

QUINCY COLLEGE

**ASSOCIATE of SCIENCE DEGREE
in NURSING PROGRAM**



**STUDENT HANDBOOK
2024-2025**

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

DISCLAIMER

The Quincy College Division of Nursing Student Handbook will be reviewed and updated every spring and reviewed at prior to the fall semester according to the Systematic Evaluation Plan and as needed. Students will be directed by

their faculty to sign the *Student Handbook Attestation Form* in the Trajecsys Documentation System that they have received a copy of the handbook. The Academic Division of Nursing reserves the right to revise the content of the Student Handbook with appropriate notice to students as necessary. Students will be notified of any changes in a timely manner and will be required to sign they have received notice of the change and understand its implications.

A MESSAGE FROM THE DEAN



Quincy College

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

September 4, 2024

Welcome Students,

As the Dean of the Academic Division of Nursing, I want to say welcome to the program, or welcome back, for the 2024-2025 Academic Year 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 amid hospitals downsizing, there is increasing delivery of healthcare in community and public health organizations. Further, the population is aging, resulting in a greater emphasis on holistic care for 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 concept-based and competency-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,

Diane M. Gillis, DNP, RN
Dean of Nursing
Academic Division of Nursing

NURSING PROGRAM APPROVAL AND ACCREDITATION STATUS

Current Approval Status: Full Approval

Contact information:

Board of Registration in Nursing
250 Washington Street
Boston, MA 02108
(800) 414-0168 or (617) 973-0900
website: www.nursing.admin@state.ma.us



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

Accreditation Status:

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

ACADEMIC CALENDAR

QUINCY COLLEGE
Academic Calendar Summary 2024-2025*

FALL SEMESTER, 2024

New Faculty Orientations	Aug 28
Faculty Non - Instructional Days (3 days)	Aug 29 & 30, Sep 3
Labor Day - College Closed	Sep 2
Semester Begins (Courses Active on Canvas)	Sep 4
Add/Drop Period for 15-wk Classes	Sep 4-13
Columbus Day Observed - College Closed	Oct 14
Advising Week	Nov 4-8
Veterans' Day Observed - College Closed	Nov 11
Last day to withdraw to receive a grade of "W" (Flex courses please see Registrar)	Nov 22
Thanksgiving Recess begins Wednesday	Nov 27 (Classes end at 4PM)
Thanksgiving Recess - College Closed	Nov 28, 29, 30
Finals Week	Dec 16-22
Semester Ends	Dec 22
Winter Break Begins	Dec 23
Christmas Observed - College Closed	Dec 25

WINTER INTERSESSION

Interession Begins/Ends	ONLINE, BLENDED, AND HYBRID Dec 30-Jan 12
Add/Drop Period	Dec 30 & 31
New Year's Day Observed - College Closed	Jan 1
Last Day to Withdraw to Receive a Grade of "W"	Jan 6

SPRING SEMESTER, 2025

New Faculty Orientations	Jan 8
Faculty Non-Instructional Days (4 days)	Jan 9, 10, 13, & 14
Semester Begins (Courses Active on Canvas)	Jan 15
Martin Luther King, Jr. Day - College Closed	Jan 20
Add/Drop Period for 15-wk Classes	Jan 15-24
Presidents Day Holiday - College Closed	Feb 17
Spring Break (No Classes)	Mar 10-14; College Closed Mar 10 and Mar 14
Advising Week	Mar 24-28
Last Day to Withdraw to Receive a Grade of "W" (Flex courses please see Registrar Office)	April 11
Spring Holiday Weekend - College Closed	April 18 & 19
Patriots' Day-College Closed	April 21
Finals Week	May 5-11
Semester Ends	May 11
Student Scholarship Presentation	TBD
Faculty Non-Instructional Days (5 days)	May 12, 13, 14, 15, and 16
Spring ASN Pinning	May 13
Spring Commencement	May 16 (Friday)
Memorial Day-College Closed	May 26
Spring PN Pinning	June 26

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

*Traditional program academic calendar flex course schedule may vary. Please refer to the AY 2024-2025 Quincy College Calendar for more information, course descriptions and schedules:

<https://www.quincycollege.edu/academic-catalog-academic-catalog/#catalog>

ACADEMIC DIVISION OF NURSING PERSONNEL

Dean of Nursing

Diane M. Gillis, DNP, RN

Director of Nursing for the Plymouth Campus

Vacant

Assistant Dean of Nursing for Clinical & Academic Experiences

Vacant

Nursing Laboratory Leads:

Brenda Bersani, BSN, RN- Quincy Campus

Marion Santos, EdD(c), MSN, RN, CHSE- Plymouth Campus

Nursing Faculty

Kara Corvino, DNP, RN, CEN, Associate Professor

Karin Cunnie, MSN, FNP, Instructor

Kimberly Edouard, MSN, RN, Instructor

Enella James, BSN, RN, Instructor

Susan Wright-Thomas, MSN, RN, Instructor

Patricia Normandin, DNP, RN, CEN, CPN, CPEN, FAEN, Adjunct Instructor

Kathryn Cullinane-Whalen, DNP, RN, FAHA, Adjunct Instructor

Edie Pemberton, MSN, RN, Professor Emeritus

Clinical Compliance Administrator

Denise Kielczewski, BA, AS

Dean's Assistant

Vacant

MISSION, VALUES AND PHILOSOPHY

Quincy College Mission

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

Quincy College Values

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-RN[®]) to ensure graduates safely practice nursing with professional competence and care holistically for individuals from culturally diverse backgrounds. The graduate will function as an integral member of the inter-professional team with a commitment to educational advancement and lifelong learning.

Academic Division of Nursing Philosophy

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

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

Associate of Science Degree in Nursing: The Associate of Science Degree nurse applies critical thinking skills and interdisciplinary theories to the development, implementation, evaluation, and modification of nursing care for individuals, families, and communities. This nurse functions in a competent, ethical, and safe manner within the Standards of Practice. The graduate integrates

knowledge of the community to identify health care needs of identified populations. The associate degree nurse manages resources for care delivery, delegates and supervises licensed and unlicensed assistive personnel. The graduate has a responsibility to be a part of the professional body of nursing. In that regard, the associate degree nurses accept their responsibility to participate in public policy dialogue as it affects the changing contemporary health care systems and advocates for their client and the profession as well as promotes health in an uncertain health care environment.

