Montgomery County Community College

NURSING PROGRAM

NLN Member Agency

2004-2005

NURSING STUDENT HANDBOOK

Montgomery County Community College
Nursing Program

Nursing Student Handbook

INDEX

Pages

Preface iii
Equal Opportunity Statement iii

Curriculum
1. Purpose 1
2. Program Outcomes 1
3. Nursing Program Philosophy 2-4
4. Conceptual Framework 5-7
5. Nursing Program Curriculum Strands 8-9
6. Sequence of Courses 10
7. Clinical Roles and Responsibilities 11-14
8. Clinical Skills Across the Nursing Curriculum 15

Nursing Program Policies
1. Nursing Program Admissions Requirements 16
2. Nursing Program Advanced Standing 17
3. Physical Examination Policy 18
4. Clinical Eligibility Requirements 19-20
5. Progression in Nursing Program 21
6. Retention in Nursing Program 22
7. Nursing Students with Disabilities 23
8. Essential Functions and Program Specifications 24-27
9. Testing Policy 28
10. Grading Policy 29-31
11. Progress Notice 32-33
12. American Psychological Association Style of Writing 34-38
13. Math Policy 39-40
14. Clinical Attendance 41
15. Dress Code for Clinical Assignments 42-43
16. Employment Policy and Student Letter of Recommendation Request 44-45
17. Portfolio Development 46-47
18. College Nursing Laboratory and Health Promotion Nursing Center 48
19. Student Records Policy 49

General Information
1. Student Academic Code of Ethics 50
2. Reproduction of Classroom Presentations 50
3. Academic Advising 50
4. Student Mailboxes 51
5. College Resources and Support Services for Students 51
6. Channels of Communication in Nursing 51

Pages

7. Information Concerning Clinical Assignments 51-52
8. Visiting Sick Students and Hospital Patients 52
9. Field Trips 52
10. Smoking Regulations 52
11. Telephone Calls 53
12. Program Committees 53
13. Student Nurses' Club 54
14. Financial Assistance 54
15. State Board Regulations and National Council Licensing Examinations 55
16. Articulation/Transfer Partnerships 55
17. Gifts to Faculty 55

Appendices

A Glossary of Terms 56-59
B Nursing Faculty 60
C Club Constitution (Student Nurses' Club) 61-62
D Computer Resources for Nursing Students 63-64
E Nursing Campus Lab Video Holdings 65-66

Preface

Welcome to the world of nursing and the many opportunities this field provides.

As a distinct career program on this campus, there are many special opportunities provided to meet your individual needs. The purpose of the handbook is to give you information about the Nursing Program. Please keep it for present and future reference.

The information combines nursing faculty decisions and feedback from the nursing students who preceded you. Suggestions for additions and changes are welcomed.

Modifications sometimes occur in the Nursing Program. Please refer to the Nursing Program Web page for current updates.

Equal Opportunity Statement

Montgomery County Community College is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, color, sex, religion, ancestry, national origin, age, sexual orientation or applicable disabilities in its educational programs, activities or employment practices as required by Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act, and other applicable statutes. Inquiries concerning Title IX and/or 504 compliance or ADA should be referred to: The Director of Equity and Diversity Initiatives, (215) 619-7413, East House, Blue Bell Campus.

ASSOCIATE DEGREE IN NURSING (A.A.S.)

Purpose

The Nursing Program is committed to the preparation of caring professional nurses who employ critical thinking skills and the nursing process in meeting the human needs of clients in a variety of health care settings. Students develop competence in the art and science of nursing within an integrated curriculum which incorporates seminar, classroom, the College Nursing Laboratory, and clinical experiences. Graduates of this National League for Nursing Accrediting Commission (NLNAC) accredited Nursing Program are prepared to complete the National Council Licensing Examination – Registered Nurses (NCLEX-RN). In addition to practicing as a Registered Nurse, graduates may also transfer credits to degree programs beyond the Associate in Applied Science (A.A.S.) degree in Nursing.

Approved by NFO – March, 1982
Reviewed – March, 1995
Revised – February, 1999
Reviewed – May, 2003

Program Outcomes

The Nursing Program graduate will be able to:

1. Integrate critical thinking when incorporating knowledge from the sciences and humanities in the delivery of nursing to clients.
2. Utilize the nursing process in meeting the health care needs of individuals of diverse sociocultural identities across the lifespan.
3. Implement the roles of the associate degree nurse in structured settings.
4. Demonstrate behaviors that reflect the values of nursing as a caring profession.

Approved by NFO – March, 1982
Revised – March, 1995
Reviewed – May, 2003

Nursing Program Philosophy

A person is an individual in interaction with the environment. Within this environment, bio-psycho-social-spiritual requirements are necessary for survival and well-being and are known as needs.

Health is a homeostatic process which integrates these multiple needs. It exists as a position within the boundaries of the wellness-illness continuum, and is influenced by the internal and external factors of the individual's environment. Health maintenance involves the ability of the individual to balance the interaction of the internal and external factors of the environment to achieve an optimal level of functioning. When this balance is disturbed, a health need occurs.

Nursing is a dynamic helping process which is both an art and a science. It involves the application of knowledge and skills within the context of a professional, caring relationship. Nursing is unique in its ability to provide a comprehensive view of client health needs which requires collaboration with the health care team and coordination of available resources. It focuses on human responses to actual and/or high risk health needs by utilizing the nursing process. It also involves a holistic, goal-oriented approach which is adaptive to the needs of the individual, family and community. By utilizing the nursing process, the nurse works with the client to maximize the client's potential on the wellness-illness continuum.

The faculty believe that nursing education provides for three educational routes. The practical nurse is educated to provide client care with the supervision and direction of the registered professional nurse. The practical nurse utilizes basic observational skills to cooperate in the development and implementation of the nursing care plan. Basic therapeutic and preventative nursing measures, incorporating fundamental biological, psycho-social, and spiritual principles, form the major focus of the practical nurse's practice. Evaluation of care given is done in cooperation with the registered professional nurse.

Faculty believe that the education of the associate degree nurse should be accomplished in institutions of higher education where a balanced distribution exists between nursing and non-nursing courses. This milieu allows students and teachers from multiple disciplines and diverse backgrounds to interact in an atmosphere conducive to learning.

The role of the associate degree nurse within the framework of nursing is to provide direct care to diverse clients. This care is provided in a setting where policies and procedures are specific, and access to direction is immediate or readily available. The associate degree nurse demonstrates the knowledge, skills, and attitudes inherent in the three roles basic to associate degree practice: member within the discipline of nursing, provider of care, and manager of care.

As a member within the discipline of nursing, the associate degree graduate has a commitment to professional growth, continuous learning and self-development. Each nurse functions within the legal and ethical framework of professional practice and is accountable for individual actions. Responsibility for self and professional growth rests with each nurse. As provider of care, the associate degree graduate utilizes the nursing process as a basis for decisions. These decisions are characterized by critical thinking, clinical competence, accountability, and a commitment to the value of caring. As manager of care, the associate degree graduate's practice is characterized by collaboration, organization, delegation, accountability, advocacy, and respect for other health care workers in providing for an individual or group of clients.

The baccalaureate prepared nurse is educated to function as a generalist nurse and, with experience, to assume a first-level position of leadership in a variety of health care settings. This nurse is also prepared to supervise other nursing personnel in the delivery of nursing care.

The faculty believe in the concept of a career-ladder approach to nursing education, allowing multiple potential entry points in academic preparation. This preparation should include a core of courses where the student is introduced to the arts and sciences as well as to basic nursing skills and knowledge. This preparation should be specific to the expected level of nursing practice. In implementing this belief, the college has established protocols which expedite the movement of practical nurses into advanced standing in our associate degree program. Agreements with baccalaureate programs to facilitate our graduates' progress in their further educational goals also exists.

Teaching and learning are crucial activities for any educational program. The teaching-learning process is an interactive process between a teacher and one or more learners in which specific learning objectives or desired behavior changes are achieved (Redman, B. [1992] Process of Patient Teaching). The faculty believe that this process is a reciprocal one in which the teacher as facilitator:

1. considers the needs of the learner when formulating course objectives;

2. provides an educational milieu that is conducive to effecting behavioral changes in the learner;

3. acknowledges the individuality and life experience of the learner;

4. presents appropriate content in an educationally sound manner, such as simple to complex and known to unknown;

5. utilizes varied teaching techniques and technologies that are appropriate to the identified objectives and content;

6. evaluates the learner based on identified learning objectives;

7. serves as a role model as a member within the discipline of nursing;

8. encourages continuing professional growth and development;

9. assists the learner with setting objectives for professional growth and development;

10. participates in evaluating teaching effectiveness;

11. applies the philosophies of the College and the Nursing Program to the teaching-learning process.

In the teaching-learning process, the learner as participant:

1. identifies learning needs to the teacher;

2. considers learning objectives of the program/course when formulating objectives of learning;

3. works actively toward identified learning objectives;

4. assumes responsibility for assimilating and internalizing knowledge presented;

5. evaluates learning based on identified learning objectives;

6. develops behaviors and skills appropriate to nursing practice;

7. takes responsibility for professional growth and development;

8. participates in evaluation of teaching-learning process.

The outcome of the teaching-learning process in this associate degree program will be a practitioner who is able to:

1. integrate critical thinking when incorporating knowledge from the sciences and humanities in the delivery of nursing to clients;

2. utilize the nursing process in meeting the health care needs of individuals of diverse sociocultural identities across the lifespan;

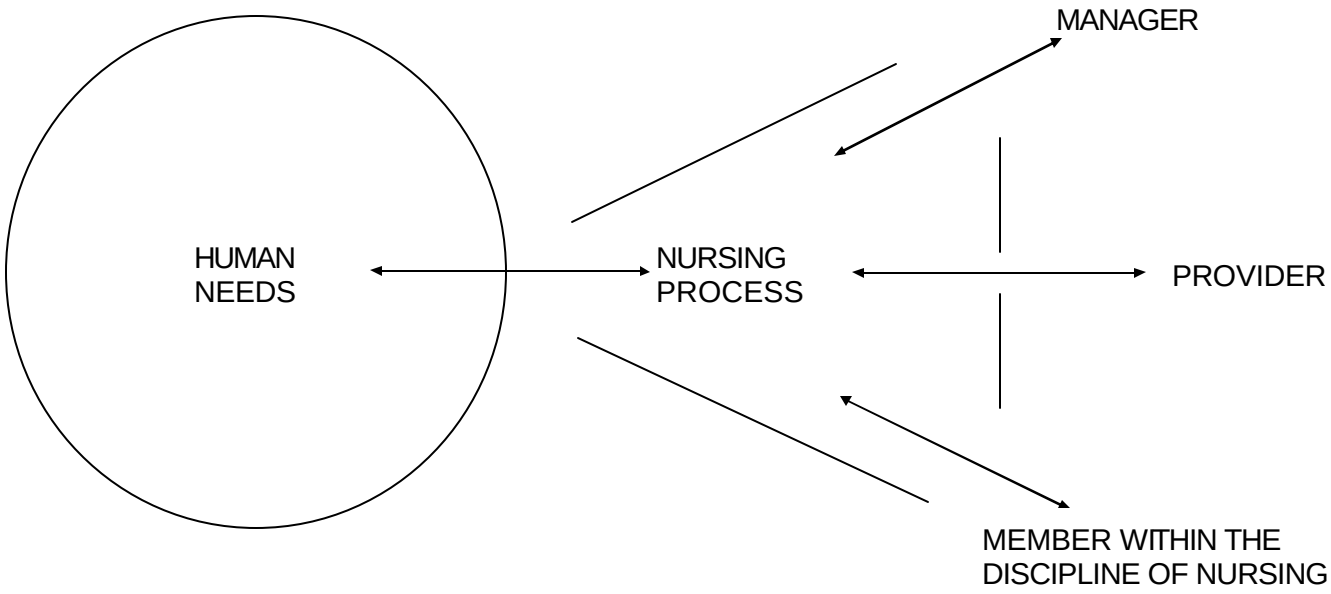
3. implement the roles of the associate degree nurse in structured settings;

4. demonstrate behaviors that reflect the values of nursing as a caring profession.

Approved by NFO – March, 1976
Revised – March, 1982
Revised – March, 1995
Revised – May, 2000
Reviewed – May, 2003

Conceptual Framework

The conceptual framework is derived from the philosophy of the Nursing Program. The major foci are human needs, the nursing process, and roles of the nurse.



Human needs are defined as factors in man's environment which impact on his/her functioning on the wellness/illness continuum. These factors are categorized as biological, psychological, social, spiritual. Within these factors, each human being's place on the wellness-illness continuum may vary.

Agreed-Upon Bio-Psycho-Social-Spiritual Categories

Biological

1. Oxygenation - The exchange of gases between an organism and its environment.
2. Circulation - Production, distribution, and destruction of blood and blood components through the body system.
3. Fluid/Electrolyte Balance/Hydration - Equilibrium/distribution of body water and its solutes.
4. Nutrition - The sum of the processes involved in taking in nutrients, assimilating and utilizing them.
5. Elimination - Excretion of body wastes.
6. Rest and Sleep - Periods of diminished activity, both mental and physical.
7. Regulation and Sensation/Comfort - Neuro-endocrine influences which govern body processes.
8. Skin Integrity/Hygiene - Continuity of the integument.
9. Activity - Any movement of the body or its parts.
10. Safety/Protection from Infection - Protection from all environmental hazards.

