BRISTOL COMMUNITY COLLEGE NURSING PROGRAM STUDENT HANDBOOK

ACADEMIC YEAR 2024 – 2025

PROGRAM APPROVED BY:

MASSACHUSETTS BOARD OF REGISTRATION IN NURSING

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Table of Contents

WELCOME

Dear Nursing Student,

Congratulations on your decision to pursue a career in the field of Nursing! It is our pleasure to welcome you to the Nursing Program here at Bristol Community College.

Nursing is a career choice that is both demanding and rewarding. The nursing program at Bristol Community College is designed to provide you with the knowledge, attitudes, and skills for you to be successful as a registered nurse. You have made an excellent choice!

The purpose of this handbook is to acquaint you with policies specific to the Department of Nursing. You are responsible for all information contained within the official Bristol Community College Academic Catalog, the Bristol Community College Student Handbook, and other official college publications. It is your responsibility as a student to become familiar with the policies of the college and the nursing program and to comply with them.

Students will be notified of any policy changes with revisions being announced and posted on the course page, Community Teams page, and via college e-mail. Students are responsible for accessing their Bristol e-mail frequently for any program updates and announcements.

The Department of Nursing faculty and staff wish you much success as you pursue your nursing studies.

Sincerely,

Bristol Community College Nursing Faculty and Administration

BRISTOL CC'S MISSION, VISION, AND VALUES

MISSION

Bristol Community College provides an accessible, innovative and inclusive education that prepares students to navigate and succeed in our ever-changing world.

VISION

Advancing a vibrant, diverse community through education, learner by learner.

VALUES

Collaboration
> We are dedicated to creating an atmosphere of professionalism, where all stakeholders can share their ideas, work together and support one another in our common goal of student success.

Communication
> We openly and honestly share information that impacts our work, include stakeholders in the decision-making process and ensure a collective approach to shared goals that relies on ongoing feedback from students, faculty, staff and community members.

Inclusion
> We commit to fostering a diverse college community that respectfully embraces and affirms individual perspectives and identities to create an environment that promotes inclusion and equity for all.

Innovation
> We meet the challenges of today and tomorrow by creating a culture built on creativity, ingenuity and agility, where people are empowered to continuously improve our processes and perspectives to exceed community needs and expectations.

Respect
> We treat each other with kindness, assume positive intent and genuinely listen to each other to celebrate our individual differences and foster our collective strengths.

Student Success
> We strive to serve our students and support their growth, providing them with equitable access to all services, support and the tools necessary to achieve their personal, professional and educational goals.

NURSING PROGRAM PHILOSOPHY

"Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human responses, and advocacy in the care of individuals, families, communities and populations," (American Nurses Association, 2021).

Health represents a state of physical and emotional equilibrium in which basic needs are met in a way that satisfies the individual. This state of equilibrium is achieved and maintained through homeostatic adaptive mechanisms. Persons exist in a changing environment in which physical, emotional, and social stressors may contribute to alterations in homeostasis.

The role of nursing is to support a person's adaptive mechanisms as the person seeks to maintain or regain equilibrium. Nursing is operationalized through the nursing process and the clinical judgment model to assess health status, identify patient problems related to the maintenance of homeostasis, plan and implement nursing interventions, and evaluate patient outcomes. The nursing process fosters the recognition of the social and cultural diversity of persons and families, as well as the uniqueness of needs arising from individual differences.

EDUCATIONAL PHILOSOPHY

Nursing education is a planned program that prepares graduates to enter the profession as competent and skillful novice nurses.

Curriculum is guided by evidence, best practice, as well as nursing professional and regulatory bodies. To meet the challenges in healthcare, ongoing quality improvement is promoted though the encouragement of creativity and agility and shared insights with stakeholders.

The sequence of courses is organized, evidence-based, and progresses from fundamental to more complex health problems. Integration of general education with nursing provides opportunities for the learner to develop a concept of persons as holistic beings as well as concept of the inter-relatedness of self, others, and society.

The teaching/ learning process is a collaborative experience grounded in open communication, inclusivity, and respect.

Teaching involves planning, guiding, and directing activities that assist students to meet identified end of program student learning outcomes. Learning is an ongoing process that places the student within diverse clinical situations that results in the integration of knowledge, attitudes, skills and clinical judgement required of the novice registered nurse.

The associate degree nurse is prepared to practice in diverse roles. These roles may include direct patient care, advocacy, leadership, management, collaboration, computer literacy, and community health. Advanced nursing education is encouraged and facilitated by articulation agreements.

PROGRAM OUTCOMES

The Bristol Community College nursing program is designed to promote achievement of the following desired graduate outcomes:

- 75% of students admitted into the nursing program will complete the program within 150% of the program length.

- 85% of graduates will successfully obtain nursing licensure with first-time NCLEX examination attempt.

- 80% of graduates who respond to the Graduate Survey will obtain employment as registered nurses within one year of graduation.

NURSING PROGRAM CURRICULUM

NUR 100: Introduction to Professional Nursing

This course provides opportunities for students to explore a variety of factors and issues that influence contemporary nursing practice. These include an introduction to professional nursing practice, historical perspectives of nursing, contemporary models of nursing education and practice, health care delivery systems, and an introduction to Publication Manual of the American Psychological Association (APA) and informatics. One class hour a week. Hybrid course. Fall/Spring.

Corequisites: NUR 101 or permission of the instructor. Students must receive a 77 (C+) or better in NUR 100 and NUR 101 to continue in the program.

Course Objectives: The student will . . .

- discuss the historical evaluation of contemporary nursing.
- define models of nursing education and practice.
- identify computer and information literacy skills required by professional nurses.
- describe current healthcare delivery systems and the roles of nursing within these systems.
- explore ethical and legal issues related to nursing practice.

NUR 101: Fundamentals of Nursing

This course focuses on basic human needs. It emphasizes the care of persons threatened by simple homeostatic deviances that interfere with basic human needs. Students are introduced to the nursing process as they develop basic nursing skills in the college and clinical laboratories. Day, evening, and weekend hours are used for clinical teaching. Students must receive a C+ (77) or better to continue in the program. Four class hours and twelve practice hours a week in hospitals and health agencies. Fall. Traditional/Hybrid option.
Prerequisites: CSS 101, ENG 101, PSY 101, BIO 233
Corequisites: NUR 100

Course Objectives: The student will . . .