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 of 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 blend of Nurse of the Future Competencies and concept-based curriculum. The Nurse of the Future Competencies provides the overarching framework for the curriculum and serves 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.

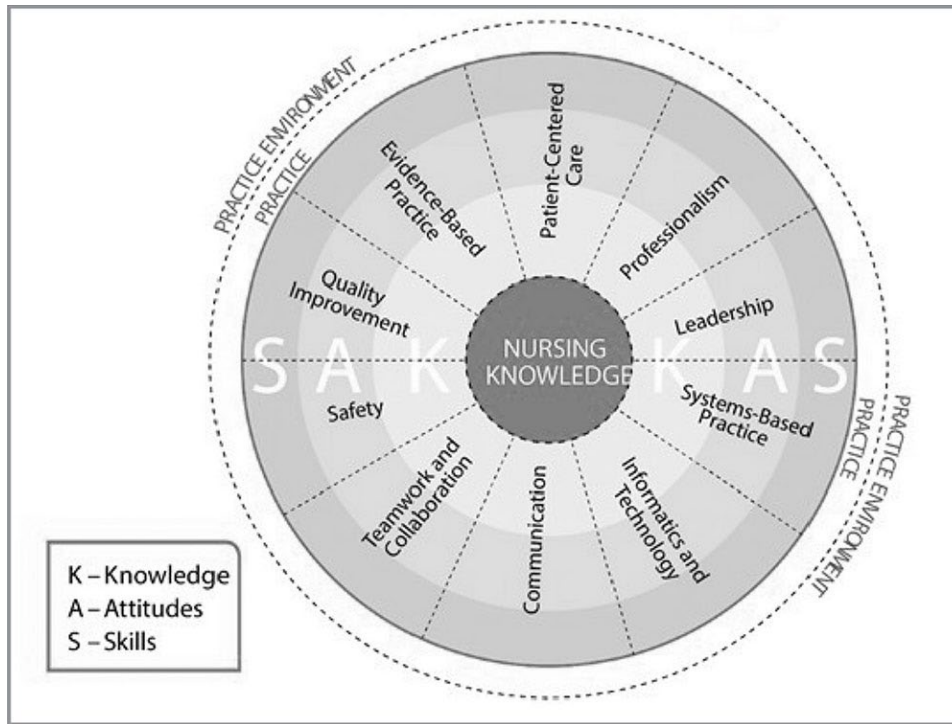
The faculty also believe in delivering a curriculum that represents current nursing practice at the level of nursing for which the student is preparing. As demonstrated by the curriculum materials, the programs include the development of nursing critical thinking/clinical reasoning; leadership and management 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 of 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 (Sroczyński, 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. Tanner's model of Clinical Judgement (2016) is utilized throughout the curriculum to further develop critical thinking and clinical decision-making skills.



Associate of 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 errors, and support clinical reasoning.
 - a. Use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.
 - b. Evaluate the role of information technology and information systems in improving patient outcomes and creating a safe care environment.
 - c. Use high quality electronic sources of healthcare information to provide quality care.
 6. Incorporate leadership, management, legal, and ethical principles to guide practice as a Registered Nurse.
 - a. Practice within the legal and ethical guidelines of Registered Nursing practice.
 - b. Analyze patient care within the context of the ANA Standards of Practice.
 - c. Demonstrate accountability for nursing care given by self-and/or delegated to others.
 - d. Apply leadership and management skills when working with other healthcare team members.

- e. Serve as a patient advocate.
- f. Complete a plan for ongoing professional development and lifelong learning.

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 of 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 current 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 of Science Degree in Nursing Course Descriptions

RNU 108: Fundamental Concepts of Client Care

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

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 100: Pharmacology for Nursing

Principles of pharmacology and pathophysiology are presented in an integrated manner to provide a basis for the study of selected medications that are used to treat or manage diseases with an application to nursing practice. Pathophysiology relates manifestations of disease, risk factors for disease, and the principles of pathology underlying illness and injury to therapeutic nursing interventions and outcomes. Pharmacology focuses on the basic drug classification, concepts and principles of pharmacology with special consideration for the nursing role in developing a

comprehensive approach to the clinical application of drug therapy using the nursing process. Nursing implications related to the utilization of drug therapy are examined.

Total Semester Hours: 45 Hours (45 Lecture 0 Lab/Clinical) **3 Credits**

Pre-requisites: ENG 101; MAT 103 or 107 (107 is preferred); BIO 111 with lab (this is a required prerequisite to BIO 131 and BIO 251); BIO 131 with lab.

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

This course applies concepts of nursing practice to the acquisition and application of adult health nursing theory in the care of diverse patients with acute and chronic conditions. This includes patients needing various levels of health promotion and mental health management, their families, and other support persons. The course incorporates the legal and ethical responsibilities of the Registered Nurse in the care of adult and mental health patients. Application of knowledge, patient care skills, and clinical reasoning will occur in a variety of clinical settings (8 credits).

Total per semester: 75 hrs. Classroom / 30 hrs. Skills/Simulation Lab / 90 hrs. Clinical

Pre-requisites: RNU 100; RNU 108; ENG 102; PSY 101; BIO 132 with lab

RNU 206: Concepts of Family-Centered Nursing

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

(8 credits)

Total per semester: 75 hrs. Classroom / 30 hrs. Skills/Simulation Lab / 90 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.

(8 credits)

Total per semester: 75 hrs. Classroom / 30 hrs. Skills/Simulation Lab / 90 hrs. Clinical

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

ACADEMIC SUPPORT SERVICES

Academic Advising

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

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

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

<https://www.quincycollege.edu/student-services/academic-advising/>

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

Academic Tutoring for Nursing Course Content

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

To make an appointment for Nursing Tutoring:

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

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

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

Academic Tutoring (Non-Nursing)

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

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

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

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

Quincy College offers **Brainfuse** online tutoring service to our students. Online tutors are available on a drop-in basis 24/7 to provide academic support in a variety of subjects including, but not limited to, Computer Science, Math, Science, Health Sciences, Accounting, Reading, Writing and

Essay Review. Study aids are also available. Access **Brainfuse** by logging into Canvas and selecting the **Brainfuse** link on any of your course's menu on the left side of the home page.

