

QUINCY COLLEGE

ASSOCIATE IN SCIENCE DEGREE in NURSING PROGRAM



STUDENT HANDBOOK 2019- 2020

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The 11 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 according to the systematic evaluation plan and as needed. 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.

A MESSAGE FROM THE DEAN



Quincy College

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

September 4, 2019

Welcome Students,

As Dean of the Academic Division of Nursing, I want to say welcome to the Fall 2019 Semester in the Division of Nursing at Quincy College.

Our aim is to inspire confident and competent beginning practitioners of nursing. In response to Nursing industry trends, the Quincy College nursing program has adapted to meet the evolving and complex workforce needs and expanded our facilities and educational processes to best prepare our students for the healthcare industry in which they will find themselves upon graduation. A major factor impacting current nursing practice is the changing focus of healthcare from an illness model to a wellness/prevention model. With a greater emphasis on primary care delivery, and in the midst of hospitals downsizing, there is an increasing delivery of healthcare in community and public health organizations. Further, the population is aging, resulting in a greater emphasis on holistic care of senior citizens.

Our nurses will serve the growing patient population, engaging with them through an expanding network of primary, secondary, tertiary, long-term, and rehab facilities designed to assist the changing and complex needs of patients, in which they will utilize the latest technological advancements, and will themselves serve as educators who promote, maintain, and restore health to their patients. Quincy College Nursing graduates will enter the 21st century workforce with a solid foundation of the three primary skills sets a nurse must possess: cognitive, psychomotor, and affective skills. Skills they have learned in a purposeful and controlled learning environment at Quincy College.

As nurses in a dynamic health care delivery system, you will never stop learning. The faculty have designed a curriculum that incorporates sound educational and learning theories as well as the standards and best practices of the nursing profession. The curriculum design is a blended competency and concept-based curriculum. Delivery of the curriculum is through an active learning environment that encourages individual student contributions as they learn and achieve. This requires faculty to be actively involved with students in the classroom through mutual respect, responsibility, and collaboration. The teaching skills needed to deliver the concept-based curriculum require consideration of the diverse student backgrounds and perspectives that are represented in our student body.

Sincerely,

Roxanne Mihal, DNP, RN, CS-ANP
Dean of the Academic Division of Nursing

NURSING PROGRAM APPROVAL AND ACCREDITATION STATUS

Current approval status: Initial Approval

Contact information:

Board of Registration in Nursing
239 Causeway Street, Suite 500
Fifth Floor
Boston, MA 02114
(800) 414-0168 or (617) 973-0900
website: www.nursing.admin@state.ma.us



The mission of the Massachusetts Board of Registration in Nursing is protect 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.

ACADEMIC CALENDAR

FALL SEMESTER, 2019

Labor Day - College Closed	Sep 2
Semester Begins	Sep 4
Last Day to drop class to receive 100% refund	Sep 13
Last Day to drop class to receive 50% refund (after Sep 20, students receive no refund)	Sep 20
Columbus Day-College Closed	Oct 14
Veterans' Day-College Closed	Nov 11
Last day to withdraw to receive a grade of "W"	Nov 15
Thanksgiving Recess begins Wednesday - classes end at 4PM (offices closed at 12:00PM Noon)	Nov 27
Thanksgiving Recess - College Closed	Nov 28, 29, 30
Semester ends	Dec 19
Christmas Recess Begins	Dec 24 (offices closed at 12:00PM Noon)
Christmas - College Closed	Dec 25

SPRING SEMESTER, 2020

Martin Luther King, Jr. Day - College Closed	Jan 20
Semester begins	Jan 22
Add and Drop Period/Refund Policy Schedule	TBD – will be posted Spring, 2020
Presidents' Day Holiday - College Closed	Feb 17
Spring Break (No Classes)	Mar 9-14; College Closed Mar 9, and Mar 13
Spring Holiday weekend - College Closed	April 10-11
Last day to withdraw to receive a grade of "W"	April 17

Patriots' Day - College Closed	April 20
Convivium	May 13
Semester ends	May 18
Spring Nurses' Pinning Ceremony	TBD
Spring Commencement	May 22
Memorial Day - College Closed	May 25

ACADEMIC DIVISION OF NURSING PERSONNEL

Dean of Nursing

Roxanne Mihal, DNP, RN, CS-ANP

Assistant Dean for Academic and Clinical Experiences

Diane Gillis, DNP, RN

Nursing Faculty

Joanne Ciesielski, MSN, RNC-MNN, IBCLC, CNE

Christine Costa, MSN, RN, ONC

Bethann Davis, MSN, RN, NP

Kelly Ellis, MSN, RN, CDP

Dorothy Megnia, MSN, RN, CNOR, CNE

Ifeoma Ogbonna, DNP, RN, PMHNP

Cheryl Proffitt, DNP, RN

Patricia Scanlon, MSN, APRN, FNP-C

Student Compliance Supervisor

Educational Services Associate

Cheryll Skarzenski

MISSION, VALUES AND PHILOSOPHY

Quincy College Mission

Quincy College is an open access institution that encourages academic achievement and excellence, diversity, economic opportunity, community involvement and lifelong learning. The College facilitates valuable learning relationships that inspire students to realize their educational and professional futures.

Quincy College Values

Quincy College is committed to the following values:

- student learning and achievement
- excellence in teaching
- mutual respect, responsibility and collaboration
- individual and institutional integrity
- diversity of people and perspectives

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®) 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 Division of Nursing Programs is committed to the values of Quincy College which are:

1. Student learning and achievement
2. Excellence in teaching
3. Mutual respect, responsibility, and collaboration
4. Individual and institutional integrity
5. Diversity of people and perspectives

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 guide the student toward program outcomes. The student is an active participant in this process and is ultimately responsible for their own learning.

Associate in Science Degree in Nursing: The Associate in 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 nurse accepts 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.

Practical Nursing: 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 in Science Degree in Nursing curriculum is based on sound educational principles and follows the mission, philosophy and outcomes identified for the program and for the students. The curriculum design is a blended, Nurse of the Future Competencies and concept-based curriculum. The Nurse of the Future Competencies provide the overarching framework for the curriculum and serve as the major program concepts. Delivery of the curriculum is through an active learning environment that encourages individual student contributions as they learn and achieve. This requires faculty to be actively involved with students in the classroom through mutual respect, responsibility, and collaboration. The teaching skills needed to deliver the concept-based curriculum require consideration of the diverse student backgrounds and perspectives that are represented in our student body.

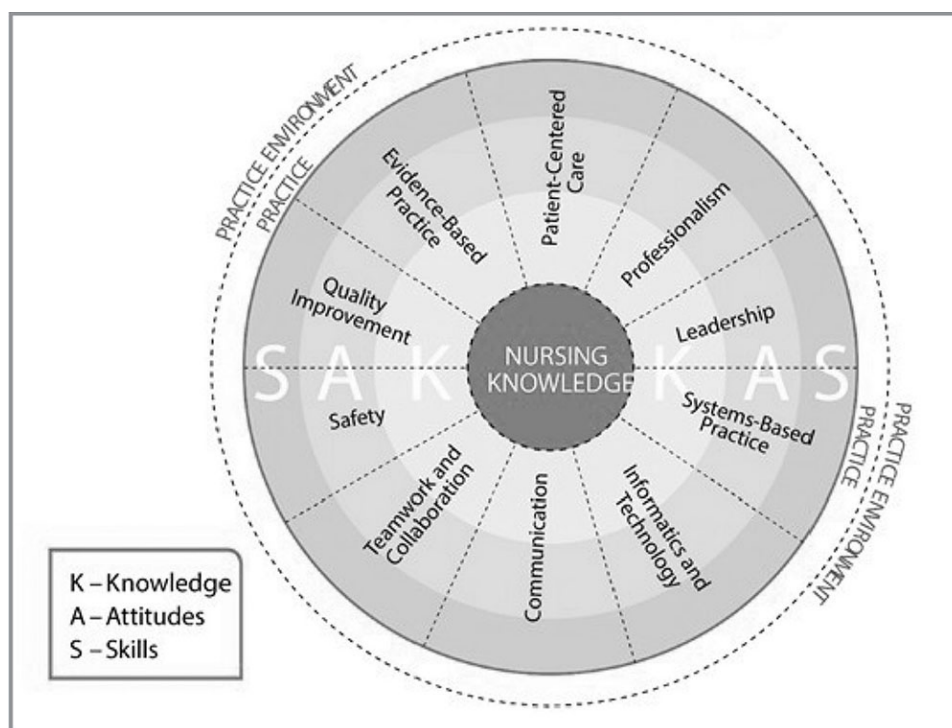
The faculty also believe in delivering a curriculum that represents current nursing practice at the level of nursing for which the student is preparing. As demonstrated by the curriculum materials, the programs include the development of nursing critical thinking/clinical reasoning; leadership and management skills; professional role socialization (including legal, ethical, and professional responsibilities) consistent with the level of licensure; and, the ability to delegate, supervise others, and provide leadership. All 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 in Science Degree in Nursing Program is focused on what the new graduate needs to know and do to provide safe care in the current healthcare environment as a Registered Nurse. This provides the framework that ties together all parts of the curriculum. 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 this goal. Each course has expected levels of achievement (course learning outcomes and competencies) that serve as defined points for evaluation of student achievement.