- describe the theory which serves as the basis for selecting nursing interventions to assist an adult patient in maintaining the ability to meet basic needs and/or regain this ability when threatened by simple homeostatic deviances.
- apply the nursing process in assisting the patient to maintain or regain the ability to meet basic needs when threatened by simple homeostatic deviance.
- utilize accurate and clear communication to converse with clients, interact with faculty and primary nurse, and document data
- provide information to the patient by explaining the planned nursing care.
- summarize the roles and functions of members of the health team.
- practice in accordance with established legal and ethical standard.

NUR 102: Parent-Child Health Nursing

This course focuses on the developmental needs of the growing family during the childbearing and child rearing phases. It emphasizes assisting the members of the growing family to maintain the ability to meet their developmental needs and/or to regain this ability when threatened by homeostatic deviances. Students continue to use the nursing process and to develop basic nursing skills in the college and clinical laboratories. Day, evening, and weekend hours are used for clinical teaching. Four lecture and twelve practice hours a week in hospitals and health agencies. Spring; Traditional/Hybrid option.
Prerequisites: NUR 101 with a grade of 77 (C+) or better.
Corequisites: PSY 252, BIO 234

Course Objectives: The student will . . .

- describe the theory which serves as the basis for selecting nursing interventions to assist patients within the growing family in maintaining the ability to meet developmental needs and/or regaining this ability when threatened by homeostatic deviances.
- apply the nursing process in assisting patients with the growing family to maintain or regain the ability to meet developmental needs when threatened by homeostatic deviances.
- utilize verbal, nonverbal, and written communication in goal-focused interactions with members of the growing family, faculty, and agency staff.
- provide developmental needs information from standardized teaching guides as needed by patients within the growing family.
- interact with other health team members in addressing client problems.
- identify situations and policies which impact on client rights and well-being.

NUR 201: Nursing Care of the Adult I

This course focuses on the nursing care of adults with common health problems. Students apply the nursing process by identifying client problems, selecting interventions and administering care to adults experiencing homeostatic deviances in the areas of food, fluid, and oxygen balance; sexuality; and emotional equilibrium. Day, evening, and weekend hours are used for clinical teaching. Four lecture and fifteen practice hours per week in hospitals and health agencies. Fall, Traditional/Hybrid option.

Prerequisites: NUR 101 and NUR 102 with a grade of 77 (C+) or better, PSY 252
Corequisites: BIO 239

Course Objectives: The student will . . .

- describe the theory which serves as the basis for selecting nursing interventions to assist adult patients in maintaining or regarding hemostasis when threatened by common pathopsychophysiological deviances associated with food, fluid, and oxygen balance; sexuality, and emotional equilibrium.
- apply the nursing process in assisting patients to maintain or regain homeostasis when threatened by common pathpsychophysiological deviances associated with food, fluid, and oxygen balance; sexuality and emotional equilibrium.

- utilize therapeutic interactive techniques to communicate with patients and with families, significant others, and agency staff.
- provide information from standardized teaching guides as needed by an adult patient experiencing common pathopsychophysiological deviances of homeostasis.
- identify priorities of nursing care when assigned to give care to two (2) patients.
- evaluate own performance and utilizes resources and activities for learning.

NUR 202: Nursing Care of the Adult II

This course continues to address the nursing care of adults with common health problems as initiated in NUR 201. The focus is on nursing care of the adults with homeostatic deviances related to metabolic balance, activity, sensation, neurologic integrity, and emotional equilibrium. The course provides a variety of community-based learning experiences. Day, evening and weekend hours are used for clinical teaching. Four lecture hours and fifteen practice hours per week in hospitals and health agencies. Spring. Traditional/Hybrid option.
Prerequisites: NUR 201 with a grade of 77 (C+) or better, BIO 239
Corequisites: NUR 203

Course Objectives: The student will:

- describe the theory which serves as the basis for selecting nursing interventions to assist adult patients in maintaining or regaining homeostasis when threatened by common pathopsychophysiological deviances associated with activity, metabolic balance, sensation, neurologic integrity, emotional equilibrium, and multiple concurrent disorders.
- apply the nursing process in assisting patients to maintain or regain homeostasis when threatened by common pathopsychophysiological deviances associated with activity, metabolic integrity, emotional equilibrium, and multiple concurrent deviances.
- utilize interviewing techniques to communicate with patients and families, faculty, agency staff, and peers.
- design and implement a short-range teaching plan for a client experiencing common pathopsychophysiological deviance of homeostasis.
- identify priorities of nursing care for a group of patients.
- serve as an advocate in support of patient's rights and well-being.

NUR 203: Trends in Nursing

This course provides opportunities for students to explore a variety of factors and issues which influence contemporary nursing practice. These include application of evidence based practice, leadership, management, and delegation concepts, role transition, community practice, and continued development into the nurse role. One lecture hour per week. Required Community Service Learning component. Spring. Asynchronous.
Corequisites: NUR 202.
Students must receive a 77 (C+) or better in both NUR 202 and NUR 203 to continue in the program.

Course Objectives: The student will . . .
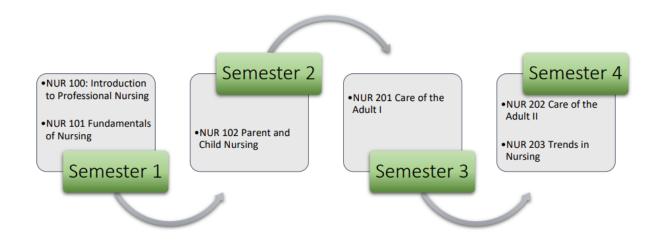
- analyze evidenced-based practice (EBP) guidelines.
- apply EBP guidelines to a health promotion activity.
- evaluate concepts of leadership and management.
- apply best practice delegation models to clinical situations.
- select strategies to facilitate the role transition from student to registered nurse.
- identify resources and activities for continues development in the nursing role.

EDUCATIONAL THEORY: CONSTRUCTIVISM

Constructivism theory guides the approach to scaffolding whereby learning builds upon previous nursing knowledge. The sequencing of program study contributes to the overall achievement of the end of program student learning outcomes (EPSLO) found on page 4. All concepts (knowledge, attitudes, and skills) within the EPSLO are introduced in the first semester fundamentally, then the program of study progresses to more complex subjects and integration.

Nursing courses are therefore sequenced in a way that allow the student to build on previous nursing knowledge. The faculty use Bloom's taxonomy to assess this progression on assessments within the framework of the National Council of State Boards of Nursing (NCSBN, 2019) Clinical Judgement Model and Nursing Process.

