Nursing Student HANDBOOK

NURSING PROGRAM
Summer 2022

HARFORD COMMUNITY COLLEGE
401 Thomas Run Road • Bel Air, MD 21015
443-412-2000 • www.harford.edu

NURSING STUDENT HANDBOOK
TABLE OF CONTENTS

Harford Community College
Nursing Program

Mission

The nursing program, in partnership with the community, provides a learner-centered environment to educate students for entry level practice into the profession of nursing. The program supports educational excellence by fostering an instructional climate that encourages lifelong learning, respect for diversity, creativity, service to others, accountability, and teamwork.

Philosophy and Core Concepts

Nursing, as an art and a science, is a dynamic discipline that integrates increasingly complex knowledge, skills, and technologies to provide safe and effective individualized client care. Client care is delivered across the lifespan with the intent to promote health, prevent illness, and manage health care needs. The core concepts are integrated throughout the curriculum and reflect the program's philosophy. The term *client* is defined as the individual, family, and/or community.

- **Caring:** The nurse and client engage in a therapeutic relationship in an atmosphere of mutual trust and respect. Central to this relationship is recognition of the client's individuality, with consideration for cultural, societal, and environmental influences. In this client-centered relationship, the nurse provides encouragement, hope, support, and compassion to help achieve mutually agreed upon outcomes.

- **Teamwork and Collaboration:** The nurse functions effectively within the inter-professional team, respecting the centrality of the client and family as core members of the healthcare team. The goals of teamwork and collaboration are to foster open communication, mutual respect, and shared-decision making to achieve quality, client-centered care.

- **Nursing Practice**: The nurse utilizes an evidence-based, systems thinking approach to safe client care that incorporates the nursing process to assess, analyze, plan, implement, and evaluate a unique plan of care that aligns with the client's values and preferences. The nurse uses teaching and learning principles to assist the client to participate in care and decision making. The goals of the nursing process include protecting, promoting, and restoring health and promoting dignity in death. The nurse utilizes the nursing process to continuously improve client and population outcomes.

- **Professional Performance:** The nurse as a leader is accountable, and practices within legal, ethical, and regulatory standards. The goals of professional performance are to continually develop professionally using self-assessment, self-care, and goal setting to maintain competence; and to maintain a professional image in appearance and conduct that reflects core professional values of respect, confidence, trust, responsiveness, integrity, and compassion.

- **Safety**: The nurse has an unwavering responsibility to prevent harm to clients across all settings. The nurse promotes high quality outcomes through a proactive approach in coordinating care among other healthcare professionals, organizations and clients. The nurse utilizes technology and information systems with application of evidence-based practice to support safe processes of care. The nurse examines near-misses or instances of harm with integrity, self-reflection and transparency.

Revised: 12/2013
Revised: 6/2019

Associate of Science Degree Nursing Program
Program Student Learning Outcomes
(PSLOs)

With the guidance of the Mission, Philosophy & Core Concepts, the graduate of the Associate of Sciences Degree Nursing Program at Harford Community College will:

1. Practice nursing in a caring manner

2. Collaborate with clients and other members of the health care team

3. Utilize nursing practice to continuously improve client and population outcomes

4. Demonstrate professional performance within legal, ethical, and regulatory standards

5. Use safe practices and processes to promote high quality outcomes

Revised 12/2013
Revised 6/2019

HARFORD COMMUNITY COLLEGE

Nursing Student Handbook

Nursing Program

General Overview

Harford Community College offers a nursing program which allows students to enroll in an Associate of Sciences Degree Nursing Program (RN) with two options: Traditional and Day Accelerated. Students complete the nursing courses in four consecutive semesters.

Traditional:
- Classroom instruction is scheduled on selected weekdays, during daytime hours.
- Clinical hours can be either daytime or evening hours and at time may also occur on weekends. Students must be prepared to participate in the clinical experiences to which they are assigned. Due to the availability of clinical sites, this will vary from course to course.
- Classes are not typically scheduled during the summer session.

Day Accelerated:
- Classroom instruction is scheduled on selected weekdays, during daytime hours.
- Clinical hours can be either daytime or evening hours and at time may also occur on weekends. Students must be prepared to participate in the clinical experiences to which they are assigned. Due to the availability of clinical sites, this will vary from course to course.
- The 1st and 4th semester occur in the summer.

Admission to the National Licensure Examination for Registered Nursing is determined by the Maryland - Board of Nursing. By law, the Maryland Board of Nursing may deny licensure for a variety of reasons which may include conviction of a felony or crime involving moral turpitude, if the nature of the offense bears directly on the fitness of the person to practice nursing.

Licensed Practical Nursing to Registered Nurse Transition (LPN to RN)

Currently licensed practical nurses (LPN's) may enroll in the Associate of Science Degree Nursing Program (RN) upon successful completion of the LPN-RN transition course.
- The LPN-RN transition course is offered during the fall and spring semesters in a hybrid format with didactic portions offered on-line.
- On-campus lab skill instruction and evaluation of skills is a component of this course.
- Students matriculate into the RN program at the appropriate semester level based on successful completion of the transition course.

Accreditation
The Associate of Science Degree Nursing Program is approved by the Maryland Board of Nursing. The Associate of Science Degree Nursing Program is accredited by the Accreditation Commission for Education in Nursing. Contact information: 3343 Peachtree Road NE, Suite 850 Atlanta, Georgia 30326 Phone: (404) 975-5000 Fax: (404) 975-5020 Email: info@acenursing.org
Web: www.acenursing.org. Students may directly contact ACEN, if deemed necessary, with questions or concerns.

Non-Discrimination Policy and Grievance Process

The Nursing program adheres to the non-discrimination policy of Harford Community College. The Board of Trustee Policy states: "Harford Community College is committed to non-discrimination and equal employment opportunity. It has been, and will continue to be, the policy of Harford Community College that all employees, applicants, and other persons dealing with the College will do so in an atmosphere that is free from discrimination on the basis of race, color, religion, sex, national origin, age, status as an individual with a disability, veteran, sexual orientation, marital status, or any other status protected by law. This policy includes, but is not limited to, decisions about recruitment, hiring, training, promotion, compensation, benefits, transfers, and social or recreational programs.

As part of its commitment to equal employment opportunity, the College prohibits harassment of any kind. The College will not tolerate harassment by anyone—supervisors, other employees, students, contractors, or other persons under control of the College.
Revision date: Nov. 11, 2014

Procedure:
Examples of unlawful harassment include use of epithets, slurs, or other language that is derogatory or offensive to members of a protected class, fostering stereotypes of behavior, actions, language, or mannerisms that is intended to characterize members of a protected class, and production, circulation, or use of graphic material that is offensive, such as swastikas.

Any employee or other person who believes that there has been a violation of this procedure should report it to the Chief Human Resources Officer (CHRO), any dean, vice president or the president. A prompt investigation will be undertaken. Anyone who violates this policy will be subject to appropriate penalties, with employees subject to disciplinary action up to and including discharge.
Revision date: September 1, 2010

All nursing students are expected to follow the HCC Grievance Process. Details are located in the on-line HCC College Catalog at http://www.harford.edu/student-services/student-rights-and-responsibilities.aspx

Organization of the Associate Degree in Nursing Curriculum

NURS 101: Fundamentals of Nursing (15 weeks day traditional, 12 weeks accelerated tracks) In this course, students use the nursing process to assess, plan, implement, and begin to evaluate evidence-based care of an older adult client in a variety of care settings. Students use professional standards of nursing and begin to develop their individual practice as a student nurse. The core concepts of safety, caring, teamwork and collaboration are woven throughout the course. Course includes 60 lecture hours, 30 laboratory hours, and 90 clinical hours.

NURS 105: Medical-Surgical Nursing I (15 weeks)
In this course, students use the nursing process to implement a client-centered plan of care for an adult client in the medical-surgical setting. Students organize and provide care to support the client's physical, psychosocial, and spiritual needs. Safety, quality improvement, and teamwork and collaboration are emphasized. Students continue to build a personal practice of professionalism through evidence based clinical practice and theory application. Course includes 30 lecture hours and 112.5 clinical hours.

NURS 110: Mental Health Nursing (15 weeks)
In this course, students use the nursing process to implement a plan of care for clients with mental health issues. Students organize and provide care that incorporates concepts of therapeutic communication, shared-decision making, and evidence-based practice to effectively support health promotion and maintenance of the client. An emphasis is placed on legal and ethical standards in the mental health setting. Students are challenged to reflect on their own assumptions, behaviors, and methods of communication. Course includes 30 lecture hours and 45 clinical hours.

NURS 112: Contemporary Issues in Nursing (15 weeks; on-line only)
In this course, students gain insight into the impact of contemporary issues on professional nursing practice. Students discover how current trends in health care affect their personal practice as registered nurses and contribute to the overall health of our nation.

NURS 210: Medical-Surgical Nursing II (15 weeks)
In this course, students use the nursing process to formulate a client-centered plan of care for adult clients in the medical-surgical setting. Students function effectively within the health care team to advocate for their client's needs and support a culture of safety and quality improvement. Core professional values are utilized as students develop and maintain competence in nursing practice. Course includes 37.5 lecture hours and 90 clinical hours.

NURS 220 – Maternal - Newborn Nursing (15 weeks)
In this course, students use the nursing process to formulate a client-centered plan of care for the health and wellness needs of maternity and newborn clients. Students function effectively within the health care team to advocate for their client's needs and support a culture of safety and quality improvement. Core professional values are utilized as students develop and maintain competence in nursing practice. Course includes 30 lecture hours and 45 clinical hours.