Psycho-Social-Spiritual

1. Developmental Stages - Chronological stages with well-defined tasks.
2. Mental Health - A relative state of mind in which a person is able to cope with and adjust to the recurrent stressors of everyday living.
3. Sexuality - The sum of the physical, functional, and psychological attributes that are expressed by one's gender identity and sexual behavior.
4. Social, Cultural, Ethnic Identity - Those characteristics which identify a person to self and others.
5. Spirituality - An intrinsic frame of reference providing strength, hope and meaning to life.

Nursing Process is a process used for decision-making within the professional framework of nursing. It is defined as those actions which nurses implement as they deliver nursing care to their client(s). These actions include assessment, diagnosis, planning, implementation, and evaluation.

Assessment: Collecting both subjective and objective data about a client.

Diagnosis: A problem statement based on analysis of data, which indicates an actual or potential health problem that nurses are able, licensed, and accountable to treat.

Planning: Reviewing the body of nursing knowledge which is applicable, setting goals, and identifying which interventions are appropriate.

Implementation: Putting the appropriate interventions into action; utilizing other personnel as needed.

Evaluation: Reviewing client attainment of goals, revising as necessary.

In utilizing the nursing process to meet human needs, the nurse enacts the following roles as defined by NLN Educational Outcomes of Associate Degree Nursing Programs: Roles and Competencies (1990):

1. Provider of Care: practicing competently and safely in a variety of health care settings with clients of diverse socio-cultural identities across the life span. It includes cognitive, psychomotor and affective abilities which are based in knowledge of health; acute and chronic health deviations; nutrition; pharmacology; communication; human development; teaching-learning principles; current technology; humanities; and biological, social, and behavioral sciences.

2. Manager of Care: planning and coordinating care for an individual or group of clients with health care needs. It includes the knowledge and skills necessary to make decisions regarding priorities of care, to delegate some aspects of nursing care and direct others to efficiently use time and resources, and to know when to seek assistance. Supporting the knowledge is an understanding of the principles of client-care management, communication and delegation, legal parameters of nursing practice, and roles and responsibilities of the health care team.

3. Member Within the Discipline of Nursing: actively participating within the profession. It includes understanding ethical standards and the legal framework for practice, the importance of nursing research; rules and regulations governing the practice of nursing; roles of the professional organizations, political, economic, and societal forces affecting practice and lines of authority and communication within the work setting.

Approved by NFO – May, 1992
Revised – May, 1995
Revised – May, 2000
Reviewed – May, 2003

Nursing Program Curriculum Strands

Vertical strands

Human needs form the vertical strands of the nursing curriculum. Organized as the biological needs and the psycho-social-spiritual needs, these concepts provide the organization and framework for content taught in progression throughout the curriculum.

Human Needs

Biological

- Oxygenation
- Circulation
- Fluid/Electrolyte Balance/Hydration
- Nutrition
- Elimination
- Rest and Sleep
- Regulation and Sensation/Comfort
- Skin Integrity/Hygiene
- Activity
- Safety/Protection from Infection

Psycho-Social-Spiritual

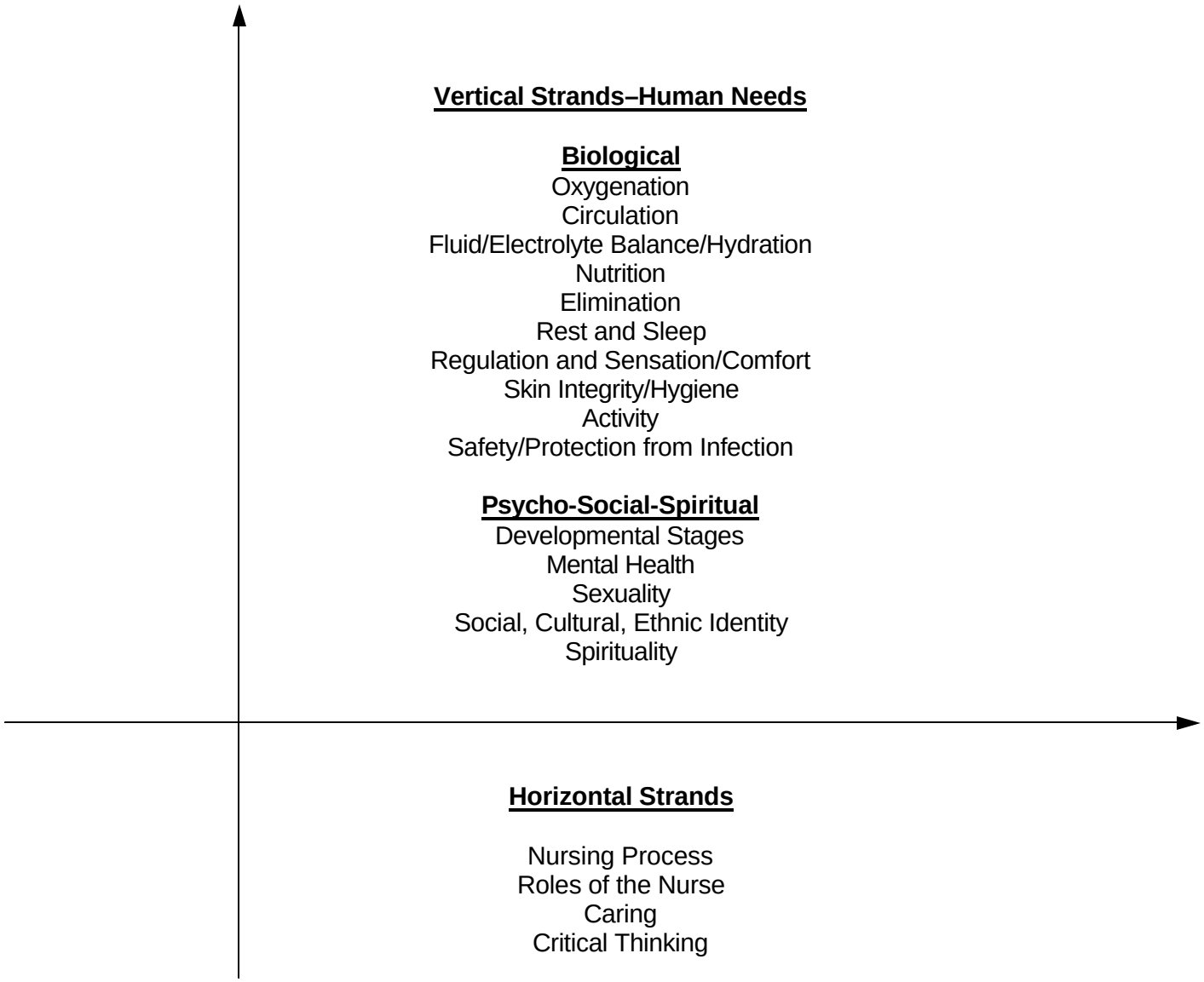
- Developmental Stages
- Mental Health
- Sexuality
- Social, Cultural, Ethnic Identity
- Spirituality

Horizontal Strands

The horizontal strands are process oriented, focus on the use of the content, and are in place throughout the curriculum. The application of content is achieved through the horizontal strands of the curriculum.

1. Nursing Process
   - Assessment
   - Diagnosis
   - Planning/Goals
   - Planning/Interventions
   - Evaluation
2. Roles of the Nurse
   - Provider of Care
     - Skill Development
     - Teaching-Learning
   - Manager of Care
     - Delegation
     - Time Management
     - Resource Utilization
     - Coordinator of Care
   - Member Within the Discipline of Nursing
     - Legal-Ethical
     - Communication
3. Caring
4. Critical Thinking

Approved by NFO – April, 1995
Revised – April, 1999
Revised – October, 2000



Vertical Strands–Human Needs

Biological

Oxygenation
Circulation
Fluid/Electrolyte Balance/Hydration
Nutrition
Elimination
Rest and Sleep
Regulation and Sensation/Comfort
Skin Integrity/Hygiene
Activity
Safety/Protection from Infection

Psycho-Social-Spiritual

Developmental Stages
Mental Health
Sexuality
Social, Cultural, Ethnic Identity
Spirituality

Horizontal Strands

Nursing Process
Roles of the Nurse
Caring
Critical Thinking

Approved by NFO – April, 1999
Revised – October, 2000
Reviewed – May, 2003

Sequence of Courses

Courses in the Nursing major are listed in sequential order. Some courses are required prior to taking other courses. In those cases where a non-nursing course (courses with prefix other than NUR) is listed in a given sequence, it **must be taken with or prior to** the Nursing course listed in the same sequence.

Sequence 1 – Prior to Admission to Nursing Program

BIO 131 Human Anatomy & Physiology I (minimum grade of "C" required) 4
CIS 109 Introduction to PCs, restricted section for Allied Health (grade of "Pass" required) 1
NUR 109 Concepts of Nursing (minimum grade of "C" required) 2

Sequence 2 – Following Acceptance to Nursing Program

BIO 132 Human Anatomy & Physiology II (minimum grade of "C" required) 4
PSY 101 Introduction to Psychology 3
ENG 101 English Composition I 3
NUR 111 Introduction to Nursing (minimum grade of "C" required)***** 8

Prior to Admission to Nursing Program For Advanced Standing into Sequence 3 or 4

CIS 109 Introduction to PCs, restricted section for Allied Health (grade of "Pass" required) 1
(this course is a prerequisite for NUR 050)
NUR 050 Nursing Role Transition (minimum grade of "Pass" required) 3
(this course does not yield credits toward the degree)

Sequence 3

BIO 140 Microbiology & Immunology (minimum grade of "C" required) 4
SOC 101 Introduction to Sociology 3
NUR 112 Nursing Care of Clients with Uncomplicated Health Care Needs***** 8
(minimum grade of "C" required)

Sequence 4

ENG 102 English Composition II 3
PSY 136 Personality 3
History or Humanities Elective****** 3
NUR 211 Nursing Care of Clients with Complex Health Care Needs 8
(minimum grade of "C" required)

Sequence 5

Humanities or History Elective****** 3
NUR 212 Nursing Management (minimum grade of "C" required) 8
NUR 213 Professional Issues in Nursing (minimum grade of "C" required) 2

Total Semester Hours: 70 Credits

***** strongly recommended that 6-week summer science courses **NOT** be taken concurrently with summer clinical nursing courses.

****** *satisfactory completion of 1 History Elective and 1 Humanities Elective are both required for graduation*

Note: In order to maximize the student's learning, there are times when course requirements may necessitate irregular scheduling, adjustments in section assignments, or changes in placement for clinical experience. Students will be informed of any changes as promptly as possible.

Approved by NFO – May, 1994
Revised – May, 2000

Revised – March, 2004

Clinical Roles and Responsibilities

Nursing practice is characterized by critical thinking, clinical competency, accountability, and a commitment to caring. Nurses must address the health needs of clients with acute and chronic problems in order to maintain or restore optimum states of health. Nurses are committed to client-centered care using the nursing process as a basis for decisions.

The Clinical Roles and Responsibilities have been established as guidelines for the instructor, student and co-assigned RN. These guidelines have been developed to help all who are involved with the client's care to have an understanding of what is expected of them. From understanding, comes good communication and interaction that benefits the client. Role responsibilities are categorized as:

1. PROVIDER OF CARE
2. MANAGER OF CARE
3. MEMBER WITHIN THE DISCIPLINE OF NURSING

PROVIDER OF CARE		
Co-Assigned RN	Instructor	Student
Share with student and instructor information pertinent to assigned clients.	Identify student learning needs and clinical focus and communicate to co-assigned RN.	In collaboration with instructor, identify procedures which are to be accomplished and arrange supervision.
Support the role of the instructor as the primary supervisor of the student's educational process.	Discuss quality of care, standards and policies and procedures with head nurse.	Receive and give appropriate information pertinent to assigned clients.
Collaborate with instructor regarding student learning needs and problems and observation of student performance.	Identify and communicate weekly clinical focus and clinical objectives to students and co-assigned RN.	Accurately document care using agency documentation system.
Communicate student difficulties with role, responsibilities and client assignment to instructor.	Identify student assignments and related responsibilities and ensure that student and co-assigned RN are aware of student's role in nursing care assignment.	Report pertinent data to instructor and co-assigned RN.
In conjunction with instructor, review student charting.		

PROVIDER OF CARE (CONT'D.)		
Co-Assigned RN	Instructor	Student
	Communicate to co-assigned RN regarding student's responsibilities for completing client assignment. Supervise and evaluate student charting.	
Maintain and demonstrate competency in skills according to recognized standards of nursing care and agency policy. In conjunction with instructor and student, ensure that procedures and care are completed according to accepted nursing standards and agency policy. Facilitate student learning by providing observational experiences for special procedures. Assume overall responsibility for safe client care.	Maintain and demonstrate competency in skills according to recognized standards of nursing care and agency policy. Demonstrates knowledge and competency in assessing and planning for total client needs. Supervise students in the performance of treatments, procedures and nursing interventions. Communicate clinical objectives to nursing staff	Utilize college lab to perfect clinical skills. Assemble equipment prior to scheduled procedures. Complete procedures and care according to accepted nursing standards and agency policy. Communicate to co-assigned RN what procedures will be done by student and report client response upon completion. Complete client care safely and accurately. Observe safety measures in procedures.