This framework draws heavily on the work of the Massachusetts Nurse of the Future Nursing Core Competencies (NOFNCC). The Massachusetts Department of Higher Education developed this work to provide a seamless progression through all levels of nursing education (Sroczynski, et al, 2017). The NOFNCC originates from the foundation of nursing knowledge and are identified as ten essential competencies integrated throughout the curriculum. These competencies include patient-centered care, professionalism, leadership, informatics and technology, communication, teamwork and collaboration, safety, quality improvement, evidence-based practice, and systems-based practice. Nursing knowledge is the core of all the NOFNCC representing how nursing knowledge reflects the overarching art and science of the nursing profession and discipline. Knowledge, attitudes and skills (KAS), reflecting the cognitive, affective and psycho-motor domains of learning, are specified for each competency. The KAS's identify expectations for initial nursing practice following completion of a pre-licensure professional nursing educational program.



Associate in Science Degree in Nursing 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
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, their families, and other support persons.	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.
<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 health management, their families, and other support persons.	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.
<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.

Program Competencies

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

1. *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.
2. *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.
3. *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.
4. *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.
5. *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.
6. *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.
7. *Safety*: The nurse will minimize the risk of harm to patients and providers through both system effectiveness and individual performance.
8. *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.
9. *Evidence Based-Practice*: The nurse will identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients' preferences, experience and values to make practice decisions.
10. *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.

Program Student Learning Outcomes

The concepts that form the basis for the competencies contributed to development of the end-of-program student learning outcomes (SLOs) for the nursing programs at Quincy College. These end-of-program learning outcomes address the question: What will the newly graduated Registered Nurse be able to do at the end of the program to provide safe care to improve patient outcomes? End-of-program 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 the end-of-program SLOs. This connection supports internal consistency of the program to ensure each course contributes to the students' eventual achievement of the program SLOs.

The program student learning outcomes with their related competencies include:

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 error, 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.

Maintaining a program centered on, and organized around, current nursing practice is achieved by constant research and updating related to what is needed to provide safe care in a variety of healthcare environments. To develop and maintain the Associate in Science Degree in Nursing Program curriculum, current trends in nursing and health care as well as traditional standards and

values of nursing practice are used as the basis for the end-of-program student learning outcomes. Each program learning outcome is based on evidence from nursing and healthcare literature that validates the importance of each learning outcome. To maintain program currency faculty meet each year to discuss new trends and data that influence nursing care. The program is updated each year as needed based on the evidence from nationally-based literature as well as from nursing practice in the Boston region and within the state of Massachusetts.

Associate in 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)

Total per semester: 60 hrs. Classroom / 30 hrs. Skills/Simulation Lab / 90 hrs. Clinical
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. (10 credits)

Total per semester: 75 hrs. Classroom / 30 hrs. Skills/Simulation Lab / 180 hrs. Clinical
Pre-requisites: RNU 108; ENG 102; PSY 101; BIO 132 with lab

RNU 206: Concepts of Family-Centered Nursing

Nursing Student Handbook: Approved 12/18; Rev 6/19; Rev 8/19

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 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.

(10 credits)

Total per semester: 75 hrs. Classroom / 30 hrs. Skills/Simulation Lab / 180 hrs. Clinical

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)

Total per semester: 45 hrs. Classroom/Computer Lab

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.

(10 credits)

Total per semester: 75 hrs. Classroom / 30 hrs. Skills/Simulation Lab / 180 hrs. Clinical

Pre-requisites: RNU 206; BIO 251 with lab; HIS or GOV course; Co-requisite: RNU 207

ACADEMIC SUPPORT SERVICES

The Learning Centers at Quincy College provide academic tutoring, support, encouragement, and other resources to help students become better learners and reach their academic goals. Free tutoring is offered by professional and peer tutors in a variety of subjects. Tutoring services at the Nicastro Learning Center are available by both appointment and walk-in service. Tutoring services at the Plymouth Campus Learning Center are available by appointment. In addition, students can improve their academic skills by utilizing self-tutorial learning software.

The Nicastro Learning Center at the Quincy Campus is located in Presidents Place at 1250 Hancock Street, Quincy, MA. Contact by email nlc@quincycollege.edu

The Plymouth Campus Learning Center is located at 36 Cordage Park Circle, Plymouth, MA. Contact by email plc@quincycollege.edu.

Tutoring Services

The Learning Centers at Quincy College provide 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. The Learning Centers also offer services to improve academic skills such as writing in any subject area, reading comprehension and study skills. This free tutoring service is offered by professional and peer tutors in most subject areas, in one-on-one or small group sessions.

The Learning Centers offer walk-in hours and appointments. View current schedules here: <https://www.quincycollege.edu/student-services/tutoring/>

An official Quincy College student ID is required to access services at the Learning Centers.

Online Tutoring Services:

Quincy College offers Smarthinking online tutoring services to our students. Online tutors are available on a drop-in basis or by appointment to provide academic support in a variety of subjects including, but not limited to, Computer Science and Math, Accounting and Economics, essay review and writing across the curriculum, Science, Allied Health and Spanish. Support is available for ESL students. Study aids are also available. Log into Canvas, select your academic class and find the Smarthinking link on the left-side menu. Every student begins with a credit of two hours of tutoring. For more hours, contact the Learning Center on your campus.

Student Success Coaching

Student Success Coaches offer support for students to develop plans to overcome obstacles and achieve their academic goals. Coaches assist students by actively listening, providing short term, solution focused coaching on a wide variety of personal issues including transitioning to college; developing academic, personal and professional goals; developing self-motivation and self-discipline; overcoming anxiety and procrastination; reducing stress and promoting self-care and healthy life choices. Student Success Coaches also make professional referrals as needed. Any student who is interested in making an appointment or would like to know more information should contact the Student Success Coaches at successcoaches@quincycollege.edu.

Student Accessibility Service

Support services are available at the College to enable students with disabilities to participate fully in college life and achieve their academic goals. There are services located on both the Quincy and Plymouth campuses. Contact by email sas@quincycollege.edu for more information and to schedule an appointment with a student accessibility services coordinator.

Bookstore

The Quincy College Bookstore is operated by Barnes & Noble and provides 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 on either the Plymouth or Quincy campus or online at <http://quincycollege.bncollege.com>.