NURS 230 – Pediatric Nursing (15 weeks)
In this course, students use the nursing process and principles of growth and development to formulate a client-centered plan of care for the health and wellness needs of the pediatric client and family. Students function effectively within the health care team to advocate for their client's needs and support a culture of safety and quality improvement. Core professional values are utilized as students develop and maintain competence in nursing practice. Course includes 30 lecture hours and 45 clinical hours.

NURS 211: Medical-Surgical Nursing III (15 weeks day traditional, 12 weeks accelerated tracks)
In this course, students use the nursing process to create and coordinate a client centered plan of care for adult clients in high acuity settings. Students integrate safety, quality improvement, and teamwork and collaboration as they manage care to meet a client's physical, psychosocial, and spiritual needs. Integrity and accountability are

essential components of students' nursing practice as they demonstrate competent care. Course includes 60 hours of lecture and 225 hours in a clinical setting.

NURS 212: Leadership in Nursing (15 weeks; on-line only)
In this course, students explore and develop their professional responsibilities as a registered nurse. Course activities engage the student in learning leadership and management concepts and their application to teamwork and collaboration. Safety, nursing practice and professional performance issues are the focus of learning to allow students to make a successful transition to practice.

Rev 4/2022

NURSING PROGRAM PROGRESSION POLICY

The nature of the nursing curriculum, where one concept builds upon another, requires an orderly, sequential progression which follows the curriculum plan. Students are expected to meet with Academic Advising to plan their course of study. Any break in the sequence of progression due to withdrawal, failure of a required course (after Fundamentals of Nursing (NURS 101)), failure to maintain a minimum GPA of 2.0, or any need for a leave of absence from the nursing program, will require a written request for course re-enrollment to the Dean of Nursing and Allied Health Professions.

A nursing student is permitted one failure in a clinical course, or one withdrawal failing, after completion of NURS 101. An unsatisfactory final clinical evaluation in any nursing course will result in a course failure.   Course failure occurs when a student either 1) earns an exam average of <74.50%; or 2) after achieving an exam average of $\geq$74.50% fails to earn a final course grade of C or better (74.50%). Withdrawal failing occurs when the student's exam average is < 74.50% when they withdraw from the course.

A student may be immediately dismissed from the nursing program if behavior is demonstrated that jeopardizes the safety of others, violates the confidentiality and security of information policy (see Section 3), HIPAA regulations, and/or does not meet safe standards of care for nursing practice.

In addition, the following apply regarding progression within the nursing program:
- A student who has a course failure, withdraws failing, or has a course failure resulting from unsatisfactory clinical evaluation during the NURS 101 course will fail NURS 101. This course failure will result in the student being dismissed from the nursing program.

- A student who has a course failure, withdraws failing, or has a course failure resulting from unsatisfactory clinical evaluation, in any course after NURS 101, will fail that course. The student may be readmitted to the course with the condition that the student has written a request for re-admission to the Director for Nursing Education (DNE) and has submitted a Student Performance Improvement Plan (SPIP) developed collaboratively with the Nursing Student Success and Retention Specialist. The student must have the SPIP in place prior to enrollment in the next nursing course and a copy of the SPIP must be given to the course coordinator.

- A student who has a clinical failure, after completion of NURS 101, will have their clinical documentation reviewed by a nursing faculty committee. The committee will determine if the clinical failure will result in dismissal from the nursing program or if the student may progress with a course failure on record.

- Failure of a prerequisite course will halt progression until successful completion of that prerequisite course.

- A student who has two failures in clinical courses will be dismissed from the program.

- Any student, who is dismissed from the nursing program for any reason, is no longer eligible for re-enrollment into the nursing program.

- The nursing program follows the same academic appeal process as the College.

Revised 12/2021, 9/2021, 6/6/2019, 5/22/2018, 5/26/2015

NURSING CONTACT INFORMATION

Name	Telephone #	Room #	Email
Interim Dean, Nursing and Allied Health Professions			
Sonia Galvan	443-412-2545	DH-105	sgalvan@harford.edu
Director for Nursing Education			
Dale Spielman	443-412-2371	DH-336	dspielman@harford.edu
Faculty			
Elizabeth Andrews	443-412-2742	DH-216	eandrews@harford.edu
Alicia Gainey	443-412-2623	DH-344	againey@harford.edu
Mary Beverly Gallagher	443-412-2637	DH-329	mgallagher@harford.edu
Deanna Garza	443-412-2739	DH-214	dgarza@harford.edu
Amanda Girardi	443-412-2388	DH-333	agirardi@harford.edu
Natasha Lawson	443-412-2313	DH-332	nfindley@harford.edu
Ashley Meisel	443-412-2043	DH-347	ameisel@harford.edu
Gretchen Mirabile	443-412-2433	DH-331	gmirabile@harford.edu
Jessica Powers	443-412-2389	DH-345	jepowers@harford.edu
Brandi Robinson	443-412-2658	DH-330	brobinson@harford.edu
Joseph Santopietro	443-412-2267	DH-220	jsantopietro@harford.edu
Laura Schenk	443-412-2385	DH-342	lschenk@harford.edu
Clinical Simulation Lab			
Cathy Sikora	443-412-2249	DH-313	csikora@harford.edu
Cynthia Cespedes	443-412-2752	DH-316	ccespedes@harford.edu
Kristin McCreary	443-412-2752	DH-316	kmccreary@harford.edu
Betsie Roark	443-412-2752	DH-316	elroark@harford.edu
Nursing Student Success and Retention Specialist			
(New-Hire Pending)	443-412-2749	DH-218	
Academic Progression and Clinical Coordinator			
Rebecca Diaz	443-412-2740	DH-222	rdiaz@harford.edu
Administrative Assistant III			
Amy Pitarra	443-412-2229	DH-335	ampitarra@harford.edu
Administrative Assistant II			
Annabel Cervantes	443-412-2246	DH-337	acervantes@harford.edu

HARFORD COMMUNITY COLLEGE
Nursing Student Handbook

Academic Policies

ACADEMIC POLICIES

Attendance: The College recognizes that successful student performance in college courses is dependent upon regular attendance and participation. Therefore, students are expected to attend all classes and to participate in all learning activities. Missed class time due to obligations such as religious practice, jury duty, military service, or participation in authorized College extracurricular activities will be considered excused absences. Students are responsible for contacting their instructors regarding all attendance matters. Documentation may be required for any excused absence. Violation of the Student Attendance Policy could result in loss of financial aid, removal from the course, and/or failure of the course.

Students will be considered in violation of the HCC Attendance Policy if any of the following apply:

> Face-to-face classes: If at any time, a student has consecutive unexcused absences from scheduled classes equal to 13% of the instructional term.
> Hybrid classes: If a student has any combination of consecutive unexcused absences or missed on-line assignments, quizzes or tests equal to13% of the instructional term.

Students are expected to take scheduled exams with the rest of the class. If a student foresees not being able to take an upcoming scheduled exam due to an excused absence (see above), it is the student's responsibility to contact the Course Coordinator to discuss alternate arrangements for testing.

In the event of a sudden illness or emergency that prevents a student from taking a scheduled assessment, the Course Coordinator needs to be contacted by the end of the exam day. Failure to do so may result in the student receiving a zero for the assessment. Documentation of the reason for the absence may be required.

For students who have an emergency or absence, with appropriate notification, a make-up exam will be provided in the Test Center. The format and the scheduling of the make-up exam are at the discretion of faculty, but the exam will cover the same content as in the published test blueprint. No opportunity for Group Testing or other forms of extra credit can be provided.

Clinical absences are addressed in Section 3: Clinical Policies.

Course Withdrawal: Each semester, withdrawal dates are listed on OwlNet under the Student Support page. It is the responsibility of the student to withdraw officially from any class which he/she ceases to attend. Failure to officially withdraw could result in a grade of F.

Grading Policies: A final average of C or better must be achieved in all nursing courses and selected general education courses in order to progress. Grades are posted in grade book of course learning platform (Blackboard). When a student's course grade is such that it is not possible for the student to pass a course with a clinical component, that student may no longer attend clinical.

Grading Scale:	90% - 100%	=	A
	82% - 89%	=	B
	75% - 81%	=	C *
	70% - 74%	=	D
	Below 70%	=	F

* In all nursing clinical courses, the student MUST achieve at least a 74.50% cumulative exam average on individual exams.

Rounding of Scores: Rounding of scores to whole numbers will be done once when the final course grade is calculated. Rounding of final grades to a whole number will follow usual mathematical principles (74.50% rounds to 75% whereas 74.49% rounds to 74%).

Academic Honesty: Nursing students are expected to pursue course and clinical work with integrity and honesty. The nursing faculty is committed to this personal and professional ideal.

Academic honesty is expected in written assignments as well as during exams. Submitting another student's work, in whole or in part, as one's own constitutes academic dishonesty. Students may be asked to affirm their compliance with academic honesty by signing an honor code statement at the end of their exam.