MANAGER OF CARE		
Co-Assigned RN	Instructor	Student
In collaboration with student, assess plan and set priorities for the holistic needs of the client. Initiate appropriate nursing interventions in response to client needs and problems. Coordinate client care. Express desire to serve as a co-assigned RN. Communicate policies and procedures to student and instructor. Review with student weekly clinical focus. Inform instructor of special learning opportunities. Act as a role model in completing comprehensive client teaching.	Supervise the student in assessment, planning and implementation of holistic client care. Supervise the student in the preparation and administration of medication. Evaluate care completed by students. Assign clients according to student learning needs and clinical objectives. Conduct pre- and post conferences related to identified clinical focus. Supervise student learning activities. Act as a role model and facilitate student learning in assessing, prioritizing and implementing nursing care.	Meet weekly clinical objectives. Assess, plan and set priorities for the holistic needs of assigned clients. Initiate appropriate teaching for assigned clients. Share information with student peers. Participate actively in conferences. Complete discharge plan and summary.

MEMBER WITHIN THE DISCIPLINE OF NURSING		
Co-Assigned RN	Instructor	Student
Act as role model for students in professional activities. Maintain supportive preceptor role with student. In conjunction with student and instructor, ensure that nursing care is accurately and efficiently completed. Demonstrate client advocacy. Practice within the legal and ethical parameters of nursing.	Act as role model for students in professional activities. Act as a student advocate to facilitate the accomplishment of goals for student learning. In conjunction with the co-assigned RN and student, ensure that nursing care is accurately and efficiently completed. Act as a client advocate. Demonstrate knowledge of legal and ethical role responsibilities.	Arrive on time, prepared for effective care. Seek help appropriately from instructor and co-assigned RN. Complete assignments accurately and efficiently. Act as a client advocate. Maintain professional appearance and behavior. Practice legal and ethical role responsibilities.

Approved by NFO – May, 1990
Reviewed – September, 2000

Clinical Skills Across the Nursing Curriculum

At the completion of the Nursing Program, all students are able to complete the following skills. The skills which are starred are tested in the college laboratory according to identified critical elements and procedures prior to actual clinical practice, and for course completion.

NUR 111

application of cold
application of heat
assessment of bowel sounds
assessment of distention
assessment of lung sounds
bandaging
breast exam/testicular
* catheterization
collection of stool specimen
collection of urine specimen
midstream clean catch
urinary catheter
complete bath
denture care
doppler
enema
* handwashing
hemocult testing
intake and output
isolation gown and gloving
measurement of abdominal girth
measurement of edema
medications
* ophthalmic
* oral
* otic
topical
mouth care
nail care
nebulizer
neurologic assessment
occupied bed
oxygen administration
partial bath
perineal care
pulse oximetry
range of motion
rectal
self care
shampoo
shaving
skin turgor assessment
* sterile dressing
sterile dry dressing
therapeutic communication skills
* transferring
tube feeding
NG-tube placement
continuous
bolus
unoccupied bed
vaginal
vital signs
* blood pressure
* pulse - apical
* pulse - radial
pulse - pedal
* respirations
temperature
weight
wound irrigation

NUR 112

accu check
assist with pelvic exam
assisting with collection of cultures and cytologic tests
bottle feeding
breast feeding
cast care - including hip spica for peds clients
cervical changes
* change primary IV bag
discontinuance of IV
electronic infusion devices
epidural monitoring
fetal presentation/position
fundal assessment with FHT's
gavage feeding
* intradermal
* intramuscular
z track
* IV flush
* NG tube discontinued
* NG tube insertion
labor breathing/relaxation
Leopold's maneuvers
mist tent
Nagele's rule
nasopharyngeal suctioning
bulb syringe for neonate and small children
catheter for older children through adults
neonatal medication administration
neonatal vital signs assessments
newborn delivery care
oral suctioning
pediatric measurements - weight in kilograms, length/height, head and chest circumference, percentile charts
pediatric medication administration
pediatric urine collector
pediatric v.s. assessments
pelvic measurements
postpartum assessment
postural drainage/chest PT
prenatal urine screen
relaxation techniques including Lamaze childbirth techniques
restraints
clove-hitch
mummy
* subcutaneous
traction
weighing diapers

NUR 211

administration of blood
chest tube care
dialysis
hemodialysis
dialysis
initiation of IV (CAI)
* IVPB
* IV Push
* nasotracheal suctioning
stoma care
total parenteral nutrition

Approved by NFO - 4/2/02

PCA monitoring

NUR 212

* tracheostomy care
* tracheostomy suctioning
  ventilator management

Nursing Program Admission Requirements

- The Nursing Program may be completed on a full- or part-time basis.

- Courses required by the Nursing Program curriculum (see Sequence of Courses) are taught throughout the year.

- **Three** classes are admitted each academic year **(Fall, Spring and Summer)**.

- Admission for the Nursing Program is very competitive and completion of minimum requirements does not guarantee admittance to the Program. Priority in acceptance is given to Montgomery County residents and students who have completed the greatest number of non-clinical courses **(see Sequence of Courses)**. Other criteria such as date of application/enrollment and date of completion of minimum requirements may also be used. Out of county and state residents are considered on a space available basis.

- Due to class size limitations, the college does not guarantee continuous enrollment between non-clinical courses and nursing clinical courses: i.e., A student may complete the required non-nursing courses and have to wait a period of time until there is space available in nursing clinical courses.

- Students who wish to be considered for admission to the Nursing Program must present credentials in accordance with the following requirements:
  A. Submit a completed College application.
  B. Submit high school transcript or GED scores. Applicants must have completed work equal to a standard high school course with a minimum of 16 units including:
     - 2 units of mathematics (1 of which is algebra)
     - 2 units of science (1 unit of biology and 1 unit of chemistry with a minimum grade of "C") with related laboratory or equivalent. Applicants without high school biology and/or chemistry can satisfy this requirement by completing BIO 121 and/or CHE 121 with a grade of "C" or better.
  C. In addition, **one** of the following must also be submitted:
     1. ACT score composite of a minimum of 18
     2. SAT score of a minimum of 800
     3. SAT I score of a minimum of 920
     4. College transcript indicating at least eight (8) semester hours of science with a minimum grade of "B" and six (6) semester hours selected from the Nursing curriculum with an overall minimum grade point average of 2.5.
  D. Complete all science courses within 10 years prior to enrollment in the first nursing clinical course, except Anatomy and Physiology I & II which must be completed within 5 years of enrollment.
  E. Take the College's Placement Tests in English, Mathematics, and Reading and complete any required developmental courses with a grade of "C" or better.

Approved by NFO – May, 2000
Revised – December, 2003

Nursing Program Advanced Standing

A. Applicants considered for advanced standing include transfer students from collegiate professional nursing programs, diploma nursing programs, and Licensed Practical Nurses (LPNs). All advanced standing applicants must submit documents for credit evaluation and determination of placement in the Nursing Program.

B. Advanced standing applicants must meet all Special Admission Requirements and have successfully completed the equivalent of all courses in Sequences 1 and 2 of the Nursing Program curriculum.

C. Placement for advanced standing applicants is on a space available basis.

D. LPN applicants…..
   1. must have graduated from an accredited Practical Nurse Program and hold licensure as a practical nurse.
   2. receive credit for NUR 111.
   3. may challenge Anatomy & Physiology I & II **(BIO 131, BIO 132)** through Regents College. A passing score of "C" or above is required on the challenge exam. LPNs who successfully challenge Anatomy & Physiology and receive a minimum score of "B" may use this grade to meet Special Admission Requirements (8 lab science credits with a minimum "B" grade).
   4. before registering for NUR 050 – Nursing Role Transition, schedule the Nursing Placement Test for LPNs by calling 215-641-6646. Results of the Nursing Placement Test for LPNs determines the applicant's placement in either NUR 112 or NUR 211.
   5. obtain a score of "C" or better on the Nursing Placement Test for LPNs to be eligible for enrollment in NUR 211. Note: All Sequence 3 courses must be completed prior to enrollment in NUR 211. Microbiology & Immunology **(BIO 140)** may be challenged through Regents College. A passing score of "C" or above is required on the exam. LPNs who successfully challenge Microbiology and receive a minimum score of "B" may **use this grade to meet** Special Admission Requirements (8 lab science credits with a minimum "B" grade**)**.

Approved by NFO – May, 2000
Revised – December, 2003

Montgomery County Community College

Health and Physical Education Division

Physical Examination Policy

I. Policy

The Division of Health and Physical Education is committed to providing meaningful experiential learning opportunities for all students enrolled in its Health Programs as a means to reinforce discipline specific knowledge and assist in developing appropriate professional skills and attributes. To this end the Health Programs enter into agreements with various persons and agencies to assist in providing student learning opportunities. A component of these agreements requires maintenance of student records regarding health status.

II. Procedure

A. Students submit the appropriate Physical Form to the individual Program office prior to the beginning of the semester. Physical Form A is completed and submitted at the beginning of the first year of study and Physical Form B is submitted each subsequent year.

B. The Physical Form requires…..

1. Identifying Information and History, which is completed by the student. The Physician or Nurse Practitioner completes all other sections of the Physical Form.
2. Results of Mantoux-PPD test or chest x-ray.
3. A statement regarding Ability for Physical Activity. A statement of limited physical activity must be followed by a detailed description.
4. Selected immunizations. Date of vaccination or antibody titer levels with accompanying laboratory reports for identified diseases and microorganisms is required to verify immunity. Student must have begun the Hepatitis B series of injections and provide date of inoculation(s) or a signed Declination Statement waiver.
5. Urine drug screening with accompanying laboratory report. A negative finding is expected. A positive result requires retesting at a College designated site to ensure standardization of test results for all students.

C. Submission of a completed Physical Form with accompanying laboratory reports by the required due date results in clearance for experiential learning opportunities in the specific Health program.

D. Students with disabilities may be eligible for accommodations. Prior to the start of the Program, please contact the Director of Services for Students with Disabilities in College Hall 131 at (215) 641-6575 for more information. At the West Campus, contact the Coordinator of Disability Services in the Student Development Center at (610) 718-1853.

Clinical Eligibility Requirements

I. Policy

The Nursing Program is committed to providing meaningful experiential learning opportunities for all Nursing students as a means to reinforce discipline specific knowledge and assist in developing appropriate professional skills and attributes. To this end the Nursing Program enters into agreements with various agencies to assist in providing student learning opportunities. These agreements require maintenance of comprehensive student records to permit eligibility for clinical experience.

II. Procedure

A. The Nursing student is required to obtain and submit to the Nursing Office the following documents:

1. Certification in Cardio-pulmonary Resuscitation
   a. A copy of both sides of the CPR card is required for the file.
   b. The student may select one of the following courses in which to become certified:
      1) Professional Rescuer course offered through the American Red Cross which provides 1 year of certification.
      2) Health Care Provider course offered through the American Heart Association which provides 2 years of certification.
2. Annual evidence of Professional Liability Insurance for the Nursing Student
   a. A copy of the policy cover sheet listing the terms of the coverage is required for the file.
   b. The Nursing Program does not endorse any one insurance company for attainment of this coverage.
3. Annual physical examination using the Division of Health and Physical Education's Form A (for the first year in the program) and Form B (for all subsequent years). Refer to Divisional Physical Examination Policy for further detail.
4. Child Abuse History Clearance (submitted every 2 years)
   a. The original Child Abuse History Clearance is required for the file.
   b. Being named as a perpetrator of a founded report of child abuse makes the student ineligible for clinical participation.
   c. An offense committed since the attainment of the Child Abuse History Clearance results in immediate dismissal from the Nursing Program.
   d. Note: There is no statute of limitations in regard to child abuse offenses.

5. Criminal Record Check (submitted every 2 years)
   a. The original Criminal Record Check is required for the file.
   b. A student with a history of offense(s) as defined by the Pennsylvania State Board of Nursing (see College Catalog page 39) and/or the Pennsylvania Department of Aging (http://www.aging.state.pa.us/) makes the student ineligible for clinical participation.
   c. An offense, as described in b. above, committed since attainment of the Criminal Record Check results in immediate dismissal from the Nursing Program.
   d. Note: There is no statute of limitations in regard to criminal offenses.
   e. A student with a potential concern in regard to this requirement is encouraged to contact the Director, Nursing Program to discuss the matter in confidence.

B. The student is expected to maintain health insurance while enrolled in the Nursing Program.

C. To be eligible for the clinical component of the Nursing Program, the Nursing student is expected to be able to meet the Essential Functions and Program Specifications for the A.A.S. degree in Nursing. Students with disabilities may be eligible for accommodations. Please contact the Director of Services for Students with Disabilities in the Disability Services Center, College Hall 131, 215-641-6574/6575 for more information.