Computer Laboratories

Quincy College maintains computer laboratories at the Quincy and Plymouth campuses. Hours for 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 user name 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: <http://support.quincycollege.edu> in order to obtain a QC email account. 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 any and all Quincy College technology. To read the full policy:

https://quincycollege.edu/content/uploads/Internet_Acceptable_Use_Policy.pdf

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 loan. 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 the print and electronic books, DVD's and magazines from 28 libraries on the South Shore.

Both libraries are equipped with wireless access, computer lab and/or individual work stations, 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 counsels 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 of 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. 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.

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 serve 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 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 wear the Quincy College student ID at all times.
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 instructed to do so. See all posted signs and directions in the lab.
4. Students must complete the SSCQC orientation prior to using lab equipment, and must turn in required signed lab agreement form from the handbook.
5. Children are not allowed in the lab, this is to protect them and our equipment.
6. Cell phones can be distracting. Please make sure your cell phone is on silent or vibrate when you are in the lab.
7. Absolutely no food or beverage will be allowed in the lab.
8. All students must have successfully passed 'BLS for Healthcare Providers'. All CastleBranch requirements must be in compliance prior to any lab activity.
9. Students are required to sign in/out upon entering and exiting the lab in the computerized centralized clinical record keeping system (Trajecsys).
10. All personal items must be stored in designated areas.
11. Use of the computers and phones are restricted to assigned classroom work only (as directed by the instructor) and not for personal use.
12. Skills lab manuals/reference materials are available for use. Please do not remove from the lab.
13. Do not use the equipment for any purpose other than specified.
14. Any equipment malfunction or abuse must be reported to the lab faculty immediately.
15. All lab equipment used should be returned to its designated area following use. The lab should be left in pristine condition after use.
16. Individuals serving as simulated patients are to remove their shoes when lying on beds.
17. 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.
18. Let the lab faculty know if you have suggestions for new purchases that would enhance your learning.
19. It is the responsibility of the student to review the course syllabus for lab assignments.
20. If there is a sharps injury or other injury, please inform lab faculty immediately.
21. 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 is available upon request.

22. Treat each patient simulator (manikin) as a patient and be respectful of lab equipment. Keep manikins clothed and covered when not performing procedures/skills.

23. 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

24. Everything said, and 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 and/or Assistant Dean which may result in a clinical warning.

Lab Schedules

Open labs allow the opportunity to practice independently with peers and with 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.

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
421	Skills & Simulation-low, medium, and high fidelity	All Courses
421	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 (refer to 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.
 - No appointments are needed for open labs and students can attend any lab time posted at any campus.
 - Open labs may be used for scheduled appointments made in advance for remediation as indicated by faculty. No student can attend an open lab for remediation without a remediation/or clinical warning notice from faculty. This is the students “ticket” into the lab for specified review based on content agreed upon by student, faculty and laboratory faculty.
 - Open labs are NOT to be used for make-up of missed clinical.

Confidentiality

In order 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 in Science Degree in Nursing Program is competitive and selective. Any student who seeks admission to the ASN program for September 2019, must attend a Nursing Program Information Session and submit all of the information listed below in order to be considered for admission.

If you do not attend an Information Session OR your application is Incomplete (missing any of the materials required below) you will NOT be considered for admission to the ASN program.

APPLICATION PROCEDURES FOR THE ASN PROGRAM

To be considered for admission to the ASN program in September 2019 all applicants must:

1. Attend a Required Nursing Program Information Session. Nursing Program Information Sessions are prepared and conducted by the nursing division and admissions office staff. Dates will be posted on the Quincy College website.
2. Submit an application for admission to the ASN program and pay the application fee. Indicate on the application to which campus you are applying. Please indicate campus preference – Quincy campus, Plymouth campus or no campus preference. **There are a limited number of seats in the ASN program. Applicants are encouraged to apply as early as possible.**
3. Submit Official High School Transcript. If you achieved a GED Certificate, your scores must be included. Just submitting your Certificate will not meet this requirement.
4. Submit **official college transcripts** from previously attended colleges including Quincy College. These official transcripts must be sent directly from the college you attended to the Quincy College admissions office.
5. If you have a certification in a medical field (LPN, CNA, Medical Assistant, etc.) send a copy of your certification card or LPN license.
6. Applicants for admission must submit an **Official Transcript prior to May 1, 2019** showing PREREQUISITE COURSES (see below) WITH A GRADE OF C (73%) OR BETTER.
 - College Level Math (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

****Prerequisite science courses may be in progress. However, courses must be successfully completed (grade of “C” 73% or better) by August, 9, 2019.**

**** Although Anatomy & Physiology II is not a prerequisite for admission, applicants are strongly encouraged to complete this course prior to the start of the program.**

**** Priority consideration will be given to students who have successfully completed Microbiology, Anatomy & Physiology II, English Composition II, General Psychology,**

Human Growth and Development, and U.S. History/Government elective.
All applicants will be scored using a rubric.

7. The ATI TEAS Test is an admission requirement and must be completed prior to May 1, 2019. Applicants can schedule the test by visiting www.atitesting.com. TEAS test results are valid for the class entering September 2019 only. All applicants must take the TEAS Test in the Quincy College Testing Center. Quincy College does not honor TEAS test results from other institutions.

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

Successful passage of the ATI TEAS examination is a requirement for admission to the Associate in Science Degree in Nursing Program. 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
63 percent	60 percent	74 percent	55 percent

The nursing division will evaluate only those applicants who took the TEAS test on or after September 1, 2018. If an applicant fails to meet the minimum required scores indicated above, they may retake the TEAS test TWICE prior to May 1, 2019. (a maximum of three attempts). Applicants must wait 30 days prior to each retest. Applicant will be required to retake all four sections and the four scores from the most recent attempt will be used.

8. Once the application is complete, applicants will be scored using an admissions rubric and a member of the nursing division staff will contact selected applicants to come to the college for an interview.
9. Admissions decisions will be mailed on an ongoing basis. No students will be admitted to the ASN program after the second class.
10. All students admitted to the nursing program will be required provide information for a Criminal Offender Record Information (CORI) check. Additionally, students will be required to register with CastleBranch, 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 health care provider CPR; and undergo a federal criminal background check.

Progression

- A minimum grade of “C+” (77%) is required in each nursing course within the program of study. Students must achieve a final grade of $\geq 77\%$ with exams, comprehensive final, and mobility exam(s) (combined) before quiz grades and course assignments will be added.
- 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. 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 and co-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. 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 receiving three (3) clinical warnings cumulatively over the course of the Quincy College Nursing Program will be required to meet with the Dean of the Academic Division of Nursing and will be dismissed from the nursing program permanently.

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 in order to achieve a successful level of performance. Attendance records will be kept in order to provide verification as needed.

Attendance at all assigned classes is expected.

- Students arriving to class after a teaching session has begun will not be admitted into the classroom until the instructor provides a break.

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

- For clinical 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 skills/sim lab experience has begun will receive a documented verbal warning. For a second infraction, students will receive a clinical warning. All missed time in clinical and/or lab must be made up.
- Any "no call, no show" for skills/sim lab or clinical experiences will result in a 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 receiving three (3) clinical warnings cumulatively over the course of the Quincy College Nursing Program will be required to meet with the Dean of the Academic Division of Nursing and will be dismissed from the nursing program permanently.

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 fee equivalent to 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.

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 in Science Degree in Nursing Program from another accredited nursing program must meet admission criteria. No previous nursing credits will be accepted. Credits for pre-requisite and co-requisite courses may be accepted based upon admission criteria.

Educational Mobility

The Mobility Policy of the Quincy College Associate in Science Degree in Nursing Program is in agreement 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.

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. At this time there are no articulation agreements.

Withdrawal

A student desiring to withdraw from a course or the College must complete an official withdrawal form. This form is certified by the Registrar's Office. 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 official form is received by the Registrar's Office. 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. Students who withdraw from a single core Nursing course in the ASN program are encouraged to reapply to the Nursing program. If readmitted, 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 course) will result in withdrawal from the Nursing program. Any student who does not have pre-requisite/co-requisite 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. 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. The validation testing includes a demonstration of skills/sim lab competency skills, an achievement of 90% or better on a medication administration exam, and proficiency level of achievement on a standardized examination.