Academic dishonesty is defined by HCC in the *Code for Student Rights, Responsibilities and Conduct* (found in the online College Handbook) as:

1. **Cheating**, which includes, but is not limited to, knowingly using or attempting to use
   a) any form of unauthorized assistance in taking quizzes, tests, or examinations,
   b) any unauthorized materials, equipment, devices, information, sources, or study aids in carrying out any assignment; and
   c) behavior specifically prohibited by the Instructor in the course syllabus or class discussion;
2. **Fabrication**, which means intentional and unauthorized falsification or invention of any information or citation in any assignment or academic exercise
3. **Facilitating academic dishonesty**, which means knowingly helping or attempting to help another to commit an act of academic dishonesty;
4. **Plagiarism**, which includes but is not limited to knowingly representing the work of another as one's own; or
5. **Copyright infringement**, which means copying or downloading the work of another and distributing or displaying to others without the creator's permission, unless such copying is determined to be permissible fair use within the meaning of the Technology, Education and Copyright Harmonization Act of 2002 (The TEACH Act)

Academic honesty among all members of the educational community is a shared responsibility. The College specifies sanctions in the HCC Code for Student Rights when violations of academic honesty occur. Appropriate disciplinary action will be taken up to and including dismissal from the nursing program.

Exam Policy: All nursing exams are the property of the nursing program. Exams may not be photographed, copied, circulated or removed from the designated area during

test taking or test review. A student who violates this exam policy will have disciplinary action taken up to and including dismissal from the nursing program.

Test and Assessment Center: It is college policy that only those students with a documented need/disability are allowed to take examinations in the test and assessment center. Students are to submit documentation to the course coordinator at least one week prior to the first exam.

Tape Recording in Classroom: Students may record classes with the consent of the faculty. Taped classes are to be used for personal study only. Information contained in the tape-recorded class is protected under federal copyright laws and may not be published or quoted without the express consent of the faculty and without giving proper identity and credit to the faculty. All tapes must be erased or turned in to the faculty at the end of the semester.

Handouts: Nursing faculty will not copy and distribute PowerPoint handouts in class. All PowerPoints are on Blackboard.

Technology Etiquette: No electronic devices will be allowed in the classroom unless prior approval has been given by the course faculty (approved devices may include tape recording device and notebook computers). All mobile devices must be turned off and <u>removed from sight</u>. Phone calls, text-messaging, and other means of electronic communication are not allowed in the classroom except during breaks.

Email Accounts: Students are expected to activate an HCC OwlMail account and regularly access it. Nursing program communication will take place via the HCC OwlMail email account. However, specific course correspondence occurs through the Blackboard email system.

Guidelines for Written Assignments: The nursing program has adopted the guidelines recommended by the American Psychological Association (APA) to be used for all formal writing assignments. Copies of the Publication Manual of the APA are available in the library. Information regarding APA guidelines can be obtained by accessing the Harford Community College Library (www.harford.edu/library). Click on Tutorials and then click on Style Guide Handouts. The American Psychological Association also maintains a web site (www.apa.org).

Guidelines for Academic Success: Students can meet with the Nursing Student Success and Retention Specialist (NSSRS) to improve academic performance on dosage exams, nursing exams, and ATI testing. It is recommended that the student who achieves less than 78% on a unit exam contact their course faculty to make an appointment to review the exam and discuss theory content. The student is further encouraged to make an appointment with the NSSRS to develop a plan for remediation of the exam content that was missed. If a student's cumulative exam average falls below 74.50% a Performance Improvement Plan (PIP) will automatically be initiated. Students must contact the NSSRS to make an appointment to sign the PIP and develop an academic plan for improvement. The goals of the NSSRS are to assist students in the identification of strengths and areas needing further development so that (1) students will have the greatest opportunity to successfully complete the nursing program and (2) graduates will have the nursing knowledge required for licensure and entry-level competence for professional nursing practice. The complete guidelines may be found in Section 4.

Harford Community College (HCC) Nursing Program

Student Testing Policy

Introduction
This testing policy applies to the classroom exams that evaluate learning in the HCC nursing program's courses. It has been drafted to help students prepare for testing while in the nursing program.

Overview

Exams in the nursing program are currently provided in online format, and administered in computer labs. Times and room numbers will be provided by the instructor before the exam. Additionally, the instructor will provide students with their online user ID and password before the first exam. Students should maintain a record of this information in order to access the testing software for their examinations.

Exam Administration Guidelines

1. The testing room (computer lab) will be opened by the proctor approximately 10 minutes before the start of the exam. Once testing has begun, students will not be admitted.

2. The only items allowed in the computer lab are the student's keys and a computer mouse, if used. Mobile devices must be left outside of the computer room and smart watches may not be worn during testing.

3. No food or drink is permitted in the computer lab.

4. For both Examplify and ATI-administered exams: each student is expected to come prepared with his or her own assigned username and password. The student is encouraged to bring a pencil, and may use the calculator provided in the testing software during the exam period. The student may use a blank piece of paper, which will be provided by the proctor for use during the exam period.

5. Students will be notified of assigned seating, if assigned, before testing.

6. Students will be directed to download exam and will be given password to start exam by proctor.

7. Once testing starts: no talking may take place during the exam. Students are not allowed to ask any questions. Students may not leave the test area for any reason, except emergencies.

8.   Before leaving the exam area, the student will raise hand for proctor to verify green screen and check mark are present, indicating successful upload. Student will turn in provided scrap paper to proctor.

Students are expected to take exams and quizzes when they are scheduled. If a student foresees not being able to take an upcoming scheduled exam or quiz due to a religious observance, participation in an official college activity, or personal circumstance, it is the student's responsibility to contact the Course Coordinator, in advance, to discuss alternate arrangements for testing. In the event of a sudden illness or emergency that prevents a student from taking a scheduled assessment, the Course Coordinator should be contacted by the end of the exam day. Failure to do so may result in the student receiving a zero for the assessment.

Documentation of the reason for the absence may be required. For students who have an emergency or absence, with appropriate notification, a make-up exam may be provided in the Test Center. The format and the scheduling of the make-up exam are at the discretion of Course Coordinator. The exam will cover the same content as in the published test blueprint.

It is College policy that only those students with a documented need/disability are allowed to take examinations in the Test and Assessment Center. Students are to submit documentation to the course coordinator at least one week prior to the first exam.

Exam Review and Results

On ATI standardized exams, students are able to see results immediately following the exam. Faculty will have the conversion chart available so students can see what grade will be entered for the course. For ATI custom exams, results are immediately available, but adjustments may be made to the final grade following test item analysis.

All students will be given the opportunity for a scheduled exam review. It is at the faculty's discretion to provide immediate or delayed exam review. If immediate review is available, adjustments may be made to the grade following test item analysis. If delayed review is conducted, it will take place at a date and time set by faculty following the exam, and will take place with the same policy as testing: no electronics, sit at same assigned station as test taken, etc. Individual reviews will be conducted by appointment, and a printed copy of the results will be provided by faculty for this purpose.

Examplify exam results will be released within 1 week of exam administration.

Revised 12/2021, 01/2019, 05/2018, 11/2017, 11/ 2016

Classroom Etiquette

A college classroom is a collaborative learning environment which engages students in shared decision making and in taking responsibility for making the classroom the best it can be. Faculty have identified key guidelines to maintain this type of classroom environment.

1. **<u>Take Responsibility for Your Education</u>** –Faculty create a learning atmosphere, and how much you learn is dependent on your willingness to listen, ask appropriate questions, turn assignments in on time, and do the work necessary to pass the course.

2. **<u>Attendance</u>** – Attendance is an important responsibility. If you have an emergency or are unable to attend class, please contact the faculty ahead of time to inform him/her of the absence. If you miss a class, it is your responsibility to get notes/audio recording from a peer.

3. **<u>Lateness</u>** – All classes begin promptly so it is responsible to be on time. Arriving late to class is disruptive to other students and faculty. If it is necessary to come late to class, take the first available seat so as not to distract fellow classmates.

4. **<u>Leaving Early</u>** – You should plan on attending the entire class. Important announcements are often made at the end of class. If you <u>must</u> leave early, try to sit as close to the door as possible, slip out quietly, and minimize distractions.

5. **<u>Practice Courtesy</u>** – 1) Turn off cell phones during class, 2) Be courteous when others are speaking, 3) Don't engage in private conversations during class, 4) Prepare any snacks before the start of class or start of exam, and 5) Always be mindful of the words you use to express your thoughts.

6. **<u>Seek Assistance</u>** – If you are struggling with coursework, seek assistance immediately. If you are not doing well ask your faculty for guidance and/or make an appointment with the Nursing Student Success and Retention Specialist. In addition, Harford Community College has many resources available.

7. **<u>Syllabus</u>** – Take the time to review the course syllabus. The syllabus gives important information regarding the specifics of the course.

Revised 4/23/2015

Simulation Lab
Code of Conduct

- The Simulation Labs are to be treated like a REAL clinical environment.
- Products in the lab may contain **LATEX.** Please notify your faculty member **AND** lab staff if you have an allergy upon entering the lab.
- The Simulation Lab is a safe learning environment; all simulations are for learning purposes only. Student performance during a simulation is not to be discussed outside of the course.
- By participating in a simulation you are acknowledging and agreeing to be recorded. Recorded video will be used for debriefing and educational purposes only.
- You will be required to complete an evaluation immediately following the simulation.
- Food and drinks are not prohibited in the simulation rooms.
- Mobile devices are not allowed in the Simulation Suite.
- Ink pens may not be used in the simulation rooms; only pencils are allowed unless otherwise instructed.
- You are required to wear the nursing student uniform when participating in a course-required simulation.
- As a healthcare professional, you are to treat the simulator like your patient:
    - You are expected to introduce yourself to your patient and provide your credentials
    - You are to inform your patient of their plan of care, lab results, procedures, and medications as applicable
    - You are to use professional communication to manage the simulation. SBAR is the preferred communication tool for simulation, use it to give and receive report and update other members of the healthcare team if possible.
- When performing procedures, you are to perform them as taught during skills instruction. You may not "pretend" to wash hands, use an alcohol swab etc.
- Betadine and surgical lubricant are not to be used on any simulators unless instructed by lab staff.