Approved by NFO – May 2003
Revised – May 2004

Progression in Nursing Program

Course Section Requests

Given the limited number of seats available in each clinical section of a Nursing course, a student may not always be able to register for the section that best meets individual needs. When this occurs the student can submit a written request to the Director, Nursing Program requesting reassignment to a specific section should a seat become available. Requests for open section seats are filled on a first come, first serve basis.

Repeating Courses

Consistent with the MCCC Course Catalog students are entitled to request the opportunity to repeat a course. A request for a second Nursing course attempt must be placed in writing to the Director, Nursing Program and identify the reasons for lack of success during the first attempt and strategies implemented to ensure success during the second attempt. Every effort will be made to place the student into the upcoming semester based upon seat availability; however, students making continuous progress in the Nursing Program will be given first priority.

Students who are unsuccessful on a second course attempt may petition the Director, Nursing Program for a third attempt. Nursing Program records demonstrate that students who have been granted permission to attempt a Nursing course for the third time have not been successful in their attempt to complete the Nursing Program. Therefore, permission granting approval to attempt a Nursing course for a third time is extremely rare and is granted by the Director, Nursing Program only upon an affirmative recommendation by the Nursing course faculty and consistent demonstration of safe clinical practice.

Program Re-Entry

A student who has withdrawn from the Nursing Program may apply for re-entry through the Nursing Program Office. To be considered for re-entry the student must submit a request in writing to the Director, Nursing Program, be in good standing with the College, and be able to complete the Nursing Program within the five year period from initial date of Program entry. Re-entry into the Nursing Program is on a space available basis. The student must successfully complete the requirements in effect when re-entering the Nursing Program.

Graduation Requirements

Candidates for the A.A.S. degree in Nursing may progress within the Program and be recommended to the Pennsylvania State Board of Nursing for licensure and eligibility to take the NCLEX-RN examination if the following requirements have been met:

- Achievement of a minimum grade of “C” in all Nursing and related science courses
- Completion of each sequence in the Nursing Program curriculum as identified under Sequences of Courses
- Completion of Summative examination

College Graduation Events

The College graduation ceremony occurs in mid-May. All nursing graduates who have completed their studies since the prior graduation ceremony are expected to attend. The Nursing Faculty will host a reception immediately preceding graduation. All nursing graduates of the preceding year (August, December and May) are invited to attend with their guests.

Approved by NFO – May, 2003
Revised – May, 2004

Retention in Nursing Program

All students must complete the Nursing Program within five academic years of the date of the first official enrollment in the program. Retention rate is calculated based on the number of students who entered the program during a specific semester/year and the number of those students who completed the program within the five-year time frame.

Licensure Considerations

Note: The PA State Board of Nursing may refuse, suspend or revoke any license in any case where the Board shall find that the applicant…

- Has been convicted or has pleaded guilty or entered a plea of *nolo contendere* or has been found guilty by a judge or jury of a felony or a crime of moral turpitude, or has received probation without verdict, disposition in lieu of trial or an Accelerated Rehabilitative Disposition in the disposition of felony charges, in courts of this Commonwealth, the United States, or any other state, territory or country;
- Has committed fraud or deceit in securing admission to the practice of nursing or to College's nursing program;
- Is unable to practice professional nursing with reasonable skill and safety to clients by reason of mental or physical illness or condition or physiological or psychological dependence upon alcohol, hallucinogenic or narcotic drugs or other drugs which tend to impair judgment or coordination, so long as such dependence shall continue.

For a complete list of reasons why the Pennsylvania State Board of Nursing may refuse a professional nursing license to an applicant, refer to section 14 of the Professional Nursing Law, 63 P.S. 224. All questions related to licensure are to be directed to the Commonwealth of Pennsylvania, State Board of Nursing, P.O. Box 2649, Harrisburg, PA 17105-2649.

Approved by NFO – May, 1994
Revised – May, 2000
Revised – May, 2004

Nursing Students with Disabilities

I. Policy

Montgomery County Community College policy complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The Nursing Faculty believes that accommodations should be provided for students with documented disabilities based on the *Essential Functions and Program Specifications for the A.A.S. Degree in Nursing* that was derived from the *National League for Nursing Associate Degree Nursing Competency Categories*.

II. Procedure

A. Nursing faculty strongly encourage students with disabilities to inform faculty of their special needs early in the semester.

B. The student must contact the Director of Services for Students with Disabilities on Central Campus in the Disability Services Center, College Hall 131, at 215-641-6574 or 6575; or at West Campus, contact the Coordinator of Disability Services in the Student Development Center at 610-718-1853 to request support and accommodations.

C. The student is responsible to inform Nursing faculty about any special learning needs and testing accommodations upon receiving a letter from the Office of the Director of Services for Students with Disabilities.

Approved by NFO – May, 2003
Revised – May, 2004

Essential Functions and Program Specifications for the A.A.S Degree in Nursing

Essential Functions

(Based on the National League for Nursing Associate Degree Nursing Competency Categories)

Caring Interventions	• Respects values and beliefs of persons from diverse social, emotional, cultural, and intellectual backgrounds.
Clinical Decision Making	• Utilizes analytical skills in providing nursing care in a timely and safe manner.
Collaboration	• Collaborates with the client, significant others/families, nurses, and members of other health team disciplines to plan, implement, and evaluate health care activities for clients and their significant others/families during the preventative, maintenance, restorative, and terminal phases of health care.
Communication	• Therapeutically responds to verbal, emotional, and physical cues of clients and significant others/families from diverse social, emotional, cultural, and intellectual backgrounds.
Management	• Demonstrates leadership skills in team interactions and enhancing interpersonal relationships to create a cohesive and productive environment. • Integrates legal/ethical standards into all aspects of client care.
Nursing Process	• Utilizes the nursing process in the implementation of nursing care for individuals and groups from diverse social, emotional, cultural, and intellectual backgrounds. • Demonstrates competency in providing physical and psychological care in a knowledgeable, skillful, caring, and consistent manner.
Professional Behavior	• Demonstrates responsibility and accountability for own professional practice. • Seeks self validation of knowledge base, skill level, and decision making as necessary and assertively seeks guidance in areas of question. • Executes nursing responsibilities within a fast paced, dynamic, demanding work environment that may include working varied shifts, weekends, and holidays.
Teaching/Learning	• Identifies age-specific learning needs of clients, significant others/families, and groups and implements individualized teaching plans.

Program Specifications

Physical Factors

SPECIFICATION	YES	NO
Standing	✓	
Walking	✓	
Sitting	✓	
Lifting		
• 25 pounds	✓	
• 50 pounds	✓	
• 75 pounds	✓	
• 100 pounds		✓
• 100+ pounds		✓
Carrying		
• 25 pounds	✓	
• 50 pounds	✓	
• 75 pounds		✓
• 100 pounds		✓
• 100+ pounds		✓
Pushing/Pulling		
• 25 pounds	✓	
• 50 pounds	✓	
• 75 pounds	✓	
• 100 pounds		✓
• 100+ pounds		✓
Climbing	✓	
Balancing	✓	
Bending	✓	
Stooping	✓	
Crouching	✓	
Crawling		✓
Running	✓	
Twisting	✓	
Turning	✓	
Jumping	✓	
Grasping		
• Light	✓	
• Firm/strong	✓	
Finger dexterity	✓	
Reaching		
• Forward	✓	
• Overhead	✓	
Pinching	✓	
Simultaneous use of hand, wrist, fingers (e.g. typing, data entry)	✓	
Coordination		
• Eye-hand	✓	
• Eye-hand-foot	✓	
• Driving		✓
Vision		
• Acuity, near	✓	
• Acuity, far	✓	
• Depth perception	✓	
• Accommodation	✓	
• Color vision	✓	
• Field of vision	✓	

SPECIFICATION	YES	NO
Face-to-face conversation	✓	
Verbal conversation with others	✓	
Public speaking	✓	
Hear normal conversation	✓	
SPECIFICATION	YES	NO
Hear telephone conversation	✓	
Perform physical assessment of individuals across the life span	✓	
Perform cardio-pulmonary resuscitation (CPR)	✓	

Environmental Factors

Working indoors	✓	
Working outdoors	✓	
Exposure to extreme hot or cold temperature		✓
Working at unprotected heights		✓
Being around moving machinery	✓	
Exposure to marked changes in temperature/humidity		✓
Exposure to dust, fumes, smoke, gases, orders, mists or other irritating particles	✓	
Exposure to toxic or caustic chemicals	✓	
Exposure to blood and body fluids	✓	
Exposure to pathogens	✓	
Exposure to noises/vibrations	✓	
Exposure to radiation or electric energy	✓	
Exposure to solvents, grease, oils, or detergents	✓	
Exposure to slippery or uneven walking surfaces	✓	
Exposure to flames or burning items		✓
Work in confined spaces	✓	
Using computer monitor	✓	
Working with explosives		✓
Works alone	✓	
Works with others	✓	
Safety equipment • Safety glasses • Face mask/face shield • Ear plugs • Hard hat • Protective clothing	 ✓ ✓ ✓	 ✓ ✓

Cognitive/Mental Factors

Reasoning • Deal with abstract and concrete variables, define problems, collect data, establish facts, and draw valid conclusions • Interpret instructions furnished in oral, written, diagrammatic, or schedule form • Implement problem solving • Carry out detailed written or oral instructions	 ✓ ✓ ✓ ✓	
Mathematics • Simple skills – add, subtract, multiply and divide whole numbers and fractions, calculate time and simple measurements • Complex skills – medications administration math, algebra	 ✓ ✓	
Reading • Comprehend newspapers, manuals, journals, instructions in use and maintenance of equipment, safety rules and procedure	✓	

and drawings		

SPECIFICATION	YES	NO
Writing • Prepare summaries using English language and prescribed format and conforming to all rules of punctuation, spelling, grammar, diction, and style • Utilize medical terminology in completing medical records	✓ ✓	
Perception • Spatial – ability to comprehend forms in space and understand relationships of plane and solid objects; often described as the ability to "visualize" objects of 2 or 3 dimensions, or to think visually of geometric forms • Form – ability to perceive pertinent detail in objects or in pictorial or graphic material; to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of line • Clerical – ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy, to proof-read words and numbers, and to avoid perceptual errors in arithmetic computation	✓ ✓ ✓	
Data • Synthesizing • Prioritizing • Analyzing • Compiling • Copying • Comparing	✓ ✓ ✓ ✓ ✓ ✓	
Personal traits • Ability to comprehend and follow instructions • Ability to maintain a work pace appropriate to a given work load • Ability to influence people • Ability to prioritize and perform simple, complex, or varied tasks • Ability to make generalizations, evaluations or decisions without immediate supervision • Ability to accept and carry out responsibility for direction, control, and planning	✓ ✓ ✓ ✓ ✓	

Approved by NFO – September, 2000

Testing Policy

I. Policy

The purpose of testing is to evaluate the student's mastery of the course content. The number of tests in a course and the number of questions on each test should allow the student the opportunity to demonstrate knowledge of the material covered. Students are informed verbally and in written form (via the course syllabus) at the beginning of each course of the number of exams and/or quizzes within that course.

II. Procedure

A. Quizzes, tests, unit exams and mid-terms may be given as often as deemed necessary by the instructor or team. Each course has a final exam with the exception of NUR 213 and NUR 109.

B. In the event that a student cannot be present at the time of an announced quiz, test, mid-term or final, it is the responsibility of the student to contact the instructor administering the tested material or the Administrative Support Secretary of the Nursing Program prior to the time announced. If this requirement is not met the student will *****receive a grade of zero for that tested material. The student is also responsible for contacting the instructor within 24 hours to schedule make up. Tests must be taken within one week of the original test date. Five points will be deducted from the test score for each day past one week.

C. If any type of tested material is missed, the instructor or team leader may substitute a different quiz, test, mid-term or final, as appropriate, as stated in the course outline.

D. **An average of seventy percent (70%) in all tested material must be achieved to pass each required nursing course.**

***** extenuating circumstances will be handled on an individual basis

Approved by NFO – March, 2000
Revised – May, 2004

Grading Policy

I. Policy

It is the belief of the Nursing Faculty that a regular process of ongoing evaluation enables the student to assess progress toward attainment of course objectives. Classroom and clinical experiences are chosen and structured to assist the student in meeting the objectives of each nursing course.

II. Procedure

A. Academic Grading

1. The Nursing Program's policy is defined by a numerical rating system as follows:

   A = 100-89.5%
   B = 89.4-79.5%
   C = 79.4-69.5%
   D = 69.4-59.5%

2. An average of seventy percent (70%) in all tested material must be achieved to pass each required nursing course.

3. A grade of "C" is the minimal level of performance necessary to function safely and effectively and is required to progress to the next Nursing course.

4. A course in which a grade less than "C" is earned may be repeated. See Progression in Nursing Program statement in Nursing Student Handbook, page 21.

B. Clinical Grading

1. Satisfactory Progress
   In order to complete the clinical component of a nursing course successfully, the student must achieve a grade of Satisfactory in the course's clinical component. The student's clinical progress is measured by the course and clinical objectives on the Clinical Evaluation tool which is specific for each clinical nursing course.