Nursing faculty will review student applications and make a recommendation based upon a readmission rubric. Factors to be considered include:

- Performance on validation testing
 - Standardized testing may be taken a maximum of two times prior to readmission
- Student's grade point average
- Number of co-requisites completed
- 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
- Individual's written self-identified plan for success upon return to the program

If readmitted, students are permitted only one readmission to the nursing program. 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.

In order 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
- Complete an application with fee for commencement to Enrollment Services by the College’s deadline date.
- Satisfy all obligations due to Quincy College before participation in the ceremonies. This may include 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 nursing uniform and white uniform shoes. Graduates should style their hair to be off the neck. 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 application to 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 by all departments on campus and applies to all academic, financial, and other student records. The Quincy College Associate in 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

Copies of contact data and evaluation reports of currently enrolled students are maintained in a locked file cabinet in the office of the Educational Services Associate in the division of Nursing. The office of Student Records/ Registrar maintains all official grade reports and college records.

Graduates

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 Educational Services Associate 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 Educational Services Associate 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 CastleBranch system. CastleBranch is Quincy College's internet-based background screening program that provides compliance management. The Nursing Compliance Supervisor, under the direction of the Assistant Dean for Academic and Clinical Experiences, is responsible for monitoring student health requirement submissions to CastleBranch. Electronic alerts regarding upcoming health requirement submission/renewal dates are sent by CastleBranch via the Quincy College email system at 90, 60, and 30 day timeframes. The Nursing Compliance Supervisor 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 maintained for a period of five years in the office of the Dean, Academic Division of Nursing. Graduate surveys are maintained in the Office of Institutional Research and Assessment five years.

Request to Review Records

The FERPA provide for student record privacy including the right for students to inspect and review their educational records (See Quincy College Policy 6.15, p.173). Per college policy, students may request an appointment to review their educational file with 48 hours' notice in the presence of a college employee.

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 the recognize 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.

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 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 faculty. If a smart phone is being used, it is expected that the cell phone aspect of the device is silenced.
- No personal phone conversations or texting are allowed at any time while in patient/client areas or in the classroom.
- Use of computers (iPads, Notebooks, etc.) during class shall be restricted to note taking and

classroom activities.

- Use otherwise is distracting for not only 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.
- 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 be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.
- Ultimately, 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.).

Academic Integrity

In keeping with our mission, Quincy College will foster a high standard of academic honesty for students, faculty, and staff and will seek to preserve the rights of our entire College community. As part of our academic integrity policy, all members of the college community will adhere to the basic values of mutual respect and responsibility as well as individual and institutional integrity. Students will be informed about those actions that constitute a breach of integrity and about those sanctions that may result from academic dishonesty. In the interests of promoting the best environment for learning, we, the community of Quincy College, pledge to advance the principles of honor and integrity in all of our actions.

Student Guidelines

Students assume full responsibility for the content and integrity of the coursework they submit. Therefore, to assist students in observing academic integrity, the following guidelines have been developed.

1. Students must do their own work and submit only their own work, unless otherwise permitted by their instructor. If appropriate citation guidelines are not stated on the syllabus, students are encouraged to contact their instructor for guidance.
2. Students may collaborate or cooperate with other students on assignments or examinations only as directed by the instructor.
3. Students must follow all written and/or oral instructions given by instructors or designated college representatives for taking exams, placement assessments, tests, quizzes, and other evaluative instruments.

Types of Academic Dishonesty

Academic dishonesty goes against the core values of the Quincy College Mission Statement. These values are **HONESTY, TRUST, FAIRNESS, RESPECT, and RESPONSIBILITY**. In cases where academic integrity is at issue, the following definitions will apply:

1. **Plagiarism** is the representation of the words and/or ideas of another as one's own in any academic assignment. Examples include but are not limited to: stealing or downloading the entire text of a paper, cutting and pasting various sources together to simulate a new essay, copying small portions of a paper, or misattributing source material.
2. **Cheating** is using or attempting to use unauthorized materials, information, or study aids in any graded assignment. Examples include but are not limited to: copying from another student, accessing unauthorized books or documents, receiving messages without authority during an exam, and improper use of calculators, computers, or any other electronic devices during exams or other assignments.
3. **Fabrication** is the falsification of any information or citation in any academic assignment. Examples include but are not limited to: inventing sources, data, or citations for a paper or assignment.
4. **Facilitation** is knowingly aiding or abetting acts of academic dishonesty. Examples include but are not limited to: assisting others to cheat or plagiarize or participating in a conspiracy to cheat.
5. **Misrepresentation** is engaging in acts of deception or forgery in an academic context. Examples include but are not limited to: misrepresenting one's own work as something that it is

not, lying to an instructor or fabricating excuses to improve a grade or to make up for missed work, and excessively misusing computer software to create works that do not truly reflect a student's skill level.

Disciplinary Procedures Involving Students

Violations of the standards of Academic Integrity described in the College Academic Integrity Statement may result in disciplinary action up to and including dismissal from Quincy College.

Any faculty or staff member who notices infractions of the standards of academic integrity and honesty must file an Academic Incident Report and initiate disciplinary procedures in response to those violations. Students who notice infractions of the standards of academic integrity are encouraged to report the infraction either verbally or in writing to a member of the Quincy College faculty or staff.

Examples of penalties that may be imposed by the College include, but are not limited to:

1. Formal written warning placed in the student's file,
2. Reduced or failing grade for the assignment,
3. Reduced or failing grade for the course,
4. Suspension from college; and/or
5. Dismissal from the college.

Severe, flagrant, or multiple violations that have import beyond a specific course may lead to disciplinary action that could result in dismissal from the college and/or denial of readmission to the college. The following factors will be considered in all determinations of penalty:

1. The nature or seriousness of the offense,
2. The injury/damage resulting from the offense; and/or
3. The student's prior disciplinary record.

Disciplinary Action – Hearing and Appeal Procedures Involving Students

Any student who wishes to appeal any disciplinary action imposed in response to violations of Quincy College's Academic Integrity Standards will do so in accordance with the following steps:

Step 1: Within five business days of the date of notification, the student must request a hearing with the Dean of the Academic Division of Nursing. Within five business days of the hearing, the dean shall, in writing, notify the student of their decision.

Step 2: If a student has cause to question the resolution at Step 1, within five business days of the

dean's written decision at Step 1, they may forward a written appeal to the Provost. Within five business days of the receipt of the appeal, the Provost shall, in writing, notify the student, and the individual who files the report, of the outcome of the appeal.

Student Rights and Responsibilities

As a microcosm of a democratic society, a college has many responsibilities to its community. Not the least of these should be the development of an understanding and appreciation of our representative form of government, the rights and responsibilities of the individual and the procedures whereby necessary changes are brought about through an orderly process.

The College itself is a community and must recognize the rights and regulations of the community and the laws by which it is governed. All those who enjoy the rights of participation in that community must also accept the responsibilities of its membership. A basic responsibility of those who enjoy the rights of citizenship is to respect the right and regulations of the community.

The faculty has the responsibility to maintain an intellectual, fair and safe environment for learning and the administration the responsibility for overseeing and facilitating education, social and public service programs. The President may suspend students for cause. The faculty may send a student to an appropriate college official for cause.

The student is encouraged to participate in some form of student government that provides all students a voice in college affairs. All students are eligible to participate, as well as hold office.