11/2017

HARFORD COMMUNITY COLLEGE

Nursing Student Handbook

Clinical Policies

Clinical Policies

Each semester of the nursing program includes a clinical component. Students apply their knowledge and skills in the care of clients in the clinical setting under the guidance of faculty. Clinical policies are designed to socialize students into the role and responsibilities of the professional nurse and to promote safe client care. Clinical placement is determined by nursing faculty. To maximize diverse learning experiences, students will be placed with a different clinical faculty each semester. Both day and evening rotations are necessary in most courses due to availability of faculty and clinical sites. Clinical rotations may occur on the weekend.

Students are expected to immediately inform the course coordinator if they are assigned to a unit on which they are employed. Students are also expected to notify the course coordinator if placed with a clinical faculty that is also a co-worker, or if placed in a clinical group with an immediate family member.

Appearance and grooming requirements are designed to facilitate student identity, client safety and comfort, and infection control. Students are expected to maintain good personal hygiene. Students are expected to abide by the Clinical Attire Policy for any scheduled clinical experience, regardless of location (i.e. pre-clinical evaluations, clinical lab days, simulations, observational experiences, etc.).

Clinical Attire:

Uniform
- Designated blue scrub top with matching blue scrub bottom.
- White shirts may be worn under the uniform top, but not to extend below the bottom of the scrub top
- Sweaters or fleece jackets are not to be worn at the client's bedside
- Unadorned watch with a second hand
- Uniforms are to be clean, non-wrinkled, and maintained in good repair
- No head covering except for religious/cultural beliefs or other pre-approved purposes. In these situations, the head covering must be all white.
- White lab jackets are optional but may be worn over the clinical uniform.

Shoes
- White nursing shoes or blood impermeable white athletic shoes
- Stockings or socks are to be white

Name Identification
- Students must wear their HCC photo ID at all clinical experiences, lanyards are not permitted
- Students must wear their clinical agency badge (if provided) while in the clinical setting
- Students are responsible for lost clinical agency badges. Students will assume the cost of the replacement badge.

Make-up
- Must be used in moderation
- Toiletries with strong odors, such as perfume, aftershave and hair spray should not be worn

Hair
- Long hair is to be secured back and away from the face with a functional hair accessory
- Facial hair is groomed and trimmed to contours of jawline
- Mustache does not exceed corners of mouth, trimmed to lip line

Jewelry
- Flat wedding band with no protruding stones allowed
- Earrings: up to two small non-dangling earrings or small hoops (no more than ½ inch) may be worn in each earlobe
- Items worn on a chain around the neck should be concealed
- Visible body piercing jewelry (i.e. cartilage {includes ears}, lip, eyebrow, nose) must be removed
- No tongue piercings allowed
- Bracelets, other than Medical Alert ID, may not be worn

Nails
- Nails are to be kept short, less than ¼ inch from fingertip. Artificial nail enhancements, such as acrylic or gel nails, are not allowed
- Only clear or natural nail polish may be used

Smoking and tobacco use
- The use of any type of tobacco product, smoking device or equipment, or any item that simulates smoking is prohibited at all clinical sites, including buildings, campuses, and parking areas.

Miscellaneous:
- Chewing gum chewing is not allowed
- Visible tattoos are not allowed. Tattoos may only be covered with clothing or make-up. Covering piercings or tattoos with bandages is not allowed. In the case that the tattoo cannot be covered with clothing or make-up, the student will contact the Director for Nursing education before the start of the semester.

Clinical Accountability:
- Be in the clinical area in complete uniform with the necessary equipment at the time specified by the faculty
- Provide client care to assigned client(s) only during scheduled clinical hours
- Provide care to assigned client(s) without discrimination
- Obtain a report from a staff nurse or the faculty prior to giving care
- Clinical assignments are to be completed before leaving the facility
- Give a report to the staff nurse on the condition and care of the assigned client before leaving the clinical laboratory for any reason
- Do not leave the clinical facility until dismissed by the clinical faculty
- Eating, drinking, and gum chewing are not permitted in client care areas
- Know the safety, fire, and emergency regulations of the clinical agency, including student responsibilities, obtaining emergency equipment and notification of appropriate individuals (faculty and agency staff will provide specific details during clinical orientation)

Medications:
- Check with the faculty before administering any medications
- All medication orders are to be verified before they are given
- Necessary preparation prior to medication administration is expected

Clinical Competency:
- When performing a nursing procedure for the first time in the clinical area notify the faculty prior to attempting the procedure
- Satisfactory clinical performance is measured on the Formative and Summative Course Evaluation tool (see course specific manuals)

- It is the student's responsibility to maintain proficiency of previously learned skills.

Guidelines for Clinical Success:
- The need for clinical remediation will be identified by the clinical faculty based on clinical performance and behavior. The clinical faculty will determine the need for a Performance Improvement Plan (PIP). If a PIP is initiated, it must be successfully completed in order to pass the clinical portion of the course.
- A copy of the Performance Improvement Plan will be placed in the student folder in the Nursing Office. (See Section 4 for an example of the PIP).

Attendance:
- Students are required to attend all clinical experiences and all clinical requirements and assignments must be met for course success.
- Clinical time missed due to student absence will be rescheduled by the course coordinator.
- Clinical time missed due to unplanned college closure or clinical faculty absence will be made up if the missed time is in excess of 20 percent of total clinical time.
- Excessive absences may result in clinical failure. A failing grade in the clinical component of a course will result in a course failure.
- If unable to attend for any reason, the nursing faculty and the agency must be notified prior to the beginning of the scheduled clinical experience
- When a student's course grade is such that it is not possible for the student to pass a course with a clinical component, that student may no longer attend clinical.

Change in Health Status/Absences/Concerning Behaviors:
- Notify the Dean of Nursing and Allied Health Professions for any change in health status.
- Prior to returning to the clinical setting after an absence, it may be necessary to submit written documentation from a health care provider indicating clearance to continue the clinical experience
- If, in the judgment of the nursing faculty, a student is not able to either physically or mentally provide safe care, he/she will be asked to leave the clinical area/CSL.
- The Nursing Course Coordinator may also file a Concerning Behavior Report with Student Development and/or a Violation of the HCC Code.

  Examples of reasons a student may be dismissed from the clinical area may include but are not limited to:
  a. Physical illness (obvious symptoms of infection, flu, fever, vomiting and/or diarrhea, etc.)
  b. Inappropriate verbal/nonverbal communication with clients, staff, faculty, peers
  c. Demonstration of thought disturbances such as irrational thinking, delusions, hallucinations incongruent behavior problems, inability to follow simple directions
  d. Refusal to perform an activity expected of a student
  e. Breach of confidentiality/privacy or other nonprofessional behavior
  f. Alcohol or substance abuse (alcohol on breath, staggering gait, observation of use, etc.)
- The student may return to the clinical area/CSL only when, in the judgment of the nursing faculty, he/she will not jeopardize the safety of a client

Exposure/Injury During Clinical:
- If, at any time, a student has or develops an allergy to any substance encountered in the clinical area, the faculty should be notified
- If an injury occurs during a clinical experience, the faculty must be notified immediately
- If an exposure occurs, the student must follow the Pathogen Exposure Procedure (see Section 8)

- Any cost incurred for health care related to the incident is the responsibility of the nursing student

Mobile Devices:
- Consult with the faculty if these devices may be utilized during clinical to access nursing resources. In general, students may not use cell phones or other personal devices in the clinical setting. Students may **not** use cell phones or other personal devices to photograph or for other personal use.

Clinical Requirements Related to Facility Mandatories, Health Maintenance and CPR Certification:
- Mandatory education and clinical documents prescribed by the clinical facility must be completed prior to attending clinical. Failure to provide evidence of completion of pre-clinical requirements will result in absence from clinical and an unsatisfactory rating on the Clinical Evaluation Tool.
- Submit documentation of health status, required tests and immunizations, copy of front and back of Healthcare Provider CPR/BLS certification card, and a copy of the front and back of your health insurance card upon admission to the program through Castlebranch.
- Documents should be submitted to Castlebranch by the specified date; without required documentation, the student is not allowed to participate in the clinical portion of the nursing program.
- Notify the Dean of Nursing and Allied Health Professions for any change in health status.
- CPR certification is required and must be maintained throughout enrollment in the nursing program. It must include both practical and theory components. The required CPR certification is Healthcare Provider CPR/BLS by the American Heart Association (offered at HCC).
- Health insurance is required for all of our HCC nursing students.
- Students are required to meet the strictest standard for health requirements by our clinical partners. For example, some clinical agencies may require additional vaccinations and all students in the nursing program will be expected to meet that strictest standard to facilitate flexibility in clinical placement within the program.
- Documentation of students' pre-clinical health requirements must be in Castlebranch prior to the program deadline each semester. Failure to submit pre-clinical health requirements by the program deadline will result in unsatisfactory evaluations on the clinical evaluation tool and may result in clinical failure.
- PPDs are an ANNUAL requirement and should be repeated prior to the beginning of the semester during which they will expire.
- Seasonal flu immunization is required of all students, and must be updated every September. A waiver is available for students who have a documented medical or religious reason.
- COVID immunization is required of all students for clinical placement within the nursing program, and waivers for this requirement are not accepted due to the need to meet the strictest standard for health requirements by our clinical partners.