   A grade of Satisfactory is achieved when the student:

   - Consistently meets or exceeds clinical expectations
   - Has all the starred clinical objectives satisfactory
   - Has fewer than 25% of clinical objectives within any group unsatisfactory
   - Has all course objectives satisfactory

At course appropriate intervals, a clinical progress review is held with each student to identify strengths and areas for growth. The student's clinical performance is documented on the course specific Clinical Evaluation tool. At the conclusion of each clinical nursing course the student and the nursing faculty member meet to discuss the student's clinical progress over the course of the semester. At the close of this meeting the student is provided with the opportunity to write any desired comments on the Clinical Evaluation tool and asked to sign the document. Signature indicates that the student has participated in the meeting and has seen the Clinical Evaluation Tool. The signature does not imply agreement. The clinical evaluation can be copied by the student at the end of each semester.

2. Unsatisfactory Progress

Unsatisfactory progress consists of any of the following behaviors:

- Ongoing inability to meet course and clinical objectives
- Inconsistency in meeting course and clinical objectives
- Behavior which is evaluated as physically or mentally detrimental to the client

A student whose clinical performance is unsatisfactory will be given either a Clinical Warning or placed on Clinical Probation. Clinical Failure results when a student does not satisfactorily meet the terms of the Clinical Probation.

a. Clinical Warning

A student is given a Clinical Warning for less than satisfactory performance in the clinical setting. The student is provided with written documentation identifying the course and clinical objectives on the Clinical Evaluation tool which are unsatisfactory, the time limit of the Clinical Warning, and how and by whom the student will be evaluated during the term of the Clinical Warning. Once the terms of the Clinical Warning have been met and the student is performing at a satisfactory level, the Clinical Warning status will be terminated and the student may progress in the Nursing Program. Should the student's performance remain at a less than satisfactory level following the expiration of the Clinical Warning, the student will be placed on Clinical Probation.

b. Clinical Probation

A student is placed on Clinical Probation for:

- Failure to remediate performance according to the terms of the Clinical Warning
- Ongoing inconsistencies in meeting clinical and course objectives
- Unsafe behavior

A student placed on Clinical Probation is provided with written documentation identifying the objectives on the Clinical Evaluation tool which are unsatisfactory, the time limit of the Clinical Probation, and how and by whom the student will be evaluated during the term of the Clinical Probation. Once the terms of the Clinical Probation have been met and the student is performing at a satisfactory level, the Clinical Probation status will be terminated and the student may progress in the Nursing Program. Should the student's performance remain at a less than satisfactory level following the expiration of the Clinical Probation, the student will receive a Clinical Failure.

c. Clinical Failure

A student receives a Clinical Failure when evaluated as demonstrating either of the following:

- Unsatisfactory attainment of the clinical objectives
- Unsafe skill development

Performance records such as the Clinical Warning and the Clinical Probation will be maintained and further reviewed with the student during the final Clinical Evaluation meeting. When a student receives an unsatisfactory for clinical performance, the student will fail the course, regardless of the current didactic grade.

Approved by NFO – December, 1999
Revised – February, 2003
Revised – May, 2003

Progress Notice

I. Policy:

The Nursing faculty is committed to the academic success of every student and therefore monitors students' grades and issues progress notices. The Progress Notice serves students as part of an ongoing evaluation process and enables students to evaluate their academic status.

II. Procedure:

1. Test results are reviewed by faculty, and students achieving a grade of less than 70% are identified.

2. Students receiving a Clinical Warning or Clinical Probation for unsatisfactory clinical skill performance will receive a written Progress Notice regarding skills to be practiced and/or evaluated in the College Nursing Laboratory.

3. Students with a grade of less than 70% and/or unsatisfactory skill performance will receive a written Progress Notice. The Progress Notice (see attached) is signed by both the faculty and student and acknowledges awareness of the student's unsatisfactory academic performance and/or expectation regarding the use of the College Nursing Laboratory. A copy is retained by the student, and a copy is placed in the student's file in the Nursing office.

4. Students are offered counseling to improve their academic and clinical performance.

Approved by NFO – April 1, 2000
Revised – April 6, 2004

Student Name _____ Course Number _____

Progress Notice

In order to pass each required nursing course in the Nursing Program curriculum, an average of 70% and/or satisfactory in all tested material must be achieved.

Your test result(s) _____ Current academic average _____ Clinical Lab skills _____

Recommendations to Enhance Your Learning and Assist in Your Successful Completion of the Course

_____ Consult the following regarding test-taking strategies
- Learning Assistance Lab
- Counseling
- AV Library, view videotape #1120 general study skills "Where there's a will there's an A"
  #1523 memory skills
  # 757 test-taking techniques for nursing
- Other _____

_____ Improve study skills
- consult a Learning Assistance Lab tutor or Nursing Faculty Tutor
- view videotape from AV Library #1591 part 2 "Lecture note taking"
  # 079 effective study strategies
- Other _____

_____ Improve math skills
- consult a Learning Assistance Lab tutor
- Other _____

_____ Attend the following workshops offered by the Campus Nursing Laboratory
- IV therapy
- med administration
- physical assessment
- NG tube insertion/gavage/removal
- NT suctioning
- dysrhythmia review

_____ Utilize the Nursing Lab to practice and/or be evaluated in the following skill(s):

_____

_____

Evaluation to be completed by _____

_____ Contact Counseling (College Hall 220, 215-641-6577) for assistance with
- time management
- assertiveness techniques
- individualized support

_____ Contact Saul Finkle (College Hall 131, 215-641-6574/6575) for disability assistance/investigation

_____ Consult with the Learning Assistance Lab to improve writing skills

_____ Consult with Ms. Savaard (Parkhouse Hall 408, 215-641-6367) to increase skills with English as a second language

Additional Comment: _____

_____

Student Signature _____ Instructor Signature _____ Date _____

cc: student_____ student file_____

American Psychological Association Style of Writing

I. POLICY

The Nursing Program has adopted the American Psychological Association (APA) style of writing as the Program's recognized format for all student papers required during the program of study.

II. PROCEDURE

A. Students must consult the most recent *Publication Manual of the American Psychological Association* (5th edition) for correct APA format for writing papers. This book is available on reserve in the College's Learning Resource Center or for sale in the bookstore. Purchase of the *Manual* is highly recommended since all nursing courses require use of APA format. Note: The Nursing Program does not use and will not accept MLA format.
A web resource for *APA style essentials* is
http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796 or
http://www.apastyle.org.

B. The Nursing Program requires the following APA format guidelines.

1. General Document Guidelines
    - Margins must be 1 inch on all sides.
    - If typing on computer, font must be 12, Times Roman, black ink.
    - Double-space throughout the paper, including the title page, abstract, text of the paper, references and appendix.
    - Flush left alignment except for paragraph indent of 5-7 spaces.
    - Do not indent the Abstract it is flush left.
    - Leave one space after punctuation such as the period at the end of a sentence.
    - Pages are all numbered consecutively starting with the Title Page. The number appears to the right of the page header in the upper right corner.
    - The page header should consist of the first 2 or 3 words from the title. Know that there is a difference between a running head and a page header on the Title Page. The running head is a shortened form of the title. While required by APA format, a running head will be optional as required by course.
    - Center all titles and type in upper case and lower case letters; i.e., Nursing Care Plan.

- Program non-APA style requirements are: the author name may be an identification student number (not social security number), nursing course number and date.
- While permitted by APA format, the use of the personal pronoun "I" may only be permitted on a course by course basis. The traditional approach to formal writing uses the third person singular such as "the student," "this author" or a similar description instead of "I."

2. Title Page

   Always include a Title Page for all assignments. This page must include a page header, a running head (optional as required by course), paper title, author's name(s) and institutional affiliation. The recommended length for a title is 10-12 words. The title should summarize the main idea of the paper. An abbreviated title is used as the running head for the paper. The running head should be all capitals and no more than 50 characters.

3. Abstract

   An Abstract is optional as required by course. The Abstract is a one-paragraph summary of the content of the paper. The label Abstract is typed in uppercase and lowercase letters, centered at the top of the page. An abstract should not exceed 120 words. Numbers in the abstract should be typed as digits not words unless it begins a sentence. When used, the abstract starts on a separate page and becomes page 2 of the paper.

4. Text

   The body of the paper begins a new page (page 3) with the title of the paper centered in uppercase and lowercase letters. The author should start the paper with an introduction. This introduction is part of the text and does not have a separate heading. The introduction presents the topic and purpose of the paper. Each paragraph should be longer than a single sentence but not longer than a page. Correct use of headings and referencing is important. Subsections of the paper are identified by main headings that are centered on the page to reflect importance of the section.

5. References

   References are listed at the end of the paper before the Appendices. The reference list starts on a separate page with the label Reference centered on the page. References should be listed in alphabetical order. Multiple references by an author are listed in chronological order. A hanging indent format is used with the first line of each reference being flush left and subsequent lines indented 5-7 spaces. Journal names and volume numbers as well as book titles are italicized (no longer underlined). All citations in the text must appear in the reference list.

Likewise, all references listed must be cited in the text. See examples in the sample paper that follows. Examples of internet references:

Gender and society.(n.d.) Retrieved December 3, 2001, from http://www.trinity.edu/~mkearl/gender.html.

Hien, D., & Honeyman, T. (2000). A closer look at the drug-abuse – maternal aggression link. *Journal* of *Interpersonal Violence*, 15, 505-522. Retrieved May 20, 2000, from EBSCOHOST database.

Nielsen, M.E. (n.d.) *Notable people in psychology of religion.* Retrieved August 3, 2001, from http://www.psywww.com/psyrelig/psyrelpr.htm.

6. Appendices

An Appendix allows the author to provide the reader with information that would be distracting to the body of the paper. Start each Appendix on a separate page. Type the label Appendix and the identifying capital letter centered at the top of the page i.e. Appendix B. Be sure to refer to the Appendix in the text.

7. Common Writing Errors

a. Contractions – It is not acceptable to use contractions in a formal paper.
b. Abbreviations – Abbreviations are acceptable in a formal paper only after what the abbreviations mean has been spelled out in full the first time used.
c. Tenses – Be consistent in the tenses used. Do not use the present tense in one sentence and the past tense in the next sentence.
d. Spelling, grammar and punctuation – There is no excuse for spelling, grammar or punctuation errors in a formal paper. Take responsibility for your work; proofread and use a dictionary or other resources to produce a scholarly paper.

8. Additional internet resources available for information:

http://www.vanguard.edu/psychology/prayer.pdf gives an example of a complete paper using APA style.

http://faculty.mc3.edu/RDGREENW/Rdgreenw.htm

Links:
Commonly Misused or Confused Words
The Rules of the Comma
The Rules of the Semi-Colon and Colon

Approved by NFO – March, 2001
Revised May, 2002/Attachment

Note: Although sample looks single spaced, all pages should be double spaced

Adapted from APA Style of Writing
The Nursing Spectrum, July 14, 1997
Marjorie M. Heinzer, RN, PhD, CRNP

Running head: STRUGGLING AGAINST ODDS

Struggling Against the Odds

Student ID #

Montgomery County Community College

Nursing Course Number

Date

Abstract

The abstract is a summary of the manuscript and includes the theme, pertinent findings, and significance of the paper. As a brief overview, an abstract gives the reader the necessary information that conveys the importance of the manuscript. For an APA style manuscript, the abstract has a maximum of 120 words, is easily readable, uses active voice, and omits personal pronouns. The word "Abstract" appears in the center above the narrative. One hard return produce a double space between the label "Abstract" and the first word of the abstract. The first sentence begins flush with the left margin and is double-spaced. Key words for the abstract are index words for library search programs. Many of the health professions use APA style for publication requirements.

Struggling Against the Odds

There are significant differences with this new edition of the *Publication Manual of the American Psychological Association* (American Psychological Association [APA], 2001). The running head on the title page should precede the title of the article. Institutional affiliations are placed under your student ID number. Did you notice the capitalization of the words in the key for the running head on page one? It is very easy to do this incorrectly if you are not alert. A minimum of one-inch margins is required on all sides, and right margins are not justified.

If you pay close attention to the abstract, you might notice that the first line was not indented. However, when you begin the narrative content on the third page, you must indent the first line of every paragraph five-seven spaces. Did you notice the title on page three? It belongs there and **you will be double spacing all content**. Note, after a period at the end of a sentence and before the next sentence begins double spaces have been changed to a single space.

While each paragraph has a five-to seven-space indent (tab), each reference entry begins flush left with each subsequent line indented five-to-seven spaces. The reference list is the reverse format of the fourth edition as the first line is flush left while all other lines for that reference are indented five-seven spaces. Another difference is the way book and journal titles are to be typed. The book title or journal name and volume number is to be in italics. Some of you may not have known that is a change. Capitalization of the words

in the reference list always presents a challenge to students. See "References" for examples of the usual types of references seen in undergraduate and graduate papers.

Citations are another major problem for the writer (Heinzer, 1996). Trial, error, and teacher corrections are the mechanisms for learning and perfecting the skill. One common error occurs in the multiple-authored book/article phenomenon (Beitz & Becker, 1995). Each time the reference to one or two authors is cited, the entire reference must be noted. The writer must include three, four, or five authors' names in the citation for the first cited paraphrase or quotation (Thomas, Richard, & Harold, 1995), but every succeeding citation for that group becomes the first author followed by et al. (Thomas, et al., 1995). Please notice that there is no period after "et," but there is one after "al." in the citation. The rule changes for six authors or more: To save trees, one must cite the (first author, et al., year of

publication) in the text and include the entire reference in the reference list at the end of the paper.

