, collaboration, and clinical judgment necessary for safe patient-centered nursing care to diverse families, across the life span (with a focus on childbearing families, children, and elder care). The course also applies mental health nursing to the care of the family and introduces concepts of community nursing. Also included are legal and ethical responsibilities of the Practical Nurse in the care of patients across the lifespan. The student will learn to effectively apply strategies in preparation for entry level practice, including a review for the NCLEX-PN® as well as current

trends in nursing. Synthesis of clinical judgement and practical skills will occur in a variety of clinical settings. Pre-requisites: PNU-152, PNU 153, PNU 154

ACADEMIC SUPPORT SERVICES

Academic Advising

Nursing students are assigned to the Nursing Faculty for program specific advising throughout the program. Current students may view the names of their Faculty Advisor and their Academic (Professional) Advisor at the bottom of their unofficial transcript - accessible on the QC Portal. To meet with your Faculty Advisor, please contact him or her to schedule an appointment. Your Nursing Faculty Advisor contact information and Office Hours are listed on your course syllabus.

The Dean's Assistant for the Academic Division of Nursing is responsible for registering nursing students each semester. This allows for individual student review of required co-requisites to ensure you can progress to the next semester.

College-wide Advisors are located on the Quincy campus and are available to meet with students virtually over Zoom. The Dean's Assistant or college-wide Advisors will gladly schedule a one-on-one appointment to help you with your program options for co-requisites for an upcoming semester. Appointments with Academic Advising are through Calendly, which is the office's online scheduling system. The office also welcomes student walk-ins if you are on campus and would like to stop in for academic advising. Here is the link to Academic Advising Website for additional information or to schedule an appointment: <https://www.quincycollege.edu/student-services/academic-advising/>

The Office of Academic Advising is open Monday through Thursday from 8:00am to 6:00pm and Friday from 8:00am to 4pm. Should you have any questions or if you would like to request a time to meet with an advisor, please call 617-984-1720 in Quincy. An official Quincy College student ID is required to access services in the Academic Advising Office.

Academic Tutoring for Nursing Course Content

The **Nursing Tutoring Program** at Quincy College will provide academic tutoring and support to help diverse learners from all backgrounds and abilities reach their academic goals by assisting students to master academic material. The Nursing Tutoring Program is facilitated by the Dean's Assistant, Academic Nursing Division of Nursing. This free tutoring service is offered by professional nursing tutors in most subject areas, in one-on-one or small group sessions on-campus or virtually.

To make an appointment for Nursing Tutoring:

- Call 617-405-5990.
- Please include your name and the course you are requesting tutoring for, if you have an upcoming exam, if you are requesting on-campus or virtual tutoring and your availability to meet with a tutor.
- Please allow ample time for coordination of a tutoring session.

Students are requested to provide a 2-hour cancellation notice if unable to keep their tutoring appointment. For additional assistance, please contact the Dean's Assistant at 617-405-5990.

If you are having a technical issue, please contact Information Technology office at itsupport@quincycollege.edu

Academic Tutoring (Non-Nursing)

Quincy College provides academic tutoring and support to help diverse learners from all backgrounds and abilities reach their academic goals by assisting students to become better learners and master academic material. A schedule for **Drop-in in-person tutoring** for non-nursing course work for help with Math, Science, Nursing, Physical Therapist Assistant, Computer Science, English and writing in any subject area is posted on the QC Tutoring Website:

<https://www.quincycollege.edu/student-services/tutoring/#in-person-tutoring>.

These free tutoring services are provided by Quincy College's professional and peer tutors.

NOTE: An official Quincy College student ID is required to access tutoring services on campus.

Quincy College offers **Brainfuse** online tutoring service to our students. Online tutors are available on a drop-in basis 24/7 to provide academic support in a variety of subjects including, but not limited to, Computer Science, Math, Science, Health Sciences, Accounting, Reading, Writing and Essay Review. Study aids are also available. Access **Brainfuse** by logging into Canvas and selecting the **Brainfuse** link on any of your course's menu on the left side of the home page.

Both non-nursing **drop-in non-nursing tutoring and Brainfuse online tutoring** can be accessed via the Quincy College website under **Student Services** or via this link: <https://www.quincycollege.edu/student-services/tutoring/>.

Bookstore

The Quincy College Bookstore is operated by Barnes & Noble and provides access to all required and recommended textbooks for all courses offered at Quincy College. Many textbooks are offered with various purchasing options such as new, used, digital and rental. The bookstore also offers school supplies and college-related material, such as electronics, backpacks, college apparel and gift items. The bookstore accepts MasterCard, Visa, Discover and American Express for credit card payment. Books and supplies can be ordered in person at the bookstore at the Quincy campus or online at <http://quincycollege.bncollege.com>.

Computer Laboratories

Quincy College maintains computer laboratories at the Quincy and Plymouth campuses. Open lab time for registered students are posted each semester. Students using the open labs are required to show a current student ID card, sign in and out of the lab and bring a flash drive to save documents. Students must obey all posted rules for computer labs and any instructions from the lab monitor.

Printer Kiosks are available for student use at both campuses. Students are asked to limit the time on these computers so others may also use them to print papers and assignments. Printing costs for the first fifty pages are free and ten cents per page for subsequent pages per semester. Students are required to log on with the portal username and password to print. To add money to a print account, follow the instructions on the campus portal.

Email Use Policy

The best means of communication with faculty and administration is by Quincy College email. If a student does not have a working Quincy College email account, they must contact Information Technology at: <https://quincycollege.atlassian.net/servicedesk/customer/portals> to obtain a QC email account or resolve an existing access issue. Faculty and administrators are not obligated to respond to emails that are not sent from a Quincy College email address.

Internet and Computer Use Policy

Quincy College provides Internet access to students, faculty, staff, and administration as part of its educational mission. When the Internet is used appropriately, it can provide a wealth of information and resources to supplement classroom learning. All Quincy College students, staff, and faculty must utilize the Internet appropriately on campus and on all Quincy College technology. To read the full policy:

College Libraries

Quincy College libraries are full-service facilities providing print and electronic books and journals, DVD's, CD's, streaming videos, research databases, reference assistance and interlibrary loans. Access to all library materials and services is onsite at either the Quincy campus Anselmo Library or the Plymouth campus Krovitz Library, or online via the library website www.quincycollegelibrary.org. Quincy College is a member of the Old Colony Library Network (OCLN). OCLN provides access to print and electronic books, DVDs, and magazines from 28 libraries on the South Shore.

Both libraries are equipped with wireless access, computer lab and/or individual workstations, a variety of study seating and collaboration rooms that can be reserved for group study and projects. Each library contains photocopiers, printers, and Microsoft Pro tablets for in-library use. Faculty librarians are available to assist with research projects, with efficient and effective use of research databases, and provide instruction on information literacy.

A valid student ID is required to access the libraries, access the print management system and to use the resources available through the Old Colony Library Network. For more help, contact help@quincycollegelibrary.org.

Financial Aid

The Quincy College Financial Aid Office counsel's students through the financial aid process and determines the financial aid available to eligible students based on the information provided in the Free Application for Federal Student Aid (FAFSA). Financial aid is available through federal and state grants, scholarships, loans, and work study programs. Most students receive an aid package that combines several different types of assistance; however, it is important to remember that the amount of financial aid that students are eligible for may not cover all the costs associated with their education. Students may apply for financial aid online at www.fafsa.edu.gov. Quincy College school code is: 002205. The financial aid process takes approximately 4-6 weeks (about 1 and a half months). Students who receive financial aid have an ethical responsibility to meet all financial aid obligations. If you have any questions or would like to know more information, contact financialaid@quincycollege.edu.

NURSING LABORATORY: SKILLS AND SIMULATION CENTER

Quincy College Vision of Clinical Skills and Simulation Center

The function of the skills and clinical simulation lab is to integrate critical components of nursing education that supports the development of core nursing concepts, core competencies, professional values, and role development in professional nursing education.

Mission of the Skills and Simulation Center

The goal of the Skills and Simulation Center for Quincy College (SSCQC) is to provide a safe learning experience that promotes successful understanding in all aspects of health care with development of excellence in education, practice, and service. The SSCQC provides quality hands-on learning experiences in a safe and realistic environment that are based on nursing knowledge, patient safety, evidence-based practice, and professionalism.

Purpose of the Skills & Simulation Center

The SSCQC faculty serves to ensure the students' skills lab/simulation experiences are educational, and to facilitate informative knowledge to the students. Skills lab and simulation activities will be integrated throughout the curriculum.

Simulations and case scenarios are designed to help the students develop problem-solving, critical thinking and decision-making skills. Simulations and scenarios will include attempts to include all environmental factors to make the students' learning experience realistic and authentic. For enhanced learning, all students are required to come to the lab prepared. It is essential that students be active participants in their own learning in the SSCQC. The faculty will provide the students with feedback during debriefing of their learning experience. In addition, students will have the opportunity for self-analysis and reflection.

General SSCQC Guidelines – Student Responsibilities

1. The Nursing Skills labs are an extension of clinical and academic programs. Therefore, all the same requirements for maintaining professional behaviors in both Clinical and Academic settings apply (examples: dress code, language/behavior, etc.), see Nursing Division handbook and Quincy College student handbook.
2. Appropriate attire is required. Students are required to wear Quincy College clinical uniform and name tag for all skills & simulations. Students must also always wear the Quincy College student ID.
3. No student shall infringe upon the privacy, rights, privileges, health, or safety of others. Please do not access other areas of the lab unless you are instructed to do so. See all posted signs and directions in the lab.
4. Children are not allowed in the lab; this is to protect them and our equipment.
5. Cell phones can be distracting. Please make sure your cell phone is silent or vibrates when you are in the lab.
6. Absolutely no food or beverage will be allowed in the lab.
7. All students must have successfully passed 'BLS for Healthcare Providers'. All ViewPoint requirements must be in compliance prior to any lab activity.
8. All personal items must be stored in designated areas.

9. Use of the computers and phones are restricted to assigned classroom work only (as directed by the instructor) and not for personal use.
10. Skills lab manuals/reference materials are available for use. Please do not remove from the lab.
11. Do not use the equipment for any purpose other than the specified purpose.
12. Any equipment malfunction or abuse must be reported to the lab faculty immediately.
13. All lab equipment used should be returned to its designated area following use. The lab should be left in pristine condition after use.
14. Individuals serving as simulated patients are to remove their shoes when lying on beds.
15. Sharing of resources (space & supplies) when practicing may be necessary. Four to six students per bed/manikin is acceptable. Working in groups is also beneficial to learning.
16. Let the lab faculty know if you have suggestions for new purchases that would enhance your learning.
17. It is the responsibility of the student to review the course syllabus for lab assignments.
18. If there is a sharps injury or other injury, please inform lab faculty immediately.
19. If you have a latex allergy, or suspect that you do, it is your responsibility to notify skills lab personnel. Non-latex gloves and equipment are available upon request.
20. Treat each patient simulator (manikin) as a patient and be respectful of lab equipment. Keep manikins clothed and covered when not performing procedures/skills.
21. Manikins:
 - Use gloves when handling all manikins and parts.
 - Do Not move manikins or manikin parts without the help of lab personnel.
 - Do Not use betadine on manikins.
 - Keep writing tools away from manikins.

The expectation in the simulation-based experience is that all behavior and communication are done in a professional manner. The environment is structured so that everything done in simulation should be exactly like it is with a real patient. Statements such as “this dummy is stupid” or actions such as taking pictures with your cell phone, sending text messages, and/or inappropriate laughter will not be tolerated. Students will be asked to leave the simulation lab and will be required to meet with the Dean of Nursing which will result in a clinical warning.

Lab Schedules

Open Lab sessions will be scheduled by appointment based on student needs, requests, and for remediation as required. Open labs allow the opportunity to practice independently with peers and faculty supervision to help develop your skills. Practice time is essential to success. The lab schedule is posted on Canvas and outside of the labs on the doors. Open Lab requests should be directed to your course faculty.

Quincy College Campus Skills and Simulation Laboratories locations:

Skills and Simulation Center for Quincy College – Quincy Campus: Located on the 4th floor at Presidents Place.

Laboratory Room	Skills & Simulation Levels	Nursing Course Assigned
405	Classroom, Skills, and low fidelity	All Courses
406	Skills and low fidelity	All Courses
407	Skills & Simulation-low, medium, and high fidelity	All Courses

417	Skills & Simulation-low, medium, and high fidelity	All Courses
417	Supplies & Overstock	Faculty access only to locked cabinets

Skills and Simulation Center for Quincy College – Plymouth Campus: Located on the first floor at Cordage Park in the Nursing Division Wing Rooms 104A-104L.