Student Rights

Students have the right to:

1. Write, publish and disseminate their views, provided such forms of expression do not interfere with or disrupt the educational process or the rights of others.
2. Assemble and voice their views peacefully on college property with prior administrative approval. The use of slander and obscenity is prohibited. The expression of such opinions will not interfere with the rights of others, will not interfere with the freedom of others to express themselves and will not interfere with the operations of the College.
3. Enjoy privacy and confidentiality as members of the college community. No information in the student's record will be released to any source without the student's written consent, other than directory information, or as required by law.
4. Review their college record with reasonable notice in the presence of a faculty member or administrator.
5. Belong to or refuse to belong to any organized group within the college.
6. Representation and voice on all committees of the college having to do with academic standards, student affairs, and curriculum matters.
7. Obtain an education of the highest quality.
8. Participate in all financial aid programs available at the college providing eligibility requirements are met.

9. Fair and equal treatment by faculty, staff and the administration in all college matters such as instruction, evaluation, and services.
10. Receive due process in any grievance or disciplinary procedure.

Student Responsibilities

1. Each student should approach academic endeavors, relationships, and personal responsibilities with a strong commitment to personal integrity and mutual respect towards the rights of others.
2. Be knowledgeable of, and comply with, the policies and procedures of the College. This includes but is not limited to reading and understanding the College catalog and handbooks as well as academic and graduation requirements.
3. Be knowledgeable of, and comply with, the regulations and laws of duly constituted civil agencies within the community of which the college is part.
4. Meet course requirements (Students are free to take reasoned exception to views expressed).
5. Dress and behave in an appropriate manner that does not present safety hazards or cause disruptions.
6. Carry and be prepared to show official identification card at all times on college and agency grounds.
7. Conduct themselves in responsible fashion at off-campus events/learning activities.
8. Obey lawful instructions of college personnel.

The Division of Nursing has identified the following additional student responsibilities:

1. Meet all course and program requirements of the Associate in Science Degree in Nursing program as identified on the course syllabus.
2. Meet financial obligations to the College; students have an ethical responsibility to repay all loans received for educational purposes.
3. Maintain high standards of academic honesty and integrity.
4. Utilize appropriate support services when needed or as advised.
5. Seek help from faculty when needed and/or when advised to do so.
6. Become an active participant in learning.
7. Obtain prior consent of the instructor before utilizing electronic devices in the classroom. Refer to the policy as stated in the Quincy College Handbook.
8. As future nurses, behave in a professional manner when engaged in all Quincy College learning activities on or off campus, including clinical agencies.

Student Grievance

The purpose of the grievance procedure is to provide students at the College a process for resolving any concerns relative to their student rights within the College. For all Sexual Misconduct related

matters, please refer to the following document: Quincy College Sexual Misconduct Policy and Procedures in Accordance with Violence Against Woman Act.

The grievance procedure has specific number of days in each phase, which is to be understood as the maximum time before the next phase is initiated. However, the time limits may be extended up to five additional days by mutual agreement of the parties involved at each level of the grievance.

Note: The number of days in each step refers to class days not calendar days during fall and spring semesters only. Intersession and summer sessions are not considered class days for this purpose. During intersession and summer sessions, the term “days” shall mean business days (Monday through Friday, excluding holidays).

1. Informal Resolution Process

- a. The student may first discuss their grievance with the individual against whom the grievance exists.
- b. If the grievance is not resolved between the individuals involved, the student may begin step two. This action must be taken within thirty days of the original incident.

2. Initiation of Formal Academic or Social Grievance

Step One: If the grievance is not resolved informally within seven days, the student shall formally and in writing present the grievance to the appropriate Dean. The student should also file an incident report using the College’s Incident Reporting System.

- a. If the grievance is directed against a Dean, the grievance shall be presented directly to the Provost.
- b. If the grievance is directed against a Provost or Vice President, the grievance shall be presented directly to the President.
- c. If the grievance is directed against the President, the grievance shall be presented directly to the Board of Governors.
- d. The student will receive a response to their grievance at Step One within seven days.

Step Two: If the grievance is not resolved by the Dean (or other level when applicable) within seven days, the grievant shall formally and in writing present it to the Provost for academic concerns and the Chief Operating Officer for social issues. The Provost/Chief Operating Officer must respond in writing within seven days with their decision to the grievant.

Step Three: If the grievant is not satisfied with the resolution at Step Two, they may request formally and in writing to the President to convene a grievance appeal committee. The selection of the committee to hear a student grievance will be as needed. The College President will appoint neutral and objective individuals from the following representative groups:

- Administrators - 1 (acting as Director)
- Faculty members - 1
- Students - 1

Each committee member will receive a written report of the grievance with the supporting statements and evidence. Within seven days after receiving the written grievance, the committee will hold a hearing and both the grievant and the individual against whom the grievance is directed will be given the opportunity to present and be heard. Within seven days after the hearing, the committee will inform the Director of its decision and the reasons for the decision, in writing. The Director will inform both parties of the committee's decision in writing.

Step Four: Within seven days of the grievance committee's decision at Step Three, the grievant or the respondent may formally and in writing appeal the decision to the College President. That appeal is to be accompanied by the original grievance and copies of all subsequent written statements, evidence, and decisions. The President will make their decision known to all parties within seven days after receiving the appeal.

Note: The grievant may withdraw their grievance at any phase of the process provided that all concerned parties are notified in writing.

The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Adherence to confidentiality is expected of all individuals directly and indirectly involved with the investigation process and its final determination.

If a victim discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the College must weigh that request against the College's obligation to provide a safe, non-discriminatory environment for all students, including the victim.

If the College honors the request for confidentiality, a victim must understand that the College's ability to meaningfully investigate the incident and pursue disciplinary action against the accused may be limited.

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 on the basis of 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 extends 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. The college has provided emergency phones in each classroom. The phone has a one button dial to 911 and to the college security office. Student should familiarize themselves with the location of this phone in each of their classrooms.

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 @QCCancels or QC cancellation hotline 1-800-698-1700, then Press #1.

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

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:

1. 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.
2. 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.

3. 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.
4. 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.
5. 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.
6. Applicants challenging the accuracy of the policy shall be provided 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 make a determination 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.
7. If Quincy College reasonably 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.
8. 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 in Science Degree in Nursing program must submit to CastleBranch, and have approved by CastleBranch, 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 facilities.

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 between doses. <u>All students must show immunity by titer.</u>
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 30-60 days after the booster. If there is negative titer, repeat 3-dose series at 0,1 and 6 months and a titer 30-60 mIU/ml after completion of the series. If the second titer is negative, the student will be required to contact the Student Compliance Supervisor to discuss further.
Tdap (Tetanus, Diptheria and Pertussis)	Students are considered compliant if they have received the Tdap vaccination within the last 10 years. If a student's Tdap vaccine expires while in the nursing program, they must get the vaccination again and submit, and have approved, documentation in order to be compliant in CastleBranch.
Varicella (Chickenpox)	All students should have two doses of the Varicella immunization. There should be a minimum of 30 days between doses. All students must show evidence of immunity by titer. A history of Chickenpox is not sufficient.

Meningococcal	All full-time students, 21 years of age or younger, must have received one dose of MenACWY on or after the student's 16 th birthday. Doses received prior to age 16 do not count towards this requirement. Students may decline MenACWY vaccine after they have read and signed the MDPH Meningococcal Information and Waiver Form provide in CastleBranch. Meningococcal B vaccine is not required and does not meet this requirement.
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). Flu immunizations are to be obtained between Sept. 1 st and Oct. 1 st . Documentation/proof must be submitted with month/day/year the immunization was administered.
Tuberculosis (TB)	All nursing students must have a PPD test annually. Students must submit documentation/proof (signed by the healthcare provider) Positive PPD Skin 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 CastleBranch) 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 has begun an appropriate plan of treatment. A nursing student with active TB may not attend clinical. • A QuantiFERON-TB Gold Test is acceptable in place of a PPD skin test.

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

- All students must have a yearly physical exam and the health care provider must state that the student may participate in the clinical setting for nursing. This must be submitted, and approved, to CastleBranch prior to the start of classes each year.

Exemption Guidelines

A student will be deemed exempt from immunization requirements if they indicate religious reasons which prevents 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 the student has had the disease and can document a positive titer. 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 Assistant Dean for Academic and Clinical Experiences 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 Dean indicating that they are no longer infectious before they will be allowed to participate in classroom/clinical activities.