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

Bookstore

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

Computer Laboratories

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

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

Email Use Policy

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

Internet and Computer Use Policy

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

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 loans. Access to all library materials and services is onsite at either the Quincy campus Anselmo Library or the Plymouth campus Krovitz Library, or online via the library website www.quincycollegelibrary.org. Quincy College is a member of the Old Colony Library Network (OCLN). OCLN provides access to print and electronic books, DVDs, and magazines from 28 libraries on the South Shore.

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

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

Financial Aid

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

half months). Students who receive financial aid have an ethical responsibility to meet all financial aid obligations. If you have any questions or would like to know more information, contact financialaid@quincycollege.edu.

NURSING LABORATORY: SKILLS AND SIMULATION CENTER

Quincy College Vision of Clinical Skills and Simulation Center

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

Mission of the Skills and Simulation Center

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

Purpose of the Skills & Simulation Center

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

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

General SSCQC Guidelines – Student Responsibilities

1. The Nursing Skills labs are an extension of clinical and academic programs. Therefore, all the same requirements for maintaining professional behaviors in both Clinical and Academic settings apply (examples: dress code, language/behavior, etc.), see Nursing Division handbook and Quincy College student handbook.

2. Appropriate attire is required. Students are required to wear Quincy College clinical uniform and name tag for all skills & simulations. Students must also always wear the Quincy College student ID.
3. No student shall infringe upon the privacy, rights, privileges, health, or safety of others. Please do not access other areas of the lab unless you are instructed to do so. See all posted signs and directions in the lab.
4. Children are not allowed in the lab; this is to protect them and our equipment.
5. Cell phones can be distracting. Please make sure your cell phone is silent or vibrates when you are in the lab.
6. Absolutely no food or beverage will be allowed in the lab.
7. All students must have successfully passed 'BLS for Healthcare Providers'. All CastleBranch or ViewPoint requirements must be in compliance prior to any lab activity.
8. All personal items must be stored in designated areas.
9. Use of the computers and phones are restricted to assigned classroom work only (as directed by the instructor) and not for personal use.
10. Skills lab manuals/reference materials are available for use. Please do not remove from the lab.
11. Do not use the equipment for any purpose other than the specified purpose.
12. Any equipment malfunction or abuse must be reported to the lab faculty immediately.
13. All lab equipment used should be returned to its designated area following use. The lab should be left in pristine condition after use.
14. Individuals serving as simulated patients are to remove their shoes when lying on beds.
15. Sharing of resources (space & supplies) when practicing may be necessary. Four to six students per bed/manikin is acceptable. Working in groups is also beneficial to learning.
16. Let the lab faculty know if you have suggestions for new purchases that would enhance your learning.
17. It is the responsibility of the student to review the course syllabus for lab assignments.
18. If there is a sharps injury or other injury, please inform lab faculty immediately.
19. If you have a latex allergy, or suspect that you do, it is your responsibility to notify skills lab personnel. Non-latex gloves and equipment are available upon request.
20. Treat each patient simulator (manikin) as a patient and be respectful of lab equipment. Keep manikins clothed and covered when not performing procedures/skills.
21. Manikins:
 - Use gloves when handling all manikins and parts
 - Do Not move manikins or manikin parts without the help of lab personnel
 - Do Not use betadine on manikins
 - Keep writing tools away from manikins
22. The expectation in the simulation-based experience is that all behavior and communication are done in a professional manner. The environment is structured so that everything done in

simulation should be exactly like it is with a real patient. Statements such as “this dummy is stupid” or actions such as taking pictures with your cell phone, sending text messages, and/or inappropriate laughter will not be tolerated. Students will be asked to leave the simulation lab and will be required to meet with the Dean and/or Assistant Dean which will result in a clinical warning.

23. Covid-19 per college-wide protocol.

Lab Schedules

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

Quincy College Campus Skills and Simulation Laboratories locations:

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

Laboratory Room	Skills & Simulation Levels	Nursing Course Assigned
405	Classroom, Skills, and low fidelity	All Courses
406	Skills and low fidelity	All Courses
407	Skills & Simulation-low, medium, and high fidelity	All Courses
417	Skills & Simulation-low, medium, and high fidelity	All Courses
417	Supplies & Overstock	Faculty access only to locked cabinets

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

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

104I	Skills & Simulation-low, medium, and high fidelity	All Courses
104L	Supplies Room Only	Faculty Access Only

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

Confidentiality

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

NURSING DIVISION POLICIES

Admission

Admission to the Associate of Science Degree in Nursing Program is competitive and selective. Any student who seeks admission to the ASN (Associate of Science in Nursing) program for September 2025 must attend a Nursing Program Information Session and submit all the information listed below to be considered for admission. **If you do not attend a Nursing information session OR your application is incomplete (missing any of the materials required below) you will NOT be considered for admission to the ASN program.**

APPLICATION PROCEDURES FOR THE ASN PROGRAM

To be considered for admission to the ASN program in September 2025 all applicants must:

1. Attend a Required Nursing Program Information Session. Nursing Program Information Sessions are prepared and conducted by the nursing division, admissions, and financial aid office staff. Dates will be posted on the Quincy College website for registration to attend. The purpose of the Nursing Information session is to inform potential applicants of the admission requirements, required orientation, course schedules, and academic expectations for success.
2. Apply for admission to the ASN program online and pay the application fee. Please indicate campus preference – Quincy campus, Plymouth campus or “either” campus preference. **There are a limited number of seats in the ASN program. Applicants are encouraged to apply as early as possible. Early action date for the Fall 2025 ASN Program applications to be reviewed is February 1, 2025, with a decision by March 1, 2025. Applications are accepted on a rolling basis until seats are filled. Applications will be accepted through Saturday, May 31, 2025, for the ASN Program.**
3. Submit Official High School Transcript or Center for Educational Documentation (CED) certification (www.cedevaluation.com) If you achieved a GED Certificate, your scores must be included. Just submitting your Certificate will not meet this requirement.
4. Submit **official college transcripts** from previously attended colleges including Quincy College if applicable. These official transcripts must be sent directly from the college you attended to the Quincy College admissions office.
5. If you have a certificate in a medical field (i.e., EMT, LPN, CNA (i.e., Certified Nursing Assistants, Medical Assistant, etc.) send a copy of your certification card or LPN license.
6. Applicants for admission must submit an **Official Transcript by a specified deadline** showing PREREQUISITE COURSES (see below) WITH A GRADE OF C (73%) OR BETTER.
 - College Algebra or Statistics (Statistics Preferred) (3 credits)
 - English Composition I (3 credits)
 - General Biology with lab (4 credits) within the past 5 years
 - Anatomy & Physiology I with lab (4 credits) within the past 5 years (**No exceptions**)
 - Anatomy & Physiology II with lab (4 credits) within the past 5 years (**No exceptions**)

****Prerequisite science courses may be in progress for a conditional acceptance. However, courses must be successfully completed (grade of “C” 73% or better) by August 9, 2025.**

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

All applicants will be scored using an admission rubric.

7. Admission Testing is required for the ASN program. All applicants for Fall 2025 admission to the ASN program will be required to take the HESI A₂ RN Admission Exam w/Critical Thinking.

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

The HESI A₂ RN Admission Assessment exam with Critical Thinking (HESI A₂ Exam) exam assesses an applicant's academic readiness and is a predictor for success in the first semester of a nursing program. Preparing in advance to take the HESI A₂ RN Admission exam has been shown to promote the **required composite score of 75%**. Recommended resources for preparing to take the HESI A₂ exam are listed on the Nursing ASN webpage of the Quincy College website.

Fall 2024-2025 Admission Testing:

The nursing division will evaluate only those applicants who took the HESI A₂ RN Admission Exam test on or after September 1, 2023. If an applicant fails to meet the minimum required composite score noted below, they may retake the HESI A₂ Exam prior to the application deadline (a maximum of three attempts). Applicants must wait 30 days (about 4 and a half weeks) prior to each retest to allow time to prepare for retesting. Applicants will be required to retake all sections and scores from the most recent attempt will be utilized for admission consideration.

HESI A₂ RN ADMISSION EXAM w/CRITICAL THINKING PREPARATION

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

question comprehensive post-test that covers all the text's subject areas. The questions will also include rationales for correct/incorrect answers. An access code for additional information to be prepared to take the exam is provided when the review workbook is purchased *new* versus *used*.

WHEN TO TAKE THE HESI A₂ EXAM

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

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

HESI A₂ RN Admission Exam with Critical Thinking Required Scores

An applicant may take the HESI A₂ up to three times within an academic year (September 1st through August 31st) prior to the start of the nursing program. A 30-day wait period is required between exam retakes. The required **composite score** for admission consideration is **75%** or greater, with no exceptions.

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

8. Applicants will be notified of admission decisions on an ongoing basis beginning March 1, 2025, until seats are filled.
9. The deadline for applications to be accepted for consideration will be **May 31, 2025**, with no exceptions.
10. No students will be admitted to the ASN program after the second class of a course in the semester.
11. All students admitted to the nursing program will be required to provide information for a local and federal Criminal Offender Record Information (CORI) check. Additionally, newly accepted students will be required to register with **ViewPoint**, an online background screening and compliance management vendor. Students will be required to upload mandatory health data including but not limited to proof of current immunizations (Including Covid 19 & recent booster) and physical examination; current AHA Health Care Provider CPR; undergo a federal and state criminal background check, and drug testing.

Progression

- A minimum grade of “C+” (77%) is required in each nursing course within the program of study to progress from one semester to the next in the program.

- Students receiving less than “C” (73%) in a general education, science, or science lab (i.e., pre and co-requisite) course will be unable to progress in the Nursing Program until these grades meet the minimum standard. **See Readmission Policy.**
- Students are eligible for progression to the next level at the conclusion of each course in the program based on successful completion of the pre- 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 per the college policy. Any request for completion of course requirements must be approved by the Dean of Nursing and will be based upon availability of qualified faculty and available resources.
- Non-nursing courses must be completed prior to or concurrent with the approved curriculum sequence.
- Students receiving three (3) academic or 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.
- Students will be dismissed from the nursing program without three clinical warnings if they fail a clinical experience in any nursing course. Please see **Clinical** expectations noted below for reasons a student may receive a clinical warning and/or fail a clinical experience.
- An administrative warning will be issued by the Dean (or designee) for safety, significant unprofessional behavior, or after consultation with faculty for escalated concerns. One administrative warning will warrant a dismissal from the nursing program.

Attendance

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

Attendance at all assigned classes is required.

- Students arriving in class after a teaching session has begun will be allowed into class at the discretion of the instructor.
- Arriving after a class, lab, or clinical experience has begun is disruptive to classmates and instructors.
- Absenteeism and tardiness will affect your academic performance and financial aid status.

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

- A pre-lab session assignment will be required by your faculty to validate completed pre-laboratory assignments.

- For clinical experiences, students will be expected to be at the assigned clinical agency 15 minutes prior to the start of the clinical day.
- Students who arrive after the start time for clinical or a skills/sim lab experience has begun will receive a verbal warning. For a second infraction, students will receive a written clinical or laboratory warning. Any "no call, no show" for skills/sim lab or clinical experiences will result in a clinical or laboratory 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 written (3) clinical warnings cumulatively over the course of the Quincy College Nursing Program will be required to meet with the Dean 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 college fee equivalent to the Experiential Learning credit fee will be charged for transferring these credits to Quincy College. There will be no fee if a student only wants to use these as pre-requisites towards placement at a higher level. There are no advanced placement options for the Academic Division of Nursing. Credits for pre-requisite and co-requisite courses may be accepted based upon admission criteria. No previous nursing credits will be accepted.

Transfer

Credit transfer is the process of receiving academic credits towards a degree or certificate program at Quincy College based on work completed at another recognized institution of higher education. Please see the Quincy College Catalog for the Transfer Credits policy (Policy 4.05A) for specific details.