Laboratory Room	Skills & Simulation Levels	Nursing Course Assigned
104A	Debriefing Room Only	All Courses
104B	Simulation Lab-low, medium, and high fidelity	All Courses
104D	Skills and low fidelity	All Courses
104H	Skills & Simulation-low, medium, and high fidelity	All Courses
104I	Skills & Simulation-low, medium, and high fidelity	All Courses
104L	Supplies Room Only	Faculty Access Only

- Lab hours vary each semester and are subject to change.
- Scheduled skills and simulation labs are mandatory for attendance (see attendance and make-up policy). All missed labs must be made up.
- Students are welcomed and encouraged to practice during open lab hours except during scheduled lecture and clinical times.
 - Appointments are required for open labs and students can attend any lab time posted at any campus.
 - Open labs may be scheduled by appointment in advance for practicing or remediation as indicated by faculty. Open lab sessions are based on student needs, requests, and remediation as required. Student remediation in the lab is for focused skills review based on content agreed upon by student, faculty, clinical and laboratory faculty.
 - Open labs are NOT to be used for make-up of missed clinical.

Confidentiality

To preserve the realism of the scenarios used in the SSCQC and to provide an equitable learning experience for each student, all persons using the SSCQC will be required to sign a confidentiality agreement. Because every simulation has the possibility of being recorded, manikin accessibility will be treated like a real patient. Students are expected to uphold all requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws requiring confidentiality. Students agree to report any violations to the faculty or instructor.

NURSING DIVISION POLICIES

Admission

Admission to the Associate of Science Degree in Nursing Program and the Certificate of Completion in Practical Nursing Program Practical is competitive and selective. Any student who seeks admission to these programs for September 2026 must attend a Nursing Program Information Session and submit all the information listed below to be considered for admission. **If you do not attend a Nursing information session OR your application is incomplete (missing any of the materials required below) you will NOT be considered for admission to the ASN or PN program.**

APPLICATION PROCEDURES FOR THE ASN PROGRAM

To be considered for admission to the ASN program in September 2026 all applicants must:

- Attend a Required Nursing Program Information Session. Nursing Program Information Sessions are prepared and conducted by the nursing division, admissions, and financial aid office staff. Dates will be posted on the Quincy College website for registration to attend. The purpose of the Nursing Information session is to inform potential applicants of the admission requirements, required orientation, course schedules, and academic expectations for success.
- Apply for admission to the ASN program online and pay the application fee. Please indicate campus preference – Quincy campus, Plymouth campus or “either” campus preference. There are a limited number of seats in the ASN program. Applicants are encouraged to apply as early as possible. Early action date for the Fall 2026 ASN Program applications to be reviewed is February 1, 2026, with a decision by February 15, 2026. Then applications are accepted on a rolling basis until seats are filled. Applications will be accepted through Saturday, May 31, 2026, for the ASN Program.
- Submit Official High School Transcript or Center for Educational Documentation (CED) certification (www.cedevaluation.com) If you achieved a GED Certificate, your scores must be included. Just submitting your Certificate will not meet this requirement.
- Submit **official college transcripts** from previously attended colleges including Quincy College if applicable. These official transcripts must be sent directly from the college you attended to the Quincy College admissions office.
- If you have a certificate in a medical field (i.e., EMT, LPN, CNA (i.e., Certified Nursing Assistants, Medical Assistant, etc.) send a copy of your certification card or LPN license.
- Applicants for admission must submit an **Official Transcript by a specified deadline** showing PREREQUISITE COURSES (see below) WITH A GRADE OF C (73%) OR BETTER.
 - College Algebra or Statistics (Statistics Preferred) (3 credits)
 - English Composition I (3 credits)
 - General Biology with lab (4 credits) within the past 5 years
 - Anatomy & Physiology I with lab (4 credits) within the past 5 years
 - Anatomy & Physiology II with lab (4 credits) within the past 5 years

**Prerequisite science courses may be in progress for a conditional acceptance. However, courses must be successfully completed (grade of “C” 73% or better) by August 8, 2026.

** Priority consideration will be given to students who have successfully completed Microbiology, Chemistry (Optional), English Composition II, General Psychology, Human Growth and Development, and U.S. History/Government elective.

All applicants will be scored using an admission rubric.

- Admission Testing is required for the ASN program. All applicants for Fall 2026 admission to the ASN program will be required to take the HESI A2 RN Admission Exam.

Note: The TEAS exam will no longer be an option for ASN Program applicants.

The HESI A2 RN Admission Assessment exam (HESI A2 Exam) exam assesses an applicant’s academic readiness and is a predictor for success in the first semester of a nursing program. Preparing in advance to take the HESI A2 RN Admission exam has been shown to promote the required composite score of 70%. Recommended resources for preparing to take the HESI A2 exam are listed on the Nursing webpage of the Quincy College website.

Fall 2025-2026 Admission Testing:

The nursing division will evaluate only those applicants who took the HESI A2 RN Admission Exam test prior to June 1, 2026. If an applicant fails to meet the minimum required scores noted below, they may retake the HESI A2 Exam prior to the application deadline (a maximum of three attempts). Applicants must wait 30 days (about 4 and a half weeks) prior to each retest to allow time to prepare for retesting. Applicants will be required to retake all sections and scores from the most recent attempt will be utilized for admission consideration.

HESI A2 RN Admission Exam Preparation

Elsevier publishes a review workbook specifically for this exam, the *HESI RN Admission Assessment Exam Review, 6th Edition*. This review workbook can be purchased online or at bookstores such as Barnes and Noble and is also available for purchase through Quincy College’s Barnes & Noble campus bookstore. The workbook will include samples of test questions and access to online from the subject areas that are covered on the HESI A2 RN Admission Exam as well as information regarding test question formats. It will highlight important concepts and provide tips for studying and test-taking. It also offers a 25-question pre-test at the beginning of the text that helps you assess your areas of strength and weakness before using the text, and a 50-question comprehensive post-test that covers all the text’s subject areas. The questions will also include rationales for correct/incorrect answers. An access code for additional information to be prepared to take the exam is provided when the review workbook is purchased *new* versus *used*.

When to take the HESI A2 EXAM

Students typically take the HESI A2 RN Admission Exam during the fall or spring semester immediately prior to applying to the ASN Day program. However, to allow ample time for potential retakes, it is recommended you take it early in the enrollment cycle.

Please note: The HESI A2 RN Admission Exam with Critical Thinking is required to be taken in person at a Prometric Distance Testing site. Instructions are available for each enrollment cycle on the ASN Nursing page of the Quincy College website.

HESI A2 RN Admission Exam Required Scores

An applicant may take the HESI A2 up to three times within an academic year (September 1st through August 31st) prior to the start of the nursing program. A 30-day wait period is required between exam retakes. The required composite score for admission consideration is **70%** with no exceptions.

Once the application is complete, applicants will be scored using an admission rubric.

- Applicants will be notified of admission decisions on an ongoing basis beginning February 15, 2026, until seats are full.
- The deadline for applications to be accepted for consideration will be May 31, 2026.
- No students will be admitted to the ASN program after the second class of a course in the semester.
 - All students admitted to the nursing program will be required to provide information for a local and federal Criminal Offender Record Information (CORI) check. Additionally, newly accepted students will be required to register with **ViewPoint**, an online background screening and compliance management vendor. Students will be required to upload mandatory health data including but not limited to proof of current immunizations (Including Covid 19 & recent booster) and physical examination; current AHA health care provider CPR; undergo a federal and state criminal background check, and drug testing.

APPLICATION PROCEDURES FOR THE PN PROGRAM

To be considered for admission to the PNU program in September 2026 all applicants must:

- Attend a Required Nursing Program Information Session. Nursing Program Information Sessions are prepared and conducted by the nursing division, admissions, and financial aid office staff. Dates will be posted on the Quincy College website for registration to attend. The purpose of the Nursing Information session is to inform potential applicants of the admission requirements, required orientation, course schedules, and academic expectations for success.
- Apply for admission to the PNU program online and pay the application fee. Please indicate campus preference – Quincy campus, Plymouth campus or “either” campus preference. There are a limited number of seats in the PNU program. Applicants are encouraged to apply as early as possible. Early action date for the Fall 2026 PNU Program applications to be reviewed is February 1, 2026, with a decision by February 15, 2026. Applications are accepted on a rolling basis until seats are filled. Applications will be accepted through Saturday, May 31, 2026, for the PNU Program.
- Submit Official High School Transcript or Center for Educational Documentation (CED) certification (www.cedevaluation.com) If you achieved a GED Certificate, your scores must be included. Just submitting your Certificate will not meet this requirement.

- Submit **official college transcripts** from previously attended colleges including Quincy College if applicable. These official transcripts must be sent directly from the college you attended to the Quincy College admissions office.
- If you have a certification in a medical field (i.e., EMT, LPN, CNA (i.e., Certified Nursing Assistants, Medical Assistant, etc.) send a copy of your certification card.
- Applicants for admission must submit an **Official Transcript by a specified deadline** showing PREREQUISITE COURSES (see below) WITH A GRADE OF C (73%) OR BETTER.

Pre-requisites with a required grade of “C” (73%) or better:

- HSC 149 A&P for Healthcare Professionals (A&P I & A&P II can be substituted for Applied A&P)
- MAT 103 College Algebra
- PSY216- Growth and Development

**Prerequisite science courses may be in progress for a conditional acceptance. However, courses must be successfully completed (grade of “C” 73% or better) by August 10, 2026.

Note: Science courses must have been completed within the last five years prior to admission

All applicants will be scored using an admission rubric.

TEST OF ESSENTIAL ACADEMIC SKILLS (ATI TEAS) www.atitesting.org

The ATI TEAS Test is an admission requirement and must be completed by the application deadline. Applicants can schedule the test by visiting www.atitesting.com. TEAS test results are valid for the class entering September 2026. All applicants must take the TEAS Test in the Quincy College Testing Center. Quincy College does not honor TEAS test results from other institutions.

Quincy College has set the following standards on the ATI TEAS scores for admission to improve the success of students completing the program and obtaining licensure and certification:

Math	English	Reading Comprehension	Science
50 percent or higher	55 percent or higher	65 percent or higher	35 percent or higher

The nursing division will evaluate only those applicants who took the TEAS test on campus on or after September 1, 2024. If an applicant fails to meet the minimum required scores indicated above, they may retake the TEAS test TWICE prior to the application deadline (a maximum of three attempts within a year). Applicants must wait 30 days (about 4 and a half weeks) prior to each retest. Applicants will be required to retake all sections from the most recent attempt.

Once the application is complete, applicants will be scored using admissions rubric and a member of the nursing division staff will contact selected applicants to come to the college.

Applicants will be notified of admission decisions on an ongoing basis. No students will be admitted to the PN program after the second class.

All students admitted to the nursing program will be required to provide information for a Criminal Offender Record Information (CORI) check. Additionally, students will be required to register with ViewPoint, an online background screening and compliance management vendor. Students will be required to upload mandatory health data including but not limited to proof of current immunization and physical examination; current AHA health care provider CPR; and undergo a federal criminal background check.

Progression*

- A minimum grade of “C+” (77%) is required in all nursing course (clinical and non-clinical) within the program of study.
- Clinical Courses:
 - Students who do not achieve this minimum grade in a clinical nursing course may not progress to the next semester until the course is successfully repeated.
 - Only one clinical course may be repeated; If a student fails a repeated clinical course or any additional clinical course, they will be dismissed from the program.
- Non-Clinical Courses:
 - Students who do not achieve this minimum grade in the non-clinical nursing courses (*RNU100 Pharmacology* and *RNU207 Nursing Informatics, Leadership & Trends*) must repeat the course.
 - Students may continue progression in the program while repeating a non-clinical course.
 - For *RNU100 Pharmacology*, students may progress into *RNU109* while repeating the course; however, a grade of 77% or higher in *RNU100* is required to progress into *RNU208*.
 - Each non-clinical nursing course may be repeated only once.
- Students receiving less than “C” (73%) in a general education, science, or science lab (i.e., pre-requisite) course will be unable to progress in the Nursing Program until these grades meet the minimum standard. **See Readmission Policy.**
- Students are eligible for progression to the next level at the conclusion of each course in the program based on successful completion of the pre- requisite courses.
- A final grade of “incomplete” must be made up prior to the start of the next semester before the student can progress to the next level per the college policy. Any request for completion of course requirements must be approved by the Dean of Nursing and will be based upon availability of qualified faculty and available resources.
- Non-nursing courses must be completed prior to or concurrent with the approved curriculum sequence.
- Students will be dismissed from the nursing program without three clinical warnings if they fail a clinical experience in any nursing course.
- An administrative warning will be issued by the Dean (or designee) for safety, significant unprofessional behavior, or after consultation with faculty for escalated concerns. One administrative warning will warrant a dismissal from the nursing program.

Attendance*

Consistent with the attendance policy of Quincy College, it is the responsibility of all students to attend class, skills/sim lab, and clinical experiences to achieve a successful level of performance. Attendance records will be kept providing verification as needed (i.e., financial aid).

Attendance at all assigned classes is required.