Criminal Background Checks and Drug Screening:
- All students will be required to obtain a criminal background check and drug screen through Castlebranch upon admission to the nursing program.
- Criminal background checks and/or drug screen are required by certain affiliating clinical agencies and may have a fee involved
- Students may be required to obtain more than one criminal background check while in the program

- Clinical agency refusal to accept a student based on the results of a background check or drug screen may impact the student's ability to complete the nursing program

Confidentiality and Security of Information:
- Federal regulations require healthcare providers to maintain confidentiality of information
- Detailed information pertaining to the practices of the clinical facilities will be provided at the clinical orientation.
- Information is to be used strictly in connection with, and for the sole purpose of, performing assigned clinical tasks
- Information is not to be disclosed or communicated to any person except in connection with the performance of a clinical assignment
- Reasonable care should be taken to ensure that unauthorized users cannot view or access information, including information printed or displayed on monitors. Users shall log off computer devices when their tasks are completed.
- Any documents that have the client's name and/or unique identifiers must be shredded before leaving the clinical facility. Documents needed for a specific course assignment may only be removed from the clinical facility upon permission of the clinical faculty. These documents must have the client's name and any unique identifiers removed prior to leaving the facility. Failure to do so will result in a violation of the Confidentiality and Security of Information policy.
- Any unauthorized use, misuse, duplication, disclosure, or dissemination of information must be immediately reported to the clinical nursing faculty member
- Violations of the confidentiality and security of information policy will result in a HCC Code of Conduct report and other appropriate disciplinary actions up to and including nursing program dismissal

Computer Passwords:
- All computer passwords are the property of the affiliating clinical agency
- Passwords are not to be shared or given to anyone under any circumstances
- If a student forgets his/her password, the clinical nursing faculty member should be notified immediately
- Any observation of unauthorized use or misuse of computer passwords should be reported immediately to the clinical nursing faculty member
- Password violation will result in appropriate disciplinary action up to and including nursing program dismissal.

HARFORD COMMUNITY COLLEGE

Nursing Student Handbook

Clinical Evaluation & Remediation

Clinical Evaluation

Faculty will provide ongoing feedback to the student regarding clinical performance, utilizing the course-specific clinical evaluation tool. The student will receive a weekly formative evaluation. The course evaluation tool specifies the actions that may be taken if a student receives a less than "Satisfactory" rating.

At the conclusion of the clinical rotation, including required clinical make up time, a final summative evaluation of clinical performance will be completed by the clinical faculty member and discussed with the student.

If a student is dissatisfied with a clinical issue, the student should attempt to resolve the issue utilizing the process outlined in the grievance procedure section of the Nursing Student Handbook.

Remediation Policy

The purpose of the Nursing Student Success and Retention Program is to assist students in the identification of strengths and areas needing further development so that (1) students will have the greatest opportunity to successfully complete the nursing program and (2) graduates will have the nursing knowledge required for licensure and entry-level competence for professional nursing practice. The need for remediation will be identified through nursing exams, ATI testing, lab evaluations, and clinical performance.

Academic/Theory Remediation

The student who achieves less than 78% on a unit exam is recommended to contact their course faculty to make an appointment to review the exam and discuss theory content. The student is further encouraged to make an appointment with the Nursing Student Success and Retention Specialist (NSSRS) to develop a plan for remediation of the exam content that was missed.
    a) At this time the NSSRS and the student will initiate a remediation plan (Success Plan and/or Student Performance Improvement Plan, SPIP).
    b) The NSSRS and the student will determine a due date for the remediation work.

A Performance Improvement Plan (PIP) will be initiated automatically when the cumulative course exam grade average falls below 74.50%
    a) The student will contact the NSSRS to make an appointment. At the appointment students will sign the PIP and complete a test item analysis of missed questions or bring a copy of the test item analysis completed in exam review. A SPIP and Success Plan will be generated by the student with NSSRS support.
    b) The student will contact the course faculty and meet with them to discuss their academic plan for improvement (SPIP and Success Plan).
    c) After the next exam, the student will meet with either the course faculty or NSSRS to complete or continue the PIP.
    d) The PIP will remain open until the student has achieved and maintained an exam course average of greater than 74.50%.

Clinical/Lab Remediation
Clinical/Lab remediation will be initiated by the clinical/lab faculty.
Clinical/Lab faculty will complete a Performance Improvement Plan (PIP) and both the Clinical/Lab faculty and student will sign the PIP.
The Clinical/Lab faculty will then contact the Course Coordinator and NSSRS to collaboratively create a remediation plan.
Remediation work may be one - on- one with the NSSRS at the clinical site, referral to the nursing skills lab, simulation performance and/or referrals to other college services.
The NSSRS and the student will develop a Student Performance Improvement Plan (SPIP) for remediation with an agreed upon completion date. All Clinical PIP's must be completed by the last day of clinical in order to successfully complete the course.

Last Revised 12/2021, 9/2021, 7/30/21, 5/5/21

HARFORD COMMUNITY COLLEGE
Performance Improvement Plan

Student Name: _____ Course: _____

Course/Clinical Faculty/NSSRS: _____ Date: _____

Course Referral:

	Exam Average is Below 74.50%

Clinical Referral: Select all that apply & include details here and on evaluation tool.

	Medications		Communication		Professionalism		Crisis Management
	Procedures		Physical assessment		Delegation		Critical Thinking
	Priority of Care		Organization		Technology		

Details of Issue:

Plan for Remediation:

Faculty Signature_____ Date_____

 Student Signature_____ Date_____

PIP Resolved:

       Faculty Signature _____ Date_____

       Student Signature _____ Date_____

Revised 12/2021, 04/2018

HARFORD COMMUNITY COLLEGE
Student Performance Improvement Plan (SPIP)

Student Name:
Course Re-Entering:

Concern	Strategy	Comments/ Progress/ Lab verification of practice

Additional Comments: The student is responsible for meeting with the theory/clinical faculty and reviewing the SPIP with the faculty on the first day the student returns to class/clinical after meeting with the NRSS.

Date Initiated: _____   **Due Date for completion of SPIP:** _____

Student Signature: _____   **Faculty/NRSS:** _____

Success Plan

Student Name: _____Nursing Course: _____Date: _____

Part 1: Student study/test prep practices
_____ Reading prior to class   _____ Adequate study time   _____ Review/rewrite notes
_____ Practice NCLEX questions   _____ Utilize ATI resources   _____ Group study
_____ Meet with faculty to clarify information   _____ Participate in pre-test review
_____ Re-listen to recorded lecture   _____ Has completed a learning style self-assessment
_____ Review PowerPoint Presentation   _____ Use Prep U/My Learning Lab

Part 2: Test Analysis
_____ Did not know information
_____ Errors in test taking:
          ___ changed answer   ___ misread the question   ___ read into the question
          ___ missed key words in the question   ___ did not go with first thought
          ___ did not manage time well
_____ Other

Summary of student test analysis contributing to low score:
_____
_____

Par 3: Recommendations
_____ Join a study group
_____ Make note cards/concept maps/charts
_____ Audiotape lectures
_____ Reduce work hours/schedule
_____ Review lecture content in book prior to class
_____ ATI Learning System or NCLEX practice questions
_____ Strengthen test taking skills
          _____ ATI Nurse Logic and Learning Assessment
          _____ Underline/highlight key words when reading questions
          _____ Go with first instinctive response and do not change unless question misread
          _____ Do not assume information that is not given
          _____ Cover answers while reading question/option
          _____ Read answers in reverse order
          _____ +/- ? Method

Student Comments:
_____
_____

Follow-up Meeting:
_____
_____

Faculty Comments:
_____
_____

HARFORD COMMUNITY COLLEGE

Nursing Student Handbook

Support Services

Support Services

Nursing Student Success and Retention Specialist:
> The Nursing Student Success and Retention Specialist (NSSRS) provides subject-specific mentoring and tutoring to nursing students both individually and in group sessions. Students may receive help with academic skills, such as study habits, reading, test taking, time management, dosage calculation and written projects, and/or one-to-one assistance in the clinical setting if they are not meeting clinical performance standards. The NSSRS also provides instruction, resources, and support for NCLEX testing.

Academic Progression and Clinical Coordinator:
> The Academic Progression and Clinical Coordinator provides assistance to students seeking to
> Continue their nursing education. This is done through individual appointments and the coordination of student workshops and information sessions. The Academic Progression and Clinical Coordinator helps coordinate the Associates-to-Bachelors (ATB) dual enrollment options that are available between Harford Community College's nursing program and the University partners. Questions regarding ATB/dual enrollment, including how to apply, can be directed to the Academic Progression and Clinical Coordinator. Students may also receive help with searching and applying to RN to BSN, MSN, or doctorate programs after they graduate. Academic resources, such as flyers, brochures, applications, and contact information can be provided.

Disability and Student Intervention Services (DSIS):
> Students with disabilities should contact DSIS before classes begin to arrange for accommodations. A minimum of two weeks' notice may be needed to provide some accommodations. Current documentation of the disability must be provided. Students are also encouraged to communicate with nursing faculty regarding their learning needs. For information, call 443-412-2402 or visit the Student Center.

The Learning Center:
> Tutoring is available in the areas of math, writing, and study skills for all students enrolled at Harford Community College. The Learning Center has developed a video to promote the services available which can be located on the tutoring website www.harford.edu/student-services/tutoring-center.aspx.