Prospective students who seek to transfer into the Quincy College Associate of Science Degree in Nursing Program from another accredited nursing program must meet admission criteria. Students who have achieved a B or greater in Fundamentals are able to transfer credits to the nursing program.

Educational Mobility*

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

The initial choice of a nursing program is the decision of the individual, based on career goals, abilities, and resources. As career goals are revised, nurses seek to gain knowledge and competencies not achieved in their basic program. Educational mobility allows an individual to move from one level to the next without repetition of previously acquired competencies. This also

benefits patients by increasing the supply of skilled nurses. Nurse Educators have the responsibility to develop timely methods for evaluating attainment of previously achieved competencies.

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

Withdrawal*

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

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

Due to the sequential progression of the Nursing program, withdrawal from a core Nursing course (RNU 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 readmission to the college. Readmission to the nursing program is not guaranteed. Students seeking readmission must meet current admission requirements and will be interviewed by Nursing faculty or the Dean or designee to discuss their readmission success plan. Students who

have been away from Nursing courses for 6 months or longer are subject to validation testing. The purpose of validation testing is to verify that Nursing students have sufficient knowledge in clinical competence to re-enter clinical Nursing courses after a period of interruption. The validation testing includes a demonstration of skills/sim lab competency skills (i.e., Head-To-Toe Physical Assessment and Vital Signs Practicum), an achievement of 90% or better on a medication competency exam, and completion of the HESI Fundamental Individual recommended remediation from RNU-108. The requirements for re-admission are:

- Nursing faculty will review student readmission applications and make a recommendation based upon a readmission rubric that includes:
 - Performance on validation testing and completion of planned remediation.
 - Student's grade point average of Quincy Colleges Nursing Program pre and co-requisites.
 - Co-requisites are up to date for the level of re-entry to the program.
 - Amount of time that has lapsed since the student was enrolled
 - Students who have been out of the nursing program must apply for readmission with the next course offering by contacting the Dean's Assistant @ 617-405-5990 or the Dean of Nursing.
 - Individual's written self-identified plan for success upon return to the program will be required.
 - Student must meet with current professor within two weeks of semester start and again at mid semester for continued advising.

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

Graduation*

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

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

The College Commencement is an opportunity to participate in the graduation along with others within the Quincy College community to which you belong. Recognizing the uniqueness of the professional nurse as a member of the larger community is important. Attainment of your college

degree should be recognized and participation in both ceremonies is encouraged.

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

- Complete all program grade requirements:
 - Must have achieved a grade of “C+” (77%) in all nursing courses
 - Must have achieved a grade of “C” (73%) in all other program requirements
- Must have a GPA of 2.0 or greater (college policy).
- Complete an ***Intent to Graduate*** application with fee for commencement to Enrollment Services by the College’s deadline date.
- Satisfy **all** obligations due to Quincy College before participating in the ceremonies. This includes an online exit survey for financial aid; satisfaction of financial accounts and/or library accounts; or other obligations.
- Be professionally dressed for the Pinning Ceremony. Professional dress means a white or navy monochrome dress, or navy pants with a white dress shirt and black or navy shoes. Graduates should style their hair to be off the neck and collar. At faculty discretion, students who are inappropriately dressed will be denied participation in the pinning ceremony.

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

Student Records Policy*

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

Enrolled Students Records

Copies of contact data and evaluation reports of currently enrolled students are maintained in a locked file cabinet in a locked office within the Division of Nursing for a period of three years. The office of Student Records/ Registrar maintains all official grade reports and college records.

Graduate records

Names of graduates and transcripts will be maintained permanently in the Student Records and

Registrar's Office. All program related documents are discarded when the student completes the program. Copies of clinical evaluations will be maintained for three years in the Trajecsys Documentation System (TRS). Records will be archived within TRS one year and retrievable for up to three years post-graduation.

Withdrawals

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

Failure

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

Medical Records

All student health forms are stored on the CastleBranch (2025 Graduates) or ViewPoint (2026 Graduates) system. CastleBranch and ViewPoint are Quincy College's internet-based background screening programs that provide compliance management. The Clinical Compliance Administrator, under the direction of the Assistant Dean for Academic and Clinical Experiences, is responsible for monitoring student health requirement submissions to CastleBranch and ViewPoint. Electronic alerts regarding upcoming health requirement submission/renewal dates are sent by CastleBranch or ViewPoint via the Quincy College email system at 90-, 60-, and 30-day timeframes. The Clinical Compliance Administrator will communicate with students via the Quincy College email system when students are approaching non-compliance status and to facilitate specific clinical agency requirements.

Program Records

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

Request to Review Records

The FERPA provides for student record privacy including the right for students to inspect and review their educational records (See Quincy College Policy 6.15, p.173). Per college policy, students may request an appointment to review their educational file with 48 hours (about 2 days) 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 recognizing the dignity and worth of each member of our community, regardless of status (student, administrator, support staff or faculty member) should treat every other individual, irrespective of status, rank, title, or position, with dignity and respect.

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 the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) whether discussed through traditional communication channels or through social media.

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

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

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

- **Protect confidential and sensitive information:** Do not post confidential or proprietary (identifying) information about the College, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a Quincy College nursing

student.

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

Violation of Social Media Policy will result in:

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

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 interest of promoting the best environment for learning, we, the community of Quincy College, pledge to advance the principles of honor and integrity in all 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 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. All work must be the students original work no use of AI in assignments is acceptable.
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 device use during exams or other assignments.

Disclosure: Quincy College Computer Laboratories Rooms are equipped with video surveillance.

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 against 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 Grievance Policy*

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 with 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 reasonable exception to views expressed).
5. Dress and behave in an appropriate manner that does not present safety hazards or cause disruptions. Selective programs such as Nursing may have separate policies and procedures.
6. Carry and be prepared to always show official identification card 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 of 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 Student 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.
9. Nursing students are responsible to review and request clarification of any handbook content. A signed handbook attestation is required from all Nursing students when provided the most current version. The signed attestation will be required to be signed.