- Arriving after a class, lab, or clinical experience has begun is disruptive to classmates and instructors, every effort should be made to arrive on time.
- Absenteeism and tardiness will affect your academic performance and financial aid status.

Attendance at all assigned skills/sim labs and clinical experiences is mandatory. Skills/Sim labs and clinical experiences start sharply at the assigned times.

- A pre-lab session assignment will be required by your faculty to validate completed pre-laboratory assignments.
- For clinical experiences, students will be expected to be at the assigned clinical agency 15 minutes prior to the start of the clinical day.
- Students who arrive after the time that the clinical or skills/sim lab experience has begun will receive a verbal warning. For a second infraction, students will receive a written warning. Any "no call, no show" for skills/sim lab or clinical experiences will result in an administrative clinical warning. Students must notify the Nursing faculty **AND** clinical faculty via Quincy College email at least one hour prior to the start of the skills/sim lab or clinical experience for any absence. In addition, students must contact the clinical faculty by phone to provide notification of absence.
- All missed time in clinical and/or lab must be made up.
- More than one absence from skills/sim lab or clinical will result in a clinical warning.
- Students that receive a second warnings in any area over the course of the Quincy College Nursing Program will result in an Administrative Warning.

Course Exemption*

All students in the Academic Division of Nursing are required to complete all courses in the nursing curriculum to be considered for graduation. Nursing students seeking graduation are not exempt from any nursing program courses.

Advanced Placement*

Quincy College recognizes the examinations of the College Board Advanced Placement Program. The AP examinations are prepared by the College Board, and the papers are graded by readers of Educational Testing Service, Princeton, NJ 08540. Quincy College will award credits to students if the test score in AP examination is at least three (3).

AP Test	Test Score	Credits	Course
Art	3	3	ART100
Biology	3	3	BIO111/112 or 121/122
Chemistry	3	4	CHE121/131 or 122/132
Economics			
Micro	3	3	ECO201
Macro	3	3	ECO202
English Language/Comp	3	3	ENG101
English Literature/Comp	3	3	ENG201
Spanish	3	3	SPN101
French	3	3	FRN101

American Government	3	3	GOV201
American History	3	3	HIS101/102
Calculus AB	3	3	MAT201
Statistics	3	3	MAT207
Physics B	3	4	PHY111/112 or 121/122
Psychology	3	3	PSY101

A college fee equivalent to the Experiential Learning credit fee will be charged for transferring these credits to Quincy College. There will be no fee if a student only wants to use these as pre-requisites towards placement at a higher level. There are no advanced placement options for the Academic Division of Nursing. Credits for pre-requisite and co-requisite courses may be accepted based upon admission criteria. No previous nursing credits will be accepted.

Quincy College offers comprehensive support for veterans pursuing nursing education. Military training and prior coursework may be evaluated for transfer credit and applied toward general education or prerequisite requirements. However, nursing-specific courses are not eligible for transfer.

Transfer*

Credit transfer is the process of receiving academic credits towards a degree or certificate program at Quincy College based on work completed at another recognized institution of higher education. Please see the Quincy College Catalog for the Transfer Credits policy (Policy 4.05A) for specific details. Prospective students who seek to transfer into the Quincy College Associate of Science Degree in Nursing Program from another accredited nursing program must meet admission criteria. Students who have achieved a B or greater in Fundamentals are able to transfer credits to the nursing program. Prospective students who seek to transfer into the Quincy College Certificate of Completion in Practical Nursing Program from another accredited nursing program must meet admission criteria. No previous nursing credits will be accepted. Credits for pre-requisite courses may be accepted based upon admission criteria.

Educational Mobility*

The Mobility Policy of the Quincy College Associate of Science Degree in Nursing and Certificate of Completion in Practical Nursing Program agrees with the Educational Mobility Position Statement of the Massachusetts Board of Registration in Nursing. In Massachusetts, there are four educational levels preparing nurses for entry into nursing practice. These are: Vocational/Technical, Diploma, Associate Degree, and Baccalaureate Degree. Educational mobility recognizes that there are similarities and differences in the core content of entry level nursing programs. These differences are noted in the breadth, depth, and scope of the educational programs.

The initial choice of a nursing program is the decision of the individual, based on career goals, abilities, and resources. As career goals are revised, nurses seek to gain knowledge and competencies not achieved in their basic program. Educational mobility allows an individual to move from one level to the next without repetition of previously acquired competencies. This also benefits patients by increasing the supply of skilled nurses. Nurse Educators have the responsibility to develop timely methods for evaluating attainment of previously achieved competencies.

Graduates of the Associate in Science Degree in Nursing Program at Quincy College have the knowledge, attitudes, and skills necessary to successfully continue their nursing education through RN to BSN or RN to MSN programs. Faculty provide information and resources on these programs and encourage educational advancement. Currently there is an articulation agreement for students to further their nursing education.

Graduates of the Certificate of Completion in Practical Nursing Program (PN) at Quincy College have the knowledge, attitudes, and skills necessary to successfully continue their nursing education through LPN to ASN or LPN to BSN programs. Faculty provide information and resources on these programs and encourage educational advancement. Currently there is an articulation agreement for students to further their nursing education.

Withdrawal*

A student desiring to withdraw from a course or the College must complete an official withdrawal form. The Registrar's Office certifies this form. Please keep a copy for your records. Failure to attend class or merely giving notice to an instructor is NOT considered an official withdrawal. If the student withdraws, a grade of "W" is recorded on his/her transcript. The effective date of the withdrawal to determine a tuition refund will be the date that the Registrar's Office receives the official form. No withdrawals are official until recorded by the Registrar's Office. No withdrawals are permitted after the last day to withdraw which is listed in the Academic Calendar. All Nursing students are required to meet with their Nursing Faculty Advisor as a first step to the withdrawal process.

A student may withdraw from a core Nursing course for a variety of reasons: personal issues, family responsibilities or impending academic failure. A student may withdraw from a single core Nursing course one time only. The withdrawal must occur by the "Last Day to withdraw" listed on the Academic Year calendar each semester. Students who withdraw from a single core Nursing course in the ASN and PNU program are encouraged to reapply to the Nursing program. A student who fails a clinical experience is not eligible to be readmitted to the ASN program. If eligible for readmission, course placement will be determined based on the Readmission Policy.

Due to the sequential progression of the Nursing program, withdrawal from a core Nursing course (RNU or PNU course) will result in withdrawal from the Nursing program. Any student who does not have prerequisite courses successfully completed prior to the beginning of a core Nursing course will not be able to progress and will need to reapply to the Nursing program.

Readmission*

Students who have withdrawn or interrupted their sequence of study must submit an application for admission to the college. Readmission to the nursing program is not guaranteed. Students seeking readmission must meet current admission requirements and will be interviewed by Nursing faculty or the Dean or designee to discuss their readmission success plan. Students who have been away from Nursing courses for 6 months or longer are subject to validation testing. The purpose of validation testing is to verify that Nursing students have sufficient knowledge in clinical competence to re-enter clinical Nursing courses after a period of interruption. Validation testing of assessment and skills (head-to-toe and vital signs), an achievement of 90% or better on a medication competency exam (PNU & RNU), and additionally completion of the HESI Fundamental Individual recommended remediation from **RNU-108**. The requirements for re-admission are:

- Nursing faculty will review student readmission applications and make a recommendation based upon a readmission rubric that includes:
 - Performance on validation testing and completion of planned remediation.
 - Student's grade point average of Quincy Colleges Nursing Program pre and co-requisites.
 - Co-requisites are up to date for the level of re-entry to the program.
 - Amount of time that has lapsed since the student was enrolled.
 - Students who have been out of the nursing program must apply for readmission with the next course offering by contacting the Dean's Assistant or the Dean of Nursing.
 - Individual's written self-identified plan for success upon return to the program will be required.
 - All required remediation from previous course would be up-to-date.
 - The student must meet with current professor within two weeks of semester start and again at mid semester for continued advising.

If readmitted, students are permitted only one readmission to the nursing program, **and it must be within 12 months from the date of withdrawal.** Any student readmitted to the nursing program will be held to the standards, policies, and procedures at the time of readmission.

Graduation*

There are two graduate ceremonies for the nursing graduate: The Professional Recognition Ceremony (Pinning Ceremony) and the College Commencement. Both ceremonies are symbolic and important.

The Pinning Ceremony is a time-honored traditional celebration for the nurse graduate and their invited guests. This reverent ceremony is steeped in nursing history and symbolizes the passage from student nurse to professional nurse.

The College Commencement is an opportunity to participate in the graduation along with others within the Quincy College community to which you belong. Recognizing the uniqueness of the professional nurse as a member of the larger community is important. Attainment of your college degree should be recognized and participation in both ceremonies is encouraged.

To participate in the Pinning Ceremony and/or Commencement, the student must:

- Complete all program grade requirements:
 - Must have achieved a grade of "C+" (77%) in all nursing courses.
 - Must have achieved a grade of "C" (73%) in all other program requirements.
- Must have a GPA of 2.0 or greater (college policy).
- Complete an application with fee for commencement to Enrollment Services by the College's deadline date.
- Satisfy **all** obligations due to Quincy College before participating in the ceremonies. This includes an online exit survey for financial aid; satisfaction of financial accounts and/or library accounts; or other obligations.
- Be professionally dressed for the Pinning Ceremony. Professional dress means a white or navy monochrome dress, or navy pants with a white dress shirt and black or navy shoes. Graduates

should style their hair to be off the neck and collar. At faculty discretion, students who are inappropriately dressed will be denied participation in the pinning ceremony.

Any student with an outstanding balance will not receive a degree from the College. In addition, the college's legal representative to the Board of Registration in Nursing will not release the NCLEX-RN® and the NCLEX-PN® Certificate of Graduation and Official Transcript on behalf of any student with outstanding accounts.

Student Records Policy*

Quincy College follows and enforces all federal and state laws protecting the confidentiality and security of student records. The Family Educational Rights and Privacy Act applies to all academic, financial, and other student records. The Family Educational Rights and Privacy Rights Act (FERPA), also known as the "Buckley Amendment," is enforced by all departments on campus and applies to all academic, financial, and other student records. The Quincy College Associate of Science Degree in Nursing Program maintains records in compliance with the federal, state, and college regulations. The Student Records and Registrar's Office maintains the permanent academic record for the student.

Enrolled Students Records

Copies of contact data and evaluation reports of currently enrolled students are maintained in a locked file cabinet in a locked office within the Division of Nursing for a period of three years. As of September 2025, all Division of Nursing records will be kept electronically and stored on the college intranet.

The office of Student Records/ Registrar maintains all official grade reports and college records.

Graduate records

Names of graduates and transcripts will be maintained permanently in the Student Records and Registrar's Office. All program related documents are discarded when the student completes the program. Copies of clinical evaluations will be maintained for three years in a locked office by the Dean's Assistant in the Division of Nursing. Records will be destroyed after three years.

Withdrawals

Program records on withdrawn students will be maintained for three years. The Enrollment Service office maintains the official transcript, class attendance, and reason for withdrawal for a period of seven years.

Failure

Students who have failed a nursing concentration course and have been required to leave the program will have records maintained for three years by the Dean's Assistant in the Division of Nursing in a locked office. Records will be destroyed after three years.

Medical Records

All student health forms are stored on the ViewPoint system. ViewPoint are Quincy College's internet-based background screening programs that provide compliance management. The Clinical Compliance Administrator, under the direction of the Dean of Nursing, is responsible for monitoring student health requirement submissions to ViewPoint. Electronic alerts regarding upcoming health requirement submission/renewal dates are sent by ViewPoint via the Quincy College email system at 90-, 60-, and 30-day timeframes. The Clinical Compliance Administrator will communicate with students via the Quincy

College email system when students are approaching non-compliance status and to facilitate specific clinical agency requirements.

Program Records

Nursing program records including college catalogues, self-study reports, program plans, curriculum, annual reports, Board of Registration in Nursing (BORN), and Accreditation Commission for Education in Nursing (ACEN) correspondence, program committee minutes, brochures, and NCLEX® results are stored on the College intranet.

Request to Review Records

The FERPA provides for student record privacy including the right for students to inspect and review their educational records (See Quincy College Policy 6.15, p.173).

GENERAL BEHAVIOR POLICIES

Civility Statement

Quincy College was founded in the belief that learning is a lifelong activity, and that education can improve the quality of life for individuals and society. The College values freedom of expression and recognizes the constitutional and statutory rights of students and staff. It is the intent of the College to promote and foster an atmosphere and environment conducive to the academic mission of recognizing the dignity and worth of each member of our community, regardless of status (student, administrator, support staff or faculty member) should treat every other individual, irrespective of status, rank, title, or position, with dignity and respect. The Civility Policy can be accessed in the College Policy Manual at [Policy 2.06: Civility | Quincy College](#).

Student Social Media Policy*

The Division of Nursing of Quincy College is supportive of the use of social media to reach audiences important to the College such as students, prospective students, faculty, and staff.