Knowledge questions are recollection of factual material, application questions refer to learned materials used within concrete situations, and analysis questions require more critical thinking to break down the question into its parts and make clinical nursing judgments.

Semester 1
- NUR 100: Introduction to Professional Nursing
- NUR 101 Fundamentals of Nursing

Semester 2
- NUR 102 Parent and Child Nursing

Semester 3
- NUR 201 Care of the Adult I

Semester 4
- NUR 202 Care of the Adult II
- NUR 203 Trends in Nursing

Clinical Courses	Comprehension	Application	Analysis
Fall Sem 1 NUR 101	30%	50%	20%
Fall Sem 2 NUR 102	10%	60%	30%
Fall Sem 2 NUR 201	0%	60%	40%
Fall Sem 2 NUR 202	0%	50%	50%

PROGRAM OPTIONS

The nursing program currently offers two delivery models: traditional or hybrid. The traditional option allows students to attend synchronous/in-person classes for the didactic portion of the program. The second option is a hybrid delivery method. Our hybrid model allows students to receive the majority of the didactic portion of the course via an online classroom model. Both options include lab and clinical assignments at a variety of healthcare settings in Southeastern Massachusetts and Rhode Island. Clinical hours may include day, evening, or weekend assignments.

The program utilizes various teaching models that engage students in active learning. Teaching learning strategies such as flipped classroom models, online practice quizzes, concept maps, simulation, service learning, discussion boards, and/or case studies are utilized in nursing courses to foster active learning (there are some examples of active learning but are not intended to be a complete listing). Research shows active learning promotes student success.

Transfers Between Options (Traditional and Hybrid)

Once a student has been accepted into their choice of program delivery option, the student must remain in that option for the semester. After successful completion of a semester, a student may request a transfer to an alternate option. Option transfers will be based upon availability and require permissions from program faculty and the nursing program director. Student transfers between options may only occur once in their duration of enrollment in the nursing program.

Please submit transfer requests to the Nursing Program Director via e-mail. Subject line should state: Transfer Option Request. Please include your rationale for the request within the body of the e-mail. Deadline for request is the date of the current course's final assessment. Transfer requests are accepted on a first come, first-serve basis, based on availability. Students currently enrolled in the program are considered first for transfers.
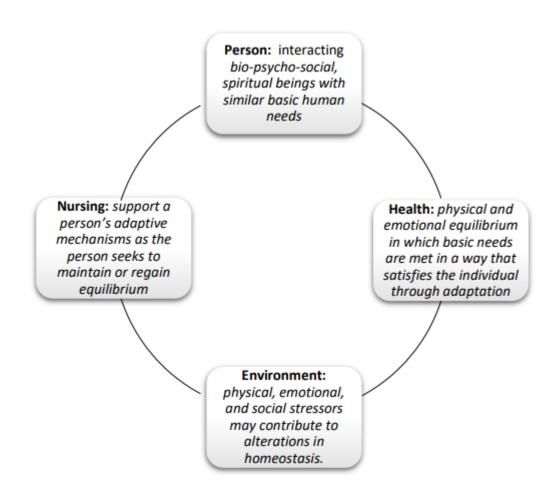
RATIO OF CLOCK HOURS TO CREDIT HOURS

Lecture and clinical experiences (per week):

Theory/Lecture	1 credit = 50 minutes of didactic teaching
Clinical/Laboratory	1 credit = 3 practice hours per week
Study Time:	1 credit = minimum of 3 hours per credit per week

PROGRAM METAPARADIGM

A metaparadigm is a model that encompasses and describes the main concepts of a particular discipline. Bristol Community College's Nursing program describes these as end-of-program student learning outcomes as knowledge, behaviors, and skills to safely support client health in a changing environment.

Person: interacting *bio-psycho-social, spiritual beings with similar basic human needs*

Health: *physical and emotional equilibrium in which basic needs are met in a way that satisfies the individual through adaptation*

Environment: *physical, emotional, and social stressors may contribute to alterations in homeostasis.*

Nursing: *support a person's adaptive mechanisms as the person seeks to maintain or regain equilibrium*

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPSLO)

Professional Standards
Evidence Based Practice
Scientific Knowledge
Clinical Judgment
Framework
Provider of Care

1. Applies concepts and principles from nursing in analyzing data and making judgement in the practice of nursing.

Professional Standards
Clinical Judgment
Safety
Framework
Provider of Care

2. Provides care to patients throughout the lifespan by applying the nursing process in assisting the patient to maintain or regain homeostasis when threatened by common health problems.

Professional Standards
Communication
Framework
Provider of Care

3. Uses various modalities to communicate with patients, families, significant others, and team members.

Professional Standards
Patient-Centered Care
Framework
Provider of Care

4. Provided patient teaching by assessing the need for information and implementing short range teaching.

Professional Standards
Teamwork and Collaboration
Framework
Manager of Care

5. Manage more than one patient in a structured setting by prioritizing care.

Professional Standards
Professionalism
Leadership
Framework
Member within a Discipline

6. Functions as a member within the discipline of nursing by practicing legally and ethically.

EVALUATION METHODS

Evaluation of student achievement consists of the following:

ASSESSMENTS

Assessments (including quizzes,midterms,and finals) are administered periodically per the course schedule. The percentage contributed by each assessment to the final course grade is specified in each syllabus. Assessment dates and times may be subject to change.

Electronic Testing Policy

> Due to the National Council Licensing Examination (NCLEX-RN) computerized adaptive testing format, all NUR 101, NUR 102, NUR 201, and NUR 202 assessments will be administered on campus in a proctored, computerized testing format.

Assessment Day Rules

- Consistent with NCLEX-RN regulations, students will not be allowed to bring any personal belongings to their testing seats.
- Noise levels cannot be fully controlled during testing, therefore approved earplugs may be worn.
- No hats, hoods, and/or scarves may be worn. Provisions may be made prior to the assessment for religious and/or cultural apparel by contacting your faculty member.
- Talking with another student(s) once the assessment has begun is grounds for removal from and failure of the assessment, even if the student has completed their assessment.
- Only the Learning Management System (LMS) assessment page is to be open during the assessment time. Only the computer's Windows calculator may be used during assessments. Additional open tabs on the computer during an assessment is grounds for receipt of a zero on the assessment.
- The following items may not be accessed during testing or within the testing area (including any breaks) until you leave at the conclusion of the assigned assessment time:
- Any educational, test preparation, or study material.
- Cellular/mobile/smart phones, tablets, smart watches, MP3 players, fitness bands, jump drives, cameras, or any other electronic devices.
- All breaks will count against testing time. Students must follow NCLEX Break Procedure.
- All personal items accessed in the testing environment may be inspected by the proctors. Failure to comply with the assessment day rules may result in removal from the assessment area and/or receipt of a zero for that assessment.

For further explanation of the consequences, please refer to Bristol Community College's Student Handbook and the Nursing Program's Academic Dishonesty policy.

Assessments and Inclement Weather

When an assessment is cancelled and rescheduled, the rescheduled assessment may coincide with another assessment. Breaks will be provided between. Should a student require additional accommodation, connect with the Office of Disability Services.

Testing Accommodations

If a student needs accommodation for assessments, these need to be coordinated through the Office of Disability Services. Send your accommodation letter to all course faculty and cc the student success coordinator. In receipt of the accommodation letter, your requests will be reviewed within the parameters of course objectives and student leaning outcomes.

Tardiness

Students should arrive promptly for scheduled assessments. Students arriving late will have whatever time is remaining to complete the assessment. Extended time will not be available to complete the assessment.

Assessment Make-Up Policy

- Assessments may only be made up for compelling reasons and will require documentation. Without documentation and faculty approval, the grade earned for the missed assessment will be zero.
- Any student who is absent for an assessment is required to notify **all course faculty** prior to the starting time of the assessment.
- Make-up Assessment are approved at the discretion of course faculty. Failure to notify prior to exam start time may impact opportunity to make-up assessment.
- Send documentation to all course faculty.
- If approved, the course faculty will contact the student via email to schedule the makeup assessment at a date and time assigned by course faculty. If a student refuses to take the makeup assessment at the assigned date and time, students will forfeit the makeup opportunity, and will receive a zero.
- A make-up assessment will cover the same curriculum time period as the missed assessment but may differ from the original and may be in a different format.
- Final exam makeup should be completed by the end of the semester.

Students are only allowed to make up one assessment (per the policy above) per academic year without penalty. The year will begin at the start of NUR 101 or NUR 201, and close at the completion of NUR 102 or NUR 202. For students beginning in the program in NUR 102, the end of that course will complete their first year and NUR 201 will begin the start of their second year.

If any subsequent assessments are missed during this time period regardless of the earned grade, the make-up assessment will be graded **no higher than C+** (77). Student who scores a grade lower than 77 will receive their actual earned grade.

Assessment Review Policy

Each assessment may be reviewed until the next assessment is administered or according to the direction given at specific course orientation. **All assessment grades are finalized prior to the administration of the next assessment.**

No Assessments may be reviewed until all students have completed the assessment. The final assessment may be reviewed during the regular school hours up to 48 hours.

STUDENT CLINICAL PERFORMANCE

The end-of-course behaviors represent the level of progression, as expected at the completion of each clinical course, toward achievement of end of program student learning outcomes and associated educational objectives. These behaviors are measures using the Clinical Course Evaluation Instrument (Appendices) within the framework of provider of care, manager of care, member within the discipline of nursing, and program requirements.

Criteria for Satisfactory Performance

The criteria for satisfactory clinical performance are organized around end-of-course behaviors in three primary clinical competency areas for Associate Degree nurses: provider of care, manager of care, and member within the discipline of nursing. Program requirements must also be met. Within each competency area specific behaviors are defined, published in the evaluation instrument, and evaluated. These behaviors are related to end-of-program student learning outcomes and associated clinical competencies and course objectives for each of the program courses.

Mandatory Behaviors

To pass the clinical portion of each course, students much achieve satisfactory evaluations on each of the mandatory behaviors listed within the corresponding Clinical Evaluation Tool. An evaluation of satisfactory ("S") for the objectives – noted by a check mark in the appropriate column on the evaluation instrument – indicates that the student is independent and has met the objectives at an accomplished level. Performance is safe, accurate, and proficient with minimal verbal and/or physical cues from the instructor.

Clinical Warning (NUR Policy No. 2401)

Clinical warnings are a written tool used to demonstrate areas in which a student is not currently meeting clinical objectives and/or mandatory clinical behaviors. Based off of the associated Clinical Evaluation Tool, the clinical warning is designed to inform students of current unmet clinical requirements, as well as identify the student behaviors needed to resolve a clinical warning.

Clinical warnings may be issued for, but not limited to, common occurrences such as missing tardiness, absenteeism, unpreparedness, uniform violations, and missing

clinical assignments, up to extreme circumstances such as negligence, lateral violence and patient harm. All identified behaviors and objectives within the Clinical Evaluation Tool are able to receive a Clinical Warning at any time in the semester if unmet.

When a student receives two or more clinical warnings in a semester, they will be presented at the Nursing Department Meeting for faculty and administrative review. Faculty and administration will assess if:

- the student still has the ability to meet the specified clinical objectives of the course, and
- if the student still has the ability to meet the end-of-course student learning outcomes.

If either of these is voted no, the student is deemed unable to successfully complete the course and will meet with the Director of Nursing to discuss outcomes and options.

Clinical warnings, even once resolved, will remain on file with the Bristol CC Nursing Department office until a student (a) completes the program or (b) 2 years have elapsed since the student maximized the number of readmissions within the program, as they are used to guide a student's category for readmission. For further details on readmission, see NUR Policy 2402: Readmission into the Nursing Program.

Students who are on a clinical warning and not currently meeting clinical objectives and/or mandatory clinical behaviors will receive a course grade of "F" with the registrar's office. This includes both Midterm and Final grading periods.

For students who resolve their clinical warning by correcting behaviors and meeting objectives, there will be no impact to the courses final grade..

Self-Evaluation Instrument

Students are required to evaluate their own clinical performance weekly, at the end of each week of their clinical experience via a self-evaluation tool. This self-evaluation is a tool for reflection and an opportunity to enhance knowledge through self-direction, self-assessment, and self-management. Faculty read and comment on each student's self-evaluation in writing.

Formative and Summative Evaluation: Throughout the semester, the clinical objectives are evaluated periodically, with each behavior graded as satisfactory (met) indicating that the student is making expected progress toward competency or unsatisfactory (unmet). Not observed is indicated by a N/O.

At the end of the semester, faculty evaluates the performance of each student through end-of-course behaviors per the clinical evaluation tool and may include a narrative summary. Students are scheduled for a final appointment to review their

final clinical evaluation with their clinical faculty. Students have the opportunity to respond to the evaluation summary in writing.

At the final evaluation point, students receive a grade of satisfactory (as explained above) or unsatisfactory, indicating that performance is not safe or skilled when performed alone (i.e. the student requires continuous cuing and tends to focus on the technical skill of nursing and their own anxiety rather on patient needs). If a student is evaluated as unsatisfactory on any of the mandatory behaviors in the final evaluation, the student receives an overall unsatisfactory clinical grade, fails the course, and is withdrawn from the program.

OTHER METHODS OF CLINICAL EVALUATION

Other methods of evaluation are used in simulation and the seminar courses, NUR 100 and NUR 203. These include, but are not limited to, various simulations, observations, discussion board posts, case studies, research papers, and service-learning projects. Please consult the syllabi for details and specifics for each course.

GRADING

Please note the grading policy is different than that of the college. To pass a nursing course, a student must attain a didactic grade for the semester of **C+ (77) or better** and a satisfactory clinical grade. Grades are not rounded. Transcripts will reflect the associated letter grade.

Bristol's Grade Equivalencies

A+	97 – 100	A	93 – 96	A-	90 – 92
B+	87 – 89	B	83 – 86	B-	80 – 82
C+	**77 -79***	C	73 – 76	C-	70 – 72
D+	67 – 69	D	63 – 66	D-	60 – 62
F	0 – 59				

*A minimum course grade of C+ (77) indicates that a student is meeting all mandatory clinical behaviors required for progression to the next course in nursing and/or graduation. The GPA is calculated per college policy.

MIDTERM

As per the college catalog, faculty report mid-semester grades for all students who are not meeting program requirements to the Registrar and Connections Center as an F. Students are notified of their grade by the college and are offered advisement through the Connections Center. Students who are on a clinical warning and not currently meeting their clinical objectives at midterm will be assigned a midterm grade of "F" with the registrar's office.

CLINICAL FAILURES GRADING

A student who is not meeting all mandatory clinical behaviors will receive a course grade of F. A student who is not meeting all mandatory clinical behaviors due to negligent or unsafe performance will receive a course grade of F.

DISMISSAL

The nursing faculty reserves the right to dismiss from the clinical setting a student whose performance/behavior is not within established nursing practice standards. This may result in dismissal from the program by the Nursing Program Director.

WITHDRAWAL POLICY FROM NURSING PROGRAM

Students are responsible to officially withdraw from the Nursing program if they decide to stop attending any or all classes within the Nursing Program.

- If a student decides to withdraw from the program prior to the official withdrawal date set forth by the college, the student will receive a "W" for a grade.
- If the student decides to withdraw from the program after the official withdrawal date and fails the enrolled class(es), student will receive an "F" for a grade.
- Students may withdraw online by completing the Total Withdrawal Form which on the College website, in person at any Enrollment Center, or via their college e-mail to enrollmentservices@bristolcc.edu. E-mail requests must come from the student's Bristol Community College email address and must include:
  - Student's name
  - Bristol Community College ID number
  - Course information (CRN and/or course and section number).
- E-mail from non-college accounts may not be accepted.
- Students using financial aid to satisfy charges may be required to return some or all funds received. Failure to comply may result in ineligibility to receive future financial assistance at any institution, collections, and intercept of income tax refunds.
  - Students withdrawing after the third week of the semester are not entitled to a refund or reduction of charges.
- Students who withdraw during the first semester of the program, and wish to reapply, must follow the handbook policy for readmission including following reapplication deadlines. Once students reapply, they will be placed into the general pool of applicants for consideration.
- Students who withdraw during semesters 2-4 will be assigned a category which can be found in the handbook under the Readmission Policy.
- In addition to the procedure set forth in the college catalog, a student withdrawing from the Nursing Program should arrange for an exit interview with the Nursing Program Director to discuss options such as reviewing the reapplication process and/or transferring into another Health Sciences Program at Bristol Community College.
- After the exit meeting, the Nursing Department will complete the withdrawal form and include any discussions under the comments section.

READMISSION POLICY (NUR Policy No. 2402)

Applicants who seek readmission into a previously "failed" or "withdrawn" nursing course must complete an application through Bristol CC's Admissions Department. Applicants must adhere to deadlines for submitting application for readmission to qualify for available seats in NUR 102, 201, and 202. Applicants who do not meet these deadlines will forfeit their priority consideration for readmission.

The deadline for priority readmission into the Nursing Program is <u>November 1st</u> for students enrolling into a Spring semester course, and <u>April 1st</u> for students enrolling into a Fall semester course.

Applicants must reapply within three (3) years or less of withdrawal or failure from the program to be considered for readmission. Program readmission is permitted **one time only**, regardless of course withdrawal or failure. Applicants for readmission are assigned an admission category during their exit interview with the Director of Nursing or delegate. Categories are designated as a letter.

When two or more students apply for readmission with the same category designation, the students numerical grade at time of exit will be used, with the highest grade having the highest priority for readmission. Should two or more students applying for readmission have the same category designation and numerical grade at time of exit, overall GPA will be used, with the highest GPA having the highest priority for readmission.

Should a student have an extenuating circumstance requiring them to temporarily withdraw from the program (active military leave, critical medical events, etc.), the student may request in writing to the Director of Nursing for an excused leave that will permit the student priority readmission pending seat availability within three (3) years.

Categories for Readmission

Category	Applicants who . . .
A	Completed a previous nursing course with a C+ (77) or better and did not enroll in the next consecutive course.
B	Withdrew from a nursing course with a C+ (77) average or better, meeting clinical objectives, for medical leave with appropriate documentation.
C	Successfully completed the LPN-to-RN Bridge course.
D	Successfully completed the LPN-to-RN Challenge of Nursing Fundamentals course.
E	Withdrew from a nursing course with a C+ (77) average or better, and were meeting clinical objectives.
F	Were unable to enroll in subsequent nursing course(s) due to failure to meet non-nursing pre- or co-requisites for the course.
G	Seek admission as a transfer student, having achieved a B+ or better in all Nursing pre-requisite courses and a B- or better in approved Nursing related courses.
H	Withdrew from a nursing course before the college designated withdrawal deadline with a C or less average and meeting clinical objectives **OR** Withdrew from a nursing course before the college designated withdrawal deadline with a C+ (77) or better average but were not meeting the clinical objectives.
I	Withdrew from a nursing course with a C average or less, meeting clinical objectives, for medical leave with appropriate documentation.
J	Failed with a C (less than 77) or lower grade, but were meeting clinical and academic objectives.
K	Withdrew with a C+ (77) average or better and had received a clinical or academic warning in no more than one previous course.
L	Withdrew with a C (less than 77) or lower average and had received a clinical or academic warning in no more than one previous course.
M	Withdrew with a C+ (77) average or better, and were on active clinical or academic warning.
N	Withdrew with a C (less than 77) or lower average, and were on active clinical or academic warning.
O	Withdrew with a C+ (77) average or better, and received a clinical or academic warning in multiple previous courses.
P	Withdrew with a C (less than 77) or lower average, and received a clinical or academic warning in multiple previous courses.
Q	Unsuccessful completion of a nursing course with a C (less than 77) or lower average, and had received a clinical or academic warning in no more than one previous course.
R	Unsuccessful completion of a nursing course with a C (less than 77) or lower average, and had an active clinical or academic warning during that semester.
S	Unsuccessful completion of a nursing course with a C (less than 77) or lower average, and received an unsatisfactory clinical evaluation in the course.
T	Deemed unsafe in patient care and/or violated the Nursing Code of Ethics.

No system of categorization can cover every possible student case. Therefore, the Department of Nursing reserves the right to categorize in a manner consistent with the present system, any case for which no category presently exists.

ACADEMIC INTEGRITY

Academic integrity is the keystone of teaching, learning, and assessment. Bristol Community College is committed to promoting and supporting this ideal. All students, faculty, staff, and administrators are expected to maintain a high standard of academic honesty and integrity.

The administrators at Bristol Community College also share in demonstrating and ensuring academic honesty and integrity. While recognizing that academic freedom is a fundamental right of higher education, it must be supported by academic integrity and honesty. For that reason, the College will not tolerate academic dishonesty or negligence and has established policies and procedures to ensure academic honesty and integrity are maintained and supported.

ACADEMIC DISHONESTY POLICY

A college community must be established on a foundation of truth and academic integrity. Bristol Community College has an obligation not only to promote these high standards of academic honesty, but also to address academic dishonesty. Academic dishonesty is demonstrated by cheating, plagiarism, and facilitating academic dishonesty.

Cheating includes, but is not limited to:

- use of any unauthorized assistance in taking quizzes, assessments, tests, or examinations
- dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments
- the acquisition, without permission, of quizzes, assessments, tests, examinations, or other academic material belonging to a member of the College faculty or staff.
- Cheating shall also include the use of, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.
- It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; taking credit for work done by another person or doing work for which another person will receive credit; and/or copying or purchasing other's work or arranging for others to do work under a false name

Plagiarism includes, but is not limited to:

- the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.
- It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
- This would also include the material that is obtained from the computer.

Facilitating Academic Dishonesty applies to students who allow their work to be used by other students or who otherwise aid others in academic dishonesty, violating academic integrity.

ACADEMIC PENALTIES

If the faculty member determines that the student did commit an act of academic dishonesty, the faculty member has the authority to impose any of the following:

- Verbal or written warning.
- Failing grade in the quiz/assessment/exam, paper, or other assignments.
  - A grade of zero is recommended.
- Revision of work.
- Reduction in grade.
- Withdrawal from course.
- Failing grade in course.
- Ineligibility to readmit to the program.

To review Bristol CC's full Academic Dishonesty policy, click here.

ACADEMIC NEGLIGENCE

Academic negligence is demonstrated by failure to do assigned work or by excessive absences. A student guilty of academic negligence may be dropped from a course with a grade of "F" by the faculty member.

When a student has not submitted work on time (clinical or didactic) in more than two occasions, a written warning may be issued. After a written warning has been issued, if the behavior continues, academic negligence has occurred.

ACADEMIC WARNING

A student may receive an academic warning if the student's performance/behavior outside the clinical/lab setting is below the standard for mandatory behaviors, including mandatory behaviors from prior courses and/or program requirements.

The academic warning serves to notify the student that their performance/behavior must improve to achieve the standard of satisfactory professional nursing competency. If the student receives two warnings, either academic and/or clinical, they will be referred to the department for review and if maintaining their place within the program, placed on probation for the remainder of the semester. On the third warning students will be referred to the Dean of Health Sciences and Nursing for further action which may include probation for the remainder of the nursing program or removal from the nursing program.

DUE PROCESS

The above action, as well as actions mentioned throughout the program handbook, does not negate the students right to due process in accordance with the college grievance process. Any student who believes their rights have been violated should follow the chain of communication per the Bristol Community College Grievance Policy.

CODE OF ETHICS FOR NURSES (ANA)

The American Nurses Association published the Code of Ethics for Nurses (2015), which acts as guidelines for all members of the nursing profession, including nursing students. Bristol Community College's Nursing program has chosen include the following provisions as ethical requirements of our students.

- The nurse practices with compassion, respect for the inherent dignity, worth, and unique attributes of every person.
- The nurse's primary commitment is to the patient, whether and individual, family, group, community, or population.
- The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
- The nurse has authority, accountability, and responsibility for nursing practice; making decisions; and taking action consistent with the obligation to promote health and provide optimal care.
- The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
- The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe quality healthcare.
- The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
- The nurse collaborates with other health professionals and the public to promote human rights, promote health diplomacy, and reduce health disparities.
- The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate social justice into nursing and health policy.
- The nurse participates in the professions effort to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing.

Students are responsible to familiarize themselves with the American Nurses Association Code of Ethics for Nurses with Interpretive Statements (2015) and to adhere to the standards of professional behavior defined within this code. Students should conduct themselves as representatives of Bristol Community College and the nursing profession.

The complete ANA Code of Ethics for Nurses can be reviewed here.

PROFESSIONAL CONDUCT

CLINICAL AGENCIES

Students will be assigned to a variety of experiences in numerous agencies throughout the region. The program does not accept any clinical agency requests. Only religious or military obligations preclude the assignment, and notification to the program director, including documentation from the respective institutions, is required.

Students from Bristol Community College are guests in these agencies for whose presence there is a predetermined purpose. This purpose should be accomplished with minimum disruption to the host agency and its personnel. The presence of Bristol Community College students should result in positive gains for the agency, as well as for the students.

Student responsibilities and requirements when attending clinical agencies include:

- Promptness of all students reporting for clinical experiences. Assigned simulation and laboratory times are also considered clinical experiences. Promptness means at least five (5) minutes before the assigned start time unless otherwise specified. Two tardy (more than 5 minutes) attendance days will result in a clinical warning for professional behavior.
- If necessary to congregate in groups while in clinical areas, be certain that the group does not become noisy, does not loiter, nor does it occupy space needed by the agency personnel to perform their ordinary duties. Aim to find a spot off the unit.
- Students are responsible for their own transportation to all clinical assignments. Parking spaces at clinical agencies is limited. Students may find it convenient to use a carpool system to avoid competing for the few available spaces. Observe the parking rules of the agency as some will tow violators. Avoid infringing on space designated for hospital staff.
- Instructors will discuss the lines of communication appropriate to each clinical agency. Adherence to the channels will create a harmonious environment and will additionally enhance your learning opportunities.
- The Bristol Community College no smoking policy extends to clinical hours. The no smoking policy extends to marijuana and vaping.
- All general rules of the agency (example: dining room hours) are to be observed. When in doubt, do not hesitate to bring questions to the instructor.
- Written preparation for clinical assignments must be completed and validated by the instructor before giving nursing care. Failure to do so may result in the student being dismissed for the day. Incomplete or inaccurate clinical preparation documents may result in clinical warning.
- Students must remain within their scope of practice. As a student this means practicing only under the direct supervision of the clinical faculty member in the assigned clinical department and/or skills laboratory, performing skills that the student has undergone training on. If additional training is needed, lab referrals and open lab time may be used. Students who practice outside of this scope, regardless of external skills and licensure, may be deemed clinically negligent and fail the clinical component of the course.

PROGRAM REQUIREMENTS

Each clinical evaluation form contains a section labeled "Program Requirements." These behaviors represent measures of professional competency and are **required** of all students in all nursing courses.

ATTENDANCE

Students are expected to attend **all** regularly scheduled classes. Attendance will be recorded in all classes. The student's attendance record is maintained for reference purposes. It is standard practice for prospective employers to request an evaluation of the job applicant's attendance record. Please refer to the syllabus for further information particular to your course.

In order to meet the course objectives, **clinical, laboratory, and simulation attendance is mandatory**. Only one absence is allowed per semester, and students must provide documentation from a medical provider. This absence will be made up through the make-up day or an alternate experience planned with the clinical instructor to meet the clinical objectives. Students are expected to maintain their regularly scheduled clinical availability through the predetermined make-up week. Any student identified as not meeting clinical objectives due to absences will be presented to the department to determine if clinical and course objectives can still be met. If it is deemed clinical and/or course objectives cannot be met, the student will receive a grade of F for the clinical component of the course, causing a grade of F for the overall course.

During clinical orientation, faculty will explain the policy for reporting clinical absence. Students are required to notify their clinical instructor of any clinical absence before, or within one hour of the planned start of the experience. We realize at certain times absence may be unavoidable. The student is responsible for the content missed during the absence. All requirements must be met prior to semester end. Any student who has not made up a clinical absence will be considered as not meeting the course objectives and will receive an "unmet" performance evaluation at the semester's end, resulting in a clinical, and subsequent course, failure.

ELECTRONIC DEVICES

There will be no cell phones, smart watches, pagers, earphones, or other electronic devices allowed during assessments, other than an approved calculator. No earphones will be allowed during class. Only electronic devices approved for the utilization of course material or note taking will be allowed during face-to-face lectures.

Clinical facilities prohibit the use of personal electronic devices within the clinical units. While students may bring a personal cell phone, smart watch, tablet, etc., these should be away and used only in break rooms or outside of the clinical unit with instructor permission.

INTELLECTUAL PROPERTY

Students may not record, photograph, or reproduce intellectual property without permission from the individual faculty. Assessment reviews are **never** permitted to be recorded. Violations will follow the Academic Integrity policy (p. 25-27).

CIVILITY

To create an effective learning environment, and to teach and reinforce effective employment behavior, student classroom and clinical behavior will mirror what would be expected within the work environment. Students are expected to comply fully with the College Rules and Regulations outlined in the Bristol Community College Student Handbook.

Disruptive behavior such as the following in unacceptable: engaging in side conversations during class, using a cell phone, using inappropriate language (cursing), threatening violence, engaging in physical or verbal abuse, or any other activity that would be considered inappropriate in the workplace.

Civility and professional behavior also extend to the online environment and social media, including Facebook Instagram, SnapChat, TikTok, etc. Students are expected to review the National Council of State Boards of Nursing Social Media Policy and are required to sign the social media attestation yearly.

Proper network etiquette, referred to as "netiquette," is also a required expectation. Proper netiquette includes respectful and thoughtful electronic communications. When sending e-mails, a brief explanatory subject line should be included. E-mails should be written in a professional manner, and address the recipient as Dr., Professor, etc. Classroom discussion board postings must also be respectful and professional. The use of all uppercase letters is discouraged as this suggests anger or yelling. View the Bristol Community College Netiquette Practice Guidelines here.

Creating a negative culture is also a violation of civility as it disrupts the teaching-learning environment. Gossip, rumors, slanderous and/or derogatory communication are not attributes of professionalism which is an essential nursing competency. It is expected that respectful lines of communication amongst students and faculty be used to resolve conflicts, to clarify, and to verify.

Violations of civility may be referred to the Vice President of Student Services for appropriate disciplinary action or may result in dismissal from the course/program. The faculty reserve the right to dismiss students based upon violation of civility since any violation is considered evidence of failed professional competency.

UNIFORM REGULATIONS

Students are required to wear their Bristol Nursing uniform for any clinical, laboratory, or simulation activity unless otherwise instructed. Violations of the Uniform Regulations may result in dismissal from the clinical, laboratory, or simulation experience, resulting in an unexcused absence. Please communicate with your faculty member ahead of the scheduled meeting time if any regulation cannot be met.

The Uniform Regulations for the Bristol CC Nursing Program are as follows:

- A clean, unwrinkled uniform is required daily. Uniforms are to be worn during all laboratory and clinical experiences unless otherwise specified.
- For infection control purposes, it is required that the uniform be freshly laundered before each wearing.
- Any make-up should be subtle in color and applied lightly. Heavy make-up or extreme colors are inappropriate.
- Hair must be under control at all times and not extreme in style or color. Hair should be styled to be off the collar. Plastic hair clips and white or neutral color bands are allowed.
- Students should be neatly barbered. In clinical areas where an N95 Mask may be required, facial hair is not permitted.
- Fingernails should be manicured and less than one quarter inch long. Nail polish is not permitted. WHO and CDC regulations do <u>not</u> allow artificial nails, gels, wraps, extenders, etc., therefore they are not permitted in clinical or laboratory areas.
- One pair of small stud earrings (one in each lobe) is permitted. No other visible body jewelry or piercings will be allowed.
- Healthcare facilities are fragrance free. All fragrances (perfumes, lotions, aftershave) are <u>not</u> allowed in the clinical, laboratory, or simulation sites.
- No rings, with the exception of a plain, metal wedding band, will be worn.
- Sweaters and lab coats are never to be worn when providing direct patient care. Lab coats are not to be worn when out in public.
- Visible tattoos should be covered per agency protocol.
- Agency identification badges should be worn as directed. These must be returned at the end of each clinical rotation per agency policy.
- No cellular phones, smart watches, pagers, etc. are to be carried while in the clinical setting.
- Students are required to adhere to the agency's dress code policies.
- All students are required to purchase a designated Bristol Community College Nursing Program uniform. Uniforms are worn only in Bristol clinical agencies, including on campus simulation and laboratory experiences.

- Students must wear a name pin when in uniform, with laboratory coat, or when designated by faculty. Students must use their legal name for all hospital and/or facility related documents, including the name pin. The pin is to be ordered with, and should be lettered as follows:

Jordan P., Student Nurse
Bristol Community College

- Shoes should be designed to provide good support and kept clean and polished at all times. Open-back and open-toed shoes are not allowed. White shoes or all white leather-like athletic shoes may be worn. White socks should be worn.
- Clean, plain, short-sleeved white T-shirts may be worn under the uniform top. No logos may be visible.
- All students must be equipped with:
  - Black pen (erasable and/or felt pens are not allowed)
  - Bandage scissors
  - Watch with a second hand
  - Small writing pad for notes
  - Protective eyewear
  - Stethoscope
  - Blood pressure cuff
  - Pen light
- Students may be required to purchase a NursePak. This will be included in your required course materials when necessary.

  All items are available for purchase through the Bristol CC Bookstore.

REQUIREMENTS FOR CONTINUED ENROLLMENT

Nursing students will be placed in a variety of health care settings. Each agency has requirements which the student must fulfill before they are allowed placement. This list may include, but is not limited to, the following: physical examination, immunizations, agency-specific orientation, CORI, SORI, and drug screening. Progression and mandatory clinical placements in the nursing program are contingent on meeting all agency requirements.

If a student is denied placement by the agency for any reason, including a positive drug screen or CORI report, the nursing program is not responsible for providing alternative clinical placements.

Failure to meet the following moral and/or legal requirements of that agency will mean the clinical objectives of the course cannot be met and the student will automatically receive a failing grade of F and be dismissed from the program.

CONTINUED PROGRAM ENROLLMENT IS CONTINGENT UPON ONGOING FULFILLMENT OF THE FOLLOWING REQUIREMENTS I-VII

I. GOOD MORAL CHARACTER

Per the Good Moral Character (GMC) policy of the Massachusetts Board of Registration in Nursing (2021): "GMC must be demonstrated by reliable evidence of good conduct." Examples of such include:

- honesty
- trustworthiness
- integrity
- accountability
- reliability
- distinguishing between right and wrong
- avoidance of aggression to self and others
- taking responsibility for one's own actions

and similar attributes found relevant by the Board. "The absence of the attributes of GMC is most often demonstrated by certain conduct. Such conduct includes hostile or destructive conduct to another or to self and conduct that demonstrates a disregard for the welfare, safety or rights of another, or disregard for honesty, integrity, or trustworthiness. Examples of such conduct include the conduct underlying certain criminal convictions and disciplinary actions taken by a licensure/certification body in another jurisdiction."

To be eligible for licensure in Massachusetts, graduates must complete all program requirements for graduation, present satisfactory evidence of "Good Moral Character" as defined by the Massachusetts Board of Registration in Nursing, and pay the required licensure fees. An applicant who has been convicted of a crime should obtain from the program a copy of the Board of Registration information sheet for applicants with previous court records.

Eligibility for licensure is decided by the Massachusetts Board of Registration in Nursing. Any student who has been convicted of a crime, has a case that is "pending," or has current or previous cases with the Department of Children and Families (DCF) is advised to seek information from the nursing program and from the Massachusetts Board of Registration in Nursing.

II. CRIMINAL OFFENDER RECORD INFORMATION (CORI) AND SEXUAL OFFENDER REGISTRY INFORMATION (SORI)

As a prerequisite for clinical placement in the nursing program, all students must undergo a Criminal Offender Record Information (CORI) check and a Sex Offender Registry Information (SORI) check. These checks are required due to potential unsupervised contact with children, the disabled, or the elderly during a clinical experience. Students found to have certain criminal convictions or pending criminal actions will be presumed ineligible for clinical placement. Progression and mandatory clinical placements are contingent on a "no report" CORI check result.

Clinical agencies may independently perform CORI checks on students and do not have to accept a student with a CORI report indicating that an offense exists. **The nursing program is not responsible for alternative clinical placements for students who cannot be placed in an agency related to a CORI offense report**. Students have an obligation to inform the Director of Nursing if any legal issues arise while in the program that are reportable to a CORI.

The Massachusetts Board of Registration in Nursing, and the Rhode Island Board of Registration in Nursing require the completion of a CORI and SORI check when applying for licensure (2023). Any findings may impede the ability to obtain initial licensure in these states.

III. HEALTH REQUIREMENTS

Upon Admission or Readmission Student Requirements

Upon admission or readmission to the nursing program, the student is responsible to provide documentation of the following:

- A physical examination within the last twelve (12) months
- Hepatitis B Immunity (Titer and/or 3-part or 2-part immunization series)
- Tuberculosis Screening (two-step skin test or blood work)
- COVID Vaccination
- Influenza vaccination valid for that academic year
- Additional vaccination records as required by the Department of Public Health

All verification of admission health requirements is **required** by:

- **July 1st** for newly admitted students starting in a Fall semester
- **August 1st** for LPN Bridge and NUR 201 readmission students

- **January 17th** for LPN Challenge and NUR 102 / NUR 202 readmission students.

These requirements will be submitted using our vendor, CastleBranch. Students who do not meet the health requirements or submit the required forms by the deadline will forfeit their admission seat.

Annual Requirements for Progressing Students

- **All** nursing students are required to have annual tests for tuberculosis*
    - Only a two-step skin test or blood draw are accepted.
    - