



NURSING PROGRAM

2026-2027*

NURSING STUDENT HANDBOOK

***Revised May 2026**

Legal Review Complete August 2022

Montgomery County Community College
Nursing Program
Nursing Student Handbook

Table of Contents

Preface	i
Nondiscrimination and Equal Opportunity Statement	i
CURRICULUM	1
Purpose	2
Nursing Program Philosophy	3
End-of-Program Student Learning Outcomes	3
NLN Core Competencies for Associate Degree Nursing	4
Conceptual Framework	5
Nursing Program Curriculum Plan	6
Clinical Skills Across the Nursing Curriculum	8
NURSING PROGRAM POLICIES	10
Health Records Policy	11
Clinical Eligibility Requirements	13
Child Abuse History Clearance and Criminal Record Checks Policy	15
Impaired Student Performance in the Laboratory and/or Clinical Setting Policy	18
Progression in the Nursing Program	20
ATI® Resources, RN Comprehensive Predictor Exam and Remediation	22
Graduation Requirements	23
Academic Plan for Success	24
Retention in Nursing Program	26
Nursing Students with Disabilities	27
Essential Functions and Program Specifications	29
Nursing Program Testing Policy	33
Nursing Grading Policy	34
American Psychological Association Style of Writing	38
Medication Administration and Clinical Judgement Policy	39
Clinical/Lab/Simulation Disciplinary Progression Policy	41
Respiratory Viruses Attendance Policy-Nursing Program	42
Dress Code for Clinical Assignments: Clinical Sites and Simulation Suite Course Activities	43
Personal Digital Device in Clinical Setting	46
Employment Policy	47
Letters of Recommendation & Reference Policy	47
Portfolio Development	48
Nursing Simulation and Skills Suite	49
Student Records Policy	51
College Occupational Exposure Plan	54
GENERAL INFORMATION	56
Student Academic Code of Ethics	57
Student Code of Conduct	58
Student Expectations in Virtual Learning Environment	58
Reproduction of Classroom Presentations	59
English as a Second Language (ESL)	59
College Resources and Student Success Services	59
Channels of Communication in Nursing	59
Information Concerning Clinical Assignments	59
Student Relationships with Agency Patients	60

Smoking Regulations	60
Electronic Communication	60
Program Governance.....	60
Financial Assistance	61
State Board Regulations and National Council Licensing Examinations.....	61
Articulation/Transfer Partnerships	62
Gifts to Faculty	62
APPENDICES.....	63
Appendix A - Glossary of Terms	64
Appendix B - Nursing Faculty and Staff.....	68
Appendix C – Technical Requirements and Resources.....	69
Handbook Acknowledgement.....	70

Preface

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

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

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

Modifications sometimes occur in the Nursing Program. Please refer to the Nursing Resource Center Canvas Site.

Nondiscrimination and Equal Opportunity Statement

Montgomery County Community College is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, color, religion, religious creed, sex (including pregnancy), ancestry, national origin, age (40 and older), affectional or sexual orientation, genetic information, gender identity, gender presentation, veteran's status, marital status or disability in its educational programs, activities, or employment practices as required by Title IX of the Educational Amendment of 1972, section 504 of the Rehabilitation Act of 1973, and other applicable statutes.

<https://www.mc3.edu/employment-opportunities/equal-opportunity-statement>

Approved – May, 2007, 2008

Revised – December, 2010; March, 2014; May, 2018, January, 2022, August 2024

Reviewed – July, 2016, May, 2019

CURRICULUM

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

Purpose

The Nursing Program is committed to the preparation of caring professional nurses who employ critical thinking skills and the nursing process in meeting the human needs of clients in a variety of health care settings. Students develop competence in the art and science of nursing within an integrated curriculum which incorporates seminar, classroom, the College Simulation and Skills Suite, and clinical experiences. Graduates of this Accreditation Commission for Nursing Education (ACEN™) accredited Nursing Program are prepared to complete the National Council Licensing Examination – Registered Nurses (NCLEX-RN®). As an additional resource for the ACEN you may contact:

ACEN™
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
P. 404.975.5000
F. 404.975.5020
www.acenursing.org

In addition to practicing as a Registered Nurse, graduates may also transfer credits to degree programs beyond the Associate in Applied Science (A.A.S.) degree in Nursing.

Approved by NFO – March, 1982

Reviewed – March, 1995; May, 2003; March, 2010, May, 2019, December, 2022, August 2024

Revised – February, 1999; June, 2009; November, 2011; August, 2013; April, 2015, July, 2016

Nursing Program Philosophy

The Associate Degree Nursing Program at Montgomery County Community College prepares graduates with entry level skills and knowledge to practice safe professional nursing care while fostering health and wellness in the community. Upon completion of the Nursing Program, the graduate is eligible to take the NCLEX-RN.

The faculty, staff, and students of the Nursing Program, adhere to the following beliefs:

The client (individual, family, and community) is an active participant in nursing care, viewed as unique, complex, dynamic entities that are part of a diverse populations. The client possesses physical, emotional, intellectual, spiritual, and social dimensions which affect health and wellness.

Health/wellness is a homeostatic process which integrates physical, emotional, intellectual, spiritual, and social dimensions across a wellness-illness continuum. Health involves the ability of the client to balance internal and external environments to achieve an optimal level of wellness. Environment reflects internal, external, and social factors that impact the clients' health.

Nursing is both an art and a science that embodies caring behaviors using knowledge, communication, clinical judgement, and clinical reasoning to deliver safe, evidence-based holistic nursing care to clients within diverse populations across the lifespan. Adhering to the Quality and Safety Education for Nurses (QSEN) and National League for Nursing (NLN) competencies, Nursing focuses on professional standards for practice that are essential for nurses to function within a legal, ethical framework. Nursing care is delivered in varied environments through inter-professional teamwork and collaboration

Teaching-learning is valued as a reciprocal process in which there is an exchange of information within the faculty-student, nurse-client relationships. This process is built upon previous knowledge, experience, and background. It is intended to develop new ideas and connections through a variety of teaching strategies, taking into consideration individual learning styles and experiences in a variety of healthcare environments.

End-of-Program Student Learning Outcomes

The Nursing Program graduate will be able to:

1. Incorporate nursing knowledge to meet health care needs of clients of diverse communities across the lifespan.
2. Demonstrate clinical reasoning and clinical judgement, using the nursing process, in the delivery of safe, effective evidence-based care in a variety of environments.
3. Utilize professional communication, promoting inter-professional teamwork and collaborate to achieve quality client care while recognizing differences and preserving self-worth.
4. Exhibit behaviors that reflect values of caring and professional nursing practice.

Approved by NFO – April, 1995

Revised – April, 1999; October, 2000

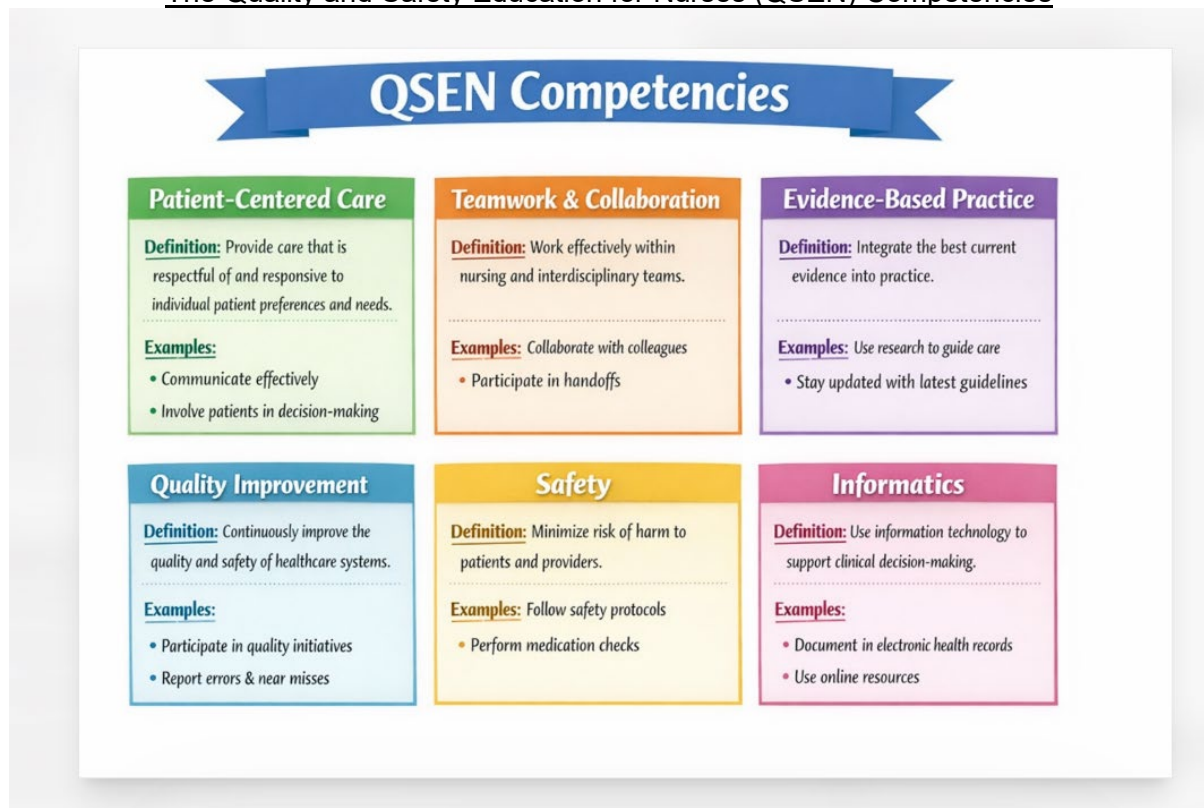
Reviewed – May, 2003; March, 2006; March, 2010; May, 2014; April, 2017; April 2018; April 2019; April, 2021; December 2021, June 2024

NLN Core Competencies for Associate Degree Nursing

Core competencies are the discrete and measurable skills, essential for the practice of nursing. (NLN, 2010)

- Human Flourishing: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.
- Nursing Judgement: Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.
- Professional Identity: Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe quality care for diverse patients within a family and community context.
- Spirit of Inquiry: Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

The Quality and Safety Education for Nurses (QSEN) Competencies

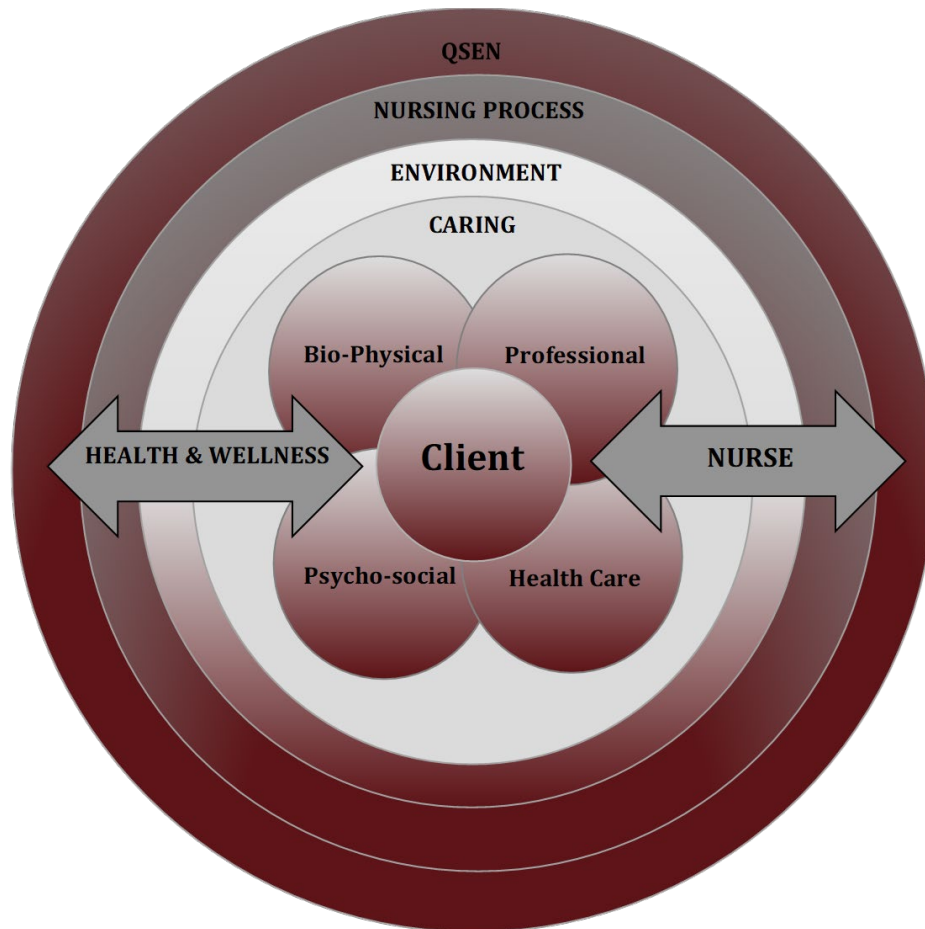


Graphic created with the content from the QSEN Website:

<https://www.qsen.org/competencies-pre-licensure-ksas>

Conceptual Framework

The conceptual framework is derived from the philosophy of the Nursing Program.