Pregnancy

If a student becomes pregnant while enrolled in the program, confidentiality will be protected. Students should notify the lead faculty and clinical instructor to prevent maternal/fetal exposure to known risk factors. Postpartum (after delivery) documentation from the student's health care provider must be submitted to the Assistant Dean for Academic and Clinical Experiences indicating that the student can participate fully in all clinical experiences before the student will be allowed to return to the clinical setting.

Change in Health Status

In the event that 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 discretion of the Assistant Dean for Academic and Clinical Experiences 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".

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 while 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, sex, 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
- Recommendation for 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
- Remain in compliance with CastleBranch at all times

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 be able to demonstrate the ability to meet those standards for performance, using adaptive equipment where necessary. A student must be able to tolerate physically taxing activities and exercise restraint during stressful situations in order to meet the demands of the profession.

All students must have the following items completed:

- All students must have completed a cardiopulmonary resuscitation (CPR) Basic Life Support (BLS) course for the healthcare providers and certification must be current and submitted, and approved, to CastleBranch 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 in order to be in compliance with CastleBranch.
- Drug Screen
- Federal Background Check
- 100% compliance with Massachusetts Immunization Requirements for Health Care Personnel
- Yearly Physical
- Health Insurance

It is the student's responsibility to maintain and keep up-to-date all requirements in their Castle Branch 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; clean, pressed and in good repair.
- Official Quincy College uniform pants; clean, pressed and in good repair
- Clean solid white leather shoes or white leather sneakers. Clogs, high top sneakers, or sneakers with colored insignia are not permitted.
- 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 coat is the only covering that can be worn over the uniform (i.e. no sweaters or hoodies).
- Finger nails must not protrude beyond the edge of the fingertip. Only clear or natural nail polish is permitted. Artificial nails are not permitted because of the risk of infection. This includes tips, wraps, acrylic and/or gel nails.
- Jewelry is limited to one ring or ring set (i.e. wedding band and engagement ring), one pair of stud earrings and a wrist watch. 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.
- Tattoos must be completely covered.
- Ear gauges must be plugged with plugs matching skin tone.
- Hair must be worn in a neat controlled style, away from the face and off the collar.
- Hair color must be a “natural color” defined as one that is grown naturally (i.e., no bright colors as pink, purple, green, etc.).
- Facial hair must be neat and well-trimmed.

Scent Policy

- Scented products such as hair spray, perfume, and deodorant can trigger reactions such as respiratory distress and headaches.
- 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.
- Tobacco residue odors on 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 theory, 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 clinical warning and/or the student being sent home with a clinical absence to be made up as specified in the clinical attendance policy.

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 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 clinical 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 a clinical 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 three (3) clinical warnings cumulatively over the course of the Quincy College Nursing Program will be required to meet with the Dean of the Academic Division of Nursing and will be dismissed from the nursing program permanently.
- All skills/sim lab and/or clinical experiences must be made up. See Make-up Policy.

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 in order 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.
- Clinical Faculty will notify students of parking arrangements prior to the start of the clinical affiliation.

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. 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 clinicals. 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 Assistant Dean for Academic and Clinical Experiences and/or the Student 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 possible 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 Assistant Dean of Academic and Clinical Experiences facilitate placement and planning.
- Quincy College cannot guarantee the clinical environment will be latex free.

Essential Functions

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 Functions of a student enrolled in the ASN Program requires that the student, with or without reasonable accommodations, must be able to:

1. Demonstrate the ability to perform essential functions for a maximum of a 12-hour shift.
2. 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.
3. Demonstrate the ability to safely move a patient over 100 pounds from one surface to another using the appropriate level of help.
4. 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).
5. Demonstrate the ability to manipulate dials and buttons on equipment.
6. Demonstrate the ability to coordinate simultaneous motions.
7. Demonstrate the ability to perform occasional overhead extension.
8. Demonstrate the ability to hear blood pressure, heart and lung sounds with or without corrective devices.
9. Demonstrate the ability to palpate soft tissue including pulse, muscle and bones.
10. Demonstrate the ability to perform nursing interventions: sterile procedures, dressing changes and when necessary follow infection control procedures, administer medications including dosage calculations.
11. Display adaptability to change.
12. Establish effective relationships with others.
13. 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

14. Distinguish color changes.

15. 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 in Science Degree in Nursing Program. If there are any reasons why you may not be able to perform these functions with or without reasonable accommodations, 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 weekly as a formative evaluation. 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.

- 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 in order 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 Definitions 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. Clinical faculty will determine the expected date of resolution of unsatisfactory clinical competency(ies). 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 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, 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 (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

- 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.
- 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 or Supervised/ Assisted" at the completion of each clinical course.
- No "Dependent" 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.

Accountability

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

Safety

In order 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 may be placed on clinical warning. Students will be notified in writing by their advisor 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. The student will retain a signed copy, and a copy will be forwarded to the Nursing Dean to be kept in the student's file.

- Failure to progress toward meeting clinical competencies within a reasonable time period.
 - Students will initially receive a verbal clinical 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 clinical warning.
- Unsafe, unethical or unprofessional practice.
- Failure to apply theory to 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 CastleBranch 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 three (3) clinical warnings cumulatively over the course of the Quincy College Nursing Program will be required to meet with the Dean of the Academic Division of Nursing and will be dismissed from the nursing program permanently.

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 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 strictly forbidden and subject to action under the 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 in Science Degree in Nursing Program faculty utilize a nursing-specific grading system for all nursing (RNU) 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. Students must achieve a grade of $\geq 77\%$ with exams, comprehensive final, and mobility exam (combined) before quiz grades and course assignments will be added.

For all RNU 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 (with the exception of RNU 207) within the Associate in Science Degree in 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. Under no circumstances will grades be rounded.

The specific grading requirements are as follows:

1. Classroom Component Required Final Grade

Students must achieve a Nursing Classroom Final Grade of 77% (C+) or higher

A grade of less than 77% in the Classroom component results in a course grade of “F”

2. 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”

3. Clinical Practicum Component Final Grade

Students must achieve a Final Clinical Practicum Grade of PASS

A failure on the Math Competency results in a clinical failure

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.)

The Associate in Science Degree in 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 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.
- Any assignment submitted late will not be graded and will receive no credit.
- 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 the theoretical or clinical component of a course, the student will be placed on academic/clinical warning. Students will be notified in writing by their advisor 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. The student will retain a signed copy, and a copy will be forwarded to Nursing Administration.

The following list are reasons a student will receive an academic/clinical warning.

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. The Notice of Concern will be placed in the student's record and sent to Academic Advising. 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 advisor/clinical instructor, sim lab instructor or simulation instructor.
- Repeated failure to comply with program policies.

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 clinical 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 clinical 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 CastleBranch 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 three (3) clinical warnings cumulatively over the course of the Quincy College Nursing Program will be required to meet with the Dean of the Academic Division of Nursing and will be dismissed from the nursing program permanently.**

Math Calculation Competency Policy

Students must demonstrate achievement of dosage calculation competency at or above 90% with each nursing course. 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, this 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 Associate in Science Degree in Nursing Program.

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 are administered to students each semester at designated time periods within each course throughout the program.
 - These scheduled exams are mandatory.
 - A “zero” will be submitted as the course grade if the student does not take the required HESI assessment.
 - At the end of RNU 208, students are required to achieve success (score of 850 or greater) on the HESI Exit Exam in order complete the course. Failure to achieve success on the first attempt of the exam will result in an “incomplete” for the course. Failure to achieve success after two (2) attempts of the exam will result in course failure (see HESI Testing and Remediation Policy).
- Students must present a current Quincy College photo identification card when attending examinations.
- Students are expected to be present and on time for all examinations.
- Students are expected to utilize rest room facilities prior to exams.
- Students will not be admitted into a testing session once the exam has begun.
- No exam grades will be released until all students have completed the examination.
- 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: copying from another student; accessing unauthorized information; receiving messages without authority during an exam; and/or improper use of calculators, computers, smart watches 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 measures during examinations to maintain the integrity of the testing environment (ie; storing personal belongings at front of classroom; removal of hats, watches, etc).
- 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

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.