Student Grievance*

The purpose of the grievance procedure is to provide students at the College with 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: https://www.quincycollege.edu/wp-content/uploads/Sexual_Harassment.pdf.

The grievance procedure has a 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 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 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 based on race, color, national origin, ancestry, sex, gender, gender identity, gender expression, sexual orientation, physical and/or mental disability, age, religion, medical condition, veteran status, marital status, genetic information, or any other characteristic protected by institutional policy or state, local, or federal law. The requirements of non-discrimination in educational programs and activities extend to employment and admission. Please forward inquiries to the Associate Vice President for Student Development email: sas@quincycollege.edu.

Safety and Security Information

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

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

College Closing Notification System

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

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

STUDENT HEALTH AND SAFETY COMPLIANCE

Criminal Offender Record Information (CORI)

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

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 with a copy of the Criminal History Systems Board's Information Concerning the Process in Correcting a Criminal Record. If the CORI record provided does not exactly match the identification information provided by the applicant, Quincy College will decide based on comparison of the CORI record and documents provided by the applicant. Quincy College may contact the Criminal History Systems Board and request a detailed search consistent with the Criminal History Board Policy.
7. If Quincy College believes the record belongs to the applicant and is accurate, based on the information as provided in section 4 of this policy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but may not be limited to, the following:
 - Relevance of the crime to the position sought;
 - The nature of the work to be performed;
 - Time since conviction;
 - Age of the candidate at the time of the offense;
 - Seriousness and specific circumstances of the offense;
 - The number of offenses;
 - Whether the applicant has pending charges;
 - Any relevant evidence of rehabilitation or lack thereof; and
 - Any other relevant information, including information submitted by the candidate or requested by the hiring authority.
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 of Science Degree in Nursing program must submit to CastleBranch or ViewPoint, and have approved by CastleBranch or ViewPoint, evidence of compliance with the immunization requirements as specified by the Massachusetts Department of Public Health. Additionally, students may be required to submit additional documentation as specified by individual clinical agencies.

Required Test	Specific Information
MMR (Measles, Mumps, Rubella)	All students born on or after January 1, 1957, should have two doses of the MMR immunization. There should be a minimum of 30 days (about 4 and a half weeks) between doses or Measle, mumps, and Rubella titers.
Hepatitis B	Students must have completed their Hepatitis B immunization (3-dose series) and have documentation of a positive Hepatitis titer (HBsAb). If there is an ‘equivocal’ titer, students must have a Hepatitis B booster and repeat titer 30-40 days (about 1 month) after the booster. If there is a negative titer, repeat Hep B series and repeat titer 30-40 days (about 1 month) after completion of the repeat series. If the second titer is negative, the student will be required to contact the Student Compliance Supervisor to discuss further.
Tdap (Tetanus, Diphtheria and Pertussis)	Students are considered compliant if they have received the Tdap vaccination within the last 10 years. If it has been more than 10 years since Tdap was administered an adult Tdap booster or Tetanus (Td) is required.
Varicella (Chickenpox)	All students should have two doses of the Varicella immunization or Varicella titer. If negative for immunity student should repeat series.
Meningococcal	Full-time students 21 years of age and younger must provide documentation of having received a dose of quadrivalent meningococcal conjugate vaccine on or after their 16th birthday, regardless of housing status.
Influenza (Flu shot)	All student nurses are required to have a flu shot <u>annually</u> as soon as it becomes available during the annual “flu season” (early fall through early spring). Must be administered by the first week of September each academic year. Document must list lot #. Each year the new flu vaccine becomes available around mid to end of August.

Tuberculosis (TB)	<p>All nursing students must have a Tb test annually. Students must submit documentation/proof (signed by the healthcare provider) of a QuantiFERON-TB Gold or T-spot (blood test) Positive Test Result Guidelines:</p> <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 have begun an appropriate plan of treatment. A nursing student with active TB may not attend clinical. • LPN students ONLY a PPD, a skin test, is acceptable in place of a blood test.
Covid-19 Vaccination	<p>All Nursing students must be fully vaccinated, per the CDC guidelines or in accordance with the clinical agency policy in order to attend clinical at an assigned clinical agency.</p>

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

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

Exemption Guidelines

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

Documentation Guidelines

Appropriate/Acceptable Documentation/Proof Guidelines:

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

Exposure/Development of a Communicable Disease

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

Pregnancy

Students should notify the course Lead faculty and Clinical Instructor to prevent maternal/fetal exposure to known risk factors.

Change in Health Status

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

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

COVID-19 GUIDELINES

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

CLINICAL POLICIES

Professional Behavior

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

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

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

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

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

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

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

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

Clinical Performance

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

All students must have the following items completed:

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

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

Uniform Requirements/Professional Image

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

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

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

Additional Requirements Related to Professional Appearance

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

- Head bands are discouraged, but if worn it must be plain white and clean.
- 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

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

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

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

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

Attendance*

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

- For clinical and laboratory experiences, students will be expected to be on site 15 minutes prior to the start of the clinical day.

- Students who arrive after the time that the clinical or lab experience has begun will receive a verbal warning. For a second infraction, students will receive a ~~clinical~~ administrative 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~~ administrative warning. Students must notify the Nursing faculty and clinical instructor via Quincy College email at least one hour prior to the start of the skills/sim lab or clinical experience for any absence. Students needing to miss clinical must notify the clinical instructor one hour prior to the start time via phone call.
- Students receiving three (3) clinical lab 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.
- An administrative warning will be issued by the Dean (or designee) for safety, significant unprofessional behavior, or after consultation with faculty for escalated concerns. One administrative warning will warrant a dismissal from the nursing program.

Request to Transfer Clinical Sites

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

Transportation to Clinical Sites

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

Parking at Clinical Sites

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

Annual Clinical Orientation Requirements

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

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

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

Latex Allergy Management

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

Essential Abilities

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

The **Essential Abilities** of a student enrolled in the ASN 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 and available transfer devices.
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 of Science Degree in Nursing Program. If there are any reasons why you may not be able to perform these functions with or without reasonable accommodation, you should notify the Dean of the Academic Division of Nursing as soon as possible.