This Student social media policy applies to nursing students who engage in internet conversations for school related purposes or school-related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) whether discussed through traditional communication channels or through social media.

Social media are defined as mechanisms for communication designed to be disseminated through social interaction. Social media is commonly thought of as a group of Internet-based applications. Examples include, but are not limited to, LinkedIn, Wikipedia, Flickr, blogs, podcasts, Instagram, Snapchat, Allnurses.com, Twitter, Facebook and/or YouTube.

As nursing students, you should want to represent the College and the nursing profession in a fair, accurate and legal manner while protecting the reputation of the institution you attend.

When publishing information on social media sites remain aware that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communications with your audience, you have less control about how materials you post will be used by others.

- Protect confidential and sensitive information: Do not post confidential or proprietary (identifying) information about the College, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a Quincy College nursing student.
- Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and of the college.
- Do not use Quincy College or Nursing Division marks, such as logos and graphics, on personal social media sites.
- Do not use Quincy College's name to promote a product, cause, or political party or candidate.

- It is expected that during clinical, the use of cell phones, iPads, tablets etc. and other devices employed for social media will be used only as authorized by clinical faculty. If a smart phone is being used, it is expected that the cell phone aspect of the device is silent.
- No personal phone conversations or texting are allowed at any time while in patient/client areas or in the classroom/laboratories.
- Use of computers (iPads, Notebooks, etc.) during class shall be restricted to note taking and classroom activities.
- Use otherwise is distracting for not only for the student involved in the activity but those in the immediate area/vicinity.
- No student shall videotape professors or fellow students for personal or social media use without the permission of the faculty or fellow student approved through Student Accessibility Services (SAS).
- At NO time shall patients/clients be videotaped or photographed.
- Be aware of your association with Quincy College in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on Quincy College's behalf, unless you are authorized to do so in writing.
- HIPAA guidelines must always be followed. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.
- You have sole responsibility for what you post. Be smart about protecting yourself, your own and others' privacy and confidential information.

Violation of Social Media Policy will result in:

- Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and dismissed from the program.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
- Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

Warning and Remediation Policy

The Division of Nursing uses a three-track Warning and Remediation System to ensure fair, consistent, and transparent management of student performance concerns. Warnings are documented in the student's file and may relate to Academic, Clinical/Lab/Simulation, or Administrative areas.

Serious violations may result in immediate dismissal without progressive warnings. All dismissals are reviewed and documented by two Nursing Leadership members and two Nursing Faculty members for approval.

1. Academic Counseling – Advisory

Purpose: Alert students at risk of not meeting course or program requirements (e.g., approaching a minimum passing grade of 77%, GPA concerns, or repeated absences).

Process:

- Faculty issues a Notice of Concern via MyQC Portal which is submitted electronically to the Quincy College Student Success Team and the student email.
- The student meets with faculty to develop improvement strategies.
- After the second exam, students remaining below 77% exam average meet with Nursing Leadership for review and support.

Notes:

- Academic warnings are advisory and meant to promote improvement.
- Course failure is described in the Nursing Handbook.

2. Lab / Simulation

Purpose: Address lab or simulation concerns.

Tiered Process - documented in Trajecsys

1. **Verbal Warning:** Counseling
2. **Written Warning:** Formal Lab / Simulation Warning Form issued; includes action plan
3. **Second Written Warning:** Issued if performance does not improve; results in Administrative Warning

3. Clinical

Purpose: Address clinical concerns.

Tiered Process - documented in Trajecsys

1. **Verbal Warning:** Counseling
2. **Written Warning:** Formal Clinical Warning Form issued; includes action plan
3. **Second Written Warning:** Issued if performance does not improve; results in Administrative Warning

Immediate Dismissal / Zero-Tolerance:

Unsafe, unethical, or illegal behavior (e.g., HIPAA breach, falsification, substance use, or unsafe practice) may result in immediate dismissal.

4. Administrative Warning

Purpose: Address conduct, or administrative deficiencies, including serious offenses or when a student receives a Second Written Warning in any area during the program.

Examples (may include but are not limited to):

- Unprofessional or unsafe behavior
- Serious offenses (may result in immediate dismissal), including:
 - o Severe unsafe practice
 - o HIPAA or confidentiality violations
 - o Substance use during clinical, lab, or simulation
 - o Falsification of clinical or academic records
 - o Threats, harassment, or violence
 - o Criminal activity affecting program participation

Process:

1. **Administrative Warning:** Issued with a specific deadline for correction. May also be issued automatically when a student receives a Second Written Warning in any track.
2. **Second Administrative Warning:** Will result in a recommendation for dismissal from the nursing program.
3. **Committee Review:** Two Division of Nursing leadership members and two nursing faculty members **review, document, and approve** any dismissal decision.

Academic Integrity

The Academic Integrity Policy can be accessed in the College Policy Manual at [Policy 5.15: Academic Integrity Policy | Quincy College](#).

Student Rights and Grievance Policy*

The Student Rights Policy can be accessed in the College Policy Manual at [Policy 3.01: Student Rights and Responsibilities | Quincy College](#)

Student Grievance*

The Student Grievance Policy can be accessed in the College Policy Manual at [Policy 6.14: Student Grievance Procedure | Quincy College](#)

Statement Against Retaliation

An individual who has engaged in a protected activity is protected against retaliation. A protected activity consists of the following: 1) opposing a practice made unlawful by one of the employment discrimination statutes; or 2) filing a charge, testifying, assisting, or participating in any manner in an investigation, proceeding, or hearing under the applicable statute.

Any individual who believes they are the victim of retaliation as described above, may file an oral or written complaint of retaliation with the Title IX Coordinator(s) or designee. The complaint of retaliation will be addressed in accordance with the provisions of the Equal Opportunity and Anti-Harassment Complaint Procedures (Policy 3.02). The complaint of retaliation will be treated as a new and separate complaint.

Non-Discrimination Policy

In accordance with federal civil rights law, Quincy College does not discriminate in its education programs and activities based on race, color, national origin, ancestry, sex, gender, gender identity, gender expression, sexual orientation, physical and/or mental disability, age, religion, medical condition, veteran status, marital status, genetic information, or any other characteristic protected by institutional policy or state, local, or federal law. The requirements of non-discrimination in educational programs and activities extend to employment and admission. Please forward inquiries to the Associate Vice President for Student Development email: sas@quincycollege.edu.

Safety and Security Information

For non-emergencies, students can contact Security on the Quincy Campus at the Security Office in Presidents Place or by going to the Front Desk at the Plymouth Campus. Students are encouraged to report any criminal or suspicious activity to the security officers. For emergencies, students should call 911 immediately.

Faculty remind students not to leave valuables unattended in class and/or in the college lab.

College Closing Notification System

If Quincy College will be closed due to inclement weather conditions, an announcement will be made as early as possible over local radio and television stations, the Quincy College Website, My QC Portal, and Social Media Channels. Follow QC cancellations at www.quincycollege.edu/cancellations . Twitter at @QCCancel or QC cancellation hotline 1-800-698-1700, then press #1.

Note: If your primary campus is officially closed, clinical rotations will also be cancelled.

STUDENT HEALTH AND SAFETY COMPLIANCE

Criminal Offender Record Information (CORI)

Where Criminal Offender Record Information (CORI) checks are a part of a general background check for clinical placement of students, the following practices and procedures will be followed:

- CORI checks will only be conducted as authorized by the Criminal History Systems Board. All applicants will be notified that a CORI check will be conducted. If requested, the applicant will be provided with a copy of the CORI policy.
- An informed review of a criminal record requires adequate training. Accordingly, all personnel authorized to review CORI in the decision-making process will be thoroughly familiar with the educational materials made available by the Criminal History Systems Board.
- Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determination of suitability based on CORI checks will be consistent with this policy and any applicable law or regulation.
- If a criminal record is received from the Criminal History Systems Board, the authorized individual will closely compare the record provided by the Criminal History Systems Board with the information on the CORI request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.
- If Quincy College is inclined to make an adverse decision based on the results of the CORI check, the applicant will be notified immediately. The applicant shall be provided with a copy of the criminal record and the organization's CORI policy, advised of the part(s) of the record that make the individual unsuitable for the position or license, and given an opportunity to dispute the accuracy and relevance of the CORI record.
- Applicants challenging the accuracy of the policy shall be provided with a copy of the Criminal History Systems Board's Information Concerning the Process in Correcting a Criminal Record. If the CORI record provided does not exactly match the identification information provided by the applicant, Quincy College will decide based on comparison of the CORI record and documents provided by the applicant. Quincy College may contact the Criminal History Systems Board and request a detailed search consistent with the Criminal History Board Policy.
- If Quincy College believes the record belongs to the applicant and is accurate, based on the information as provided in section 4 of this policy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but may not be limited to, the following:
 - Relevance of the crime to the position sought;
 - The nature of the work to be performed;
 - Time since conviction;
 - Age of the candidate at the time of the offense;
 - Seriousness and specific circumstances of the offense;
 - The number of offenses;

- Whether the applicant has pending charges;
 - Any relevant evidence of rehabilitation or lack thereof; and
 - Any other relevant information, including information submitted by the candidate or requested by the hiring authority.
- Quincy College will notify the applicant of the decision and the basis of the decision in a timely manner.

By accepting a student into the Quincy College Division of Nursing Programs, Quincy College does not represent or warrant that said student will be eligible for clinical placement. Students seeking admission to the Quincy College Division of Nursing Programs are advised that Massachusetts law permits long term care facilities, home health care facilities and other institutions providing care, treatment, education, training, transportation, delivery of meals, instruction, counseling, supervision, recreation and other services in a home or in a community based setting for an elderly person, or a disabled person to require Criminal Offender Record Information (CORI) for all employers and/or volunteers who will have direct or indirect contact with such elderly or disabled persons.

Student Health Requirements

Students admitted to the Associate of Science Degree in Nursing program must submit to ViewPoint, and have approved by ViewPoint, evidence of compliance with the immunization requirements as specified by the Massachusetts Department of Public Health. Additionally, students may be required to submit additional documentation as specified by individual clinical agencies.

Required Test	Specific Information
MMR (Measles, Mumps, Rubella)	All students born on or after January 1, 1957, should have two doses of the MMR immunization. There should be a minimum of 30 days (about 4 and a half weeks) between doses or Measle, mumps, and Rubella titers.
Hepatitis B	Students must have completed their Hepatitis B immunization (3-dose series) and have documentation of a positive Hepatitis titer (HBsAb). If there is an 'equivocal' titer, students must have a Hepatitis B booster and repeat titer 30-40 days (about 1 month) after the booster. If there is a negative titer, repeat Hep B series and repeat titer 30-40 days (about 1 month) after completion of the repeat series. If the second titer is negative, the student will be required to contact the Student Compliance Supervisor to discuss further.
Tdap (Tetanus, Diphtheria and Pertussis)	Students are considered compliant if they have received the Tdap vaccination within the last 10 years. If it has been more than 10 years since Tdap was administered an adult Tdap booster or Tetanus (Td) is required.
Varicella (Chickenpox)	All students should have two doses of the Varicella immunization or Varicella titer. If negative for immunity student should repeat series.
Meningococcal	Full-time students 21 years of age and younger must provide documentation of having received a dose of quadrivalent meningococcal conjugate vaccine on or after their 16th birthday, regardless of housing status.

Influenza (Flu shot)	All student nurses are required to have a flu shot <u>annually</u> as soon as it becomes available during the annual “flu season” (early fall through early spring). Must be administered by the first week of September each academic year. Document must list lot #. Each year the new flu vaccine becomes available around mid to end of August.
Tuberculosis (TB)	All nursing students must have a Tb test annually. Students must submit documentation/proof (signed by the healthcare provider) of a QuantiFERON-TB Gold or T-spot (blood test) Positive Test Result Guidelines: <ul style="list-style-type: none"> • If a nursing student has a positive PPD result; a negative chest x-ray must be completed within the past 5 years, a Tb questionnaire (a review of symptoms for active TB; form can be found in ViewPoint) must be completed and signed by both the student and the health care provider. Also, a note from the health care provider stating the student is asymptomatic must be submitted. The Tb questionnaire and health care provider note must be done annually. • If the review of symptoms indicates active TB, the student must submit documentation that they have begun an appropriate plan of treatment. A nursing student with active TB may not attend clinical. • LPN students ONLY a PPD, a skin test, is acceptable in place of a blood test.
Covid-19 Vaccination	All Nursing students must be fully vaccinated, per the CDC guidelines or in accordance with the clinical agency policy in order to attend clinical at an assigned clinical agency.

Additionally, students must have the following information uploaded, and accepted, into ViewPoint to be considered compliant:

- All students must have the **Essential Functions** form signed by a Healthcare provider 60 days prior to start of semester while enrolled in program. The Essential Functions form states that the student may participate in the clinical setting for nursing and must be submitted, and approved, to ViewPoint prior to the start of classes each year.
- Failure to comply with Student Health Requirements (i.e., ViewPoint requirements) by deadlines for clinical clearance will result in inability to attend class, laboratory and clinical. An academic warning will be issued and may subsequently result in removal from the program.