All students enrolled in the Quincy College Associate in Science Degree in Nursing program will complete the assigned HESI specialty exams in each course (RNU 108, 109, 206 and 208) and a Comprehensive HESI Exit Exam in the final semester (RNU 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 thinking, 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 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 and students will be required to provide documentation of remediation completion in the subsequent nursing course (RNU 109).

RNU 109

- At the beginning of the semester, students will be assessed with a second version of the Fundamentals HESI exam. The Fundamentals HESI exam score will be graded according to the HESI scoring system listed below.
- All students must provide documentation of remediation completion for the Fundamentals HESI examination administered in RNU 108 in order to be eligible to take the second version of this exam.
- Students who have not completed the required remediation as outlined below, will not be allowed to take the second version of the Fundamentals HESI exam and will receive a zero (“0”) as a grade.
- 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 students 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

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

RNU 208

- Toward mid-semester, students will be assessed with the Medical-Surgical HESI exam. The HESI exam score will be graded according to the HESI scoring system listed below.
- It is an expectation that students complete remediation for the Medical-Surgical HESI exam based on the plan outlined below.
- All students in RNU 208 are required to participate in NCLEX preparation through the following steps:
 - Complete a Practice HESI Exit Exam. Based on individual scores, it is an expectation that students remediate based on the plan outlined below. Students will be given the opportunity to take a second version of this Practice HESI Exit Exam.
 - 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 count as three (3) clinical absences and will result in clinical failure.

- All students are required to take a Comprehensive HESI Exit Exam at the end of the semester.
 - The required benchmark score for the Exit Exam is 850. Students will have two (2) chances to achieve this level of success.
 - If a student earns a score of less than 850 on the Comprehensive HESI Exit Exam after the first attempt, students will receive an “incomplete” for the course and remediation will be required as outlined below.
 - Students must complete the required remediation within 4 weeks from the time the first Comprehensive HESI Exit exam was taken.
 - Students will be scheduled for the second attempt at the Comprehensive HESI Exit exam at a time that is agreeable to the exam proctor. The scheduled time frame to complete this second exam will be within one week of remediation completion.
 - If a student remains unsuccessful (score < 850) after the prescribed remediation and a second attempt at the Comprehensive HESI Exit Exam, the student will be considered to have failed the final nursing course (RNU 208).

The HESI Scoring System is as follows:

HESI Scoring Interval	Performance Level	Grade Book Score
> 1050	Recommended Performance	95
1001 - 1050		90
950 - 1000		85
900 - 949		82
875 - 899	Acceptable Performance	80
850 - 874		78
800 - 849	Below Acceptable Performance	75
750 - 799		71
700 - 749	Needs Further Preparation and Retesting	67
≤ 699		59

Source: Elsevier, Inc.

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

HESI Score 900 and above	<ol style="list-style-type: none"> 1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of one hour of study is required. ** 2. Develop one 15 question custom quiz in Evolve Adaptive Quizzing in two content area of weakness based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. ***
HESI Score 800 - 899	<ol style="list-style-type: none"> 1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of two hours of study is required. ** 2. Develop two 15 question custom quizzes in Evolve Adaptive Quizzing in two content area of weakness based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. ***
HESI Score 700 – 799	<ol style="list-style-type: none"> 1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of three hours of study is required. ** 2. Develop three 15 question custom quizzes in Evolve Adaptive Quizzing in three content area of weakness based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. ***
HESI Score 600 - 699	<ol style="list-style-type: none"> 1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of four hours is required. ** 2. Develop four 15 question custom quizzes in Evolve Adaptive Quizzing in four content area of weakness based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. ***
HESI Score 599 or below	<ol style="list-style-type: none"> 1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of five hours is required. ** 2. Develop five 15 question custom quizzes in Evolve Adaptive Quizzing in five content area of weakness based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. ***

* The required benchmark score for the Comprehensive HESI Exit Exam is 850. Students will

have two (2) chances to achieve this level of success. Any student that does not meet this requirement after the second attempt will be considered to have failed the RNU 208 course.

**** 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.**

*****When using Adaptive Quizzing as remediation after HESI exams, use Custom Exams and not Mastery Exams. Additionally it is advised that only one content area be selected for each weakness area (as opposed to combining multiple topic areas into a quiz with more questions).**

Make-up Policy

Testing:

- Students who miss a testing session must (1) notify the instructor prior to examination via Quincy College email and (2) plan to make-up the examination on the first day the student returns to class or skills/sim lab at a time to be determined by the faculty member.
- 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 as well as any HESI specialty/exit examinations.
- A different examination will be administered for any unit make-up exam. Make-up exams may be given in an alternative format.
- No exam grades will be released until all students have completed any given examination.

Skills/Simulation Lab and Clinical:

- All missed skills/sim lab and clinical experiences must be made up. Unexcused absences will result in a clinical 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. Students will be responsible to pay adjunct faculty for this skills/sim lab make-up experience at the current market rate.
- Clinical make-up days, times and locations will be determined based on the availability of qualified faculty and clinical sites. Students will be responsible to pay adjunct faculty for this clinical make-up experience at the current market rate.
- 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

Every student has a right to receive an assigned grade that is fair and unprejudiced based on a method that is neither random nor unpredictable. Students who wish to appeal a grade are

responsible for demonstrating that the grade they received was contrary to procedures as specified in the course syllabus or was based on computational or clerical error. Faculty have the right to assign a grade based on any method that is professionally acceptable, outlined in the syllabus, and applied equally. Faculty have the responsibility to provide the careful evaluation and timely reporting of all grades. Course grading methods should be clearly outlined in the syllabus and explained to students at the beginning of the term. The Academic Division of Nursing assumes that the judgment of the instructor is authoritative, and the final grades assigned are correct. Faculty members and students have a responsibility to attempt to resolve grade disputes informally and move to a formal process only when an agreement cannot be met.

A registered student who believes that they have received a final grade, in accordance with published Academic Division of Nursing grading criteria, which is not justified, may apply to the Nursing Division Grade Appeal Committee for evaluation of their final grade. The purpose of this final grade appeal process is to ensure fairness and academic soundness in the grading process, and to eliminate the inappropriate use of the student grievance procedure for grade disputes. A disputed grade does not constitute violation of a student's rights and is therefore not subject to the student grievance procedure. For the complete Final Grade Appeal Process, see the Quincy College Student Handbook (Policy 5.14).

Dismissal

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

- Students who do not achieve minimal passing grade in class ("C+"), skills/sim lab (PASS) and/or clinical (PASS) will be dismissed and ineligible to continue in the nursing program. Students may apply for readmission to the program (see Readmission Policy).
- Students may repeat a nursing course once.
- Students who repeat a nursing course and achieve of grade of less than "C+" on the second attempt will be ineligible for readmission to the nursing 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 in Science Degree in Nursing Program. Participation on these committees gives students a voice in the curriculum content and the overall program of learning. Faculty looks forward to student ideas and participation. Participation is a great way to learn more about the profession and provides more exposure to the nursing critical thinking process.

The committees are:

- Nursing Faculty Organization – meets once a month for 2 hours. 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, is prohibited unless additional specific permission to do so is obtained. We ask all recording devices 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 (\$50.00) from students or their family members.

ELIGIBILITY FOR LICENSURE

Graduates of the Associate in Science Degree in Nursing Program at Quincy College are eligible to sit for the National Council Licensure exam to become a registered nurse. The information below provides information regarding the Commonwealth of Nursing 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 www.state.ma.us/reg/boards/rn.