Financial Aid:
> There are many forms of financial aid available at HCC: grants, scholarships, loans, and federal work-study. More detailed information on available financial aid can be found in the HCC College Catalog, HCC Student Handbook, Scholarship and Grant Program publication and HCC website (www.harford.edu). Students are encouraged to contact the Financial Aid Office located in the Student Center for additional information and assistance at 443-412-2257.

Test and Assessment Center:
> The Test Center, located in Maryland Hall, provides a testing environment for students. For more information, visit www.harford.edu/student-services/testing.aspx, or call 443-412-2352. It is a nursing program policy that only those students with a documented need/disability or in case of absence due to emergency (illness, death in the family, accident), religious holiday, or participation in official functions will be allowed to take examinations in the Test Center.

Minority Achievement Program (MAP):

MAP is a mentoring program designed for first time, full time, enrolled minority students. For more information, call 443-412-2224 or visit the Student Center.

Academic Advising and Transfer Services:

Students are assisted with planning education programs, selecting courses, and preparing for transfer or employment. For more information, call 443-412-2301 or visit the Student Center.

Career Services:

Students are assisted with all aspects of career planning through individual or group sessions. For more information, call 443-412-2301 or visit the Student Center. For information regarding College Central Network, HCC's free on-line job posting and mentoring network website visit www.harford.edu/career.

Information Technology (IT):

During normal HCC operating hours the IT department provides technology support and can be reached at 443-412-2477.

Note:

For more detailed information regarding other Student Support Services, and Policies, Procedures, and Regulations, refer to the online HCC College Catalog, online Schedule of Credit Classes and HCC web site (www.harford.edu).

HARFORD COMMUNITY COLLEGE

Nursing Student Handbook

Student Participation In College Life

Student Participation in College Life

Student Nurses Association:

The Harford Community College Student Nurses Association (HCCSNA), a chapter of the National Student Nurses Association, provides mentoring and fellowship to pre-nursing and nursing students. The purposes of HCCSNA are to aid in the professional development of nursing students, to provide educational programs of interest and concern to nursing students, and to influence nursing education and nursing practice through legislative activities. The organization also functions to promote collaborative relationships with other nursing and health organizations and to encourage student participation in community health activities. Information regarding dues and other information may be found at www.nsna.org.

Meeting information and programs are posted on the HCC Student Nurses Association Facebook page. Contact faculty co-advisors Mary Beverly Gallagher, Natasha Lawson, Deanna Garza or Alicia Gainey for further information.

Alpha Delta Nu Nursing Honor Society:

The Organization for Associate Degree Nursing (OADN), in order to promote scholarship and academic excellence in the profession of nursing, established the OADN Alpha Delta NU Nursing Honor Society and has made provisions for the establishment of Institutional Honor Society Chapters. The objective of the OADN Alpha Delta Nu Nursing Honor Society is to recognize the academic excellence of students in the study of Associate Degree Nursing. The institutional chapter at Harford Community College is the Gamma Upsilon Chapter.

Eligible Harford Community College nursing students will receive a written invitation to join the Gamma Upsilon chapter of Alpha Delta Nu at the beginning of their third semester. To be eligible, students must have earned a grade of B or better in each nursing course, have no previous failures of any nursing course, and have demonstrated conduct on the college campus and in the clinical setting that reflects integrity and professionalism. The integrity and professionalism criteria are determined in two ways: through the college to ensure the student is in good standing and by reviewing students' clinical evaluation tools (CET) for their 1st and 2nd semesters. Any student who receives two unsatisfactory (U) ratings in the Professionalism category and/or one U in the Caring category in a course will not be eligible for invitation.

Students will receive a final invitation for Induction into Alpha Delta Nu upon satisfactory completion of the 3rd semester group project and the maintenance of a B or better in all nursing courses prior to the 4th semester of the program.

Contact faculty co-advisors Mary Beverly Gallagher, Natasha Lawson, Deanna Garza or Alicia Gainey for further information.

Student Representation to Nursing Faculty Meetings:

Every semester a representative from each clinical nursing course will be selected by students in the course to serve as a representative to the nursing program faculty meetings. An alternate representative may also be selected. It is the responsibility of

the student representative to elicit comments and concerns related to the nursing program from fellow students, to bring forward those comments and concerns, and to provide feedback to the students following the faculty meeting. Comments and concerns should relate to issues affecting the nursing program in general and not to specific courses. Specific course concerns are to be directed to the Course Coordinator.

HCC Student Activities:

Students are provided with leadership skills and a connection to HCC through wellness, social, athletics, recreational, cultural, and educational programs and activities. Students are encouraged to participate in these activities. For more detailed information, visit www.harford.edu/student-services/student-activities.

Revised 6/2019

HARFORD COMMUNITY COLLEGE

Nursing Student Handbook

Frequently Asked Questions

Frequently Asked Questions

1. ***How is my clinical placement decided?***
   Clinical placement is determined by nursing faculty. Both day and evening rotations are necessary in most courses due to availability of faculty and clinical sites. It is possible that clinical rotations may occur on the weekend. Clinical placement is made at the discretion of the nursing faculty. In some cases, placement may be changed by faculty to promote optimal learning.

2. ***Where do I eat when I'm at the clinical facility?***
   Meals may be purchased in the cafeteria at most clinical facilities, although lunches/supper may be brought from home. Mealtime is one-half hour.

3. ***Do I need liability insurance?***
   No. Nursing students are covered by a HCC liability insurance policy for experiences during the course of clinical education.

4. ***Do I need health insurance?***
   Health insurance is required for all of our HCC nursing students.

5. ***What do I do in case of inclement weather?***
   In the event of inclement weather, an announcement will be made on local radio stations and on the HCC Emergency Information phone line at 443-412-2322. You can register to "HCC Alert me" through your Owlmail account. You can also visit www.schoolsout.com on the net for information.

6. ***What are the approximate costs of the nursing program (aside from tuition & fees)?***

SEMESTER 1

Non-refundable deposit	$50
Uniforms (2 scrub tops, 2 pants, socks, shoes)	$150
Equipment (stethoscope)	$60
Textbooks (used throughout the program)	$300
SNA Annual Dues (includes membership to the National Student Nurses Association)	$35
Total	$595

Admission healthcare related expenses (may or may not be covered by student's health plan):

Assessment of Immune Titers (MMR, etc.)   lab charge

For non-immune students not covered by health insurance, the cost of required immunizations can be quite high, averaging about $100 for each immunization with the potential of 3 immunizations for hepatitis B, 2 immunizations for MMR, 2 immunizations for varicella, and 1 for Tdap.

PPD (annual skin test for TB)	$35
Annual Flu Vaccine	$35
CPR certification (bi-annual certification)	$125 (course and book)

SEMESTER 2

All second semester students are required to initiate a background check and drug screen with Certified Background. Details will be provided in class, by email, or mail.

Background check and drug screen	$70
Medical-Surgical Nursing I:	$270
Textbook and Course Manual	
Mental Health Nursing:	$100
Textbook and Course Manual	
Castlebranch Bridges (annual)	$20
Total	$460

SEMESTER 3

Medical-Surgical Nursing II uses same textbooks as Medical-Surgical Nursing I, purchase of clinical manual only	
Manual	$5
Maternal-Newborn Health Nursing:	
Textbook & Course Manuals	$200
Pediatric Nursing uses same textbook as Maternal-Newborn, purchase of clinical manual only	
Manual	$10
Repeat PPD – varies widely and may be covered by health insurance	$35
Total	$250

SEMESTER 4 (RELATED TO GRADUATION/ADDITIONAL EXPENSES)

Medical-Surgical Nursing III uses same textbooks as Medical-Surgical Nursing II, purchase of clinical manual only	
Manual	$20
Graduation Fee	No Charge
NCLEX Application	$200
Board of Nursing Application	$100
Passport Photos (for NCLEX application)	$12
Criminal Background Check	$60
Nursing School Pin	$45
Florence Nightingale Lamp (Optional)	$12
Total	$449

7. ***What is ATI?***
   ATI on-line Learning & Assessment (www.atitesting.com) is a corporation that offers an assessment-driven review program that provides nursing students with testing, feedback and support to better prepare them for their National Certification Licensing Examination (NCLEX). ATI materials are continually being updated on-line, and electronic textbook versions are available at the website to supplement and update the hard copy versions of ATI materials initially provided to students. All ATI electronic resources, including textbooks, assessments, assessment scores, and individualized

remediation materials, can be accessed through the ATI website. **Students are encouraged to utilize the on-line editions (e-books) of the Content Mastery Series for the most recent editions.**

ATI will be used primarily for self-assessment and remediation in each course. Students may be required to complete assigned practice and proctored assessments. After completion of an ATI assessment, students will receive a report of their performance. Based on their individual performance and national comparisons, ATI then will provide the student with a customized study plan to address identified areas of weakness.

8. ***What are the graduation application deadlines?***
    Students must file an application for graduation in the Office of Registration and Records no later than March 1 for May graduation, June 1 for August graduation, and October 1 for December graduation.

9. ***How can I receive Nursing Assistant Certification?***
    Students completing Fundamentals of Nursing are eligible to apply for certification.

    For information regarding Nursing Assistant or Geriatric Nursing Assistant Certification and to request an application packet, go to the Maryland Board of Nursing web site at www.mbon.org or call 410-585-1990 or 1-877-847-0626. No documentation is needed from the HCC nursing office, but an official transcript showing your Fundamentals of Nursing (NURS 101) grade must accompany the application when presented to the Maryland Board of Nursing. A criminal background check is now also required. Information is included in the application packet.