The focus may shift to style as you write, rather than to the necessary content. A word to the wise is sufficient, "practice" (Haas, 1995, p. 19). Many words to the wise are even more helpful, and include "Write for content and flow first. One may easily edit the work after ideas are placed in order" (Heinzer, 1996, p. 2). If you have read the manual completely, you may challenge the tense used throughout this narrative content. The past tense or the present perfect tense have been required for a manuscript, but this paper flagrantly violated that rule!

Student writers indicate that headings and their respective levels and placement confuse and frustrate them in their preparation of a formal paper. Two levels of headings, Level 1 and Level 3, appear to be the most common needed in research and opinion papers. The first level of heading is a centered one with similar capitalization as used in a title. The second heading,

Level 3, moves the topic to the left margin, uses uppercase and lowercase letters as the title, and is underlined. The term "levels of heading" means only that; it does not indicate the order or sequence of the placement. The best source for explanation of the heading confusion is the manual with its sample paper (APA, 2001).

This work is a whimsical illustration of a paper in APA format to be used only for student information. The content guidelines may change as the use of resources from the electronic media and the Internet becomes more common and documents from those sources are used as references. This is just the beginning, but some humor can alleviate the pain.

References

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed). Washington, DC: APA.

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Haas, M.B. (1995). *The art and science of breastfeeding: Models of success*. Glenside, PA: Lactation Press.

Heinzer, M. M. (1996). Writing for fun, profit, and an excellent grade. *Phenomena in Education, 10*(4), 1-12.

Thomas, T. T., Richard R. R., & Harold, H. H. (1995). Multiplicity in authorship: A stylistic dilemma. *Writers' Journal of America, 6*, 398-411.

Math Policy

I. Policy

It is the belief of the Nursing faculty that information is best learned in context. Therefore, pharmacology math should be taught in the semester that the associated medication skills are introduced.

II. Procedure

In lieu of a summative pharm-math test, there will be increased testing integrated throughout the curriculum in the didactic and clinical settings. This is done in the following ways:

1. Math problems will be part of daily clinical experiences (i.e., conferences or client care).
2. Incorporate a pharm-math question where appropriate in seminars.
3. Dimensional analysis/factor labeling method will be reviewed in workshops. Calculations should be carried out to the hundredths, except calculations less than one ml or an electronic infusion device which must be carried out to a thousandth before rounding. No partial credit will be given. Differences in answers should only be related to equivalents.
4. All final exams in clinical nursing courses will have 10 pharm-math problems.
5. All tests in clinical courses will have pharm-math questions. There should be five questions/test in the first year and two-three/test in the second year.
6. Calculator use guidelines:
    - Calculator use for computation of pharmacological math is permitted for practice and in all clinical areas.
    - Students in NUR 211 and NUR 212 are permitted to use basic calculators during testing.
    - Students are not permitted to share calculators during tests.
    - Programmable calculators, also called graphing calculators, which allow storage and retrieval of data, are NOT permitted.

7. Pharm-math content will be covered by the following courses:

   NUR 111 - Abbreviations; introduction to dimensional analysis; equivalents; conversions; calculations for all non-parenterals including suppositories, tablets, drops, capsules, and liquid medications. A diagnostic math pretest will be administered within the first two weeks.

   NUR 112 - Calculations for parenterals including intramuscular, intradermal and subcutaneous administration; reconstitution of powder, multiple doses/total volume, mg/kg, total time of IV infusion, drops/minute, ml/hour and combining medications to be injected; pediatric medication administration.

   NUR 211 - Titrated medications (including body surface area, mg/kg)

   NUR 212 - Pre-test of 20 questions the first day of class for diagnosis and remediation.

   NUR 050 - Diagnostic pharm-math test will be given within two weeks of the start of the semester. It will be used for diagnosis and remediation.

8. Students are responsible for completing self-paced modules prior to each clinical course as follows:

   NUR 111 Basic arithmetic, drug administration, dimensional analysis, systems of measurement, converting from one system to another and non-parenteral meds.

   NUR 112 Parenteral meds and calculation of pediatric dosages.

   NUR 211 Titrated medications.

   NUR 050 Self-paced math modules required for NUR 111 and 112 are the responsibility of the student prior to the diagnostic test.

9. Pharmacology Math Workshops are conducted to provide a structured tutorial session which affords the student additional guidance in mathematical calculation for drug administration.

Approved by NFO – May, 1998
Revised – December, 1998
Revised – March, 2000
Revised – March, 2001

Clinical Attendance

I. Policy

Attendance and punctuality are behaviors integral to the professional nurse role. The Nursing faculty expects student attendance and participation in clinical learning activities as a means to promote excellence in nursing practice.

II. Procedure

A. At the request of the Nursing instructor, a doctor's note may be required for absence from the clinical learning experience (refer to the specific course's clinical requirements).

B. If, due to absences, the student is unable to perform at a satisfactory level as defined by the course and clinical objectives, the Nursing instructor may schedule make-up time/assignment during the semester or assign a grade of "Incomplete."

C. In all first year clinical Nursing courses, a student who misses 5% of scheduled clinical experience will receive a Clinical Warning. A student who misses 10% of clinical experience will receive Clinical Probation and a student who misses 15% or more of clinical experiences may receive a Clinical Failure.

D. In all second year clinical Nursing courses, a student who is absent for 1 day of clinical experience will receive a Clinical Warning. A student who is absent for 2 days of clinical experience will receive Clinical Probation and a student who misses 3 days or more of clinical experience may receive a Clinical Failure.

E. In the event of the death of an immediate family member (grandparent, parent, sibling, spouse, child), an exception from the clinical absence policy will be granted, one missed clinical day will not result in the issuance of a Clinical Warning (as outlined in C and D above). The student is required to supply documentation of the death (newspaper notice or letter from the funeral director) to the clinical instructor. In addition the student is required to meet all Clinical Objectives for the Course. Provisions outlined in component B above may still be applied.

Approved by NFO – September, 1984
Revised – December, 1996
Revised – May, 1998
Revised – May, 2000
Revised – May, 2002
Revised – February, 2003
Revised – May, 2003
Revised – April, 2004

Dress Code for Clinical Assignments

I. Policy

It is the belief of the Nursing faculty that a dress code for clinical assignments is important to clearly identify Montgomery County Community College Nursing students. The dress code also promotes student comfort and client safety. Students who do not meet the Uniform Regulations will be asked to leave the clinical area and take an absence for the day if correction or remediation in uniform cannot be made immediately.

II. Procedure

A. The uniform of the school is purchased through the contracting company. Any student who has an issue with the uniform should contact Student Profiles, Inc., 215-487-9009.

B. The uniform is not to be worn on campus, except on clinical days.

C. The full uniform is worn while at the clinical agency, including hospital cafeteria areas, with the exception of OB and Psych., and isolated cases decided by the individual instructor.

D. Women must wear white full-length stockings with dress uniform which should not be shortened above the knee. Plain white knee high stockings or crew socks may be worn with pants uniform except when stipulated by individual instructor.

E. Tight uniforms will not be tolerated. Appropriate undergarments are expected.

F. The required lab coat is the only acceptable garment to be worn with the uniform.

G. Clean, all-white, professional-looking shoes designed for safety and support are required. No sport logos, canvas or high-top sneakers, clogs or open-toed shoes are permitted.

H. Nails are to be trimmed short to avoid scratching or injury to the client. Only clear nail polish is permitted. Acrylic nails and tips are not permitted. Make-up should be used with discretion and minimally applied.

I. The only jewelry to be worn with the uniform is a plain band. A watch with a second hand and a stethoscope are required. The only permissible jewelry for piercing is tiny white and yellow metal stud earrings.

J. Hair must be clean and neatly arranged with no extremes of style or color. It must clear the uniform collar and be controlled in such a way that it will not cause contamination.

K. Men shall be clean shaven and/or beards and mustaches neatly kept and trimmed.

L. Tattoos can be viewed as offensive by clients. Every effort should be made to conceal them.

M. Odors are offensive and can be a health hazard; no perfume, cologne or aftershave are permitted. Noxious odors such as poor dental hygiene, body odor and cigarette smoke will not be tolerated.

Approved by NFO – May, 1982
Revised – May, 1995
Revised – December, 2001
Revised – May, 2003

Employment Policy

I. Policy

The Nursing faculty believe an employment policy will promote the academic success and professional development of Nursing students. Because of the rigor of the Nursing curriculum, the student should avoid outside employment during the academic semester. If employment is an economic necessity, a reduced schedule should be considered. During semester breaks, students are encouraged to apply for nurse extern or health related employment.

II. Procedure

A. Employment While a Nursing Student

1. It is in the student's best interest not to work immediately prior to a clinical experience. In the event that a student reports to the clinical area unprepared or functions in an unsafe manner, the student may be dismissed from the clinical experience at the discretion of the instructor. The time missed will be recorded as an absence.
2. The student uniform of the Nursing Program is not to be worn while working for hire at any time or any place.
3. The student who is employed by any health agency as a Nurse's Aide or Nursing Assistant or Nurse Extern may perform only those functions which the agency defines in its policies for such personnel.
4. In accordance with the Nurse Practice Act, a nursing student employed by a health agency may not perform the duties of a registered or practical nurse unless currently licensed to do so.
5. The student who is employed as a Nurse's Aide or an L.P.N. is to function within the guidelines of such job description while at work. The student must not expand his/her employment role to include additional measures which have been satisfactorily performed as a Nursing student. The College is not responsible for the student during employment hours.

B. Employment References

1. A *Student Request for Letter of Recommendation* must be submitted to the appropriate faculty member (see attached).
2. The request should include the name and title of the person, the address to which the reference is to be sent, and the position for which applying.
3. A general letter of reference from two or more Nursing faculty should be requested for use up to five years from date of graduation.

Approved by NFO – May, 2003

Nursing Program

Student Letter of Recommendation Request

I _____
Student's Name

give permission to release information from my records and request that

_____ **write a letter of recommendation for me.**
Faculty Member

Position Applied For _____

Please check one:

___ **Please leave letter in my file**

___ **Letter previously requested for file**

___ **Please have letter sent to:**

_____
Name of Nurse Recruiter (and title, if known)

_____
Name of Hospital/Facility

_____
Address

_____
Zip Code

_____
Name of Nurse Recruiter (and title, if known)

_____
Name of Hospital/Facility

_____
Address

_____
Zip Code

If you are requesting that the Letter of Recommendation be sent to more than one facility, please add the name and address for each facility.

Please complete one form for each instructor.

_____ _____

Signature **Date**

Revised May, 2003

Portfolio Development

I. Policy

The portfolio is a positive method of present the nurse's value to a prospective employer or a transfer institution for advance placement. It provides a critical edge in elevating the applicant from the competition, whether seeking the first professional position or in career advancement, and permits the Nursing Program to assess the critical thinking of Nursing students. For students who plan to continue their education, the portfolio is evidence of previous learning and clinical proficiency to fast-track through BSN or even MSN programs.

II. Procedure

A. Portfolio development is a program requirement that is graded in NUR 213, Professional Issues in Nursing.

B. Students should consider all assignments completed throughout the Nursing Program for potential inclusion in their portfolio. Each assignment requires an introductory page that:

1. Describes the purpose of each assignment or learning activity in a brief one paragraph introduction.
2. Analyzes the learning that occurred through completion of the assignment or activity:
   A brief summarization should be included that offers an overall reflection and evaluation of your learning: the expectations versus reality, skills acquired or not acquired and how prepared you feel to function at an entry-level position.
3. Correlates the learning experience to the program outcome of critical thinking via a brief paragraph.
4. Introductory pages should be written concisely, using constructs of good writing and grammar with attention to sentence structure and paragraph construction.

C. Nursing faculty recommend consideration of the following assignments and learning activities for inclusion in the portfolio:

Nursing 109

Interview with RN
Professional journal critique
Group research paper

Nursing 111

Nursing care plan
Seminar prep
Thoughtful journal entry
Nursing research paper

Nursing 112

- Clinical care plans
- Critical thinking paper
- Seminar preparation
- Teaching-learning project
- Process recording

Nursing 211

- Client care paper
- Nursing care plans
- Journal entries
- Teaching-learning project
- Nursing databases
- Seminar prep

Nursing 212

- Teaching project
- Care plan
- Journal log
- Seminar prep

Nursing 213

- News media assignment
- Letter to politician
- Healthcare issues group project

Additional Items for Inclusion

- Letters of reference
- Recommendations or commendations
- Membership on committees in the Nursing Program, College, or community organizations
- Participation in activities in the Nursing Program, College, or community
- Awards and honors
- Continuing education activities and certifications

Approved by NFO – October, 2001
Revised – May, 2000
Revised – May, 2003
Revised – May, 2004

College Nursing Laboratory and Health Promotion Nursing Center

I. Policy

The College Nursing Laboratory and Health Promotion Nursing Center are active components within the Montgomery County Community College Nursing Program. The College Nursing Laboratory and Health Promotion Nursing Center both support and complement the clinical aspects of the Nursing Curriculum.