Legal Name Statement

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

Clinical Evaluation

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

- The purpose of the evaluation process is to:
 - Determine the overall mastery of required competencies.
 - Reinforce the importance and value of required competencies in the nursing role.
 - Timely feedback about performance to enhance efficiency and effectiveness.
 - To assess progress toward level and program outcomes.
 - To evaluate the student's ability to look critically at one's own performance through the constructive observations of others.
 - To provide the opportunity to collaborate with faculty on strategies for a remediation plan.
- The Operational Definition of Unsatisfactory Clinical Performance will be reviewed during each clinical orientation by the Clinical Faculty.
- Clinical Faculty will meet with students who have demonstrated unsatisfactory behaviors to discuss clinical performance and the remediation process. The Clinical Faculty will determine the expected date of resolution of unsatisfactory clinical competencies. The Clinical Faculty

reserves the right to dismiss the student from clinical at any time for unsafe clinical practice and/or unprofessional behavior.

- The following behaviors have been identified as unsatisfactory clinical performance based on the program curriculum:
 - Inadequate preparation for clinical assignment as set forth by clinical faculty to meet course objectives.
 - Failure to report significant changes in patient condition immediately to clinical faculty and/or primary nurse.
 - Violation of basic safety principles which may place patients at risk for harm.
 - Requires constant supervision and continuous verbal cues from clinical faculty when delivering care.
 - Exhibits dishonest or unprofessional behavior with patients, families, staff, peers, and clinical faculty.
 - Fails to utilize professional communication with patients, staff, peers, and clinical faculty.
 - Engages in clinical practice when not mentally or physically fit.
 - Unable to establish priorities when delivering nursing care for assigned patients.
 - Does not utilize appropriate channels of communication to accomplish goals related to delivery of patient care.
 - Fails to maintain patient confidentiality according to the Health Insurance Portability and Accountability Act (HIPAA)
 - Does not adhere to College/Clinical agency policies.
 - Fails to take responsibility for own actions.
 - Demonstrates a lack of insight and understanding of one's own behaviors.

Competencies Evaluated

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

Grading Methodology

- Nursing process is the foundation for nursing practice and is the major focus in the evaluation process.
- Knowledge and skill in nursing actions embedded in the process serve as the basis for evaluation.

- The evaluation instrument provides data relative to the student’s progress toward achievement of specified objectives (i.e., competencies).
- The instructor’s anecdotal record serves as a method to assess the student’s observed knowledge and skill as demonstrated through the nursing process.

Evaluation Schedule

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

Grading Criteria for Clinical Evaluation Tool

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

Criteria for Clinical Evaluation

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

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

Accountability

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

Safety

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

Clinical Warnings

The following list are some, but not all, of the reasons that a student will be placed on clinical warning. Students will be notified in writing by their faculty 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 in the Trajecys Recording System (TRS). Clinical Warnings will electronically be filed in TRS within the student's individual electronic file folder.

- Failure to progress toward meeting clinical competencies within a reasonable time.
 - Students will initially receive a verbal clinical warning along with a written plan for remediation in Trajecys. It is the responsibility of the student to comply with this plan for improvement so as not to progress to a 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 Student 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 Quincy College Student Code of Conduct Policy and Procedure 6.16.

Marijuana Policy

- The use, possession, sale, or cultivation of marijuana for medical and/or recreational purposes is not allowed on any Quincy College property; nor is it allowed at any college sponsored event or off campus activity.
- Use of marijuana (and/or any other drug) on college premises is forbidden and subject to action under the Quincy College Student Code of Conduct. Individuals may also face criminal sanctions for the unlawful possession, use or sale of marijuana under state or federal law.
- Effective January 01, 2013, Massachusetts law legalized the use of medical marijuana. Federal laws (including the Controlled Substances Act and the Drug Free Schools and Communities Act) prohibit marijuana use, possession and/or cultivation at educational institutions and on the premises of other recipients of federal funds. Therefore, even individuals with medical marijuana prescriptions will not be able to possess or use marijuana on the Quincy College campus or college sponsored events or off campus activities.

COURSE POLICIES

Grading

The Associate of Science Degree in Nursing Program faculty utilizes 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.

For all RNU courses, the grading system is as follows:

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

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

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

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

#1 Course Name: Fundamental Concepts of Client Care

Classroom Grade: 77 (C+)
Sim Lab Grade: PASS
Clinical Practicum Grade: PASS

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

#2 Course Name: Fundamental Concepts of Client Care

Classroom Grade: 76 (C) *

Sim Lab Grade: PASS

Clinical Practicum Grade: PASS

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

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

#3 Course Name: Fundamental Concepts of Client Care

Classroom Grade: 86 (B)

Sim Lab Grade: PASS

Clinical Practicum Grade: FAIL **

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

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

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

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

C+	77-79
C	73-76
C-	70-72
D	60-69
F	Below 60
I	Incomplete
W	Withdrawal
AUD	Audit

Assignments:

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

Course Progress:

- Students are expected to keep track of their standing in all courses.
- Faculty are available to students to discuss areas for needed improvement and means to achieve improvement.
- When a student is having difficulty in either 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. Academic warning will be a **Notice of Concern** (NOC) sent electronically to the student by their faculty to their Quincy College email. The NOC will include recommendations for improvement including meeting with the course lead faculty.

The following list is reasons a student will receive an academic **Notice of Concern** (NOC) or 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** electronically becomes part of the student’s record and is 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 Faculty advisor, Lab/Simulation instructor or Clinical Faculty.
- Repeated failure to comply with program policies.

- Absenteeism from multiple classes.

Clinical Component:

- Failure to progress toward meeting clinical competencies. The clinical faculty will determine the expected date of resolution for dependent clinical competency(ies).
 - Students will initially receive a verbal 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.

An administrative warning will be issued by the Dean (or designee) for safety, significant unprofessional behavior, or after consultation with faculty for escalated concerns. One administrative warning will warrant a dismissal from the nursing program.

Math Calculation Competency Policy

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

Program.