10. ***Is an exit exam required in order to take the NCLEX-RN?***
    Yes, nursing program requirements are not complete until an assessment for readiness for the NCLEX exam is completed.

HARFORD COMMUNITY COLLEGE

Nursing Student Handbook

Pathogen Exposure Plan

Pathogen Exposure Procedure

Clinical agencies utilized by the College for clinical practice experiences have written infection control plans designed to minimize or eliminate exposure to infectious disease.

All students will follow standard precautions and isolation practices as defined by the CDC and the policy and procedures of the clinical agency.

Procedure for Accidental Exposure, Post Exposure, and Follow-up

The CDC defines a significant exposure to blood or body fluid as "a percutaneous injury (e.g., needle stick or cut with a sharp object) or contact of mucous membrane or non-intact skin (e.g., exposed skin that is chapped, abraded, or with dermatitis) with blood, saliva, tissue, or other body fluids that are potentially infectious".

In the event that this occurs, the nursing student will:
1. Thoroughly wash or rinse (if mucous membrane) the exposed area for 15 minutes
2. Report the incident to the clinical faculty

The clinical faculty will:
1. Report the incident immediately to the appropriate representative at the clinical facility
2. Facilitate completion of the steps for follow up as outlined by the policies and procedures of the clinical agency
3. Facilitate completion of the following:
   a. Contact the Course Coordinator or the Dean of Nursing and Allied Health Professions
   b. File an incident report with the HCC Office of Public Safety

Note: All testing and/or treatment after exposure will be at the student's expense.

06/2015

HARFORD COMMUNITY COLLEGE

Nursing Student Handbook

Professional Standards

Quality and Safety in Nursing Education

Quality and Safety in Nursing Education (QSEN) is one of the professional standards that help to provide a curriculum framework for the nursing program at Harford Community College. The overall goal of QSEN is to prepare future nurses with the knowledge, skills, and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems in which they work.

QSEN has identified six areas of competencies, each with individual knowledge, skills, and attitudes that promote quality and safety. The six competencies expected for pre-licensure nursing students are:

- Patient-Centered Care
- Teamwork & Collaboration
- Evidence Based Practice
- Quality Improvement
- Safety
- Informatics

The nursing program student learning outcomes are closely aligned with the six QSEN pre-licensure competencies.

QSEN PRE-LICENSURE COMPETENCIES	LINKS TO END-OF-PROGRAM STUDENT PROGRAM LEARNING OUTCOMES
Patient-Centered Care	Caring, Teamwork and Collaboration, Nursing Practice
Evidence Based Practice	Nursing Practice, Safety
Teamwork & Collaboration	Teamwork and Collaboration, Professional Performance
Quality Improvement	Safety, Professional Performance
Safety	Safety, Professional Performance
Informatics	Caring, Teamwork and Collaboration, Nursing Practice, Safety

Please refer to the website for more information. www.qsen.org

Revised 12/2021

Code of Professional Conduct
National Student Nurses' Association, Inc.

As a member of the National Student Nurses' Association, I pledge myself to:

- Maintain the highest standard of personal and professional conduct.
- Actively promote and encourage the highest level of ethics within nursing education, the profession of nursing, and the student nurses' association.
- Uphold and respect all Bylaws, policies, and responsibilities relating to, the student nurses' association at all levels of membership, reserving the right to propose changes and to critique rules and laws.
- Strive for excellence in all aspects of collaboration, decision making, leadership, and management at all levels of the student nurses' association.
- Use only legal, ethical, and human rights standards in all association decisions and activities.
- Ensure the proper use of all association funds and resources in accordance with the fiduciary responsibilities set forth in the NSNA Bylaws, policies and state/federal law.
- Ensure impartiality and prevent conflicts of interest, neither provide nor accept personal compensation to or from another individual while serving as members of student nurses' associations.
- Maintain the confidentiality of privileged information entrusted or known to me by virtue of an elected or official position in the student nurses association.
- Affirm and support diversity and inclusion by refusing to engage in or condone unjust discrimination on the basis of race, sex, sexual orientation, gender identity, age, citizenship, religion, national origin, disability, illness, legal status, or personal attributes.
- Uphold integrity in personal, professional, and academic life by refraining from and reporting any form of dishonesty, using proper established channels of communication and reporting as set by the policies of the organization in question.
- Always communicate internal and external association statements in a truthful and accurate manner by ensuring that there is accuracy in the data and information used by the student nurses' association.
- Cooperate in every reasonable and proper way with association volunteers and staff by working with them to advocate for student rights and responsibilities and the advancement of the profession of nursing.
- Use every opportunity to improve faculty and student understanding of the role of the student nurses' association.
- Use every opportunity to raise awareness of the student nurses' association mission, values, purpose, and goals at the school, state and national chapter level as defined in bylaws and policies.

First adopted by the 1999 House of Delegates, Pittsburgh, PA. Amended by the House of Delegates at the NSNA Annual Convention on April 7, 2017, in Dallas, TX.

Code of Academic and Clinical Conduct
National Student Nurses' Association, Inc.

PREAMBLE

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we;

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2009.

Social Media Guidelines

Online social media allow HCC nursing students to engage in professional and personal conversations. The goal of this policy is to protect HCC nursing students as well as the nursing program and Harford Community College.

The policy represents a set of suggested standards of conduct when students identify themselves with the HCC Nursing program and is not established as a set of formalized rules that will be enforced with punitive consequences. The one exception is any violation of patient privacy protected under regulatory or federal guidelines such as the Health Insurance Portability and Accountability Act (HIPAA) of 1996 (P.L. 104-191) [please refer to *Nursing Student Handbook,* "Confidentiality and Security of Information"] and private academic information of another student protected under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), will be enforced with punitive consequences.

Students are personally responsible for the content they publish on blogs, wikis, social networks, forum boards, or any other form of user-generated media. Remember that all content contributed on all platforms becomes immediately searchable and can be immediately shared. This content immediately leaves the contributing individual's control forever and may be traced back to the individual after extended periods of time.

This policy is not intended for internet activities that do not associate or identify a student with the HCC nursing program, do not use HCC email addresses, do not discuss HCC and are purely about personal matters.

I.   SPECIFIC INFORMATION

A.   Social Media Platforms
Because of the emerging nature of social media platforms, these guidelines do not attempt to name every current and emerging platform. Rather, they apply to those cited and any other online platform available and emerging including social networking sites and sites with user-generated content. Examples include but are not limited to the following:
- Blogs
- Facebook
- Instagram
- LinkedIn
- Snapchat
- TikTok
- Twitter
- YouTube

B.   Guidelines for Online Professional or Personal Activity:
These guidelines apply to HCC nursing students **who identify themselves with HCC and/or use their HCC email address** in social media venues such as professional society blogs, LinkedIn, Facebook, etc. for deliberate professional engagement or casual conversation.

1.   Follow the same HCC Code for Student Rights, Responsibilities and Conduct behavior, HIPAA, and general civil behavior guidelines cited in the HCC Student Code and in the *Nursing Student Handbook,* including respecting copyrights, and disclosures, intellectual property, etc.
- **Protect confidential information.** While you are posting to your friends, many of the sites are open to anyone browsing or searching. Be thoughtful about what you publish. Do not disclose or use confidential information or that of any other person or agency (the college or clinical affiliating agencies). Abide by HIPAA regulations. Do not post any information about your clinical rotations or clients in any online forum or webpage. You

may not post information regarding patient care or similar sensitive or private content, including of the posting of any type of client pictures.

- A good rule of thumb is that if you would not want what you posted on a social media site to be on the front page of tomorrow's newspaper, credited to you, then don't post it all.

2.   If the individual is identified as a HCC nursing student in any online forum and/or using the HCC email address, the student needs to ensure that it is clear that he or she is not speaking for HCC, and what they say is representative of their individual personal views and opinions and not necessarily the views and opinions of HCC.

3.   HCC nursing students are thoughtful about how they present themselves as in online networks. By virtue of self-identifying as part of HCC in such a network, students connect themselves to, and reflect upon, HCC faculty, staff and even patients and donors.

- **Be thoughtful about how you present yourself.** HCC nursing students are preparing for a career providing services to the public. HCC and future employers hold you to a high standard of behavior. By identifying yourself as a HCC student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your personal goals. If you identify yourself as a HCC student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Remember that all content contributed on all platforms becomes immediately searchable and can be immediately shared with everyone. This content immediately leaves the contributing individual students control forever.
- **Respect your audience and your co-workers.** HCC is an organization whose students, faculty, and clients have a diverse set of customs, values, and points of view. Don't be afraid to be yourself, but respect others. This includes not only the obvious (no ethnic slurs, personal insults, obscenity, pornographic images, etc.) but also proper consideration of privacy and of topics that may be considered objectionable or inflammatory – such as politics and religion. Remember, what may be humorous to some, may be offensive to others. Civility is an important component of on-line communication as well.

4.   At the end of each course, students are provided an avenue to evaluate course materials/faculty. Therefore, social media vehicles are considered inappropriate locations to provide this feedback.

References:
American Nurses Association. (2011). *Fact sheet: Navigating the world of social media.* Retrieved from
        http://www.nursingworld.org/FunctionalMenuCategories/AboutANA/Social-Media
National Council of State Boards of Nursing. (2011). *White paper: A nurse's guide to the use of social media.* Retrieved
        from https://www.ncsbn.org/Social_Media.pdf

Created June 2012

American Nurses Association Standards of Professional Nursing Practice

Standards of Practice

Describe a competent level of nursing care as demonstrated by the critical thinking model known as the nursing process. The nursing process encompasses significant actions taken by registered nurses and forms the foundation of clinical decision making.