Exemption Guidelines

A student may be deemed exempt from immunization requirements if they indicate medical or religious (when applicable) reasons which prevent receiving the immunization. However, the student needs to be aware that, if this is the case, it may affect their ability to attend clinical and, thus, pass the course. A student may be exempt from an immunization if an allergy is documented by a health care provider, or if the student has had the disease and can document a positive titer. Documentation will be required for a medical or religious exemption (when applicable). Specific clinical sites may not accept a student for clinical. If this occurs, it may affect the student’s ability to progress or remain in the Nursing Program.

Documentation Guidelines

Appropriate/Acceptable Documentation/Proof Guidelines:

Immunizations and titer information should be on official letterhead or stationery signed by a healthcare provider or be an official copy of the clinical laboratory report indicating the specific parameters.

Exposure/Development of a Communicable Disease

If a student has been exposed to a communicable disease, the student must immediately contact the Dean of Nursing and/or Clinical Faculty to report exposure. It will be left to the discretion of the Dean, in conjunction with the faculty, to determine if it is safe for the student to attend clinical assignments. Students diagnosed with a communicable disease are required to present documentation to the Clinical Compliance Administrator indicating that they are no longer infectious before they will be allowed to participate in classroom, laboratory, or clinical activities.

Pregnancy

Students should notify the Lead faculty and Clinical Instructor to prevent maternal/fetal exposure to known risk factors. The student will be advised to contact the Title IX Coordinator (Meghan Giovannoni, mgiovannoni@quincycollege.edu, 617-984-1724) for assistance coordinating any specific actions to prevent sex discrimination and ensure the student's access to the recipient's education program.

Change in Health Status

If a student develops a health condition/illness that results in time away from class, lab and/or clinical/professional practice experience, or if their condition warrants dismissal from such, the following shall occur at the at the direction of the Dean of Nursing and/or the Student Compliance Supervisor:

- The student will be required to submit a health clearance from their health care provider that states the student "may return with no restrictions to class/lab and/or clinical professional experience".

Covid-19 Guidelines

- The College follows the CDC and state guidelines. Students in selective healthcare programs are required to be fully Covid-19 vaccinated.
 - Medical exemption request with provider (MD/NP) documentation should be submitted to the Dean of Nursing for submission to a clinical agency for approval.
- We will continue to monitor the State, CDC and public health guidance and adjust the College policies as necessary. We appreciate your commitment to our community and the health and safety of one another.

CLINICAL POLICIES

Professional Behavior

A Quincy College Nursing student is representing the College in the community. As such, nursing students are held to the standards of practice, professional performance and ethical behavior described in the Massachusetts Nurse Practice Act and the National Student Nurses Association. Students are expected to demonstrate safe, ethical, and professional conduct at all times. This includes interacting with other students, clinical staff, patients, and faculty while in the clinical setting.

The following are some examples of unsafe, unethical, or unprofessional behaviors:

- Failure to follow Nursing Program or clinical agency policy and procedures
- Failure to notify the instructor of clinical absence
- Reporting for clinical sessions under the influence of drugs and/or alcohol
- Refusing assignments based on the patient's race, culture, religious preference, gender identification, national origin, age, handicapping condition, or medical diagnosis
- Denial or failure to report errors in the clinical setting
- Failure to report unethical behavior witnessed in the clinical setting
- Ignoring or failing to report unethical behavior of other health care persons in the clinical setting, i.e., behavior that jeopardizes patient welfare
- Displaying physical or emotional behavior(s) that may adversely affect well-being of self or others
- Interacting inappropriately with agency staff, co-workers, peers, patients, families, or faculty
- Inadequate physical coordination essential for carrying out nursing procedures
- Deficient critical or analytical thinking skills necessary for making appropriate clinical judgments
- Performing unauthorized or unsupervised activities or procedures
- Any violation of the Health Insurance Portability and Accountability Act (HIPAA)

A faculty member may take the following measures if a student demonstrates unsafe or unethical behavior(s) in any setting:

- Immediate dismissal from the learning setting and initiation of immediate remediation in collaboration with the student
- Administer a clinical warning or administrative warning
- Consult with the Nursing Leadership regarding the behavior
- Recommend immediate dismissal from the nursing program (i.e., if the behavior is of a grave nature, including but not limited to safety violations, substance abuse, unlawful or unethical acts).

Nursing faculty require nursing students to provide safe, effective, and supportive patient care. To fulfill this purpose, nursing students must:

- Be free of chemical impairment
- Meet essential functions
- Meet immunization compliance
- Comply with clinical agency requirements, policies, and procedures
- Remain focused during participation in any part of the Nursing Program including classroom, laboratory, and clinical settings
- Always remain in compliance with ViewPoint

Note: This list is not intended to be exhaustive of all expectations for nursing students.

Clinical Performance

The student is expected to perform the same essential functions of the employment position as a licensed nurse. "A student must be able to practice nursing as it is defined in the law. They must have adequate cognitive, sensory, and psychomotor functioning to effectively implement nursing care". A student with sensory or motor-skill/strength limitations must demonstrate the ability to meet those standards for performance, using adaptive equipment where needed. A student must tolerate physically taxing activities and exercise restraint during stressful situations to meet the profession's demands.

All students must have the following items completed:

- All students must have completed an American Heart Association cardiopulmonary resuscitation (CPR) Basic Life Support (BLS) course for the healthcare professional and certification must be current and submitted, and approved, to ViewPoint prior to the start of classes. CPR certification is valid for two years. If it expires at any point during a students' participation in the Nursing Program, it must be renewed to remain in compliance with ViewPoint.
- Drug Screen
- Federal and Local Background Checks (CORI)
- 100% compliance with Massachusetts Immunization Requirements for Health Care Personnel
- Yearly Physical
- Health Insurance
- Maintain essential functions as defined under clinical performance.

It is the student's responsibility to maintain and keep up to date all requirements in their ViewPoint accounts throughout their time in the Quincy College Nursing Program and until graduation.

Uniform Requirements/Professional Image

The Quincy College nursing student uniform serves to identify you as a student nurse amongst many health care providers. The uniform was selected to present a professional image of you, the nursing program, and the College.

For all Clinical and Skills/Simulation Lab experiences, students are expected to adhere to the dress code requirements listed below:

- Official Quincy College uniform top with embroidered logo, and pants freshly laundered, pressed and in good repair.
- A clean white, black or navy long sleeve shirt is permitted under a uniform top.
- Clean solid white leather shoes, nursing clogs with backs, or white or black wipeable leather sneakers. Non-nursing clogs without a back, high top sneakers, or sneakers with colored insignia are not permitted.
- Undergarments should not be visible.
- White stockings/socks.
- Quincy College Student ID, name pin (with first name and last initial) and any specific identification required by the clinical agency.
- Stethoscope, bandage scissors, pen light, watch with a sweep or digital second hand, black ink pen and small notebook

Additional Requirements Related to Professional Appearance

- The specified Quincy College lab jacket, Quincy college crewneck sweatshirt or Quincy College fleece jacket is the only covering that can be worn over the uniform (i.e., no sweaters or hoodies).
- Fingernails must not protrude beyond the edge of the fingertip. No nail polish is permitted. Artificial nails are not permitted because of the risk of infection. This includes tips, wraps, acrylic, dip, and/or gel nails.
- Any make-up should be subtle in color and lightly applied. Heavy make-up or extreme colors should be prohibited.
- Jewelry is limited to one ring or ring set (i.e., wedding band and engagement ring), one pair of stud earrings to the lower ear lobe and a wristwatch.
Note: In some clinical areas all jewelry must be removed.
- Visible body piercings including, but not limited to, eyebrow, lip, tongue, cheek, and nose are not permitted.
- Visible tattoos must be covered per clinical agency policies. No requirement for simulation/lab experience.
- Ear gauges must be plugged with plugs matching skin tone.
- Hair must be worn in a neat, controlled style (i.e., ponytail, bun) away from the face and off the collar.
- Head bands are discouraged, but if worn it must be plain white and clean.
- Facial hair must be neat and well-trimmed.

Scent Policy

- Quincy College, Academic Division of Nursing is a scent-free environment. Please avoid use of scented products when engaging in classroom, laboratory, and clinical experiences.
 - For example: lotions, perfume, or cologne while in class, skills lab, SIM lab or at the clinical agencies.
- Scented products such as hair spray, perfume, and deodorant can trigger reactions such as respiratory distress and headaches.
- Tobacco residue odors on the body, clothing and/or other items may be offensive to others. Students who smell strongly of scented products and/or tobacco smoke may not be allowed in class, lab/SIM, or clinical.
- If dismissed from classroom, lab, simulation, or clinical setting for strong sent/odors including tobacco, will be counted as an absence according to attendance policy.

The clinical agency and nursing faculty have authority to deny access to any clinical, simulation or skills lab experience if a student does not adhere to the dress code. Failure to meet uniform requirements will result in the issuance of a written warning and/or the student being sent home with a clinical absence to be made up as specified in the clinical attendance policy.

Note: In some clinical units a dress code may be outlined by the clinical agency (i.e., operating room). When a student is assigned to these specific areas, they will follow the specified agency dress code protocol.

The skills/simulation lab is an extension of the clinical learning environment. The activities in the nursing laboratory are intended to help students gain the knowledge, skills and attitudes required for nursing practice. Learning and deliberate practice of skills in this environment needs to be completed while adhering to the program's dress code.

Attendance*

Attendance at all assigned skills/sim labs and clinical experiences is **required**. Clinical experiences start sharply at the assigned times.

- For clinical and laboratory experiences, students will be expected to be on site 15 minutes prior to the start of the clinical day.
- Students who arrive after the time that the clinical or lab experience has begun will receive a verbal warning. For a second infraction, students will receive a written warning. All missed time in clinical and/or lab must be made up.
- Any unexcused absence will result in a skills/sim lab or clinical warning.
- Any "no call, no show" for skills/sim lab or clinical experiences will result in an administrative warning. Students must notify the Nursing faculty and clinical instructor via Quincy College email at least one hour prior to the start of the skills/sim lab or clinical experience for any absence. Students needing to miss clinical must notify the clinical instructor one hour prior to the start time via phone call.
- Students receiving a second written warnings over the course of the Quincy College Nursing Program will be required to meet with Nursing Leadership and receive an Administrative Warning.
- All skills/sim lab and/or clinical experiences must be made up. See Make-up Policy.
- An administrative warning will be issued by Nursing Leadership for safety, significant unprofessional behavior, or after consultation with faculty for escalated concerns and may warrant a dismissal from the nursing program.

Request to Transfer Clinical Sites

Students are not allowed to change clinical placement once clinical information has been sent to the clinical agencies (3 to 4 weeks prior to the start of the semester). Clinical agencies must have information to provide computer access codes, security, orientation materials, etc. Changes cause unnecessary delays in providing the tools students need, thus impacting negatively on students' learning. In addition, changes may jeopardize using the agency in the future.

Transportation to Clinical Sites

- Transportation to clinical sites is the responsibility of the student.
- Carpooling is recommended to minimize the number of vehicles requiring onsite parking.
- The use of public transportation, if applicable, is recommended to avoid parking challenges.
- Your transportation plan should be reliable to ensure you arrive 15 minutes prior to clinical pre-conference.

Parking at Clinical Sites

- Parking at a clinical is at the discretion of the clinical agency.
- The Clinical Faculty will notify students of parking arrangements prior to the start of the clinical experience.

Annual Clinical Orientation Requirements

Centralized Clinical Placement (CCP) Online Orientation and Clinical Assignment Ticket:

- Students are required to complete the Online Orientation Program as part of their clinical education experience at the beginning of the program and annually thereafter.
- Students must complete a CCP Ticket for each clinical placement.
- Some clinical facilities may require students to complete online orientation and testing prior to attending any clinical.
- The Online Orientation Certification must be validated prior to each clinical or as indicated.
- Access the Online Orientation program at: www.mcnplacement.org/orientation

Students have the responsibility to review the policies and procedures specific to their assigned clinical placement. If students have questions regarding the content within the modules or the process, they should contact the Dean of Nursing or the Clinical Compliance Supervisor.

Latex Allergy Management

- Please be advised that a number of products used in health care contain latex.
- Quincy College, Academic Division of Nursing will make every effort to provide a latex free environment on campus however latex is not always easily identified in an academic environment.
- Be aware of your environment and risk of exposure to latex.
- Students with a confirmed latex allergy must provide medical documentation and will be required to sign an acknowledgement of their risk and responsibility for avoiding latex whenever feasible.
 - Students with a latex sensitivity are responsible for the costs of any testing to confirm the sensitivity.
 - Students with a latex allergy will be at some risk while completing the program.
 - Students will agree to allow communication of their latex allergy status to appropriate clinical agencies by the Dean of Nursing and Clinical Experiences facilitate placement and planning.
- Quincy College cannot guarantee the clinical environment will be latex free.