Nursing Program Curriculum Plan

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

Sequence 1

BIO 131 Human Anatomy & Physiology I	4
(Minimum grade of "C" required- within 5 years)	
BIO 140 Microbiology & Immunology	4
(Minimum grade of "C" required- within 5 years)	
MAT 106 /MAT 130 Math Applications/Statistics*	3/4
PSY 101 Introduction to Psychology	3
NUR 108 Introduction to Concepts of Nursing	2
(test average of 75, and overall average of 75 required within one year of starting the clinical component)	

(16/17 credit hours)

Sequence 2

BIO 132 Human Anatomy & Physiology II**	4
(Minimum grade of "C" required)	
PSY 206 Human Development: A Lifespan Approach	3
ENG 101 English Composition	3
NUR 114 Concepts of Nursing: Promoting Wellness of the individual and community	6
(test average of 75, and overall average of 75 required)	

(16 credit hours)

Prior to Admission to the Nursing Program Clinical Component for Advanced Standing into Sequence 3

NUR 107 Professional Transition: LPN to RN Nursing Role Transition (LPN's only)	3
(overall average of 75 required)	

Sequence 3

ENG 102 English Composition II	3
ESW 206 Nutrition	3
NUR 115 Concepts of Nursing: Caring for the adult with acute and chronic illness	3
(test average of 75 and overall average of 75 required)	
NUR 116 Concepts of Nursing: Caring for children and child-bearing families	3
(test average of 75 and overall average of 75 required)	

(12 credit hours)

Sequence 4

SOC 101 Introduction to Sociology	3
NUR 215 Concepts of Nursing: Care of the client with complications associated with acute and chronic illness.....	7
(test average of 75 and overall average of 75 required)	
NUR 216 Clinical Decision Making for clients with complications of acute and chronic.....	2
(overall average of 75 required)	

(12 credit hours)

Sequence 5

Aesthetic Elective.....	3
NUR 217 Concepts of Nursing: Caring for clients across the lifespan experiencing life-threatening health care needs	6
(test average of 75 and overall average of 75 required)	

NUR 218 Transition to Professional Practice.....3
(overall average of 75 required)

(12 credit hours)

TOTAL SEMESTER CREDIT HOURS: 68/69

*The extra credit earned for taking MAT 130- Statistics a 4-credit course, will not be part of the overall Nursing Curriculum, only for students who test out of MAT 106. The extra credit will transfer but will not increase the credit allocation for the program.

***Electives used to meet Core Requirements for Aesthetic Sensibility can be found at <https://www.mc3.edu/degrees-and-programs/our-core-curriculum/aesthetic-sensibility> THA-105 or THA-114 is recommended.

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

Approved by NFO – May, 1994

Revised – May, 2000; March, 2004; October, 2005; April, 2006; July, 2016; May, 2018; December 2021, March 2025

Reviewed – Fall, 2008; March, 2011; May, 2019; April, 2021

Clinical Skills Across the Nursing Curriculum

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

1: Clinical Skills Across the Nursing Curriculum

NUR 107 & 114		
Mobility Assistive Devices Body mechanics and positioning Range of motion * Transfers Bed making Occupied Unoccupied Elimination Bladder Scan * Catheterization Enema Intake & Output Specimen Collection Urine Catheter Stool Hemocult testing Infection/Hygiene Personal Hygiene Mouth care Perineal care	Accountability/Medication Administration * Ophthalmic * Oral * Transdermal * Otic Topical Nebulizer/inhalation Rectal Vaginal Digestion Tube Feeding Bolus Continuous Placement Stoma care Physical assessment, basic Adult head to toe vs system Doppler Edema measurement	Vital signs (VS) * Blood Pressure * Pulse * Apical * Radial Pedal Respirations Temperature Oxygenation: Oxygen therapy, basic Pulse Oximetry Safety/Infection control * Handwashing Isolation Gowning /Gloving Tissue integrity/Wound Care Bandaging Dressing Irrigation * Sterile dressing * Sterile gloving
NUR 115		
Accountability-Medication Administration IV * Change primary IV bag Discontinuance of IV * IV flush Parenteral * Intradermal * Intramuscular z track * Subcutaneous		

NUR 116

Accountability-Medication
Administration
Pediatric /neonatal

Nutrition
Bottle Feeding
Breast feeding
Gavage feeding

Oxygenation
Nasopharyngeal suctioning
Bulb syringe for neonate
and small children

Physical Assessment
Fundal assessment with FHT's
Labor breathing/relaxation
Leopold's maneuvers
VS (Neonatal, Pediatric)

Pediatric measurements - weight
in kilograms, length/height, head
and chest circumference,
percentile charts

Safety/Infection
Assist with pelvic exam
Newborn delivery care

Specimen Collection
Pediatric urine

NUR 216

Digestion
NG tube insertion, removal

Accountability/Medication
Administration
Central line care
* IVPB
* IV Push
Electronic infusion devices

Oxygenation
Oxygen therapy, advanced
Metabolism
Blood glucose- finger stick

NUR 218

Perfusion
EKG

Oxygenation
*Endotracheal/tracheostomy care
and suctioning
* Nasotracheal suctioning

Physical Assessment
Advanced Neurological
assessment

*Tested in lab. Failure to successfully complete a tested skill in lab may result in a clinical warning/probation.

Approved by NFO – April 2, 2002

Revised – March 2007; December 2010; November 2011; July 2016; April 2019; December 2021,
March 2025

NURSING PROGRAM POLICIES

Health Records Policy

I. Policy

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

II. Procedure

- A. Students submit the appropriate Physical Examination Form, Immunization Record and Health History/Emergency Contact Sheet to the compliance management and background screening company CastleBranch, annually.
- B. The Physical Form requires:
 - 1. Physician/Nurse Practitioner/Physician Assistant completes the Physical Examination form and Immunization Record.
 - 2. Results of Tuberculosis Exposure Screening or chest x-ray or symptom screening.
 - 3. A statement regarding ability to undertake the specified Health Career Program. A statement of limited cognitive/mental or physical activity must be followed by a detailed description.
 - 4. Selected immunizations. Student must have begun the Hepatitis B series of injections and provide date of inoculation(s) or a signed Declination Statement waiver.
- C. Student completes the Health History/Emergency Contact Sheet.
- D. Urine drug screening with accompanying laboratory report. A negative finding is expected to be eligible for participation in the clinical component of the specified Health Career Program. A positive result may require retesting at a college designated site to ensure standardization of test results for all students.
 - 1. Montgomery County Community College recognizes that medical marijuana is legal in the state of Pennsylvania and others. However, marijuana is currently classified as a Schedule 1 drug under federal law. As a result, any positive test for this drug will not be overturned by third party testing medical review officers, even if a medical marijuana card is presented.
- E. Submission of a completed Physical Form with accompanying laboratory reports by the required due date results in health clearance for experiential learning opportunities in the specific Health Career Program.
- F. Influenza Vaccination Documentation
 - 1. Enrolled Students: Students enrolled in a Health Career Program each year submit the Influenza Vaccination Documentation form to CastleBranch or the appropriate individual Program office at a date designated by the Program.

2. Entering Students: Students accepted to begin a Health Career Program in January submit the Influenza Vaccination Documentation form to CastleBranch or the appropriate individual Program office at a date designated by the Program.
- G. COVID-19 Vaccination
1. As of June 2022, Montgomery County Community College does not require students be vaccinated against COVID-19. While the College does not mandate the COVID-19 vaccine for students, most of the clinical agencies require it and all recommended boosters for nursing students, with zero exemptions.
 2. Clinical progression may be affected for those who have not received both the initial vaccine series as well as the booster. Students who do not receive the vaccine or boosters may not be able to progress through the program.
 3. Clinical assignments will not be made based on vaccine status.
 4. The Nursing Program will utilize CastleBranch to track students who have been vaccinated against COVID-19 for exposure tracking and notification of exposure. The information will be provided to clinical facilities as requested for attendance.
- H. Students with disabilities may be eligible for reasonable accommodations. Prior to the start of the Program, please contact the Disability Services Center, College Hall 225, (215) 641-6575, for more information. At the West Campus, contact the Coordinator of Disability Services in the Student Success Center at (610) 718-1853.

Originated: June, 2004

Revised: March, 2007; October, 2007; April, 2008; January, 2011; August, 2012; October, 2012; November 2013; January, 2015 for May, 2015 implementation; April, 2018; June, 2018, April, 2021, June, 2021, July 2022,

Reviewed: February 2025

Clinical Eligibility Requirements

I. Policy

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

II. Procedure

- A. The Nursing student is required to obtain and submit to Castlebranch the following documents:
 - a. Certification in Cardio-pulmonary Resuscitation.
 - i. A copy of both sides of the signed CPR card or e-card is required for the file.
 - ii. Health Care Provider course offered through the American Heart Association which provides 2 years of certification.
 - b. Annual evidence of Professional Liability Insurance for the Nursing Student.
 - i. A copy of the policy Certificate of Insurance listing the term of the coverage is required for the file. Liability coverage must be \$1 million per occurrence and \$6 million aggregate.
 - ii. The Nursing Program does not endorse any one insurance company for attainment of this coverage.
 - c. Annual physical examination using the Health Sciences Division's Form, including Health History Form and Immunization Form.
 - d. Students must submit a clean drug screen.
 - i. Montgomery County Community College recognizes that medical marijuana is legal in the state of Pennsylvania and others. However, marijuana is currently classified as a Schedule 1 drug under federal law. As a result, any positive test for this drug will not be overturned by third party testing medical review officers, even if a medical marijuana card is presented.
 - e. Evidence of a The Pennsylvania Criminal Record Check, FBI Criminal History Background Check and Child Abuse History Clearance must be submitted annually as outlined in the Health Sciences Division's policy.
- B. The student is expected to maintain health insurance while enrolled in the Nursing Program.
- C. Original health records and clearance forms must be received by CastleBranch 5 business days before forms expire to allow for updating of student records. It is particularly important for students to monitor their clearances between semesters and semester breaks to comply. Updates occurring between semesters must be received by

the CastleBranch 3 weeks before the start of the semester. Failure to submit forms in this timely manner will result in clinical ineligibility and the student will receive a clinical warning or progress to clinical probation/failure. Students who are returning to the Nursing Program as a second attempt or after stopping out MUST have all clinical eligibility documents up to date and submitted to CastleBranch prior to the scheduled re-registration date or your seat will be forfeited.

- D. To be eligible for the clinical component of the Nursing Program, the Nursing student is expected to be able to meet the Essential Functions and Program Specifications for the A.A.S. degree in Nursing. Students with disabilities may be eligible for accommodations. Please contact the Director of Services for Students with Disabilities in the Disability Services Center, College Hall 225, (215) 641-6575, for more information. At the West Campus, call 610-718-1853 to contact the Coordinator of Disability Services in the Student Success Center.

Approved by NFO: May 2003

Revised: May 2004; April, 2007; April, 2008; December, 2010; April, 2012; February, 2013; August, 2013; June, 2015; July, 2016; May, 2018, April, 2021,

Reviewed: February 2025

Child Abuse History Clearance and Criminal Record Checks Policy

I. Policy

The Health Sciences Division is committed to providing meaningful experiential learning opportunities for all students enrolled in its Health Programs to reinforce discipline specific knowledge and assist in developing appropriate professional skills and attributes. To this end the Health Programs enter into agreements with various persons and agencies to assist in providing student learning opportunities. A component of these agreements requires maintenance of student records regarding Child Abuse History Clearance, Pennsylvania Criminal Record Check, and FBI Criminal History Background Check.