STANDARD 1. ASSESSMENT
The registered nurse collects comprehensive data pertinent to the client's health and/ or situation.

STANDARD 2. DIAGNOSIS
The registered nurse analyzes the assessment data to determine the diagnoses or issues.

STANDARD 3. OUTCOMES IDENTIFICATION
The registered nurse identifies expected outcomes for a plan individualized to the client or the situation.

STANDARD 4. PLANNING
The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

STANDARD 5. IMPLEMENTATION
The registered nurse implements the identified plan.

> **STANDARD 5A. COORDIANATION OF CARE**
> The registered nurse coordinates care delivery.

> **STANDARD 5B. HEALTH TEACHING AND HEALTH PROMOTION**
> The registered nurse employs strategies to promote health and a safe environment.

STANDARD 6. EVALUATION
The registered nurse evaluates progress toward attainment of outcomes.

Standards of Professional Performance

Describe a competent level of behavior in the professional role. All registered nurses are expected to engage in professional role activities appropriate to their education and position. Registered nurses are accountable for their professional actions to themselves, their clients, their peers, and ultimately to society.

STANDARD 7. ETHICS
The registered nurse practices ethically.

STANDARD 8. EDUCATION
The registered attains knowledge and competence that reflects current nursing practice.

STANDARD 9. EVIDENCE-BASED PRACTICE AND RESEARCH
The registered nurse integrates evidence and research findings into practice.

STANDARD 10. QUATLITY OF PRACTICE
The registered contributes to quality nursing practice.

STANDARD 11. COMMUNICATION
The registered nurse communicates effectively in all areas of practice.
STANDARD 12. LEADERSHIP
The registered nurse demonstrates leadership in the professional practice setting and the profession.

STANDARD 13. COLLABORATION
The registered nurse collaborates with client, family, and others in the conduct of nursing practice.

STANDARD 14. PROFESSIONAL PRACTICE EVALUATION
The registered nurse evaluates her or his own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.

STANDARD 15. RESOURCE UTILIZATION
The registered nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.

STANDARD 16. ENVIRONMENTAL HEALTH
The registered nurse practices in an environmentally safe and healthy manner.
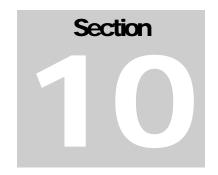
Source: American Nurses Association (2010). *Nursing: Scope and Standards of Practice, 2nd Edition.* Silver Spring, MD: Nursebooks.org.

American Nurses' Association
Code of Ethics for Nurses
Nine Major Provisions

1. The nurse practices with compassion and respect for the inherent dignity, worth, and the unique attributes of every person.

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

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

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

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities..

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy

From ANA Code of Ethics for Nurses 2015.

The entire Code is available online at www.nursingworld.org.

HARFORD COMMUNITY COLLEGE

Nursing Student Handbook

Appendix

Nursing Technical and Professional Standards

The technical and professional standards for nursing are the non-academic skills including the physical, cognitive and behavioral standards required for satisfactory completion of the nursing program. These standards are not a requirement of admission into the program. However, individuals interested in applying for admission to the nursing program should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the nursing program. One purpose of this document is to assure that the students who are interested in the nursing program know and understand the requirements, and can make informed decisions regarding the pursuit of this profession.

The following technical standards with examples of learning activities reflect the performance abilities and characteristics that are necessary to successfully complete the requirements of the nursing program which has a comprehensive clinical component. Students admitted to the nursing program are expected to be able to complete curriculum requirements which include physical, cognitive and behavioral competencies that are essential to the functions of the entry level professional nurse. These competencies are considered to be the minimum and essential skills necessary to fulfill the role of nursing. The skills and abilities essential to provide safe and effective nursing care are varied and complex and are encountered in unique combinations in the provision of safe and effective nursing care. Satisfactory course/clinical evaluations and progression in the program are dependent on the student's ability to demonstrate the physical, cognitive and behavioral standards with or without reasonable accommodations.

Physical/Motor:
- Coordinate fine and gross motor movements.
- Coordinate hand/eye movements.
- Function with both hands free for performing psychomotor tasks.
- Maneuver in small areas.
- Attend to cognitive and psychomotor tasks for up to 7-12 hours.

Examples of learning activities found in the nursing curriculum and related to industry standards:
- Transfer patients/clients in and out of bed from stretchers and wheelchairs.
- Control a fall by slowly lowering client to the floor.
- Perform cardiopulmonary resuscitation (CPR)
- Lift or move (turn, position) patients
- Reach to shoulder or higher level to place or access equipment such as intravenous fluid bags, bend or squat to access equipment below bed level.
- Carry equipment and supplies to the client bedside.
- Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications maintaining sterile technique.
- Complete assigned periods of clinical practice (7-12 hour shifts, days, evenings, or nights).

Physical/Sensory:
- Acquire information from demonstrations and experiences, including but not limited to information conveyed through online coursework, lecture, small group activities, demonstrations, and application experiences.
- Collect information through observation, listening, touching, and smelling.
- Use and interpret information from physical assessments.

Examples of learning activities found in the nursing curriculum and related to industry standards:
- Detect changes in skin color or condition. (pale, ashen, gray, or bluish)
- Draw up a prescribed quantity of medication into a syringe.
- Detect sounds related to bodily functions using a stethoscope.
- Detect audible alarms generated by mechanical systems such as those that monitor bodily functions, fire alarms, call bells.

- Observe and collect data from recording equipment and measurement devices used in patient care
- Communicate with patient and members of the healthcare team in person and over the phone in a variety of settings, including isolation and the operating room where health team members are wearing masks and there is background noise.
- Detect changes in skin temperature.
- Detect anatomical abnormalities such as edema.
- Feel vibrations such as an arterial pulse.

Cognitive:
- Recall, collect, analyze, synthesize, and integrate information from a variety of sources.
- Measure, calculate, reason, analyze and synthesize data.
- Problem-solve and think critically in order to apply knowledge and skill.
- Communicate verbally, and through reading and writing, with individuals from a variety of social, emotional, cultural, and intellectual backgrounds.
- Relay information in oral and written form effectively, accurately, reliably, and intelligibly to individuals and groups, using the English language.

Examples of learning activities found in the nursing curriculum and related to industry standards:
- Read and comprehend medical orders and patient information found in the medical record.
- Sequence or cluster data to determine patient needs.
- Analyze information in order to prioritize and implement nursing care.
- Develop and implement a nursing plan of care for patients in acute, long term and community settings.
- Report verbally and in writing patient data to members of the healthcare team.
- Perform math computations for medication dosage calculations both with and without a calculator.

Behavioral:
- Demonstrate emotional stability to function effectively under stress and adapt to changing environments.
- Maintain effective, mature, and sensitive relationships with others.
- Examine and modify one's own behavior when it interferes with others or the learning environment.
- Possess attributes that include compassion, empathy, altruism, integrity, honesty, tolerance and responsibility and accountability for actions.

Examples of learning activities found in the nursing curriculum and related to industry standards:
- Exercise judgment
- Manage time appropriately to carry out the usual patient care assignment for a particular point in the program within the allotted clinical time
- Work effectively under stress, and adapt to rapidly changing patient care environments.
- Accept accountability for actions that resulted in patient care errors.
- Deal effectively with interpersonal conflict if it arises; maintain effective and harmonious relationships with members of the healthcare team.

If a student determines that she or he is unable to do any of the skills listed and has a documented disability, then the student is responsible for contacting Disability Support Services at 443-412-2402 to discuss the need for reasonable accommodations. Reasonable accommodations to qualified students with a disability may include but are not limited to, academic adjustments or auxiliary aids. Accommodations that fundamentally alter the nature of the academic program or could jeopardize the health and safety of others are not considered reasonable accommodations. All information shared with Disability Support Services will be held in confidence.

Revised June 2012

Guidelines for the Virtual Environment

Virtual debrief is treated as a clinical day. Therefore, the following guidelines should be followed:
- Camera should be turned on
- Appropriate attire is to be worn (no pajamas)
- Strive for an interruption free environment
- Do not debrief while driving
- No cell phones
- No smoking, vaping, or tobacco use of any kind

Students should have the ability to access their written clinical assignments during the virtual debrief session.

Regarding online testing:

Students should be aware that the use of cell phones or other recording devices (including, but not limited to note paper) is prohibited at all times during the testing window, except when it is necessary to contact the faculty for a resume code. This includes during the review period immediately following the exam. Recording (photographing, writing down) any exam item and/or answer options is considered a student code of conduct violation and will result in submission of an Academic Dishonesty report. Code of conduct violations may result in program and/or college level sanctions as indicated on page 18 of the Nursing Student Handbook and HCC college catalog https://catalog.harford.edu/student-rights-responsibilities-conduct/ .

Student Signature Form

I have received a copy of the **SUMMER 2022 NURSING STUDENT HANDBOOK**. I have read these policies, and I understand my obligations as stated in this document. I further realize that failure to adhere to these policies will result in disciplinary action which may include dismissal from the nursing program. I understand that modifications to the Nursing Student Handbook and Nursing Course Syllabi may be made with reasonable notification to students.

Signature _____ Date _____

Print name _____

NOTE: A copy of this form will be provided for the student to sign and will be filed in the student's folder.