II. Procedure

A. Each Nursing course within the Curriculum utilizes the College Nursing Laboratory as a part of the Clinical Component, to prepare students for client care experiences. In addition, all Clinical Nursing Courses require each student to complete skills testing in specific areas, which relate to content taught within the course.

B. Each Skill Evaluation is scheduled independently by the student with a College Nursing Laboratory instructor, and performed by the Nursing student according to a predetermined skills checklist under the one-to-one supervision of the College Nursing Laboratory instructor.

C. The Laboratory also provides nursing students opportunities for independent practice and skills review; small group and one-on-one instruction; and various workshops and reviews in support of the program's classroom presentations. Students may also use the reference books, A-V holdings, and Computer Applications contained in the College Nursing Laboratory as additional tools to support their learning.

D. In the Health Promotion Nursing Center, under faculty supervision, Nursing students develop programs and gain skill in planning and implementing activities to advance the health of members of the campus community.

Approved by NFO – May, 2003

Student Records Policy

I. Policy

The Nursing Program complies with the Family Educational Rights and Privacy Act of 1974.

II. Procedure

A. At the time of admission to the Nursing Program a student file is developed in the Nursing Office.

B. The student has the right to review the student record upon written request to the Director of the Nursing Program. Within seven days of this request the Director or her appointee will meet with the student for the requested review of records.

C. Access to the student file will be granted to the following without the written consent of the student:

1. College employees who have a need-to-know.
2. Government officials who need-to-know to carry out lawful functions.
3. Auditors hired by the institution.
4. Persons who need-to-know in cases of health or safety emergencies.
5. Individuals or organizations conducting certain studies for the Nursing Program.

D. Access to the student file will be granted to the following with the written consent of the student:

1. Sponsors of financial aid to the student.
2. Other schools to which a student is applying or transferring.

E. Counseling contact information is maintained by individual counselors and is not a part of the student file. This confidential information is not required to be disclosed.

F. Duration of Records

1. In accordance with the Nursing Program's Student Records Policy, paper copies of the students' files are kept in the Nursing Office for five years, then condensed to student clinical evaluations only and sent to the archives. Records are kept permanently in the archives.
2. The counseling contact – individual counselors note contacts and dispose of them at their discretion.

Approved by NFO – May, 2000

Student Academic Code of Ethics

The Nursing faculty supports the College's *Student Academic Code of Ethics* which states, "In the pursuit of knowledge and scholarship, all members of the academic community at Montgomery County Community College must maintain a constant commitment to academic integrity. The College provides an environment that fosters critical thinking and judgment, and in order to safeguard the integrity of the institution, students are expected to follow the policies of the College and the faculty."

The *Student Academic Code of Ethics* includes definitions and examples of Academic Dishonesty including: Plagiarism, Cheating on Examinations and Assignments, and Aiding Another Student in Committing an Act of Academic Dishonesty. Violations of this code of ethics will result in sanctions, including possible dismissal from the College.

Students are responsible to access and read this document in the Montgomery County Community College Student Handbook Calendar and on the College's website.

It is the belief of the Nursing faculty that Nursing students should act in an ethical, as well as legal, manner. Therefore **cheating in any form will result in a grade of zero for the assignment** as well as possible disciplinary action as outlined in the Course Catalog under "Academic Discipline."

Cheating in the clinical area is unsatisfactory. After Nursing faculty review and discussion the student may receive a clinical failure.

Reproduction of Classroom Presentations

Faculty members develop their own teaching materials and methods of presentation in the classroom.

Each faculty member has the right to make a decision as to how material may be copied, used or reproduced. This includes student use of audio tape recorders. While many faculty do not object to being "taped," others may have reservations.

Students must request permission from the teaching faculty of each course before using a tape recorder in class.

Academic Advising

Each student in the Nursing curriculum will be assigned to a Nursing faculty advisor. If the student is listed in another curriculum or is assigned to an advisor not in the Nursing Program, the matter should be corrected at once. (See the Team Leader for help with this problem.)

While the primary role of the advisor is to assist the student in course selection, the advisor can also be seen for assistance for any other academic problems or concerns. It is generally wise to make an appointment, since the Nursing faculty have many commitments.

Any problems arising during registration should be brought to the attention of the Team Leader, if your advisor is not available. Do not change courses without checking.

Student Mailboxes

Mailboxes are provided for communication. No graded or other confidential materials shall be placed in the student mailboxes. The mailboxes are located outside the Nursing Office.

College Resources and Support Services for Students

A booklet of College resources and support services provided for students is available in the Student Activities Office (College Hall).

What If??? How to Survive at Montgomery County Community College (Central Campus)

Tips for Students (West Campus)

Also available at web site www.mc3.edu

Channels of Communication in Nursing

In the event that a student has an issue or concern, she/he should first contact the instructor and, if not resolved, next contact the team leader; if not resolved, then contact the Nursing Program Director. If the student is still not satisfied with the recommendation, then pursue the college policy as stated in the Course Catalog. The College appeal process for "Grade Changes and Challenges" is located on page 27 of the 2004-2006 Course Catalog. An All-College Resolution of Student Concerns Table is located at *http://www.mc3.edu/gen/polpro/res-concerns.pdf*.

Information Concerning Clinical Assignments

Clinical agencies and hours are subject to change according to needs of the curriculum and the availability of clinical facilities. Variations in location or time may be necessary. Students will be notified as far in advance as possible.

Assignment to hospital practice is made at the time of pre-registration. Consideration is given to student needs as much as possible at that time. Changes after registration are the responsibility of the student. Any student desiring a change in clinical assignment should attempt to find a student to switch prior to approaching the clinical instructor. Rotations require that all students serve in assigned agencies, since selections are made to cover a specific curriculum objective. Students shall provide their own transportation. Students are strongly advised to select a clinical agency other than their place of employment.

Areas for student parking will be identified during the orientation to each of the institutions. Students are urged to lock all items in the trunk of the car and lock the car during the time at the facility, as neither the College, nor the hospitals can be responsible for losses sustained at such times.

While the facilities provide a place for coats, etc., it is not recommended that valuables be carried inside, nor more money than is needed for breaks and lunch while there. Always carry such items on your person; do not leave anything of value in locker rooms or storage closets.

Since you will be expected to report to the client care unit on time, you should arrive at least ten (10) minutes ahead of the assigned time.

Your instructors will inform you about areas where meals and snacks can be obtained in each institution. These are always at your expense. On full days, the instructor may assign student mealtimes. Students shall report on and off to the instructor and co-assigned nurse when leaving the unit for meals and breaks.

If an injury is sustained while at the facility, please contact your instructor immediately. She will assist you within the framework of that particular institution's policy. Illness developing while on duty should be reported in the same manner. If it is necessary for any student to be treated in an emergency department, the student is responsible for medical treatment costs.

Students will not use the clinical setting for establishing business contacts, furthering private business ventures, or offering services to clients outside of the clinical setting.

Visiting Sick Students and Hospital Patients

Students must follow hospital visiting rules when visiting family or friends in the hospital. Students shall not visit patients who have been assigned to them during or after any clinical experience. One of the indications of high level nursing skill and competency is the provision for proper care and termination of nurse/patient relationship.

Field Trips

Field trips may be scheduled during any semester. Students will be informed as far in advance as possible.

If individual agency visits are made by a student as part of an outside assignment, the individual student is then responsible in every respect. Courtesy to agencies who participate in providing learning opportunities is a point of pride for all of us at the College.

Smoking Regulations

Smoking is not permitted in any building on campus.

The hospital areas where smoking is permitted will be indicated by the instructors. Since you are often assigned to patients who have been asked to give up smoking or who are non-smokers, please do not return to patient care areas with an odor of smoke about your person.

Telephone Calls

At both the hospital and the College, outside calls are to be made during break and lunch period using the convenient pay telephones.

Incoming calls at the hospital or College are difficult to handle and can be managed only when you are in a Nursing class. Only emergency calls are acceptable. Direct those who might call you to contact the Nursing secretary at the College at 215-641-6471 and leave a message. She will make every effort to locate you and see that you receive it.

To report illness, absence, or lateness, call the instructor as directed. If unable to reach instructor, call the secretary between 8:00 a.m. and 8:10 a.m. The message will be delivered to the instructor involved to facilitate reassignment of the care you would have been giving.

Program Committees

Student participation on Nursing Program Committees is encouraged. These Nursing Program Committees are:

Student Affairs

Deliberate and make recommendations regarding the admission of students and their progression through the Nursing Program. This includes services and activities that are provided by the College, professional and other organizations.

Curriculum Committee

Review, plan, implement and evaluate the curriculum for the Nursing Program on a continuous basis.

Resources and Facilities

Review, plan and evaluate the availability of appropriate facilities and resources to meet the teaching needs of faculty and students. This includes clinical learning facilities, library holdings (including A.V.), classroom, clinical laboratory equipment, etc.

They meet once a month in October, November, December, February, March, April, and May.

Student Nurses' Club

As a student nurse at Montgomery County Community College (MCCC), you are automatically a member of the Student Nurses' Club (SNC). The SNC is committed to assisting nursing students in their adjustment to the program as well as their growth and development in the nursing profession.

Our goal is to provide meaningful learning experiences which promote the professionalism of nursing students through:

1. identifying coping strategies necessary to be successful as a student nurse;
2. encouraging socialization among students in the College environment;
3. encouraging student participation in College clubs and organizations.

Your participation as an officer in the SNC or a class representative is a vital contribution to your citizenship at MCCC.

Liz Mencel, SNC Advisor, Office SC 230

Financial Assistance

If financial problems occur which jeopardize continuing in the Nursing Program, please seek guidance from your advisor or Program Director.

Any student experiencing a financial emergency may request assistance in writing to the Nursing Program Director. Financial aid for emergencies is available from Nursing Funds in the College Foundation.

The student will demonstrate need for financial aid by supplying evidence of monthly income and expenses.

Financial aid is available to assist students in the following areas:

Tuition
Books
Uniforms
Nursing supplies – ex., stethoscope
Malpractice insurance policy
Required medical examinations and immunizations
CPR certification
Transportation expenses
Criminal and child abuse background checks
R.N. license
NCLEX exam

For additional information visit www.mc3.edu/sa/finaid/finaid.htm

State Board Regulations and National Council Licensing Examinations

The Nursing Program Director will assist the prospective graduate to prepare the application for the licensure examination, the application for state licensure, and the application for a temporary practice permit upon satisfactory completion of the program. The State Board directives and dates are posted on the Nursing Information Bulletin Boards. The College has no control over the scheduling of the licensure examination. Students wishing to take examinations in other states should discuss the matter with the Nursing Program Director.

The National Council Licensing Examination (NCLEX) will be Computer Adaptive Testing (CAT), and individual scheduling is to be done by the candidate. Information regarding this process will be given to graduating students.

Articulation/Transfer Partnerships

Montgomery County Community College has developed agreements with a large number of four-year colleges/universities to facilitate its academic progression in nursing. Information about the articulation agreement with Gwynedd-Mercy College and partnership agreements with a variety of other institutions is available through the Counseling Center located in College Hall on Central Campus.

Gifts to Faculty

Students are asked to refrain from presenting gifts to the faculty.

Appendix A

GLOSSARY OF TERMS

Academic Progress Notice – a written notification given to a student regarding current academic status.

Caring – a demonstrated respect for human dignity inherent in the roles of the nurse.

Client – an individual, family or group consumer of health care services.

Clinical Conference – an individual or group meeting in which critical appraisal occurs regarding client care and student experiences.

Clinical Evaluation Tool – course specific tool that identifies the terminal course and clinical objectives which must be met in the clinical area for satisfactory performance.

Clinical Experience – planned learning activities which take place within a simulated laboratory and/or client care environment.

Clinical Failure – unsatisfactory attainment of course and/or clinical objectives or unsafe skill development that occurs at the expiration of a Clinical Probation period.

Clinical Nursing Course – didactic content and related clinical activities which are planned by the nursing faculty to meet specific learning objectives. The theory and practice are given concurrently within the same semester and both must be completed satisfactorily to progress in the Nursing Program.

Clinical Probation – written documentation provided to a student that identifies course and clinical objectives on the Clinical Evaluation Tool that are unsatisfactory. It is followed by Clinical Failure if satisfactory performance is not achieved within a specified time frame.

Clinical Warning – written documentation provided to a student that identifies course and clinical objectives on the Clinical Evaluation Tool that are unsatisfactory. It is followed by progression to Clinical Probation if satisfactory performance is not achieved within a specified time frame.

Cohesiveness – the complimentary, interrelated and unified processes and structures which are integral to the program of studies.

Communications – processes through which information is effectively gathered, exchanged, and conveyed through verbal, nonverbal, written and technical means which is facilitated by the use of social and therapeutic skills.

Community – a group of people primarily within the geographical boundaries of Montgomery County.

Complaint – a formal written charge or accusation lodged by an enrolled nursing student against the Nursing Program, its administration, faculty, and/or staff.

Course Evaluation Form – form distributed at the conclusion of a course to obtain data from students regarding all components of a course.