II. Procedure

Students submit evidence of a Child Abuse History Clearance, Pennsylvania Criminal Record Check, and FBI Criminal History Background Check to CastleBranch or the discipline specific Program Office as described in the Program Handbook. All current fees prevail.

a. The Child Abuse History Clearance -

- i. The student will complete a Pennsylvania Child Abuse History Clearance application via: <https://www.compass.state.pa.us/cwis/public/home>
- ii. Submit the original Child Abuse History Clearance report to CastleBranch
- iii. Use School employee not governed by the Public-School Code for Purpose of Certification.
- iv. A positive Child Abuse History Clearance report will exclude a student from participation in the clinical component of a Health Program at Montgomery County Community College regardless of when the offense occurred.

b. The Pennsylvania Criminal Record Check -

- i. The student will complete a Pennsylvania State Police Request for Criminal Record Check via: <https://www.pa.gov/services/psp/request-a-criminal-history-background-check.html>
- ii. You must use either "Employment" or "Other" for reason for request.
- iii. Submit a copy of the certification from website to CastleBranch or the identified Health Program
- iv. If a record exists, you will receive the background check in the mail. You must submit the original report and all attachments provided by the State Police to CastleBranch.

c. FBI Criminal History Background Check -

- i. The students will complete and submit an FBI Criminal History Background Check. Act 114 – Pennsylvania Federal History Background check (paid at the Fingerprint site. Check, debit, credit or money order, NO CASH payment)
- ii. To start this process, click on the following link: [https://uenroll.identogo.com/\(844-321-2101\)](https://uenroll.identogo.com/(844-321-2101)). In the middle of the screen, you will see "Enter your Service Code to get started." Enter the following **Service Code: 1KG756.**
- iii. **You must take your service code with you when you have your**

fingers scanned as well as the form of ID that you select.

- iv. Before proceeding, please know the following: Although you can “walk in” for your fingerprints, IdentoGO does more than just fingerprints. You could have to wait while they process other customers. They suggest that you select a day and time so that you are given preference when you arrive and avoid a wait. As you complete the below process, you will be given the option to make an appointment or select “walk-in.”
 - Select “Schedule or Manage Appointment.”
 - Enter your name, date of birth, email address, country, and phone number.
 - Click Next.
 - Create a security question and answer on this page.
 - Enter your country of birth, city of birth, state of birth and country of citizenship.
 - Click Next.
 - Answer the three questions (the answer to the coupon code question is “no.”)
 - Click Next.
 - Enter your personal information
 - Click Next.
 - Enter your mailing address
 - Click Next.
 - Click on the item you will be bringing when you get your fingerprints done. Most likely the Driver’s License issued by a State or outlying possession of the US.
 - Answer “name” question.
 - Click Next.
 - Enter the school’s zip code (19422) if you intend to have your fingers scanned while you are in this area. Otherwise, enter whatever zip code you are willing to drive to.
- v. PRINT OFF THE SERVICE SUMMARY AS IT HAS YOUR SERVICE CODE AND THIS DOCUMENT WILL SERVE AS YOUR PROOF OF REGISTRATION.
- d. The Pennsylvania Older Adults Protective Services Act identifies offenses that make a person ineligible for employment as a Health Care Provider. A Criminal Record check and/or an FBI Criminal History Background Check that discloses these offenses, regardless of the date, will prohibit a student from participating in the clinical component of a Health Program at Montgomery County Community College.
- e. You will be denied participation in any clinical course(s) and/or clinical based learning opportunities, thus immediately withdrawing you from the Health Program, if have any of the following:
 - i. a history of a prohibitive offense(s) as identified in the Pennsylvania Older Adults Protective Services Act on your Criminal Record Check and/or FBI Criminal History Background Check
 - ii. a pending charge of a prohibitive offense without disposition as identified in the Pennsylvania Older Adults Protective Services Act on your Criminal Record Check and/or FBI Criminal History Background Check

- iii. a positive Child Abuse History Clearance report or a pending charge of Child Abuse without disposition
 - iv. you are currently on probation or parole
- f. The Child Abuse History Clearance, Pennsylvania Criminal Record and FBI Criminal History Background checks documentation must be current while the student is enrolled in the Health Program and are required to be updated annually. The original Child Abuse History Clearance, Pennsylvania Criminal Record Check and FBI Criminal History Background Check reports should be submitted to CastleBranch.
- g. It is the student's responsibility to immediately notify the Program Director or Dean of Health Sciences of any events or changes in the Child Abuse History Clearance, Pennsylvania Criminal Record, and FBI Criminal History Background Check which may affect continued eligibility to participate in the clinical component of the Health Program.
- h. A student with a potential concern regarding the Child Abuse History Clearance, Pennsylvania Criminal Record Check, and FBI Criminal History Background Check, is encouraged to contact the discipline specific Health Program Director to discuss the matter in confidence.

Originated: April, 2007

Revised April, 2008; October, 2008; November, 2008; April, 2009; November, 2010; August, 2011; September, 2012; October, 2012; January, 2015; May, 2016; March, 2017; April, 2018; February, 2020, August, 2022, February 2025

Reviewed: August, 2014, June, 2021

Impaired Student Performance in the Laboratory and/or Clinical Setting Policy

I. Policy

The Division of Health Sciences is committed to providing safe and meaningful learning experiences for students and so must provide for the safe and effective care of clients by students in the laboratory and/or clinical setting. The presence or use of substances, lawful or otherwise, which interferes with the judgment or motor coordination of HS division student in the laboratory or clinical setting results in unacceptable risk for clients, colleagues, the College, and the healthcare agency. Illegal or unauthorized manufacture, sale, possession, or use of alcoholic beverages and/or controlled substances by students while engaged in any part of educational experiences poses an unacceptable risk for clients, colleagues, the College, and the healthcare agency and is strictly prohibited. Any behavior resulting in the impairment of the student's judgment or motor coordination resulting from unmanaged medical conditions is also included under the terms of this policy.

II. Procedure

On Campus: Didactic

- a. Students are expected to adhere to the College's Student Code of Conduct (<https://www.mc3.edu/about-mccc/policies-and-procedures/student-code-of-conduct>) the rules and regulations of the Pennsylvania Board of Professional and Occupational Affairs. <https://www.pa.gov/agencies/dos/department-and-offices/bpoa.html> and the ethical standards of relevant professional organizations. Violation of the College's Student Code of Conduct will follow the procedure as stated in the document. In addition, the Division Dean will be notified and at her/his discretion, further action may then be taken.

On and Off Campus: Laboratory/Clinical

- b. The student will be immediately dismissed from the clinical setting if there is a reasonable suspicion of impaired performance and placed on probationary status. (Reasonable suspicion will include but not be limited to observations based on the items set forth therein: Slurred speech, incoordination; unsteady gait; drowsiness; impaired judgment, attention, memory, or social function; irritability; paranoia; belligerence; euphoria; dilated or constricted pupils.) If necessary, to assure safety for the student in his/her immediate egress from the laboratory or clinical setting, the student's Emergency Contact Person will be notified to come and pick up the student; the student will be required to remain at the site, but away from client contact, until said Emergency Contact Person arrives whether on or off the College campus.

- c. The clinical faculty will complete the College's ACCIDENT/ILLNESS/ INJURY form and submit it to the Program Director (copy) and Director of Public Safety (original).
- d. The student will not be permitted back into the laboratory/clinical setting until the following have been met:
 - i. The student is required to meet with Program Director or designee.
 - ii. The student will be referred to appropriate support services by the Program Director or designee.
 - iii. The Program Director or designee reserves the right to require assessments as appropriate and/or verification of ongoing treatment of identified substance abuse or medical condition which has caused impaired student performance. Said assessment and/or verification must be obtained from the student's Primary Care Practitioner and/or appropriate professional expert at the student's expense.
- e. An incident of impaired behavior may result in program dismissal.
- f. This policy shall not limit or be in lieu of any other College discipline in accordance with all other College policies governing student behavior and conduct.

Originated – November, 2006

Revised – April, 2007; October 2010; November, 2010, August, 2014, May, 2018, March 2025

Reviewed – July, 2016, September, 2018, June 2021

Progression in the Nursing Program

Course Section Requests

- Given the limited number of seats available in each clinical section of a Nursing course, a student may be assigned to the section that does not best meet individual needs.
- When this occurs, the student must submit a written request within five business days to the Director of the Nursing Program requesting reassignment to a specific section should a seat become available. Requests for open section seats are filled on a first come, first serve basis.

Repeating Courses

- Students taking an NUR course must have a **testing average of 75 or greater and an overall grade of 75 or better** in a course to progress to the next NUR course in the curricular sequence.
- Students have a total of eight semesters to complete the nursing program from their enrollment in first NUR course. Advanced Standing students have six semesters to complete the nursing program. Students have two attempts at two NUR courses. Should a student need an additional course attempt, or need to repeat a third NUR course, they may-be dismissed from the program. (An attempt is considered a: less than passing grade, I, W, AU).
 - Example - a student takes NUR 108 and is not successful (1st attempt), the student repeats NUR 108 and is not successful (2nd attempt), the student is dismissed from the program for they have had two course attempts and were not successful.
 - A student takes NUR 108 and is not successful (1st attempt, 1st course) The student repeats NUR 108 and moves to NUR 114. The student is not successful in NUR 114 (1st attempt, but 2nd course) and needs to repeat NUR 114 (2nd attempt). The student moves to NUR 115 or NUR 116 and is not successful (3rd course the student was not successful in), the student is dismissed from the program.
- A request to enroll in a second Nursing course attempt must be placed in writing to the Director, Nursing Program.
 - A letter asking to return can be submitted via email. The student should include a current phone number and email address.
 - An attachment to that email letter should include a complete and comprehensive Academic Plan that details in-depth strategies that will be put into place by the student to assure success during the second attempt if granted. An email stating "I will study more or use a tutor" is not acceptable.
 - The Academic Plan will be utilized to monitor the student's adherence to their identified strategies by the faculty if they return.
 - Every effort will be made to place the student into the upcoming semester based upon seat availability; however, students making continuous progress in the Nursing Program will be given priority.
- Students who follow their academic plan, maintain appointments with the Nursing

Resource Specialist (NRS) and attend required workshops and test reviews, will be given priority consideration when requesting a second course attempt.

NOTE: A student who has passed the nursing courses (NUR 114-215/216) with an overall test average of 75-78 or passed NUR 107-108 with a test average and/or overall end of semester grade of 75-78, must submit a complete and comprehensive Academic Plan with strategies to strengthen their grade and course understanding for the next semester. This Academic Plan must be submitted to the Director, Nursing Program prior to the start of the next semester.

Students should be aware that the College will use the best grade earned in the course to calculate the student's GPA. However, the grade from each course attempt will appear on the student's transcript.

Priority Progression

- Due to the competition for the program and the large number of students who wish to enter the clinical component, priority is given to students making continuous progression. Students who are not making continuous progression for any reason may need to sit out a semester or more

Stop Out

- To assure student success in the Nursing Program, a student may only stop out of the Nursing Program a total of 3 consecutive semesters, or the student will need to reapply for admission to the program. Students who have stopped out for 2 or more consecutive semesters, may be asked to successfully complete a skills test/simulation, and a knowledge-based quiz prior to allowing re-entry.

Program Re-entry/Readmission

- A student who left the Nursing Program under any circumstance must apply for re-admission and may need to restart the program.
- Students interested in readmission to the program are limited to one (1) readmission and will be evaluated on an individual basis based on previous academic performance and safe clinical practice.
- Requests for readmission must be submitted in writing to the Director, Nursing Program
- Readmission is contingent upon successful completion of current admission standards and requirements.
- Students who are unsuccessful in two course attempts and are denied a third attempt may not be eligible for readmission and are encouraged to seek career counseling at the Student Success Center.

NOTE: All students with an Academic Plan must meet with the Nursing Resource Specialist at the beginning of the semester as well as throughout the semester to discuss success strategies as described in the Academic Plan. Additionally, students with an Academic Plan should access the recorded workshop on study and testing taking strategies that is provided by the Nursing Resource Specialist. The Academic Plan will be shared with the Nursing Resource Specialist and Course specific Faculty.

Voted and approved NFO September 5, 2017; December 8, 2021,
Revised: May 2023, May 2024, March 2025, July 2025

ATI® Resources, RN Comprehensive Predictor Exam and Remediation

- The Nursing Program has implemented a comprehensive success plan designed to enhance student NCLEX® success, develop critical thinking, and improve academic performance using ATI® resources. These resources include assessment and remediation activities such as learning needs and learning style assessments, online tutorials, online practice tests, proctored tests, and customized review activities. These ATI® tools, in combination with the nursing program content, assist students to prepare effectively for the NCLEX-RN® examination by increasing confidence and familiarity with nursing content (adapted from ATI® Assessment & Review Policy). Every student in the Program is required to sign a statement acknowledging receipt of the Program Policy for use of ATI® resources located in CastleBranch.
- Students will take the ATI® RN Comprehensive predictor exam in NUR 218 at the designated date. Students must receive an individual score of 72% or greater. Any student receiving less than an individual score of 72% will be required to retake the ATI® RN Comprehensive Predictor exam following the 3-day ATI® Live review. Students who are unsuccessful in NUR 217 or 218 and need to repeat either course will also need to retake the ATI® RN Comprehensive predictor exam.
- 3-day ATI® Live review is mandatory for all students.
- Students failing to achieve a 72% individual score on the 2nd ATI® RN Comprehensive Predictor examination have not met the program benchmarks for NCLEX-RN® preparation and therefore, will not have their information submitted to the State Board of Nursing.
- Students who do not receive a 72% individual score on the 2nd ATI® RN Comprehensive Predictor exam will be required to take the ATI® Virtual Review Course on their own and at their own cost.
- Students need to submit proof of successful remediation before his/her name will be submitted to the PASBON. Successful remediation will be demonstrated by submission of the certificate of completion to the Director of Nursing Program. This meets the requirement of meeting the benchmarks for NCLEX-RN® preparation in the Nursing Program. Once the certificate has been submitted the student's name will be sent to the PASBON.
- Students are required to complete the ATI® Virtual Review course within eight (8) weeks of program completion to follow the PASBON licensing requirements. Students who fail to complete it in eight (8) weeks might be referred to the PASBON for confirmation of eligibility to take the NCLEX-RN®.

Voted & Approved NFO: April 2025

Graduation Requirements

- Candidates for the A.A.S. degree in Nursing must complete both the requirements for the degree.
- Minimum grade of “C” in all related math and science courses.
- Minimum testing average and overall average of a 75% in all Nursing courses.
- Complete each sequence in the Nursing Program curriculum as identified under Sequences of Courses
- Complete all sequences of the Nursing program curriculum within eight semesters of the date of first enrollment in the Program’s clinical component.

Approved by NFO: May, 2003

Revised: May, 2004; April, 2007; April, 2008; February, 2011; December, 2014; April, 2015; July, 2016; May, 2017; May, 2018, April, 2021; December 2021, March 2025

Student Name:

Semester:

Course:

ACADEMIC PLAN FOR SUCCESS

Consider the following: Study strategies, Work schedules, On-campus time, Personal/family/health issues, ELL support, Time management.

2: Academic Plan for Success

OBJECTIVE	STRATEGIES	TARGET DATES	NRS meetings
Include individual objectives to meet this outcome: Complete NUR ____ successfully as per the grading policy and Progression in Nursing program policy.	Prep/Study Include study and test taking strategies, meetings with NRS before/after quizzes and/or tests, to individualize the academic plan. Organization/Time management (Include completion of schedule along with individual strategies)	Include specific dates for meeting the objectives.	Appointments are scheduled through Starfish with NRS. Meetings are documented in Starfish with a copy of the note sent to the student. Students are responsible for setting up appointments.

Approved by NFO - December, 2014
Approved by NFO – April, 2015
Updated 8/23; Approved NFO 10/23
Updated & Approved ABM May 2024

Weekly Timeline

3: *Weekly Timeline*

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
0600							
0700							
0800							
0900							
1000							
1100							
1200							
1300							
1400							
1500							
1600							
1700							
1800							
1900							
2000							
2100							
2200							
2300							

Retention in Nursing Program

- All students must complete the Nursing Program within 8 semesters of the date of the first official enrollment in the NUR course.
- Retention rate is calculated based on the number of students who entered the program during a specific semester/year and the number of those students who completed the program within the time frame.

Licensure Considerations

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

- Has been convicted or has pleaded guilty or entered a plea of nolo contendere or has been found guilty by a judge or jury of a felony or a crime of moral turpitude, or has received probation without verdict, disposition in lieu of trial or an Accelerated Rehabilitative Disposition in the disposition of felony charges, in courts of this Commonwealth, the United States, or any other state, territory or country.
- Has committed fraud or deceit in securing admission to the practice of nursing or to College's nursing program.
- Is unable to practice professional nursing with reasonable skill and safety to clients by reason of mental or physical illness or condition or physiological or psychological dependence upon alcohol, hallucinogenic or narcotic drugs or other drugs which tend to impair judgment or coordination, so long as such dependence shall continue.
- **For people with a known positive criminal background check** it is suggested that you have your background reviewed for [Preliminary Determination](#) on the PA SBON website. Click the link for more information. For a complete list of reasons why the Pennsylvania State Board of Nursing may refuse a professional nursing license to an applicant, refer to section 14 of the Professional Nursing Law, 63 P.S. 224. All questions related to licensure are to be directed to the Commonwealth of Pennsylvania, State Board of Nursing, P.O. Box 2649, Harrisburg, PA 17105-2649. Phone 717-783-7142, Fax 717-783-0822 or [://www.pa.gov/agencies/dos/department-and-offices/bpoa/boards-commissions/nursing.html](http://www.pa.gov/agencies/dos/department-and-offices/bpoa/boards-commissions/nursing.html)

Approved by NFO – May, 1994 & Approved by NFO: July 2017

Revised – May, 2000; May, 2004; April, 2007; July, 2016; May, 2019, April 2025

Reviewed – February, 2011; August, 2014, September, 2018, April, 2021

Nursing Students with Disabilities

I. Policy

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

II. Procedure

- a. Nursing faculty strongly encourage students with disabilities to inform faculty of their needs early in the semester.
- b. To register for Disability Services, the student must follow the directions found here: <https://www.mc3.edu/choosing-montco/assets/disabilities-services/docs/disability-services-registration.pdf>
- c. The student is responsible to inform Nursing faculty about any special learning needs and testing accommodations through receiving a letter from the Office of the Director of Services for Students with Disabilities.
- d. Students requiring accommodations will complete testing based on their specific, individual needs outlined in their letter from the Office of the Director of Services for Students with Disabilities.
- e. Services for students with disabilities can be found at <https://www.mc3.edu/choosing-montco/academic-support/disability-services>

Approved by NFO – May, 2003

Revised – May, 2004; April, 2007, April, 2008; August, 2014; May, 2018; May 2019

Reviewed – February, 2011; July, 2016, April, 2021, September 2024

Essential Functions and Program Specifications

The Dr. Stuart H. & Sandra K. Fine Nursing Program is an intensive course of study. It places specific demands on students that closely resemble the physical and intellectual challenges graduates of the program will encounter as practicing nurses. The program has been designed to prepare students to enter the occupation of nursing with the ability, knowledge, and skills necessary to successfully perform all the essential functions expected of entry-level nurses. Students are to familiarize themselves with these essential functions and their associated technical standards and determine whether or not they are able to perform the specified tasks. In accordance with applicable state and federal laws regarding people who have disabilities and the Nursing Program's philosophy, the faculty is committed to making reasonable accommodations for students who have disabilities to enable them to successfully perform the essential functions as delineated below.

In the event that a student determines they cannot meet an essential function due to a disability, either upon admission to the Program or at any point thereafter, it is the responsibility of the student to notify the Program Director and the Director of Services for Students with Disabilities (215-641-6575) to request consideration for a reasonable accommodation. A reasonable accommodation is a strategy, agreed upon by the student and the Program, which enables the student to meet a technical standard. The faculty and student will work together, within the context of the agreed upon strategy, to provide the student with the opportunity to meet the technical standard. The presence of a disability will not exempt students from completing required tasks and a reasonable accommodation will not guarantee that students will be successful in meeting the requirements of any one course. Should a student be unable to meet a technical standard or course requirement after a reasonable accommodation has been made, the offer of admission or status in the Program will be withdrawn. A reasonable accommodation strategy agreed upon by the student and the Program, may not be agreed to by a clinical education setting the student is assigned to.

The essential functions are:

1. Affective/behavioral skills
2. Cognitive skills
3. Communication skills
4. Observation skills
5. Physical and emotional health
6. Psychomotor skills

To accomplish the essential functions of the role of the Nurse, the student must be able to meet the following technical standards:

1. Affective/behavioral skills – use of social and professional skills to demonstrate
 - Appreciation and respect for individual, social, and cultural differences in fellow students, professional colleagues, patients, and caregivers.
 - Appreciation that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with others.
 - Appropriate behaviors and attitudes to protect the safety and well-being of patients, self, and classmates.
 - Ability to appropriately handle situations that may be physically, emotionally, or intellectually stressful including situations which must be handled swiftly and calmly.
 - Ability to adjust to changing situations and uncertainty in an academic or clinical environment.
 - Possession of attributes of altruism, caring and compassion, continuing competence, duty, integrity, nursing/nursing assistant collaboration, responsibility, and social responsibility.
 - Ability to accept constructive feedback and modify behaviors as necessary.
 - Ability to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, and other professionals in academic and clinical environments.
 - Willingness to learn and abide by professional standards of practice.
 - Ability to be self-reflective.
 - Ability to be assertive and take initiative as appropriate.
 - Ability to function effectively as part of a healthcare team.
2. Cognitive skills – possession of sufficient intellectual-conceptual ability that includes the capacity to measure, calculate, reason, analyze, integrate, and synthesize information in order to make decisions. Includes demonstration of the ability to
 - Comprehend, integrate, and synthesize a large body of knowledge in a short period of time.
 - Utilize knowledge of natural, clinical, and social sciences to provide appropriate interventions in a clinical setting under the supervision of a nurse.
 - Gather appropriate information during patient interventions in order to make clinical decisions appropriate to the scope of practice of a nurse.
 - Appraise information and determine appropriate measurements to be taken during the episode of care.
 - Assess the information obtained from patient/client performance measurements in order to progress patient interventions appropriately within the nurse's established written plan of care.
 - Acknowledge limitations of knowledge and/or performance in order to provide safe, effective patient/client care.

- Self-reflect on performance to accurately assess own professional strengths and weaknesses.
 - Develop a plan to address professional areas of weakness.
3. Communication skills – use of verbal (oral and/or written) and nonverbal abilities to
- Express own ideas and feelings clearly.
 - Demonstrate willingness and ability to give and receive feedback.
 - Listen actively in order to receive and interpret oral communication.
 - Communicate effectively and sensitively in English with other students, faculty, patients, patients' families, and other professionals.
 - Demonstrate interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate patient/nurse relationships.
 - Communicate clearly and audibly during interactions with classmates, faculty, patients, and members of the health care team.
 - Elicit appropriate information from patients/caregivers.
 - Communicate complex findings in appropriate terms to patients/caregivers and other members of the health care team.
 - Receive, write, and interpret written communication in both clinical and academic settings.
 - Read and record observations legibly, efficiently, and accurately in documents such as the patient's record, both handwritten and electronic.
 - Complete written assignments.
 - Establish rapport with clients, caregivers, and colleagues.
 - Observe patients for the purpose of eliciting information, and accurately describing changes in facial expression, mood, posture, and other nonverbal communication.
 - Use therapeutic communication.
4. Observation skills – functional use of vision, hearing, and other sensory modes to
- Observe audiovisual presentations, written materials, laboratory demonstrations, and procedures.
 - Effectively perform auscultation/auditory evaluation inclusive of, but not limited to, lung, heart, apical pulse, blood pressure, and joint and prosthetic noises.
 - Appreciate environmental cues such as phones, paging systems, and verbal communication in a setting with competing ambient noise.
 - Appropriately take a patient's/client's subjective information.
 - Accurately observe a patient/client's activity and behavior during interventions.
 - Observe changes in patient/client status which may require modification of activity or intervention such as color of skin, breathing regularity, heart rate, skin temperature, muscle tone, and facial expressions.
 - Accurately monitor dials, displays, and equipment used in the treatment of patients including exercise equipment and electrical modalities.
 - Appreciate tactile feedback related to safe and accurate application of procedures such as palpation and manual muscle testing.
 - Read information from equipment and patient charts.

5. Physical and emotional health – excellent physical and emotional health and maintenance of personal hygiene and appearance as demonstrated by the ability to
 - Perform the skills mentioned in the other sections of this document.
 - Avoid jeopardizing the health and safety of others with whom one interacts.
 - Avoid offending others with whom one interacts.
 - Develop rapport with patients/clients, caregivers, classmates, faculty, and other health care professionals.
 - Respond appropriately to stressful situations in the classroom and clinic.
6. Psychomotor skills – gross and fine motor skills reflective of the physical capacities required to meet the responsibilities of a nursing student in a wide variety of clinical settings. Students should demonstrate the ability to
 - Assume and maintain a variety of positions, including but not limited to sitting and standing, squatting, kneeling, reaching, walking, stair climbing, and movement of the trunk and neck in all directions.
 - Perform manual material handling and manipulation of objects of various sizes and weights including lifting and transferring patients/clients, guarding patients/clients during gait training on level and uneven surfaces/ramps/stairs, pushing and pulling to provide resistance, and assisting in maneuvering patients/clients.
 - i. Safely lift up to 50 lbs. independently
 - ii. Safely lift up to 200 lbs. with assistance
 - iii. Safely push and pull up to 200 lbs. occasionally.
 - Utilize strong bilateral grasp during joint mobilization/manipulation and manually resisted exercise.
 - Utilize bilateral fine motor control to manipulate testing instruments, equipment, writing instruments, and computers.
 - Manually palpate various body structures during measurement and intervention procedures.
 - Balance self and provide support and balance to patients/clients on a variety of surfaces.
 - Perform a variety of endurance activities for up to 8-12 hours with occasional rest breaks. These include the ability to:
 - i. Sit for 2 to 10 hours daily, stand for 1 to 8 hours daily, and walk or travel for 2 to 8 hours daily
 - ii. Frequently lift 10 lbs. and occasionally lift weights between 1 and 50 lbs.
 - iii. Occasionally carry up to 25 lbs. while walking up to 50 ft.
 - iv. Frequently exert up to 75 lbs. of push/pull forces for up to 50 ft. and occasionally exert 200 lbs. for this distance.
 - v. Frequently turn, bend, stoop, and squat.
 - vi. Occasionally crawl, reach above shoulder level, and kneel.
 - vii. Frequently change position and location at speeds that permit safe handling of patients/clients.
 - viii. Frequently stand and walk while providing support to a patient/client with a disability.
 - ix. Continuously use hands repetitively with a firm grasp and manual dexterity skills.
 - x. Frequently coordinate verbal and manual activities with gross motor activities.

- Respond quickly to emergency situations by lifting/pushing/pulling patients/clients and applying force to perform CPR and assist with transporting patients/clients.

Revised: March 2026

Approved NFO: April 2026

Nursing Program Testing Policy

I. Policy

- a. The purpose of testing is to evaluate the student's proficiency in the course content.
- b. The number of tests in a course and the number of questions on each test should allow the student the opportunity to demonstrate knowledge of the material covered.
- c. Students are informed verbally and in written form (via the course syllabus) at the beginning of each course of the number of tests within that course.
- d. All test are proctored.

II. Procedure

- a. Tests may be given as often as deemed necessary by the faculty or team.
- b. Each course has a cumulative final exam except for NUR 216 and NUR 218.
- c. Test time in clinical courses will allow, at a minimum, one minute per multiple choice, plus an additional 3 minutes per alternate format questions and math problems.
- d. If a student cannot be present at the time of a scheduled test, it is the responsibility of the student to contact the course team leader prior to the beginning of the test.
 - If this requirement is not met, the student will receive a grade of zero for that tested material.
 - The student is also responsible for contacting the team leader within 24 hours to schedule a make-up.
 - Tests must be taken within one week of the original test date.
 - Students are not able to attend course learning activities (clinical, didactic, lab, simulation) until the test is completed.
 - In the interest of maintaining test security course faculty reserve the right to administer an alternate version of the test in the event of a make-up test.
 - A maximum of one make-up test will be allowed per semester at the discretion of course faculty.
 - A request for a make-up test is not automatically granted rather, requests for a make-up test will be evaluated on an individual basis.
 - If any type of tested material is missed, the faculty or team leader may substitute a different test or final, as appropriate, as stated in the course outline.
- e. An average of seventy-five percent (75%) in all tested material must be achieved to pass each required nursing course. And an overall course grade of 75 must be earned. If a 75% is not obtained in testing, no other course assignments will be included in the course grade.
- f. Test grades are not rounded.

Approved by NFO – March, 2000

Revised – May, 2004; December, 2004; March, 2007; May, 2009; May, 2014; December 2021, May 2024

Reviewed – November, 2011; July, 2016; May, 2019, August, 2019, April, 2021.

Nursing Grading Policy

- An average of seventy-five percent (75%) in all tested material must be achieved to pass each required nursing course.
- If a 75% is not obtained in testing, no other course assignments will be included in the course grade.
- Test grades are not rounded.
- Students must earn a testing average of seventy-five percent (75%) and an overall course grade of 75 to progress through the Nursing course sequence
- The nursing program mandates that students must achieve an average of 75% in testing for the program. If a student fails to achieve this grade, they will receive an F for the course and will be required to repeat it.

Nursing Clinical Grading

Satisfactory Progress

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

- a. A grade of Satisfactory is achieved when the student almost always demonstrates behaviors consistent with all core competencies (greater than 90% of the time).
- b. At course appropriate intervals, an interim evaluation is provided for each individual student to identify strengths and areas for growth. The student's clinical performance is documented on the course specific Clinical Evaluation tool. When a student demonstrates behaviors identified as Developing (D), Needs Improvement (NI), or Unsatisfactory (U), the student will collaborate with clinical faculty to develop a plan for success. This plan will include learning activities that foster success with meeting the core competencies and a date for achievement. The student who is unable to achieve Satisfactory (S) in meeting the core competencies, following the plan, can be placed on clinical warning, probation, or failure. Please refer to the course attendance policy for exceptions to this policy. Additionally, the student demonstrating behaviors that compromise client safety can be placed on clinical probation in addition to participating in a plan for success.
- c. At the conclusion of each clinical nursing course, the student and the nursing faculty member meet to discuss the student's clinical progress over the course of the semester. At the close of this meeting, the student signs the last portion of the Student Clinical Self-Evaluation Tool and includes their initials on the line whether the student agrees or disagrees with the clinical evaluation and includes any desired comments. The signature indicates that the student has participated in the meeting and has seen the completed Clinical Evaluation Tool.

Unsatisfactory Progress

The grade of Unsatisfactory (U) indicates the student occasionally demonstrated behaviors consistent with core competencies (25% of the time or less) or is evaluated as physically or mentally detrimental to the client.

- d. A student whose clinical performance is unsatisfactory will be given either a

Clinical Warning or placed on Clinical Probation. Clinical Failure results when a student does not satisfactorily meet the terms of the Clinical Probation.

e. Clinical Warning

A student is given a Clinical Warning for:

1. An absence as indicated in the Attendance Policy
2. Failure to satisfactorily meet the core competencies with faculty recommendations for improvement
3. Inconsistency in meeting core competencies

ii. The student is provided with written documentation identifying the core competencies on the Clinical Evaluation tool which require improvement or are unsatisfactory, the time limit of the Clinical Warning, and how and by whom the student will be evaluated during the term of the Clinical Warning. Should the student have any additional unsatisfactory clinical performance during the course/semester, the student will be placed on Clinical Probation.

Clinical Probation

A student is placed on Clinical Probation for:

1. Multiple absences as indicated in the Attendance Policy
2. Ongoing inconsistencies in meeting the core competencies
3. Failure to improve performance in meeting core competencies according to the terms of the Clinical Warning.
4. Any medication errors
5. Unsafe nursing practice

A student placed on Clinical Probation is provided with written documentation identifying the core competencies on the Clinical Evaluation tool which need improvement or are unsatisfactory, the time limit of the Clinical Probation, and how and by whom the student will be evaluated during the term of the Clinical Probation. Should the student have any additional unsatisfactory clinical performance during the course/semester, the student will receive a Clinical Failure.

Clinical Failure

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

1. Excessive absences as noted in the Attendance Policy
2. Unsatisfactory attainment of the core competencies
3. Failure to improve performance in the core competencies according to the terms of the Clinical Probation
4. Repetition of unsafe nursing practice
5. Serious medication and/or safety events may result in immediate failure.
- 6.

II. Performance records such as the Clinical Warning and the Clinical Probation will be maintained and further reviewed with the student during the final Clinical Evaluation meeting. When a student receives an unsatisfactory for clinical performance, the student will fail the course, regardless of the current didactic grade. A student who receives a Clinical Failure is no longer able to attend any nursing course activities or use the College

Simulation and Skills Suite.

- A. A student who does not wish to complete a course may choose to withdraw from the course or convert to an audit status.
1. Withdrawal: A student who withdraws from a course is no longer able to attend any course activity or use the Simulation and Skills Suite and must submit the course withdrawal form to the Office of Admissions, Records and Registration, in accordance with College policy. Refer to the individual course syllabus for specific course information.
 2. Audit: A student choosing to audit a course must receive approval from the nursing course faculty and the Director, Nursing Program. A student with audit status will be permitted to attend class only as an observer, may meet with the tutor on a space available basis, will not be able to take any further exams and will not receive any credit for the course, in accordance with College policy. Note: Conversion to audit status may affect financial aid.
 3. At the time of converting to withdrawal or audit status, the student seeking readmission to the course must submit a request to the Director, Nursing Program as outlined in the section on repeating courses found in the Progression in Nursing Program Policy of the Nursing Handbook.

Appeal Processes

1. Students wishing to appeal a final grade are referred to the MCCC "Grade Appeal" policy <https://www.mc3.edu/about-mccc/policies-and-procedures/grade-appeal> for information.
2. Students who wish to appeal a charge of Academic Dishonesty are referred to the MCCC Student Academic Code of Ethics: Appeal Process policy found at <https://www.mc3.edu/about-mccc/policies-and-procedures/student-academic-code-of-ethics>

American Psychological Association Style of Writing

POLICY

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

PROCEDURE

- A. Students must consult the most recent Publication Manual of the American Psychological Association (7th edition) for correct APA format for writing papers.

The Nursing Program requires the following APA format guidelines.

Font should be 12 point, Times New Roman in black ink

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

The following are resources that the student should access to assist with APA format 7th edition:

- <http://www.apastyle.org/> - a resource site at the American Psychological Association.
- https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html Purdue University, Purdue online writing lab
- <http://www.tutor.com/writing-center>, APA resources at Tutor.com
- <https://www.mc3.edu/choosing-montco/academic-support/tutoring/find-a-tutor> for assistance with APA resources and/or writing a paper. Click on Writing Study Rooms.

Approved by NFO – March, 2001

Revised: May, 2002, April, 2007, April 2008, February, 2009, October, 2010, August, 2013, May, 2015, May 2020

Reviewed: July, 2016, April, 2021, November 2024

Medication Administration and Clinical Judgment Policy

- A. Medication Administration and Clinical Judgment assessment will be required across the curriculum.
- NUR 107 Medication Administration and Clinical Judgment diagnostic assessment will be administered at the end of course.
 - NUR 114 Medication Administration and Clinical Judgment assessment will be administered prior to skills testing for medication administration in the nursing lab. This assessment will include non-parenteral meds.
 - NUR 115 Medication Administration and Clinical Judgment assessment will be administered at the beginning of the course. This assessment will include previously learned material in NUR 114/107 and new skills application required for medical-surgical clinical assignments. (i.e., parenteral meds, intravenous therapy).
 - NUR 116 Medication Administration and Clinical Judgment assessment will be administered at the beginning of the course. This assessment will include previously learned material in NUR 114/107 and new skills application required for pediatric and maternal-infant clinical assignments. (i.e., weight-based calculations, percentage of weight loss).
 - NUR 215 Medication Administration and Clinical Judgment assessment will be administered at the beginning of the course. This assessment will include previously learned material from NUR 107, 114-116.
 - NUR 217 Medication Administration and Clinical Judgment assessment will be administered at the beginning of the course. It is a comprehensive assessment of previously learned material from all courses within the nursing program.
- B. Medication Administration and Clinical Judgment assessments will account for 5% of your course grade and will be added to your final testing average. The grade for the first attempt is final. Additional attempts will not be averaged.
- C. Medication Administration and Clinical Judgment Assessment in NUR 107, NUR 114, NUR 115, and NUR 116 will include 10 dosage calculations and/or clinical judgement application type questions.
- Students in NUR 107 must achieve and 80% or greater to progress to the next course.
 - ⊖ Students who do not achieve 80% or greater on the first attempt will remediate (per course specific policy) and retake the assessment as instructed by course faculty.
 - Students, in enrolled in NUR 114-116, must achieve an 80% or greater to pass medications in clinical.
 - i. Students who do not achieve 80% or greater on the first attempt will remediate (per course specific policy) and retake the assessment as instructed by course faculty. Students who are unable to achieve an 80% of greater on the second attempt and after remediation are not eligible to administer medications in a clinical setting and subject to the provisions outlined in the Progression in Nursing Policy.
- D. Medication Administration and Clinical Judgment Assessment in NUR 215 and NUR 217 will include 20 dosage calculations and/or clinical judgement application type questions.
- Students enrolled in NUR 215 and NUR 217 must achieve an 85% or greater to

- pass medications in clinical.
 - Students not meeting the benchmark on the first attempt will remediate (per course specific policy) and retake the assessment as instructed by course faculty.
 - Students, who do not achieve benchmark scores or greater on the first attempt, are not eligible to administer medications in a clinical setting and subject to the provisions outlined in the Progression in Nursing Policy.
- E. Course specific resources (workshops, independent practice, integrated learning, tutoring) are available to assist the student with success with dosage calculations proficiency.
- Dosage calculations applications are integrated as clinical judgement and decision making in daily clinical/lab/simulation experiences (i.e., conferences and client care) and exams.
 - Dosage calculations applications are integrated within class preparation assignments and active learning experiences.
 - Dimensional analysis is reviewed in dosage calculations workshops, assignments, and active learning experiences. Calculations should be carried out and rounded appropriately to the clinical situation.
- F. Dosage calculations applications content covered in the following courses includes but not limited to:
- NUR 107, 114 Abbreviations, including The Joint Commission and Institute for Safe Medication Practices (ISMP) “Do Not Use” lists; introduction to dimensional analysis; equivalents; conversions; calculations for all non-parenteral medications including tablets, capsules, and liquid medications and adult weight-based calculations; introduce simple flow rate for enteral feedings; calculation of intake and output and percentage of adult weight loss.
 - NUR 115 Calculations for parenteral medications including intramuscular, intradermal, and subcutaneous administration; reconstitution of powdered medications; mixing medications in same syringe; calculation of intravenous flow rates (gravity and pump infusions),
 - NUR 116 Calculation of weight-based range; neonatal weight loss calculations.
 - NUR 215/ NUR 216 Titrated medications; calculating doses for intravenous push medications.
 - NUR 217/NUR 218 Intravenous fluid replacement for burn victims based on body surface area.

Approved by NFO: April 2024

Clinical/Lab/Simulation Disciplinary Progression Policy

I. Policy

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

II. Procedure

- A. In the event of an illness or injury, a doctor's note clearing the student to return to clinical/lab/simulation, without restrictions (see Essential Functions Policy), may be requested. Any absence will be subjected to the progression policy.
- B. In the event of the death of an immediate family member (grandparent, parent, sibling, spouse, child), an exception from the clinical absence policy will be granted, one missed clinical day will not result in the issuance of a Clinical Warning (as outlined in table below). The student is required to supply documentation of the death (newspaper notice or letter from the funeral director) to the clinical faculty. The student is required to meet all Clinical Objectives for the Course.
- C. Arriving late to clinical or leaving before the clinical day ends will not be accepted and may result in Disciplinary Progression.
- D. Clinical/Lab/Simulation Disciplinary Progression is outlined per NUR course in the table below.

4 Clinical/ Lab/Simulation Disciplinary Progression

NUR Course	Clinical/Lab/Simulation Disciplinary Progression
NUR 114	Students who are absent for: • 6.0-9.5 hours of clinical/lab/simulation experience will receive a Warning • 10-15 hours of clinical/lab/simulation experience will receive Probation • 15 hours or more of clinical/lab/simulation experience may receive a Failure
NUR 115	Students who are absent for: • 4-8 hours of clinical/lab/simulation experience will receive a Warning • 9-12 hours of clinical/lab/simulation experience will receive a Probation • 13 or more hours of clinical/lab/simulation experience may receive a Failure
NUR 116	Students who are absent for: • 4-8 hours of clinical/lab/simulation experience will receive a Warning • 9-12 hours of clinical/lab/simulation experience will receive a

	Probation • 13 or more hours of clinical/lab/simulation experience may receive a Failure
NUR 215	Students who are absent for: • 1 day of clinical experience will receive a Warning • 2 days of clinical experience will receive a Probation • 3 or more days of clinical experience may receive a Failure
NUR 217	Students who are absent for: • 1 day of clinical experience will receive a Warning • 2 days of clinical experience will receive a Probation • 3 or more days of clinical experience may receive a Failure

Approved by NFO – September, 1984

Revised – December, 1996; March 2020, May 2021, February 2023, September 2024, March 2026

Reviewed – May, 1998, May 2000, May 2002; February, 2003; May, 2003; April, 2004; April, 2008; November, 2011; July, 2016, May

Respiratory Viruses Attendance Policy-Nursing Program

I. Policy

This policy is for clinical absences related to Respiratory Viruses exposure/illness. All clinical absences will be tracked, students who miss clinical time for any reason are in jeopardy of not passing the course or the program due to external agencies and accrediting body requirements.

II. Procedure

Respiratory Viruses Exposure/Illness

- a. Students who have been exposed and are showing symptoms are required to follow the CDC guidelines: <https://www.cdc.gov/respiratory-viruses/prevention/precautions-when-sick.html>
- b. Students may receive penalty for missing time as outlined in the Nursing Student Handbook- attendance policies.
- c. Students are responsible for completing any work missed due to illness/exposure, including pre and/or post clinical assignments, quizzes, tests, and exams.
- d. Please note: Students may still be required to complete all clinical hours and course activities as regulated by external agencies and accrediting bodies.
- e. Clinical attendance may be affected by clinical site policies.

Dev- May 2021

Revised: September 15, 2022, May 2024

Dress Code for Clinical Assignments: Clinical Sites and Simulation Suite Course Activities

I. Policy

It is the belief of the Nursing faculty that a dress code for clinical assignments is important to clearly identify Montgomery County Community College Nursing students. The dress code also promotes student comfort and client safety. Students who do not meet the uniform regulations and dress code will be asked to leave the clinical area and take an absence for the day if correction or remediation cannot be made immediately. Failure to adhere to the established dress code may result in disciplinary action in accordance with the clinical warning and probation policy.

II. Procedure

a. A complete student uniform includes:

- White scrub top
- Navy blue scrub pants
- Optional: White uniform style warm-up jacket/lab coat
- Optional: navy blue scrub skirt/dress with white hosiery
- Religious/cultural head coverings in navy, black or white
- Skin tone undergarments
- Clean, neutral in color, professional-looking shoes designed for safety and support
- Watch with second hand
- School issued/facility issued ID badge

- b. The optional white lab coat or uniform style warm-up jacket is the only acceptable garment to be worn with the uniform. White, navy or gray t-shirts or turtlenecks may be worn under the uniform.
- c. Socks or knee-high stockings are not permitted with the skirt option for the uniform.
- d. Religious or culturally required head and/or facial coverings must be in either white, black, or navy and must be a solid color. No prints or embellishments. Students who are required to wear, for religious or cultural reasons, a head and/or facial covering in clinical are aware that the facility/hospital may restrict and/or limit student participation in some areas where a head covering may pose a safety risk to patients, staff, or the student.
- e. Footwear must be clean, professional-looking, and neutral in color (white, navy, blue, gray, brown or black). They should provide safe, secure footing, and offer protection against hazards. Shoes should have minimal commercial designs or logos. The following are not permitted: open back shoes with or without a strap, Croc-like shoes, platforms, canvas, high top sneakers, and open-toe shoes.
- f. The only jewelry to be worn with the uniform is one plain band on one finger and up to two discreet single post studs per ear. Ear gauges must be capped. Dangling earrings, neck chains, bracelets, or any other pieces of jewelry are not permitted. A plain, professional style watch with a second hand is required. Smart watches are not permitted.
- g. Body art and tattoos must be appropriate and in keeping with a professional image. Those that depict profanity, nudity, violence, or substance use must be covered.
- h. No visible face or body jewelry permitted, not limited to nose, lip, eyebrow, or tongue piercings. Clear retainers can be utilized.

- i. School issued/facility issued ID badge should be worn in clinical settings as required by the clinical agency.
- j. The use of earbuds is not permitted in the clinical area.
- k. Good personal hygiene is extremely important to patient care as well as the comfort of others. Students must always be clean and well-groomed. Lightly scented products must be limited to shampoos, soaps, underarm deodorant and lotions. The use of cologne and perfume are prohibited in recognition of potential adverse effect on patients, staff and faculty. Latent tobacco odor is also prohibited.
- l. Nails are to be clean and trimmed short to avoid scratching or injury to the client. Artificial nails and nail tips are not permitted. Nail polish should be neat and not chipped.
- m. Make-up should be used with discretion and minimally applied to create a professional nursing image. Glitter and sequins are prohibited.
- n. Hair must be kept neat, secured away from the face and not interfere with the patient-care work field. Hair style and color should present a professional appearance. Extreme hair color may be prohibited in clinical institutions
- o. Beards and mustaches must be neatly trimmed. Otherwise, facial hair should be clean shaven, ensuring a well-groomed appearance.
- p. Gum is not to be chewed in the clinical area.
- q. Specific clinical sites may require alternative or site-specific dress codes. These requirements will be communicated to students in advance of each rotation. Compliance with the clinical site's dress code is mandatory. Students are responsible for obtaining and wearing the appropriate attire as directed.
- r. Relaxed business casual is acceptable for students attending independent practice sessions in the simulation suite. The following items are not permitted: open-toed shoes, tank or midriff (crop) tops and pajamas. Follow all other safety policies relating to hair, jewelry and footwear.

Approved NFO: May, 1982, May, 1995; December, 2001; May, 2003; May, 2007; May, 2010; March, 2011; May, 2012; February, 2013; July, 2016; February 2019; May 2019; March, 2020, April, 2021, December 2022, May 2024, October 2025

Personal Digital Device in Clinical Setting

I. Policy

Personal digital devices may not be used in the clinical setting/lab without permission from the clinical or lab instructor. Personal Digital Devices include but are not limited to smart phones, smart watches, laptops, cell phones, and iPads.

Procedure

- A. All students entering clinical areas have been advised of and are expected to comply with Health Insurance Portability and Accountability Act (HIPAA) regulations.
- B. All patient-related information is confidential.
- C. Patient-related information is defined as all information related to the health, business, or personal matters of the patient or patient's family.

This includes but is not limited to Protected Health Information (PHI) that is based on a patient's diagnosis, examination, treatment, observation, or conversation, and information maintained in databases that contain diagnostic or treatment related information.
- D. Protected Health Information (PHI) cannot be entered into a personal digital device.
- E. **Pictures cannot be taken in a clinical/ lab setting.**
- F. The use of PDD functions, which include personal text messaging, is prohibited during clinical hours.
- G. Cleaning of PDDs must comply with the organization's infection control policy and procedures. If the device becomes contaminated it should be cleaned with the recommended disinfectant.
- H. The PDD cannot be taken out in the patient's room.

Approved by NFO: October 2023

Employment Policy

I. Policy

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

II. Procedure

A. Employment While a Nursing Student

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

Approved by NFO – May, 2003

Revised – April, 2007, February 2023

Reviewed – March, 2011; October, 2014; July, 2016; May, 2019,

Letters of Recommendation & Reference Policy

I. Policy

It is the belief of the Nursing Faculty that written Letters of Recommendation are an essential element to obtaining a position as a new graduate and should reflect a faculty member's view on the graduate's abilities to perform as an entry level practitioner. If a faculty member agrees to provide a recommendation, he/she may decide to write a narrative letter of reference using the college letterhead or complete an online reference.

II. Procedure

- A. Whereas most hiring facilities request 2-3 Letters of Recommendation as part of the hiring process, students may request a maximum of 3 faculty Letters of Recommendation when graduating.
- B. Letters of Recommendation for graduating students should be requested from clinical faculty who would be familiar with the graduating student's performance in the clinical setting.
- C. The request should include the name and title of the person, the address to which the reference is to be sent, and the position for which the student is applying.
- D. Students are to request Letters of Recommendation at the time of a clinical evaluation or at least 3 weeks prior to the date needed. A copy of the letter will be given to the student for future use.
- E. Letters of Recommendations solicited from faculty are not to be included in the end of program portfolio.
- F. A general letter of reference from a maximum of 3 Nursing faculty may be requested for use up to 1 year from date of graduation.
- G. All student who are requesting faculty to complete an online reference must be asked for permission prior to submitted their name for a reference.

Approved NFO – March, 2007; October, 2010

Revised – July, 2016, October 2016; December 2021, February 2023, May 2024

Reviewed – February, 2012

Portfolio Development

I. Policy

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

End-of-Program Student Learning Outcomes:

Upon successful completion of the Nursing Program, each graduate will be able to:

- Incorporate nursing knowledge to meet health care needs of clients of diverse communities across the lifespan.
- Demonstrate clinical reasoning and clinical judgement, using the nursing process, in the delivery of safe, effective evidence-based care in a variety of environments.
- Utilize professional communication, promoting interprofessional teamwork and
- collaborate to achieve quality client care while recognizing differences and preserving self-worth.
- Exhibit behaviors that reflect values of caring and professional nursing practice.

II. Procedure

- a. Portfolio development is a program requirement that is initiated in NUR 107/108 and threaded across the nursing curriculum. It is graded in NUR 218, Transition to Professional to Nursing Practice.

Approved by NFO: October, 2001

Revised: May, 2000; May, 2003; May, 2004; May, 2007; March, 2011; August, 2013; April, 2014; August, 2015; July, 2016, May 2020, March 2025

Reviewed: May, 2018, April, 2021, December, 2021

Nursing Simulation and Skills Suite

I. Policy

The Nursing Simulation and Skills Suite is an active component within the Montgomery County Community College Nursing Program. This both supports and complements the clinical aspects of the Nursing Curriculum.

II. Procedure

- A. Each Nursing course within the Curriculum utilizes the Nursing Simulation and Skills Suite as a part of the Clinical Component, to prepare students for client care experiences. In addition, all Clinical Nursing Courses require each student to complete skill testing in specific areas, which relate to content taught within the course.
- B. Course required skill evaluations will occur during course scheduled laboratory/simulation learning activities. Skills will be evaluated according to a predetermined skills checklist. A student who is unable to demonstrate proficiency with any course required skill will participate in a remediation plan for success. The student is then required to make an appointment (outside of scheduled lab, clinical and class time and before the next clinical experience) with the Nursing Simulation and Skills Suite Faculty to retest on a skill. The student who is unable to demonstrate proficiency with the skill, following the remediation plan, may receive a clinical warning, probation, or failure. Please refer to the Nursing Program's Grading Policy. Appointments may be made through the means identified by Nursing faculty in the Nursing Simulation and Skills Suite. Also, students must email Nursing Simulation and Skills Suite at simsuite@mc3.edu if unable to keep appointment.
- C. The Nursing Simulation and Skills Suite also provides nursing students opportunities for independent practice and skill review; small group and one-on-one instruction; and various workshops and reviews in support of the program's classroom presentations. Students may also use the reference books contained in the Nursing Simulation and Skills Suite as well as additional resources posted in the Nursing Resource Center Canvas site.
- D. Students are oriented to the technology used in the Nursing Simulation and Skills Suite, either individually or in small group sessions. These sessions occur as students participate in scheduled laboratory sessions within their clinical courses.
- E. Students participating in simulation activities in the Nursing Simulation and Skills Suite must sign the Simulation Confidentiality and Consent Form prior to their first simulation experience.
- F. A student who withdraws from a course is no longer able to attend any course activity or use the Simulation and Skills Suite

Montgomery County Community College
Department of Nursing
Simulation Confidentiality and Consent Form

Every student in Montgomery County Department of Nursing will read and sign the Simulation Confidentiality Agreement.

This form will be on file in the Simulation Lab.

Printed student name _____ Date _____

Current semester (circle one) 1st 2nd 3rd 4th

Simulation Confidentiality Agreement

I _____ agree to keep all information regarding and surrounding the simulation(s) in which I participate confidential until such time that all students in my current class have completed the simulation(s). I agree not to discuss the simulation in any way with any member of the Nursing Program until she/he has completed the simulation(s).

Signature _____ Date _____

Consent Form for Video Streaming

I authorize the Montgomery County Community College Department of Nursing to video stream participation in simulations. I understand that this video streaming will not be recorded or saved and will be used during the simulation for educational/instructional purposes only.

Signature _____ Date _____

.Approved by NFO – May, 2003
Revised – April, 2010; May, 2018, March 2025
Reviewed – March, 2014; July, 2016, December, 2021

Student Records Policy

I. Policy

The Nursing Program complies with 34 CFR PART 99—FAMILY EDUCATIONAL RIGHTS AND PRIVACY(FERPA).

II. Procedure

- A. Upon admission to the Nursing Program, two separate electronic files are created for each student and maintained in secure digital systems to ensure confidentiality, compliance, and accessibility.
 - i. **Personal File**
The student's private personal information, including background checks, immunization records, and other sensitive documents, is securely stored in **CastleBranch**, a third-party compliance management system.
 - ii. **Academic File**
The student's academic records, such as course progression, evaluations, and related documentation, are maintained in **Microsoft SharePoint**, a secure internal document management platform.
- B. The student has the right to review their personal file at any time. The student has the right to review their academic file upon written request to the Director, of the Nursing Program. Within seven days of this request the Director or his/her appointee will meet with the student for the requested review of records.
- C. Access to the student's files will be granted to the following without the written consent of the student:
 - 1. College employees with a legitimate educational interest.
 - 2. Government officials who need-to-know to carry out lawful functions.
 - 3. Auditors hired by the institution.
 - 4. Persons who need-to-know in cases of health or safety emergencies.
 - 5. Individuals or organizations conducting certain studies for the Nursing Program.
- D. Access to the student's files will be granted to the following with the written consent of the student:
 - 1. Sponsors of financial aid to the student.
 - 2. Other schools to which a student is applying or transferring.
- E. Counseling contact information is maintained by individual counselors and is not a part of the student file. This confidential information is not required to be disclosed.
- F. Duration of Records
 - 1. The Office of Admissions and Records maintains the official

- student transcript ad infinitum.
2. The student's files directly related to Nursing Program are maintained in Microsoft SharePoint for a period of five (5) years after completion of the Nursing Program.

Approved by NFO – December, 2004

Revised – April, 2007; April, 2008; March, 2011; October, 2014; May 2019, April 2025

Reviewed – July, 2016

College Occupational Exposure Plan

The College Occupational Exposure Plan can be found using the link below:

<https://www.mc3.edu/about-mccc/policies-and-procedures/student-employee-patient-occupational-exposure-policy>

Revised: March 2025



Place of Occurrence:

- ☐ Blue Bell Campus
☐ Pottstown Campus
☐ Other Location

ACCIDENT/INJURY/ILLNESS FORM (to be completed by injured/ill party)

Name: _____ **Age:** ____ **Date of Birth:** _____

Status: ☐ **Employee** (includes students paid by the College. Note: Receives a "Preferred Providers" List... Page 3)

Area of Employment or Department: _____

☐ **Student** (Does not receive a "Preferred Providers" List) ☐ **Other** (Specify): _____

Area of Employment or Department: _____

College ID#: _____ **Address:** _____

_____ **Phone #:** _____

Date of Accident/Injury: _____ **Date Reported:** _____ **Time of Accident/Injury:** ☐ am ☐ pm

Employee: SHIFT START TIME (What time did you start work?): ☐ am ☐ pm

1. Describe the Accident/Injury/Illness: What were you doing? What equipment or tools were involved? What did you injure? (Use reverse side if necessary.)

2. Any witnesses to the Accident or Injury? ☐ Yes ☐ No **Witness Name(s) & Phone Number(s):**

3. Give specific location where the Accident/Injury occurred (Building Name, Room #, Area, etc.):

4. If injured employee, did you notify your Supervisor? ☐ Yes ☐ No (Your Supervisor Must Be Notified)

Name of Supervisor: _____ **Date of Notification:** _____

5. If student & if applicable, was a direct faculty member made aware? ☐ Yes ☐ No

Name of Faculty Member or Instructor: _____

6. Describe Your Injury (What hurts? Any swelling, bruising, or cuts? Any sprains, strains, or contusions?):

7. What First Aid or Care did you receive? Describe:

(check all that apply) ☐ None or No First Aid / Care Needed ☐ EMS/Ambulance was Declined

☐ Going/went to Hospital Emergency Rm ☐ Going/went to Care Facility listed on Preferred Providers List

☐ Assisted by Campus Safety Personnel ☐ Going/went to Personal Physician

Signature (person completing this form): _____ **Date:** _____

Campus Safety Incident Report Completed By: _____ **Badge #:** _____

Campus Safety Incident Report Number: _____

(Employee injury reports are submitted to the Director of HR by the Campus Safety Supervisor or Director of Campus Safety)

ATTACHMENT B



Montgomery County
Community College

**Waiver Agreement
Release of Responsibility
Related to A Bloodborne Exposure Incident**

I, (print name) _____, may have been significantly exposed to the blood and/or body fluid of an HBV, HCV, and/or HIV blood-borne pathogen positive patient.

It has been explained to me that current CDC testing protocols, relating to a bloodborne exposure incident, recommend testing within 2–3 hours following a significant bloodborne pathogen exposure.

I **decline** to have baseline testing performed and/or to receive additional counseling afforded to me by the College.

I hereby release Montgomery County Community College as the result of declining the above recommended items of all liability related to this potential exposure as well as all future health issues it may pose to me.

Signature

Date

Witness:

(Print name and title)

Signature

Date

GENERAL INFORMATION

Revised – August, 2013; May, 2014; July, 2016; May, 2017; May, 2018; May, 2019; May, 2020; August, 2020, March, 2021, August 2024

Student Academic Code of Ethics

The Nursing faculty supports the College's *Student Academic Code of Ethics* (<https://www.mc3.edu/about-mccc/policies-and-procedures/student-academic-code-of-ethics>) which states,

"In the pursuit of knowledge and higher education, members of the academic community, specifically students enrolled in credit and non-credit programs, at Montgomery County Community College must maintain a constant commitment to academic ethics. The College cultivates an environment that fosters critical thinking and learning, and in order to safeguard the integrity of the institution, students are expected to follow the policies of the College. Students who practice academic honesty demonstrate respect for the educational process and support the accomplishments of fellow students, while upholding the College's reputation. Therefore, it is expected that students will participate in a culture of academic honesty."

The *Student Academic Code of Ethics* includes definitions and examples of Academic Dishonesty. Violations of this code of ethics will result in sanctions, including possible dismissal from the College.

Nursing is an ethical profession that relies on truth and high moral standing. As a result of this professional ethical responsibility nursing students are held to a higher standard of academic integrity. Violation of any of the standards of academic integrity may result in dismissal from the Program. Violation of the standards of academic integrity include, but are not limited to:

- Cheating on a test
- Submitting another student's work as your own
- Sharing another student's work with classmates for the purpose of submitting the work in fulfillment of an assignment/test
- Submitting your own work which was submitted for a previous course/course attempt (Self-plagiarism)
- Sharing your work, previous or current, with a classmate for the purpose of submitting it in fulfillment of an assignment/test
- Plagiarism of any type
- Being aware of violations of academic integrity but not reporting it

Any student who receives an XF in a Nursing Program pre-requisite course is ineligible for the Nursing Program.

Students who receive a failing grade for Academic Dishonesty in any NUR course are ineligible to continue in the program.

Students are responsible to access and read this document on the College's website.

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

As outlined in the College Student Academic Code of Ethics

(<https://www.mc3.edu/about-mccc/policies-and-procedures/student-academic-code-of-ethics>),

“Students may follow the College’s appeal process if they dispute an instructor’s accusation of academic dishonesty. The Academic Progress Committee will hear the appeal, and the policies of the Academic Progress Committee are incorporated into this statement by reference.”

Student Code of Conduct

The Nursing faculty supports the College’s *Student Academic Code of Conduct* ([Student Code of Conduct - Montgomery County Community College \(mc3.edu\)](https://www.mc3.edu/about-mccc/policies-and-procedures/student-academic-code-of-ethics)) which states that “Students are expected to treat all members of the college community with dignity, respect, fairness, and civility and to behave in a responsible manner at all times both in and outside of the classroom.”

“Montgomery County Community College has established and will maintain a fair, equitable, and timely procedure for addressing student disciplinary matters ensuring that the rights of the students, the College community, and the community-at-large are protected. The College has established a student Code of Conduct to describe behavior that is in violation of acceptable standards and the disciplinary procedures and sanctions for code violations.” Students’ rights in the process of a disciplinary hearing are explained in detail in the College policy.

Students are responsible to access and read this document on the College’s website.

Student Expectations in Virtual Learning Environment

In addition to the College’s Policy on Acceptable Use of Technology, the Nursing Program has adopted these expectations for students participating in a virtual learning environment while enrolled in a nursing course. The expectations are necessary to foster a learning environment that ensures all participants are being considerate of others, their time, and opinions.

1. Arrive to the virtual learning activities 5-10 minutes before the activity is scheduled to begin.
2. Synchronous activities are to be attended in an environment conducive to learning and participation in the learning activities. This means that you must be in front of your desktop or laptop computer. Participation in synchronous activities via cell phone will not be tolerated. Your learning environment should be free from distractions such as televisions, radios, pets, family members, and through traffic. Many synchronous learning activities contain sensitive patient information that is protected by Federal HIPAA regulations, so a secure, private environment is essential to maintain confidentiality. If you are having trouble with your learning environment, please contact your faculty member.
3. Follow the nursing program dress code and/or uniform policy when attending the virtual learning activities.
4. While in the virtual learning activities, always keep your camera on, unless otherwise instructed.
5. While in the virtual learning activities, mute your microphone unless you are participating in the classroom discussion.
6. Responses to other participants should address the ideas or work submitted not the person.
7. Using professional, respectful communication is essential. Be understanding of diverse opinions, life experiences, cultures, and backgrounds.
8. As with face-to-face learning activities, students are expected to be engaged and actively participating in all activities. Participation requirements and consequences for not participating are determined by the course faculty

Reproduction of Classroom Presentations

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

Each faculty member has the right to decide as to how material may be copied, used, or reproduced. This includes student use of audio recorders. While many faculty and students do not object to being "recorded," others may have reservations.

Students must request permission from the teaching faculty and students of each course before using a recording device during course learning activities.

English as a Second Language (ESL)

In accordance with the Essential Functions for Nursing communication skills, students with ESL may need additional activities to promote professional communication. Refer to ESL services on MCCC's website (<https://www.mc3.edu/degrees-and-programs/esl>) to review options for additional courses.

College Resources and Student Success Services

A listing of college resources and student success services is available online at <https://www.mc3.edu/choosing-montco/resources-for-students>. Students may also access some College resources and support services on course Canvas sites.

Channels of Communication in Nursing

If a student has an issue or concern, she/he should first contact the faculty involved and, if not resolved, next contact the team leader. If the problem is still not resolved, the student should then contact the Director, Nursing Program. If the student is still not satisfied with the recommendation, then the student may pursue the College policy as stated in the Course Catalog. The College appeal process for "Grade Appeal" located in the Course Catalog and can be found online at <https://www.mc3.edu/about-mccc/policies-and-procedures/grade-appeal>.

Information Concerning Clinical Assignments

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

Assignment to a clinical setting is made at the time of pre-registration. A request to change clinical assignment must be submitted to The Director of the Nursing Program within 5 business days after pre-registration schedule is posted. Student must find another student willing to switch with them. Requests will be evaluated but may not be guaranteed. No requests will be accepted after the 5 days. Rotations require that all students serve in assigned agencies since agency selections are made to cover a specific curriculum objective. Students shall provide their own transportation.

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

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

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

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

If an injury is sustained while at the facility, please contact your instructor immediately. Illness developing while on duty should be reported in the same manner. If it is necessary for any student to be treated in an emergency department, the student is responsible for medical treatment costs.

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

Student Relationships with Agency Patients

We the faculty of Montgomery County Community College Nursing Program of the Health Sciences Division believe that it is the ethical and legal responsibility of every faculty member and student to maintain confidentiality and abide by the laws relative to privacy. This includes the Health Insurance Portability and Accountability Act of 1996 (HIPAA) guidelines. Students shall not visit, call, or otherwise contact patients who have been assigned to them after any clinical experience. Neither should students request information about a patient from a clinical agency once the student client relationship is terminated. One of the indications of high-level nursing skill and competency is the provision for proper care and termination of nurse/patient relationship.

Smoking Regulations

Smoking including e-cigarettes is not permitted on campus or in the clinical setting. Since you are often assigned to patients who have been asked to give up smoking or who are non-smokers, please do not arrive in patient care areas with an odor of smoke about your person.

Electronic Communication

At both the clinical agency and the College, personal communications outside the facility are to be made during break and lunch period. Cell phones are to be turned off or placed on vibrate when in class, Nursing Simulation and Skills Suite or clinical setting. Students should refrain from personal electronic communication during class or clinical experiences, except in an emergency. To report illness, absence, or lateness on a clinical day, contact the instructor as directed. In the case of a sickness or an emergency on a test day, contact the Team Leader of your course prior to the start of the test to report your absence.

Program Governance

Student participation in the governance of the Nursing Program is encouraged. To facilitate this, students are invited to participate in two Nursing Program committees:

Student Affairs

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

Curriculum Committee

Review, plan, implement and evaluate the curriculum for the Nursing Program on a continuous basis. Review, plan and evaluate the availability of appropriate facilities and resources to meet the teaching needs of faculty and students. This includes clinical learning facilities, library holdings (including A.V.), classroom, clinical laboratory equipment, etc.

These committees meet at least two-three times each semester. Students who request to join a committee must be in good academic standing and are subject to the approval of the Director, Nursing Program. The student representative(s) to the committee are responsible for emailing fellow students regarding any concerns prior to each meeting and reporting to the committee. Student representatives are then responsible for reporting back the events and outcomes of committee meetings to fellow students.

When student policy changes occur, student affairs representatives will be notified, and it is their responsibility to communicate changes to fellow students. Student Affairs Faculty will also post an announcement on that semester's Nursing Resource Center-Canvas site.

Financial Assistance

If financial problems occur which jeopardize continuing in the Nursing Program, please seek guidance from Student Success and Financial Aid.

For additional information regarding financial aid at Montgomery County Community College visit <https://www.mc3.edu/paying-for-college/financial-aid>

State Board Regulations and National Council Licensing Examinations

The Director, Nursing Program will explain to the prospective graduates the process of application for the licensure examination, the application for state licensure, and the application for a temporary practice permit upon satisfactory completion of the program. The College has no control over the scheduling of the licensure examination. Students wishing to take examinations in other states should discuss the matter with the Director, Nursing Program.

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

Students have one year from the date of graduation to take the NCLEX-RN exam. After the one-year time period, students may be required to go in front of Pennsylvania State Board of Nursing to discuss reasons for delaying NCLEX for greater than one-year.

Students with specific offenses on their criminal background check may be delayed in taking the NCLEX-RN exam, as per the Pennsylvania State Board of Nursing. This cannot be determined in advance as it is decided at the time the student applies to take the NCLEX-RN exam.

Students with a DUI or other controlled substance offense may be asked by the Pennsylvania State Board of Nursing to attend the Professional Health Monitoring Program (PHMP) prior to taking the NCLEX-RN. This may delay the student in taking the NCLEX-RN and may also involve

additional costs. This cannot be determined in advance, it is decided at the time the student applies to take the NCLEX-RN exam.

Articulation/Transfer Partnerships

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

Gifts to Faculty

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

APPENDICES

Appendix A - Glossary of Terms

Caring – promoting health, healing, and hope in response to the human condition

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

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

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

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

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

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

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

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

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

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

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

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

Conceptual Framework serves as a guide for the selection of nursing content, ordering of courses, and sequencing of meaningful learning experiences.

Consistently – In an expected or customary manner, regularly and routinely; able to maintain a particular standard or repeat a particular task with minimal variation.

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

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

Clinical Reasoning is a process by which nurses use critical thinking to collect, process, and interpret client information to develop an action plan.

Clinical Judgement is a competency for graduates of Associate Degree Nursing Programs. Make judgements in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of clients with a family and community context.

Course Student Learning Outcomes-Statements of learner-oriented expectations written in measurable terms that express the knowledge, skills, or behaviors that the students should be able to demonstrate upon completion of the course. (ACEN, 2024)

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

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

Distance Education – the nursing program offers distance education courses as a method of teaching and learning to facilitate access to education for students who seek online, hybrid, or video-conference courses in agreement with college purpose. Except for methodology, these courses are comparable to the equivalent face to face courses in the areas of syllabus, content, learning outcomes, assignments, and evaluation.

Diversity –The wide range of human characteristics that make one individual or a group of individuals different from another. Diversity characteristics include, but are not limited to, race, ethnicity, culture, gender identity and expression, age, national origin, religious beliefs, work sector, physical ability, sexual orientation, socioeconomic status, level of education, marital status, language, physical appearance, and neurocognitive differences. (ACEN, 2024)

ACEN Glossary

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

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

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

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

Human Flourishing - A competency for graduates of Associate Degree Nursing Programs. Advocate for clients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

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

Interprofessional-Sharing of information among two or more healthcare professionals from different disciplines who are working together as a team with a common purpose and mutual respect to improve client outcomes. (ACEN, 2024)

Interprofessional Education (IPE)-Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes. (WHO, 2010)

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

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

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

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

Non-clinical Nursing Course – a NUR designated course required for the Nursing Program that does not have a clinical component (i.e., NUR 108).

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

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

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

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

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

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

Portfolio – a systematic, organized collection of evidence which supports the student's knowledge base, competencies, and achievement of End-of-Program Student Learning Outcomes.

Professional Identity - A competency for graduates of Associate Degree Nursing Programs. Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.

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

Rigor – the depth, complexity, and intensity of the Nursing Program. Content of sufficient breadth and complexity that students are challenged to increase their knowledge through in-depth study and engagement with the subject matter with adequate preparation and is evidenced by the evaluation of grade point mean (GPM), number of students maintaining a test average of 75% and the number of hours students report spending on academic preparation. The Curriculum provides learning experiences that ensure rigor whereby the student is guided toward successful achievement of course objectives.

Spirit of Inquiry - A competency for graduates of Associate Degree Nursing Programs. Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

Systematic Plan for Program Evaluation – A written document emphasizing the plan for ongoing, comprehensive assessment of the end-of-program student learning outcomes and program outcomes. Plan must include assessment methods, frequency of data collection, and frequency of evaluation for each end-of-program student learning outcome and program outcome. May also include documentation of the plan's implementation (data, analysis, and actions) or indicate where that information is located. (ACEN, 2024) ACEN Glossary

Teaching-Learning – is valued as a reciprocal process in which there is an exchange of information withing the faculty-student, nurse-client relationships.

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

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

Approved by NFO – September 1987

Revised – October, 1994; May, 1998; April, 2000; February, 2001; February, 2003; April, 2007; June, 2009; May, 2010; October, 2013; May, 2015; July, 2016; April, 2017, May 2020; February 2022, August 2024, August 2024.

Appendix B - Nursing Faculty and Staff

<u>Faculty and Staff</u>	<u>Office Number</u>	<u>E-mail Address</u>
Administrative Assistants	1700	nursingoffice@mc3.edu
Jennifer Barwis	1748	ibarwis@mc3.edu
Judy Davis-Radich	1719	jradich@mc3.edu
Lindsey Doran	1735	ldoran@mc3.edu
Christine Dunigan	1741	cdunigan@mc3.edu
Erica Hopper	1746	ehopper@mc3.edu
Karen Karaban	1755	kkaraban@mc3.edu
Elizabeth Keene	1757	ekeene@mc3.edu
Joanne Lin	1737	jlin@mc3.edu
Kelly Lyles	1739	klyles@mc3.edu
Sandra O'Brien	1756	sobrien@mc3.edu
Milissa Pelonero	1750	mpelonero@mc3.edu
Lubna Rizvi	1753	lrizvi@mc3.edu
Christina Sirianni	1743	csirianni@mc3.edu
Christine Troyer	1738	ctroyer@mc3.edu
<u>Nursing Simulation & Skills Suite</u>	2720	simsuite@mc3.edu
<u>Director</u>		
Kyle Raczynski	1701	kraczynski@mc3.edu

Revised: August, 2010; November, 2011; May, 2012; April, 2013; March, 2014; May, 2015; July, 2016; May, 2017; July, 2017; May, 2018; May 2019; September 2019; December 2021, August 2022, December 2022, May 2024, May 2025, April 2026

Appendix C– Technical Requirements and Resources

Students within the nursing program are required to have access to desktop or laptop computer with camera and microphone capabilities. Chromebooks or iPad are not acceptable. Reliable internet connection is also needed. If you need assistance with obtaining a laptop, contact IT.

Information and/or help about student IT resources at Montgomery County Community College can be found using the following options: Contacting the HELP DESK at 215-641-6495 for any technology related problems you may have, email at helpdesk@mc3.edu or live support available at <https://support.mc3.edu>.

Information regarding ATI technical requirements can be found at:

<https://www.atitesting.com/educator/technical-requirements>

Information regarding ATI technical support can be found at: <https://www.atitesting.com/contact-technical-support>

Students are strongly encouraged to utilize ATI resources as well as textbook resources for any additional learning needs.

Students are required to purchase CoursePoint+-which provides students the eBook.

<https://thepoint.lww.com>. Directions will be provided by faculty on how to purchase this online resource.

Revised – May, 2008; April, 2011; May, 2018; May 2019; May, 2020, December 2022, October 2024

Montgomery County Community College
Associate Degree Nursing Program
AY 2026-2027

Handbook Acknowledgement

I agree to read, review, understand, and follow all contents of the 2026-2027 Montgomery County Community College (MCCC) Associate Degree Nursing Program Student Handbook, which I have received.

I also understand that the MCCC Associate Degree Nursing Program reserves the right to change, without notice, any statement in this handbook concerning, but not limited to, requirements, rules, policies, procedures, fees, curricula, and courses. Such changes shall be effective whenever determined by the faculty, administration, or governing bodies; the changes may govern both current and past cohorts.

Official notification of changes will be announced via Nursing Resource Center Canvas Site.

STUDENT:

Signature

Date

Student's Printed Name