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 directly 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 of the relevant documentation outlined on *Attachment A* in order 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 purpose of 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

With the exception of 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.

Complete 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>

In making its determination of an applicant's GMC compliance, the Board will evaluate factors including, but not limited to:

- the nature and seriousness of all conduct at issue, including any criminal conviction(s) or disciplinary
- action(s) by a licensure/certification body
- the sufficiency of the applicant's sustained rehabilitation
- the applicant's age at the time all conduct at issue occurred
- the frequency of occurrence of all conduct at issue
- the recency of all conduct at issue
- any mitigating or aggravating circumstances related to the conduct

Documentation Required for Determination of GMC Compliance

It is the initial applicant's responsibility to submit to the Board of Nursing adequate documentation and other information for the Board to determine whether the applicant possesses the requisite GMC for licensure. In evaluating an applicant's GMC, the Board considers all available pertinent information related to the applicant's present and past conduct.

Note carefully: Each initial applicant whose GMC compliance is at issue must submit to the Board with her or his application all applicable documentation listed on *Attachment A*. If the Board requires any information in addition to the documentation listed on *Attachment A*, the Board will notify the applicant in writing. Consistent with the Board's duty to ensure that the conduct of each applicant to whom it grants a nursing license does not pose an unacceptable risk to the public health, safety and welfare, the Board may conduct random criminal history checks. Initial applicants for licensure by examination may submit required documentation up to eight (8) weeks before graduation from a Board approved nursing education program. The Board will not consider documentation that is submitted more than eight (8) weeks before graduation. The amount of time that is needed for the Board to determine an initial applicant's compliance with the GMC licensure requirement varies. However, an initial applicant should expect that the process will take at least eight (8) weeks. The Board may require an initial applicant with multiple convictions involving alcohol or drug use to be evaluated by a Board-designated clinician to determine the applicant's current recovery status and future risk for relapse. This assessment must be completed and

submitted to the Board before it will evaluate the applicant's GMC compliance. The applicant will be responsible for any and all expenses incurred in connection with this evaluation. All initial applicants are advised to use U.S. Postal Service Registered Mail when submitting required documentation in order to receive a dated confirmation of receipt by the Board. Telephone confirmation of document receipt is *not* available. The Board will notify initial applicants in writing of the outcome of its GMC evaluation. Initial applicants whom the Board determines do not comply with the GMC licensure requirement will be denied nurse licensure in Massachusetts. The Board will specify the circumstances, if any, under which the Board would find an applicant denied licensure sufficiently rehabilitated and therefore, potentially eligible for nurse licensure in Massachusetts.

**Commonwealth of Massachusetts
Board of Registration in Nursing**

**ATTACHMENT A
Documentation Required For Determination of “Good Moral Character”**

REQUIRED DOCUMENTATION	WHO MUST SUBMIT	<input checked="" type="checkbox"/>
Massachusetts Criminal Offender Record Information (CORI) Acknowledgement Form signed in the presence of a notary public who has verified the applicant’s identity through a valid government identification.	All initial applicants requiring GMC compliance evaluation.	
<p>Initial applicant’s <i>signed</i> written explanation about each criminal conviction or disciplinary action, or both, including:</p> <ul style="list-style-type: none"> · a description, with dates, of the conviction(s) or disciplinary action(s), or both; · a description of the criminal sentence(s) and court-ordered requirement(s), and/or disciplinary sanction(s) imposed and served with the dates each criminal case or disciplinary action was closed; · a detailed description of the circumstances surrounding each criminal conviction, or disciplinary action, or both; · actions taken by the applicant to prevent the recurrence of conduct underlying each criminal conviction, or disciplinary action, or both; · if the application is for initial licensure <i>by examination</i>: a description of the applicant’s participation in extracurricular activities during nursing program enrollment; professional and community activities and professional goals; and · if a criminal conviction, or disciplinary action, or both, <i>involve(s) alcohol or drug use</i>: a detailed description of interventions and support systems currently used by applicant to maintain sustained recovery. <p>This explanation must be typed in business format, addressed to the Board, and include the date written, applicant’s full name, address, email address, telephone number and the applicant’s signature.</p>	<p>All initial applicants requiring GMC compliance evaluation.</p> <p>Note: Initial applicants are <i>strongly</i> advised to obtain and review a copy of their record of criminal conviction(s), or disciplinary action(s), or both, to assure that they fully address all matters in their written explanation to the Board.</p>	
Initial applicant’s <i>current</i> resume. Employment gaps must be explained in the resume or applicant’s letter of explanation.	All initial applicants requiring GMC compliance evaluation.	
<p>Reference from nursing program instructor or administrator, or employment supervisor who has observed the applicant’s conduct on a weekly basis within one (1) year of the date of application. <i>Note: Clinical evaluations will not be accepted.</i></p> <p>Each reference must be written on academic institution letterhead, be addressed to the Board, and include the date written, length of time and capacity in which the author has known the applicant, and the author’s original signature. <i>Note: Clinical evaluations will not be accepted. (Initial applicant must arrange.)</i></p>	All initial applicants requiring GMC compliance evaluation.	

The following items must be sent to the Board directly from the specific source or forwarded by the applicant in a sealed, unopened envelope. The delivery method must clearly show that the

documents were sent from the issuing agency and were not handled by the applicant or an agent of the applicant. If any documents are unavailable, the applicant must provide a certified statement from the court, agency and/or licensure /certification body attesting to this fact.

Certified record of the final written determination of each disciplinary action, including closure, sent directly to the Board by issuing licensure/certification body.	All initial applicants with previous disciplinary history.	
Certified record of all documentation related to the denial, voluntary resignation or voluntary surrender of a license issued by a licensure/certification body.	All initial applicants denied a license by a licensure/certification body or who resigned or surrendered a license.	
Certified record of each criminal conviction sent directly to the Board by the court. Document must include conviction date, sentence imposed, verification of compliance with all court-ordered stipulations and verification of closure of criminal case with closure date. <i>(Initial applicant must arrange).</i>	All initial applicants with previous criminal convictions.	
Written verification(s) of the applicant's completion of supervised or unsupervised probation and closure of the applicant's criminal case(s). Each verification must be written on official court letterhead, be addressed to the Board, include the date written and be originally signed by the court clerk or Probation Officer.	All initial applicants who have completed court-ordered probation.	
Certified discharge record(s) from drug and/or alcohol education or treatment program(s), or both.	All initial applicants who have completed drug and/or alcohol education and treatment programs, or both.	
Written verification from sponsor of the applicant's maintenance of sobriety and active participation in a Twelve-Step Program, including the frequency and duration of applicant's attendance. Verifications must be addressed to the Board and include the date written and the sponsor's original signature. (Sponsor may sign only his or her first name).	All initial applicants currently enrolled in a Twelve-Step Program.	

Where to send required documentation

Applicants are advised to submit documentation using the U.S. Postal Service Registered Mail in order to receive a dated confirmation of receipt by the Board. The Board will not accept electronic copies of required documentation, including photocopies and materials submitted by fax or email. Please retain a copy of all documentation submitted to the Board. Telephone confirmation of receipt is *not* available.

Mail to:

**Board of Registration in Nursing
c/o GMC Administrative Assistant
239 Causeway St., Suite 500
Boston, MA 02114**

The Board will notify any ineligible applicant of its decision to deny licensure, the reason for the denial and the opportunity for review of the denial. The board may also inform the applicant of the requirements, if any, that the applicant must satisfy before the applicant may reapply. The Board shall afford the applicant an opportunity for a hearing where the applicant alleges, and can reasonably substantiate the existence of specific areas of factual dispute relevant to the determination of his or her Good Moral Character ineligibility under the policy.

If there are no areas of factual dispute, the Board may rely on written submissions in rendering a final decision on review. Judicial review of a Board final decision to deny licensure or authorization may be sought as provided by G.L. c30A, §14.

Students may access the policy in full on file in the Academic Division of Nursing office.