Critical Thinking – a process of reasoning, promoting purposeful, goal-directed thinking which is a composite of attitudes, knowledge, and skills.

Currency – inclusion of relevant and prevalent developments/trends in the nursing profession and health care

Curriculum – the entire instructional offerings which are used to provide opportunities for learning activities during the student's enrollment in the Nursing Program.

Diversity – recognized individual variations which bring depth and breadth to the program, its students and faculty.

Exit Survey – a questionnaire developed and distributed by Nursing faculty to students in the last semester of the Nursing Program which ascertains graduate evaluative input on a variety of topics related to the Nursing Program and the learning experiences it offers.

Family – an interdependent group of individuals with definite role relationships and communication patterns which form a small social system. The persons in this group may be related by blood, marriage, adoption, or mutual consent.

Graduate Questionnaire – a questionnaire developed by the Nursing faculty and sent by Institutional Research to graduates of the Nursing Program within six months after program completion which ascertains graduate evaluative input on a variety of topics related to the Nursing Program, its program outcomes, and the learning experiences it offers.

Health Care Needs – unmet human needs which may result in contact with the health care system.

Horizontal Strands – process oriented curricular threads which focus on the use of content throughout the program of studies.

Human Need – biological, psychological, social, and/or spiritual requirements necessary for the survival and well-being of an individual.

Journal – a student generated written communication tool which assists the student in the development of critical thinking.

Learning Experiences – activities planned or unplanned from which nursing students acquire knowledge, skills, and professional attitudes and values.

Learning Resources – support services that are available to facilitate and enhance learning.

Math Workshop – a structured, tutorial session which affords the student additional guidance in mathematical calculations for drug administration.

NCLEX pass rate – the percentage of graduates who successfully achieve the minimum competency score on the first attempt of the NCLEX-RN examination.

Non-clinical Nursing Course – a NUR designated course required for the Nursing Program that does not have a clinical component (i.e., NUR 109 and NUR 213).

Nursing Care Plan – a written document derived through the nursing process, consisting of a list of prioritized nursing diagnoses, goals, and planned nursing interventions based on client specific needs.

Nursing Faculty Handbook – a document distributed annually to all Nursing faculty which outlines the policies and procedures applicable to the Nursing Program.

Nursing Process – a goal-directed series of activities whereby the practice of nursing is approached in a systematic way through assessment, diagnosis, planning, implementation, evaluation and revision of client care.

Nursing Student Handbook – a document distributed to all pre-nursing students which outlines the policies and procedures applicable to students enrolled in the Nursing Program.

Observational Experience – a planned clinical learning activity of limited duration in which the student collects and analyzes data but is not involved in providing direct care.

Patterns and rates of employment – full or part time initial employment as a graduate nurse in any health related setting following graduation.

Philosophy – a written expression of faculty beliefs which provides the basis and direction for the Nursing Program.

Physical facilities – spaces utilized for both instructional and non-instructional purposes by both faculty and students.

Portfolio – a systematic, organized collection of evidence which supports the student's knowledge base, competencies, and achievements.

Professional Responsibility – a level of behavior established by professional organizations and regulatory agencies which is appropriate for one who is engaged in an occupation requiring specialized knowledge and high standards of technical and ethical conduct.

Rigor – the depth, complexity and intensity of the Nursing Program.

Seminar – discussion which requires group members to employ communication skills, didactic knowledge and critical thinking in exploring a variety of ideas proposed by group members.

Systematic Plan for Evaluation – a tool which provides for on-going, continuous in-depth study of all aspects of the Nursing Program; results of the evaluative process provide valid and reliable data used to implement change within the Program.

Teaching-Learning – an interactive process between a teacher/facilitator and one or more learner/participant(s) in which specific learning objectives or desired behavior changes are achieved.

Technology – computers and related devices which are both primary and adjunctive tools to facilitate learning.

Therapeutic Nursing Interventions – the autonomous caring behaviors of caregivers which are based on scientific concepts and which promote client progression toward a desired outcome.

Vertical Strands – curricular threads which provide the organization and framework of content taught in progression throughout the program of studies.

Approved by NFO - September, 1987
Revised – October, 1994
Revised – May, 1998
Revised – April, 2000
Revised – February, 2001
Revised – February, 2003

Appendix B

Nursing Faculty and Staff

Faculty	Room Number	Telephone Number	E-mail Address
Patricia Allen	246	215-641-6436	pallen@mc3.edu
James Bedrosian, Office	225	215-641-6471	jbedros@mc3.edu
Ruth Benfield	233	215-641-6395	rbenfiel@mc3.edu
Debbie Dalrymple	222	215-641-6475	ddalrymp@mc3.edu
Other Desk	222	215-619-7451	
Denise Davidson	234	215-641-6697	ddavidso@mc3.edu
Judy Davis-Radich	236	215-641-6480	jradich@mc3.edu
Christine Dunigan	230	215-641-6476	cdunigan@mc3.edu
Holly Hillman	237	215-641-6481	hhillma@mc3.edu
Peg Interrante	245	215-619-7475	minterr@mc3.edu
Regina Janoski	234	215-619-7455	rjanoski@mc3.edu
Denise Kavanagh	236	215-619-7474	dkavanag@mc3.edu
Nursing Lab	210	215-641-6366	
Elizabeth Mencel	235	215-619-7456	emencel@mc3.edu
Pam Pfalzer	235	215-641-6472	ppfalzer@mc3.edu
Sherry Ratajczak	246	215-641-6667	sratajcz@mc3.edu
Pam Roberts	342	215-641-6479	proberts@mc3.edu
Linda Roy	237	215-619-7387	lroy@mc3.edu
Barbara Shaeffer	231	215-641-6473	bshaeffe@mc3.edu
Margaret Swisher	231	215-619-7454	mswisher@mc3.edu
Martina Ware	245	215-641-6478	mware@mc3.edu
Beverly Welhan, Director	228	215-641-6470	bwelhan@mc3.edu

Appendix C

CLUB CONSTITUTION

ARTICLE I **Name**

The name of this club shall be the Student Nurses' Club (SNC).

ARTICLE II **Affiliation**

This club is affiliated with the Student Nurses' Association of Pennsylvania (SNAP) Southeast Region.

ARTICLE III **Purposes**

The purposes of this club shall be to:

1. Aid student nurses in gaining an understanding of the profession of nursing and to begin to develop the requisite professional behaviors.

2. Contribute to nursing education and the concept of providing the highest quality health care.

3. Encourage participation in the professional organizations.

ARTICLE IV **Membership**

All student nurses shall be regular members.

ARTICLE V **Advisor**

The Advisor shall be a full-time Nursing faculty member.

ARTICLE VI **Officers and Staff**

The officers of this club must be MCCC students with a cumulative grade point average of at least 2.0. Officers and staff must demonstrate leadership skills, dependability, and commitment to citizenship and service.

Officers and their duties:

President:
Shall be the presiding officer and shall administer all business of the club including:

- Convene and conduct meetings of the SNC
- Represent the club to College officials and the community
- Meet regularly with the faculty advisor
- Work with officers and committee members to:

    1) organize and manage the luncheon programs and receptions each semester
    2) identify campus and community service projects for club involvement
    3) organize club members for effective participation in projects

Vice-President:
Shall succeed into the Presidency following the graduation of the President. Co-administrate the organization and management of the luncheon programs and receptions each semester.

Secretary:
Shall serve as corresponding secretary, coordinate advertising of luncheon programs, and assist the President and Vice President in the organization and management of the luncheon programs and receptions each semester.

Public Relations Staff:
One Student Nurses' Club officer or designee shall serve as a member of the Nursing Program Student Affairs Committee.

ARTICLE VII **Rules and procedures concerning election of officers**

Election of officers shall be by a majority vote of the membership at a regular meeting.

Elections shall take place at the first regular meeting of each semester following the vacancy of a position.

ARTICLE VIII **Rules and procedures for impeachment**

An officer may be removed from office for neglect of duty or for actions inconsistent with the purpose of the club by a 2/3 vote of the members present for a regularly scheduled meeting. An officer whose G.P.A. falls below 2.0 is automatically removed.

ARTICLE IX **Meetings**

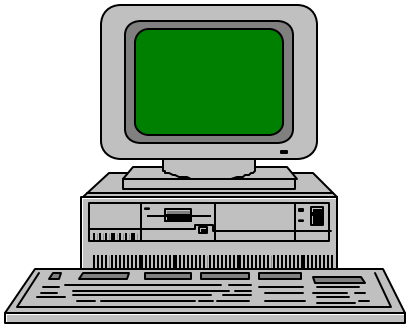
General meetings shall be held at least once a semester or as scheduled.

Special meetings shall be held as necessary to conduct the business of the club regarding luncheon programs each semester, and other special projects such as the December and May graduation receptions and College activities.

ARTICLE X **Rules and procedures to amend the constitution**

This constitution can be amended by a 2/3 vote of the members present at a regularly scheduled meeting, following a full discussion of a written proposal.

Appendix D



Computer Resources for Nursing Students

A *Computer Guide for Students* is maintained to facilitate student use of Montgomery County Community College's computer services. The Guide is available in the College Nursing Lab and College Computer Labs. The *Computer Guide for Students* is also available at http://www.mc3.edu/it/st/cug.pdf

Local Network Nursing Application Programs
Central Campus

These programs can be found under the ***Academic Applications*** portion of the applications window, and then under the ***Nursing Applications*** section.

The following programs are available:

- Arterial Blood Gas Interpretation
- Auscultation of Breath Sounds
- Building Rapport & Trust: Communication Skills
- Cardiac Rhythm
- Dine: provides nutritional analysis of patient's diet.
- Identifying Underlying Anxiety: Communication Skills
- IV Therapy – Advanced Procedures
- IV Therapy – Basics
- IV Therapy – Case Studies
- IV Therapy – Techniques
- JCAHO CBT Program: Fire Safety; Universal Precautions and Infection Control
- Maternity Nursing I
- Maternity Nursing II

- Medical-Surgical I
- Medical-Surgical II
- NCLEX – RN
- Nursing III Pharmacology
- Pediatric Nursing II
- RNCAT: Sample questions and analysis practice for NCLEX
- Taber's Cyclopedia
- TLC-Medical Center: a simulated patient info system.
- Vital Signs: Blood Pressure
- Vital Signs: Pulse
- Vital Signs: Respiration
- Vital Signs: Temperature

In the event of problems with these programs, contact either the computer support person in the area or notify the Nursing Program.

Appendix E

NURSING CAMPUS LAB VIDEO HOLDINGS

Course #	Title of Video	Video Date	Running Time
109	Sentimental Women Need Not Apply (Nursing History)	1988	50 minutes
109	NSNA: The Sky's the Limit	1999	15 minutes
212	J & J Television Advertising and Recruitment Video	2002	6 minutes
111	T.E.D. Antiembolism Stockings		16 minutes
111	Administration of Miacalcin Nasal Spray	2000	5 minutes
112	Herpes	1996	18 minutes
112	Gallstones	1996	30 minutes
112	Helping to Reduce the Risk		4 minutes
112	Newborn Assessment and Care		46 minutes
112	The Nature of Milk	1989	10 minutes
112	To Breastfeed Your Baby	1989	13 minutes
112	To Formula Feed Your Baby	1989	15 minutes
112	Using Your Breast Pump	1989	10 minutes
112	Uterine Surgery	1995	17 minutes
112	The Same Time Every Day (Oral Contraceptives)	1999	5 minutes
112	The Quinacrine Sterilization Method	2002	22 minutes
211	Epidural Pain Management		16 minutes
211	Getting the Best Results from Duregesic	1998	8 minutes
211	Managing Your Colostomy	1993	34 minutes
211	Managing Your Ileostomy	1993	36 minutes
211	Managing Your Urostomy	1993	37 minutes
211	I Got My Life Back (Chronic Pain) Case Studies	1997	25 minutes
211	Be a Survivor: an Overview of Breast Cancer Treatment	1997	30 minutes
211	African-American Women Can Beat Breast Cancer	2001	21 minutes
211	ACS—Making Strides against Breast Cancer-Pa. Div.	2001	12 minutes
211	Breast Self-Examination Instructional Video		5 minutes
211	Breast Health—Every Woman's Responsibility	1997	9 minutes
211	On with Life (Practical Info. on Advanced Breast Cancer)	1999	24 minutes
211	The Trouble with Carl (Cancer-Related Fatigue)		17 minutes
211	Living with Clozaril	1995	18 minutes

Course #	Title of Video	Video Date	Running Time
211	Moving Back into the Light (Depression)	1993	13 minutes
211	Paxil for Panic (Smith Kline)	1996	14 minutes
211	Tuberculosis	1993	22 minutes
211	Understanding Obsessive Compulsive Disorders	1996	11 minutes
211	Understanding Panic Disorders	1996	13 minutes
212	Hepatitis B Presentation (Montco-Mercy Partnership)	1997	45 minutes
212	Stroke (Time/Life)	1996	30 minutes

Computer Resources

The MCCC “Shared Drive” also offers teaching and learning materials in the Health Promotion Nursing Center folder.

Revised – May, 2001
Revised – May, 2003