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. The purpose of the HESI exams is to provide you with an assessment of your learning at each phase of the program (i.e., Fundamentals, Medical/Surgical, Pharmacology, Maternity, Pediatrics, Mental Health Nursing, and a Comprehensive Exit Exam).
 - These scheduled exams are a mandatory component of the curriculum.
 - A “zero” will be submitted as the course grade if the student does not take the required HESI assessment.
- Students must present a current Quincy College photo identification card when attending examinations if requested by Faculty or trained Exam Proctor.
- Students are expected to be present and on time for all examinations.
- Students are expected to utilize restroom facilities prior to exams.
- Beginning January 1, 2025, students will be allowed a grace period of 30 minutes to arrive for their exam. After thirty minutes of the scheduled start time of the exam, no entrance will be permitted, and a retest will be given on the semester make-up day.
- After January 1, 2025, all missed exams will be administered on a make-exam date before final exams. There will be one make-up testing date per semester.
- Students who fail to notify their instructors prior to absence on a scheduled examination day will have 10% deducted from their scores on the make-up examination. This is inclusive of unit examinations as well as any HESI specialty/exit examinations.
- Grades will be posted at a time and format determined by the faculty team.
- For written examinations, what is documented on answer sheets will be the only basis on which grades will be determined.
- Cheating will not be tolerated. Cheating is defined as using or attempting to use unauthorized materials, information, or study aids during an exam. Examples include but are not limited to copying from another student; accessing unauthorized information; receiving messages without authority during an exam; and/or improper use of calculators, computers, smart watches, or any other electronic devices during exams. Any faculty or staff member who suspects or notices infractions of the standards of academic integrity and honesty, as described in the Quincy College Student Handbook and Quincy College Policy Manual, will file an *Academic Incident Report*, and initiate disciplinary procedures.
- Faculty will take reasonable measures during examinations to maintain the integrity of the testing environment (i.e., storing personal belongings in front of the classroom; removal of hats, watches, controlling noise, 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 of Science Degree in Nursing program will complete the assigned HESI specialty exams in each course (RNU 100, 108, 109, 206, 208). Students will aim to achieve a score of 850 or higher on each exam. Research demonstrates that scores in this range on the HESI Exit Exam suggest acceptable performance for NCLEX® success.

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

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

RNU 100

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

RNU 108

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

RNU 109

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

RNU 206

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

RNU 208

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

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:

** 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.

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 that will be administered on a make-up exam day before final exams (January 2025).
- 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 can be given in an alternative format.

Skills/Simulation Lab and Clinical:

- All missed skills/sim lab and clinical experiences must be made up. Unexcused absences will result in a clinical warning. All missed skills/simulation sessions must be made up within a week of an absence at designated times. Failure to make-up a missed session within a week may result in an academic warning.
- Skills/sim lab make-up days, times and locations will be determined based on the availability of qualified faculty and skills/sim lab space.

- Clinical make-up days, times and locations will be determined based on the availability of qualified faculty and clinical sites. Failure to make-up a clinical may result in an incomplete or clinical failure.
- More than two (2) unexcused skills/simulation and/or clinical absences may 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 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 request a review with the Dean of Nursing after meeting with faculty 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 a 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 will 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 if an academic (Class) failure occurs (see Readmission Policy).
- Students may repeat a nursing course only once.
- Students who repeat a nursing course and achieve a grade of less than “C+” on the second attempt will be dismissed from the program and 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 of Science Degree in Nursing Program. Participation on these committees gives students a voice in the curriculum content and the overall program of learning. Faculty look forward to student ideas and participation. Participation is a wonderful way to learn more about the profession and provides more exposure to the nursing critical thinking process.

The committees are:

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

Statement Regarding Permission to Record Lectures

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

Gifts to the Faculty

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

ELIGIBILITY FOR LICENSURE

Graduates of the Associate of Science Degree in Nursing Program at Quincy College are eligible to sit for the National Council Licensure Exam to become a registered nurse. The information below provides information regarding the Commonwealth of Massachusetts Board of Registration in Nursing licensure requirement for “Good Moral Character.”

Initial Nurse Licensure by Examination or by Reciprocity in Massachusetts

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

Good Moral Character Requirement for Licensure

Each applicant for initial nurse licensure by examination and by reciprocity (initial applicant) in

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

Each initial applicant who answers, “yes” to the license application questions related to a criminal conviction or disciplinary action, must demonstrate compliance with the GMC licensure requirement in accordance with the Board’s Licensure Policy 00-01: *Initial Nurse Licensure by Examination or by Reciprocity: Determination of Good Moral Character*, effective January 1, 2000, and revised on June 12, 2013, (GMC Policy)¹. Under this Policy, an initial applicant convicted of certain specified crimes set forth in the GMC Policy will be *permanently* excluded from nurse licensure in Massachusetts (see Table 1). The GMC Policy also provides that an initial applicant convicted of any other crime(s) will be *temporarily* excluded from licensure until she or he has been conviction-free for a minimum period of five (5) years and has had all court-ordered requirements closed for a minimum of one (1) year before the date the Board receives the application for initial licensure (see Table 1) unless the applicant meets the criteria for the exception to this temporary licensure exclusion (see Table 2). In addition, an initial applicant who knowingly falsifies, or knowingly attempts to falsify, information related to the applicant’s qualifications for the National Council Licensure Examination (NCLEX) or licensure, or who cheats on the NCLEX or on any other licensure or certification examination will *not* be considered compliant with the GMC licensure requirement and will be excluded from initial licensure in Massachusetts for at least five (5) years (see Table 1). The GMC policy further provides that all disciplinary action imposed by a licensure/certification body must be satisfactorily completed and all disciplinary matters closed before the Board will evaluate the initial licensure application. In addition, the Board will not evaluate the GMC compliance of any initial applicant with court-ordered requirements unless the applicant has met all such requirements and all criminal matters involving the applicant are closed.

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

Definition of Criminal Conviction

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

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

Good Moral Character (GMC) Case by Case Determination Criteria

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

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

Complete GMC policy can be found at:

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

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 the conduct 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 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 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 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"/>
<p>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.</p>	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>	
<p>Initial applicant’s <i>current</i> resume. Employment gaps must be explained in the resume or applicant’s letter of explanation.</p>	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 licenses 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 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
250 Washington Street, 3rd Floor
Boston, MA 02108**

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.