Essential Abilities

Quincy College seeks to provide equal access to its programs, services, and activities for people with disabilities. Therefore, to the extent practicable, the College will endeavor to make a reasonable academic adjustment for an applicant with a disability who is otherwise qualified.

The **Essential Abilities** of a student enrolled in the ASN and PN Program requires that the student, with or without reasonable accommodations, must be able to:

- Demonstrate the ability to perform essential functions for a maximum of a 12-hour shift.
- Demonstrate the ability to protect a patient when the patient is standing and ambulating on all surfaces with or without the use of assistive devices including, but not limited to, casts, splints, canes, crutches, and walkers.
- Demonstrate the ability to safely move a patient over 100 pounds from one surface to another using the appropriate level of help and available transfer devices.
- Demonstrate safe body mechanics in the process of all patient treatments, including lifting and carrying small equipment (under 50 pounds) and moving large equipment (over 50 pounds).
- Demonstrate the ability to manipulate dials and buttons on equipment.
- Demonstrate the ability to coordinate simultaneous motions.
- Demonstrate the ability to perform occasional overhead extension.

- Demonstrate the ability to hear blood pressure, heart and lung sounds with or without corrective devices.
- Demonstrate the ability to palpate soft tissue including pulse, muscle, and bones.
- Demonstrate the ability to perform nursing interventions: sterile procedures, dressing changes and when necessary, follow infection control procedures, administer medications including dosage calculations.
- Display adaptability to change.
- Establish effective relationships with others.
- Communicate effectively, safely, and efficiently in English by:
 - Explaining procedures
 - Receiving information from others
 - Receiving information from written documents
 - Exhibiting appropriate interpersonal skill (refer to ANA Code for Nurses)
 - Analyzing and documenting assessment findings and interventions
- Distinguish color changes.
- Detect an unsafe environment and carry out appropriate emergency procedures including:
 - Detecting subtle environmental changes and odors including but not limited to the smell of burning electrical equipment, smoke, and spills.
 - Detect high and low frequency sounds, including but not limited to alarms, bells, and emergency signals.

These are the Essential Functions of the Associate of Science Degree in Nursing and the Certificate of Completion in Practical Nursing Program. If there are any reasons why you may not be able to perform these functions with or without reasonable accommodation, you should notify the Dean of the Academic Division of Nursing as soon as possible.

Legal Name Statement

- Students in the Division of Nursing at Quincy College are required to use their legal name throughout the program.
- Name should appear as printed on their driver's license or government approved ID.
- Students must always use their full legal names on forms (including hospital/clinical orientation documents), when requesting a background check, when charting in patient records (written or electronic), and for any form of legal documentation related to the nursing program. It is the student's responsibility to make sure that all Quincy College records reflect their current legal name.
- All students documenting in a medical record will add "SN, QC" (Student Nurse, Quincy College) after each signature of their legal name.

Clinical Evaluation

The clinical learning outcomes pertinent to each clinical nursing course will be evaluated at mid-term and again at the end of the term. The Clinical Faculty will be formatively evaluating each student for progress towards meeting the clinical course objectives throughout the clinical experience. A summative evaluation will be done at the end of each clinical rotation. At any point in the clinical rotation, a remediation plan (i.e., performance improvement plan) can be given to any student who is not meeting the clinical objectives. This plan should include a timetable for the student to attain a satisfactory level. Failing clinical will constitute failure of the course and will prevent advancement to the next nursing course and dismissal from the Nursing program without the ability to be readmitted.

- The purpose of the evaluation process is to:
 - Determine the overall mastery of required competencies.
 - Reinforce the importance and value of required competencies in the nursing role.
 - Timely feedback about performance to enhance efficiency and effectiveness.
 - To assess progress toward level and program outcomes.
 - To evaluate the student's ability to look critically at one's own performance through the constructive observations of others.
 - To provide the opportunity to collaborate with faculty on strategies for a remediation plan.
- The Operational Definition of Unsatisfactory Clinical Performance will be reviewed during each clinical orientation by the Clinical Faculty.
- Clinical Faculty will meet with students who have demonstrated unsatisfactory behaviors to discuss clinical performance and the remediation process. The Clinical Faculty will determine the expected date of resolution of unsatisfactory clinical competencies. The Clinical Faculty reserves the right to dismiss the student from clinical at any time for unsafe clinical practice and/or unprofessional behavior.
- The following behaviors have been identified as unsatisfactory clinical performance based on the program curriculum:
 - Inadequate preparation for clinical assignment as set forth by clinical faculty to meet course objectives.
 - Failure to report significant changes in patient condition immediately to clinical faculty and/or primary nurse.
 - Violation of basic safety principles which may place patients at risk for harm.
 - Requires constant supervision and continuous verbal cues from clinical faculty when delivering care.
 - Exhibits dishonest or unprofessional behavior with patients, families, staff, peers, and clinical faculty.
 - Fails to utilize professional communication with patients, staff, peers, and clinical faculty.
 - Engages in clinical practice when not mentally or physically fit.
 - Unable to establish priorities when delivering nursing care for assigned patients.
 - Does not utilize appropriate channels of communication to accomplish goals related to delivery of patient care.
 - Fails to maintain patient confidentiality according to the Health Insurance Portability and Accountability Act (HIPAA)
 - Does not adhere to College/Clinical agency policies.
 - Fails to take responsibility for own actions.
 - Demonstrates a lack of insight and understanding of one's own behaviors.

Competencies Evaluated

- Evaluation is directed toward specific student learning outcomes identified in each course syllabus.
- The evaluation instrument measures the student's mastery of level of course and program outcomes.
- Clinical outcomes are those which relate to knowledge, skills, and ability to critically think and apply the nursing process.

Grading Methodology

- Nursing process is the foundation for nursing practice and is the major focus in the evaluation process.
- Knowledge and skill in nursing actions embedded in the process serve as the basis for evaluation.
- The evaluation instrument provides data relative to the student’s progress toward achievement of specified objectives (i.e., competencies).
- The instructor’s anecdotal record serves as a method to assess the student’s observed knowledge and skill as demonstrated through the nursing process.

Evaluation Schedule for the ASN program

- Formative evaluation(s) during the instructional process is done by the clinical faculty midway through semester
- Formative evaluation is done by the clinical faculty and in *Trajecys* using anecdotal records and implies monitoring and feedback of student progress toward stated outcomes.
- Full semester (15 weeks) courses require a mid-term evaluation to be completed by the Clinical faculty along with a student self-evaluation of their progress toward meeting the course clinical objectives.
- Summative Evaluation will occur at the completion of each nursing course, using a formal evaluation instrument that aligns with the course student learning outcomes.
- Clinical Faculty are responsible for scheduling the Summative Evaluation conference.
 - Student will complete a self-evaluation of their progress based on attainment of level objectives and proficiency of skills.
- Additional self-evaluations and conferencing may be required for students who are in remediation or on clinical warning.

Grading Criteria for Clinical Evaluation Tool

- All clinical learning outcomes must be met as “Self-Directed” at the completion of each clinical course.
- No “Dependent” or “Supervised/Assisted” behaviors are allowed for passing the clinical component of a course.
- Students & Clinical Faculty must meet to review the Clinical Performance Competency Evaluation one week prior to the end of the semester.

Criteria for Clinical Evaluation

Self-Directed (SD)	Supervised/Assisted (SA)	Dependent (D)
Meets expectations.	Meets expectations with minimal guidance.	Does not meet expectations.
Provides safe care.	Safe with minimal guidance.	Unable to identify patient safety concerns.
Consistently demonstrates self-direction.	Frequently demonstrates self-direction.	Does not demonstrate self-direction.

Applies concepts to patient care.	Requires minimal guidance when applying concepts to client care.	Requires significant guidance when applying concepts to patient care.
Consistently identifies patient care situations that need attention.	Identifies client care situations that need attention with minimal guidance.	Inconsistently or fails to identify patient care situations that need attention.

Evaluation Schedule for the Program

- . Formative evaluation(s) during the instructional process is done by the clinical faculty with the student on a daily or weekly basis either during or after the clinical experience.
- . Formative evaluation is done verbally by the clinical faculty and in writing using anecdotal records and implies monitoring and feedback of student progress toward stated outcomes.
- . Summative Evaluation will occur at the completion of each nursing course, using a formal evaluation instrument that aligns with the course student learning outcomes.
- . The Clinical Faculty is responsible for scheduling the Summative Evaluation conference.
 - Students will complete a Self-Evaluation of their progress based on attainment of level objectives and proficiency of skills.
- . Additional self-evaluations and conferencing may be required for students who are in remediation or on clinical warning.

Grading Criteria for Clinical Evaluation Tool (PN)

- All clinical learning outcomes must be met as Satisfactory (S) Needs Improvement (N/I) Unsatisfactory (U) Not Observed (N/O).
- Students & Clinical Faculty must meet weekly to review the Clinical Performance Competency Evaluation.
- Clinical Faculty will submit the Weekly Student Clinical Performance Competency Evaluations in Trajecsys after meeting with the student.

Criteria for Weekly Clinical Evaluation for the Practical Nurse Program

S - Satisfactory	N/I-Needs Improvement	U-Unsatisfactory	N/O-Not Observed
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Criteria for Weekly Clinical Evaluation for the Practical Nurse Program (Sample)

All PNU 152 learning outcomes must be met at the completion of the course. Each competency must be rated as **Met/Unmet** by the Clinical Faculty. Students must also complete the Clinical Performance Competency Evaluation and bring it to their evaluation conference. Following the evaluation conference, signed copies of both the student and faculty Competency Evaluation, including weekly student clinical evaluations, are maintained in trajecsys

Accountability

To pass, the student must be accountable for their learning and actions in all settings.

Safety

To pass, the student must perform safely in all settings.

Clinical Warnings

The following list are some, but not all, of the reasons that a student will be placed on clinical warning. Students will be notified in writing by their faculty and/or clinical or simulation instructor and will be advised to take appropriate action. Forms must be read and signed by both the student and the faculty in the Trajecys Recording System (TRS). Clinical Warnings will electronically be filed in TRS within the student's individual electronic file folder.

- Failure to progress toward meeting clinical competencies within a reasonable time.
 - Students will initially receive a verbal clinical warning along with a written plan for remediation in Trajecys. It is the responsibility of the student to comply with this plan for improvement so as not to progress to a written warning.
- Unsafe, unethical, or unprofessional practice.
- Inadequate preparation for clinical, skills lab experiences and/or simulation experiences.
- Unexcused absences from clinical experiences, skills lab experiences and/or simulation experiences.
- Repeated lateness for clinical, skills lab experiences and/or simulation experiences.
- Conduct which conflicts with clinical institutional policies.
- Non-compliance with ViewPoint requirements.
- Failure to meet due dates for required clinical, skills lab assignments and simulation assignments and activities.
- Failure to comply with program policies as stated in the Quincy College Nursing Student Handbook, Quincy College Student Handbook and/or Quincy College Policy Manual.

Students receiving a second written warning will result in an Administrative Warning and be required to meet with Nursing Leadership Nursing Leadership.

Impaired Student

A student suspected/determined to be impaired shall be subject to college disciplinary/judicial procedures under this policy for violating the student code of conduct and/or College policies, including but not limited to the following:

- Using or being under the influence of alcohol while on college premises or at college sponsored events and activities except as authorized in accordance with official college policy, possessing or distributing alcoholic beverages while on campus or college sponsored events.
- Using or being under the influence of, possessing, manufacturing, distributing any illegal drug, marijuana, narcotic, hallucinogen, or similar chemical agent, including the inappropriate or unlawful use, distribution, or possession of prescription drugs, in any quantity, that is prohibited by law.
- Students accused of violating the Code of Conduct are entitled to due process as specifically outlined in the Quincy College Student Code of Conduct Policy and Procedure 6.16.

Marijuana Policy

- The use, possession, sale, or cultivation of marijuana for medical and/or recreational purposes is not allowed on any Quincy College property; nor is it allowed at any college sponsored event or off campus activity.
- Use of marijuana (and/or any other drug) on college premises is forbidden and subject to action under the Quincy College Student Code of Conduct. Individuals may also face criminal sanctions for the unlawful possession, use or sale of marijuana under state or federal law.

- Effective January 01, 2013, Massachusetts law legalized the use of medical marijuana. Federal laws (including the Controlled Substances Act and the Drug Free Schools and Communities Act) prohibit marijuana use, possession and/or cultivation at educational institutions and on the premises of other recipients of federal funds. Therefore, even individuals with medical marijuana prescriptions will not be able to possess or use marijuana on the Quincy College campus or college sponsored events or off campus activities.

Course Policies

Grading

The Associate of Science Degree in Nursing (ASN) and the Certificate of Completion in Practical Nursing (PN) Program faculty utilizes a nursing-specific grading system for all nursing (RNU & PNU) courses. Final grades are issued to students in the form of a letter grade at the end of the semester. Grading policies and individual course requirements are reviewed with students at the beginning of each course. For all RNU and PNU courses, the grading system is as follows:

Letter Grade	Percentage
A	100 – 93
A-	<93 - \geq 90
B+	<90 - \geq 87
B	<87 - \geq 83
B-	<83 - \geq 80
C+	<80 - \geq 77
F	<77
I	Incomplete
W	Withdrawal
AUD	Audit
PASS/FAIL	Pass/Fail

Each nursing course (except for RNU 100 & RNU 207) within the Associate of Science Degree in Nursing and the Certificate of Completion in Practical Nursing Program consists of three components: Classroom Component, Skills/Simulation Laboratory Component, and Clinical Practicum Component. The program requires that students maintain a minimum level of achievement in all three components of each nursing course, to be eligible to enter subsequent nursing courses and continue in the nursing program. The specific grading requirements are as follows:

- **Classroom Component Required Final Grade**
All nursing courses are based on 100% (percent). Overall, a minimum grade of C+ (77%) must be earned to pass the course. The breakdown for obtaining a minimum of 77% are listed below.
 - Students must achieve an exam/quiz average of 77% (C+).
 - The classwork and homework grades will be included into the average ONLY after the exam grade of 77% has been achieved.
 - **Homework that is not completed or late will be graded as 0 (zero)**
- **Skills/Simulation Laboratory Component Required Final Grade**
Students must achieve a Final Skills/Simulation Laboratory Grade of PASS

A failure in the Skills/Simulation component results in a course grade of “F”

- **Clinical Practicum Component Final Grade**

Students must achieve a Final Clinical Practicum Grade of PASS

A failure in the Clinical Practicum component results in a course grade of “F”

In example #1 below, the student successfully passed all components of the nursing course and WILL be allowed to continue in the nursing program:

#1 Course Name: Fundamental Concepts of Client Care
Classroom Grade: 77 (C+)
Sim Lab Grade: PASS
Clinical Practicum Grade: PASS

In example #2 below, the student did not meet the required minimum grade in ONE COMPONENT (Classroom) of the nursing course and WILL NOT be allowed to continue in the nursing program.

#2 Course Name: Fundamental Concepts of Client Care
Classroom Grade: 76 (C) *
Sim Lab Grade: PASS
Clinical Practicum Grade: PASS

(*This student did not pass the Classroom Component and would not be eligible to continue in the ASN program. This student will be withdrawn from the nursing program.)

In example #3 below, the student did not meet the required minimum grade in ONE COMPONENT (Clinical) of the nursing course and WILL NOT be allowed to continue in the nursing program.

#3 Course Name: Fundamental Concepts of Client Care
Classroom Grade: 86 (B)
Sim Lab Grade: PASS
Clinical Practicum Grade: FAIL **

(**This student did not pass the Clinical Component and would not be eligible to continue in the ASN program. This student will be withdrawn from the nursing program and ineligible to reapply.)

The Associate of Science Degree in Nursing and the Certificate of Completion in Practical Nursing Program faculty utilizes the Quincy College grading system for all non-nursing courses. Final grades are issued to students in the form of a letter grade at the end of the semester. Students receiving less than “C” (73%) in a general education, science, or science lab course will be unable to progress in the Nursing Program until these grades meet the minimum standard.

The Quincy College grading system, which is different than the Nursing program, is as follows:

Letter Grade	Percentage
A	93 and above
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79

C	73-76
C-	70-72
D	60-69
F	Below 60
I	Incomplete
W	Withdrawal
AUD	Audit

Assignments:

- All nursing assignments are to be submitted electronically on the due date and time assigned by faculty.
- All submitted work must be the original work of the student.

Course Progress:

- Students are expected to keep track of their standing in all courses.
- Faculty are available to students to discuss areas for needed improvement and means to achieve improvement.
 - When a student is having difficulty in either theoretical or skills component of a course, the student will receive academic counseling. Students will be notified in writing by their instructor and/or lab or simulation instructor and will be advised to take appropriate action documented in Trajecsys. Faculty issues a Notice of Concern via MyQC Portal which is submitted electronically to the Quincy College Student Success Team and the student email. The NOC will include recommendations for improvement including meeting with the course lead faculty.

The following list is reasons a student will receive an academic **Notice of Concern** (NOC).

Academic Component:

- Exam grade of less than 77%
 - Students will receive a **Notice of Concern** via Quincy College email if a student earns 77% or less on any course exam. Faculty will issue a **Notice of Concern** electronically which is submitted to Quincy College Student Success. Students who receive a **Notice of Concern** are required to meet with faculty so a plan for remediation can be set forth. A course grade of less than 77% at mid-semester will result in being placed on academic warning.
- Course grade average of below 77% at mid-semester.
- Repeated failure to keep appointments with Faculty advisor, Lab/Simulation instructor or Clinical Faculty.
- Repeated failure to comply with program policies.
- Absenteeism from multiple classes.

Clinical Component:

- Failure to progress toward meeting clinical competencies. The clinical faculty will determine the expected date of resolution for dependent clinical competency(ies).
 - Students will initially receive a verbal warning along with a written plan for remediation. It is the responsibility of the student to comply with this plan for improvement so as not to progress to a written warning.
- Unsafe, unethical, or unprofessional practice.

- The clinical faculty reserves the right to dismiss the student from clinical at any time for unsafe clinical practice and/or unprofessional behavior.
- Failure to apply theory to practice.
- Inadequate preparation for clinical, skills lab experiences and/or simulation experiences.
- Absences from clinical experiences, skills lab experiences and/or simulation experiences.
- Repeated lateness for clinical, skills lab experiences and or simulation experience.
- Any “No Call/No Show” in a nursing lab and/or clinical.
- Conduct which conflicts with clinical institutional policies.
- Non-compliance with ViewPoint requirements.
- Failure to meet due dates for required clinical, skills lab assignments and simulation assignments and activities.
- Failure to comply with program policies as stated in the Quincy College Nursing Handbook, Quincy College Student Handbook and/or Quincy College Policy Manual.

** Students receiving a second written warning will be issued an Administrative Warning and will be required to meet with Nursing Leadership.

An administrative warning will be issued by Nursing Leadership for safety, significant unprofessional behavior, or after consultation with faculty for escalated concerns.

Math Calculation Competency Policy for ASN

Students must demonstrate achievement of dosage calculation competency at or above 80% in Fundamentals and 90% thereafter with subsequent nursing courses. **Medication administration is contingent upon achievement of 90% on the dosage calculation competency test at the beginning of each semester.** Students must demonstrate achievement of dosage calculation competency at or above 90% in no more than three attempts. If the student is unable to meet this competency, student will be unable to administer medication in the clinical setting, this will result in clinical failure which represents a course failure. Students who earn a clinical failure do not have the option to return to the Associate of Science Degree in Nursing Program.

Medication administration in the clinical setting is contingent upon achievement of >80% on the dosage calculation competency test at the end of PNU 152 and PNU153. Students must demonstrate achievement of dosage calculation competency at or above 80% in no more than three attempts. If the student is unable to meet this competency, student will be unable to administer medication in the clinical setting, this will result in clinical failure which represents a course failure. Inability to do so will result in a clinical failure which represents a course failure. Students who earn a clinical failure do not have the option to return to the Practical Nurse Program.

Clinical Observation

Students are working under the direct supervision of the clinical instructor. If the student is presented with the opportunity to an alternate experience, in the clinical setting, the student is to observe only.
Math Calculation Competency Policy for PN

Testing Policy

- Unit examinations are scheduled and given weight by faculty for each course. Examination weights are stated in the course syllabus.

- The Health Education Systems Inc. (HESI™) assessment exams (ASN only) are administered to students each semester at designated time periods within each course throughout the program. The purpose of the HESI exams is to provide you with an assessment of your learning at each phase of the program (i.e., Fundamentals, Medical/Surgical, Pharmacology, Maternity, Pediatrics, Mental Health Nursing, and a Comprehensive Exit Exam).
 - These scheduled exams are a mandatory component of the curriculum.
 - A “zero” will be submitted as the course grade if the student does not take the required HESI assessment.
- Students must present a current Quincy College photo identification card when attending examinations for Faculty or Exam Proctor.
- Students are expected to be present and on time for all examinations.
- Students are expected to utilize restroom facilities prior to exams.
- Students will be allowed a grace period of 30 minutes to arrive for their exam. After thirty minutes of the scheduled start time of the exam, no entrance will be permitted, and a retest will be given on the semester make-up day.
- Quincy College allows 2 minutes for each Course exam / Final exam question and 3 minutes for each HESI Exam question. ATI determines the time frame for questions.
- All missed exams will be administered on a make-exam date before final exams. There will be one make-up testing date per semester per faculty.
- Students who fail to notify their instructors prior to absence on a scheduled examination day will have 10% deducted from their scores on the make-up examination. This is inclusive of unit examinations as well as any HESI specialty/exit examinations.
- Grades will be posted at a time and format determined by the faculty team.
- For written examinations, what is documented on answer sheets will be the only basis on which grades will be determined.
- Cheating will not be tolerated. Cheating is defined as using or attempting to use unauthorized materials, information, or study aids during an exam. Examples include but are not limited to copying from another student; accessing unauthorized information; receiving messages without authority during an exam; and/or improper use of calculators, computers, smart watches, smart glasses, or any other electronic devices during exams. Any faculty or staff member who suspects or notices infractions of the standards of academic integrity and honesty, as described in the Quincy College Student Handbook and Quincy College Policy Manual, will file an *Academic Incident Report*, and initiate disciplinary procedures.
- Faculty will take reasonable measures during examinations to maintain the integrity of the testing environment (i.e., storing personal belongings in front of the classroom; removal of hats, watches, controlling noise).
- All student requests for an individual review of an exam must take place within two weeks of the exam administration date.
- No extra credit is permitted.
- Examination retakes are not allowed.
- No exam questions, answers, or exam review content may be recorded in any form.
- For the students who meet the criteria for accommodations under the Americans with Disabilities Act, please contact Student Accessibility Services.

HESI™ Testing and Remediation Policy (ASN only)

The Health Education Systems Inc. (HESI) assessment exams are administered to students each semester at designated time periods within each nursing course throughout the program. These nationally

normed, scheduled exams are mandatory. A “zero” will be submitted as the examination grade if the student does not take the required HESI assessment. Quincy College allows 3 minutes for each HESI Exam question.

All students enrolled in the Quincy College Associate of Science Degree in Nursing program will complete the assigned HESI specialty exams in each course (RNU 100, 108, 109, 206, 208). Students will aim to achieve a score of 850 or higher on each exam. Research demonstrates that scores in this range on the HESI Exit Exam suggest acceptable performance for NCLEX® success.

After each HESI exam, a remediation plan will be prescribed. This plan is dependent upon each individual student’s HESI score for each exam. The purpose of remediation is to improve students’ critical judgement, reasoning skills, and test-taking strategies to achieve NCLEX success. Students with lower HESI scores require more intense remediation.

HESI examinations and remediation will occur throughout the nursing program as follows:

RNU 100

- Toward the end of the semester, students will be assessed with the Pharmacology HESI exam.

RNU 108

- Toward the end of the semester, students will be assessed with the Fundamentals HESI exam.
- The Fundamentals HESI exam score will be graded according to the HESI scoring system listed below.
- Based on individual HESI scores, students will remediate based on the plan outlined below.
- Remediation is mandatory to progress to RNU 109 and students will be required to provide documentation of remediation completion in the subsequent nursing course (RNU 109).

RNU 109

- Toward the end of the semester, students will be assessed with the Mental-Health HESI exam. The Mental-Health HESI exam score will be graded according to the HESI scoring system listed below.
- It is an expectation that student's complete remediation for the Mental-Health HESI exam based on the plan outlined below. This remediation will serve to improve success with the Comprehensive HESI Exit Exam.

RNU 206

- During the semester students will be assessed with the Maternity and Pediatric HESI exams. The HESI exam scores will be graded according to the HESI scoring system listed below.
- It is an expectation that student's complete remediation for the Maternity and/or Pediatric HESI exams based on the plan outlined below. This remediation will serve to improve success with the Comprehensive HESI Exit Exam.

RNU 208

- Early in the semester, students will be assessed with the Comprehensive HESI exam. It is an expectation that student's complete the HESI Compass comprehensive program based on the plan outlined below. The remediation for the Medical-Surgical HESI exam is required to be completed prior to the scheduled HESI Comprehensive Exam.

- All students in RNU 208 are required to participate in NCLEX-RN® preparation through the following steps:
 - All students are required to take a Comprehensive HESI Exit Exam towards the end of the last semester of the program.
 - Based on individual scores, it is an expectation that students remediate based on the plan outline below.
 - **Students who score below 850 on the first version of the Comprehensive Exit Exam will be required to remediate and take the second version of the exam after minimally a two-week period prior to final grade submission.**
 - During the final weeks of RNU 208, all students will be required to attend the HESI RN 3-day Live Review Course. Failure to attend all three days of the Live Review will result in a course failure.

HESI™ Specialty and Exit Examinations:

The Health Education Systems Inc. (HESI) assessment exams are administered to students each semester at designated time periods within each nursing course throughout the program. These nationally normed, scheduled exams are mandatory. A “zero” will be submitted as the examination grade if the student does not take the required HESI assessment.

Research demonstrates that scores in this range on the HESI Exit Exam suggest acceptable performance for NCLEX-RN® success.

After each HESI exam, a remediation plan will be prescribed. This plan is dependent upon each individual student’s HESI score for each exam. The purpose of remediation is to improve students’ critical thinking, reasoning skills, and test-taking strategies to achieve NCLEX-RN® success. Students with lower HESI scores require more intense remediation.

The HESI Scoring System is as follows:

HESI grading will be done using the HESI conversion score, it is directly related to the HESI score and is devised by simply multiplying the HESI score by 0.09.

Examples:

If you receive a HESI score of 1000- your grade will be calculated as such: $1000 \times 0.09 = 90$

If you receive a HESI score of 730- your grade will be calculated as such: $730 \times 0.09 = 65.7$

Student Remediation Plan Outline based on HESI scores are as follows:

** Students must be logged into their HESI Student Access account and the online test specific remediation content for the number of hours specified. Do not print and log out of HESI remediation to study. Time spent in remediation content is monitored and students can break up the required remediation hours into multiple sessions.

ATI Testing and Remediation Policy for PN

PNU 152

Students must take the ATI Fundamentals Standardized Exam at the end of the semester to complete the course and receive their course grade. Grading is based on the following rubric and is equal to 2.5% of the grade

Proctored ATI Scores	Level three	Level two	Level one	Below level one
Student will get	100%	89%	70%	60%

PNU 154

Students must take the ATI Medical-Surgical Standardized Exam at the end of the semester to complete the course and receive their course grade. Grading is based on the following rubric and is equal to 2.5% of the grade.

Proctored ATI Scores	Level three	Level two	Level one	Below level one
Student will get	100%	89%	70%	60%

Remediation Policy for PNU 152 and PNU 154

Remediation is mandatory for students who achieve ATI Levels one and below. Remediation for standardized nursing exams (ATI) from the previous semester is due by the end of the 3rd week of class. Failure to complete will result in a written academic warning.

Remediation from the current semester's testing is due prior to the final exam. Failure to complete will result in a written academic warning.

PNU 157

Students must take the ATI Comprehensive Predictor at the end of the semester to complete the course and receive their course grade. Grading is based on the following rubric and is equal to 2.5% of the grade.

Proctored ATI Probability Score	94%-99%	84%-93%	59%-83%	1%=58%
Student individual score	73.5%-100%	69.3%-73.4%	64.2%-69.2%	0.0%-64.1%
Student will get	100 points	90 points	80 points	70 points

Students receiving an ATI Comprehensive Predictor score below 71.4% will be required to take the Virtual ATI (Red Light/Green Light) before receiving their Certificate of Graduation and taking the National Council Licensure Examination (NCLEX).

Make-up Policy

Testing:

- Students who miss a testing session must notify the instructor prior to examination via Quincy College email and plan to make-up the examination that will be administered on the designated make-up exam day scheduled before final exams.

- Students who fail to notify their instructors prior to absence of a scheduled examination will have 10% deducted from their scores on the make-up examination. This is inclusive of unit examinations, not HESI and ATI specialty/exit examinations.
- A different examination will be administered for any unit make-up exam. Make-up exams can be given in an alternative format.

Skills/Simulation Lab and Clinical:

- All missed skills/sim lab and clinical experiences must be made up. Unexcused absences will result in a warning. All missed skills/simulation sessions must be made-up within a week of an absence at designated times. Failure to make-up a missed session within a week will result in Progressive warning.
- Skills/sim lab make-up days, times and locations will be determined based on the availability of qualified faculty and skills/sim lab space.
- Clinical make-up days, times and locations will be determined based on the availability of qualified faculty and clinical sites. Failure to make-up a clinical will result in an incomplete or clinical failure.
- More than two (2) unexcused skills/simulation and/or clinical absences will result in a clinical failure and withdrawal from the nursing program.

Grade Appeal Process

The Grade Appeal Policy can be accessed in the College Policy Manual at [Policy 5.14: Final Grade Appeal Process | Quincy College](#).

Dismissal

The following criteria will be used for the dismissal of any nursing student:

- Clinical Nursing Courses:
 - A student will be dismissed from the nursing program if they are unsuccessful in a clinical nursing course where the course exam/quiz average or total GPA is below 77%.
 - Students who are dismissed for this reason may apply for readmission to repeat the course one time only.
 - If a student fails a repeated clinical course or any additional clinical course, they will be permanently dismissed from the program.
- Non-Clinical Nursing Courses (e.g., *RNU100 Pharmacology* and *RNU207 Nursing Informatics, Leadership & Trends*):
 - Students must achieve a minimum grade of "C+" (77%).
 - Students earning below 77% must repeat the course.
 - Students may continue progression in the program while repeating a non-clinical course.
 - For *RNU100 Pharmacology*, students may progress into *RNU109* while repeating the course; however, a grade of 77% or higher in *RNU100* is required to progress into *RNU206*.
 - Each non-clinical nursing course may only be repeated once. Failure to achieve 77% or higher after the second attempt will result in dismissal from the program.
- Students who fail to achieve successful completion ("C" or better) of non-nursing courses prior to or concurrent with the approved curriculum sequence.

- Students who fail the skills/sim lab and/or clinical component of any nursing course are ineligible for readmission.
- Additional factors which may cause dismissal from the program:
 - Violation of any clinical agency policy
 - Unsafe clinical practice
 - Unprofessional conduct
 - A “No Call/No Show” in a nursing lab and/or clinical
 - Violation of any Quincy College policy including but not limited to:
 - Academic Integrity Policy
 - Civility Policy
 - Student Social Media Policy
 - College Environment Policies
- Students may appeal the decision of the faculty to the appropriate nursing dean.

Class Representatives

Students in both the first and second year are eligible to be class representatives. Students volunteer for these positions. The class representatives are responsible for organizing communication systems, facilitating class service projects, and professional recognition activities, if desired. Class members may work on community service projects and organize fundraising activities. Membership with the National Student Nurses Association is strongly encouraged for all students.

Committee Work

Student representation is actively solicited for the standing committees within the Associate of Science Degree in Nursing and the Certificate of Completion in Practical Nursing Program. Participation on these committees gives students a voice in the curriculum content and the overall program of learning. Faculty look forward to student ideas and participation. Participation is a wonderful way to learn more about the profession and provides more exposure to the nursing critical thinking process.

The committees are:

- Nursing Faculty Organization Shared Governance meets once a month for 1 hour. Usually attended by a class representative or designee.
- Nursing Curriculum Committee – meets once a month for 2 hours. Usually attended by a class representative or designee.
- Systematic Evaluation Plan of the program – meets once a month for 2 hours. Usually attended by a class representative or designee.

Statement Regarding Permission to Record Lectures

We grant permission for students to make audio recordings of our lectures solely for the education of students currently enrolled in this class. Please notify the instructor of the recording in advance. Other uses of recordings, copies of PowerPoints, or other supporting materials such as posting to any web page or publication in any other form or to make video recordings, are prohibited unless additional specific permission to do so is obtained. We ask all recording devices to be turned off during break periods and promptly at the end of each lecture. We do NOT give permission to record any conversations or comments that occur before or after the lecture, or during break as these are

confidential. Any such recordings lack consent and may be illegal. Students should check and obtain permission before recording any guest lectures, clinical discussion, or other learning experiences.

Gifts to the Faculty

Faculty is aware that students sometimes wish to express their appreciation by presentation of gifts. Professional, legal, and ethical frameworks prevent faculty from accepting gifts from students. Faculty cannot accept gifts with a value of more than fifty dollars in total (\$50.00) from students or their family members.

Eligibility for Licensure

Graduates of the Associate of Science Degree in Nursing Program at Quincy College are eligible to sit for the National Council Licensure Exam to become a registered nurse.

Graduates of the PNU in Nursing Program at Quincy College are eligible to sit for the National Council Licensure Exam to become a licensed practical nurse.

The information below provides information regarding the Commonwealth of Massachusetts Board of Registration in Nursing licensure requirement for “Good Moral Character.”

Initial Nurse Licensure by Examination or by Reciprocity in Massachusetts

The Massachusetts Board of Registration in Nursing (Board), as a regulatory agency of state government, protects the health, safety, and welfare of the citizens of the Commonwealth by licensing qualified Registered Nurses and Licensed Practical Nurses in accordance with Massachusetts General Laws (G.L.) Chapter 112, sections 74, 74A and 76 and Board regulations at 244 CMR 8.00. The laws and regulations governing nurse licensure are established to ensure that each initial applicant for licensure as a Registered Nurse or Licensed Practical Nurse possesses the knowledge, skills and attitudes needed to provide safe, competent nursing care.

Good Moral Character Requirement for Licensure

Each applicant for initial nurse licensure by examination and by reciprocity (initial applicant) in Massachusetts must comply with the “Good Moral Character” (GMC) licensure requirement specified at G.L. c. 112, secs. 74, 74A, 76 and 80B. The Massachusetts initial nurse licensure application includes questions about criminal convictions (misdemeanors and felonies) and disciplinary actions by a licensure/certification body. Each initial applicant has the burden to demonstrate compliance with the GMC licensure requirement. This Information Sheet is designed to assist initial applicants, as well as any person interested in a nursing career, to understand the GMC licensure requirement. Review it carefully. The Board’s policies regarding the GMC licensure requirement are available online at <https://www.mass.gov/how-to/apply-for-a-nursing-license-by-exam>

Each initial applicant who answers, “yes” to the license application questions related to a criminal conviction or disciplinary action, must demonstrate compliance with the GMC licensure requirement in accordance with the Board’s Licensure Policy 00-01: *Initial Nurse Licensure by Examination or by Reciprocity: Determination of Good Moral Character*, effective January 1, 2000, and revised on June 12, 2013, (GMC Policy)¹. Under this Policy, an initial applicant convicted of certain specified crimes set forth

in the GMC Policy will be *permanently* excluded from nurse licensure in Massachusetts (see Table 1). The GMC Policy also provides that an initial applicant convicted of any other crime(s) will be *temporarily* excluded from licensure until she or he has been conviction-free for a minimum period of five (5) years and has had all court-ordered requirements closed for a minimum of one (1) year before the date the Board receives the application for initial licensure (see Table 1) unless the applicant meets the criteria for the exception to this temporary licensure exclusion (see Table 2). In addition, an initial applicant who knowingly falsifies, or knowingly attempts to falsify, information related to the applicant's qualifications for the National Council Licensure Examination (NCLEX) or licensure, or who cheats on the NCLEX or on any other licensure or certification examination will *not* be considered compliant with the GMC licensure requirement and will be excluded from initial licensure in Massachusetts for at least five (5) years (see Table 1). The GMC policy further provides that all disciplinary action imposed by a licensure/certification body must be satisfactorily completed and all disciplinary matters closed before the Board will evaluate the initial licensure application. In addition, the Board will not evaluate the GMC compliance of any initial applicant with court-ordered requirements unless the applicant has met all such requirements and all criminal matters involving the applicant are closed.

All initial applicants who answer "yes" to the GMC related application questions and who are not permanently or temporarily excluded from licensure as set forth in the GMC Policy *must* submit all the relevant documentation outlined on *Attachment A* for the Board to determine the applicant's compliance with the GMC licensure requirement. The Board will not evaluate any application for compliance with the GMC requirement until it has received *all* required documentation from the initial applicant.

Definition of Criminal Conviction

For the Board's GMC Policy, the meaning of "conviction," which applies to both misdemeanors and felonies, and which an initial applicant must report to the Board, include any of the following:

- a verdict or finding of guilty;
- a plea of guilty;
- a plea of nolo contendere (no contest); and
- any other plea treated by a court as a guilty plea regardless of the jurisdiction in which the conviction was entered.

Good Moral Character (GMC) Case by Case Determination Criteria

Except for initial applicants who are permanently or temporarily excluded from initial licensure, as identified in the GMC Policy, the Board will evaluate an applicant for initial licensure for compliance with the GMC licensure requirement on a case-by-case determination basis. The Board will conduct this evaluation to determine whether the applicant's conduct:

- poses a threat to the public health, safety, or welfare;
- is of significance to the provision of safe and competent nursing care;
- is characteristic of the applicant's conduct.

GMC policy can be found at:

<http://www.mass.gov/eohhs/gov/departments/dph/programs/hcq/dhpl/nursing/licensing/good-moral-character-requirements-for-licensure.html>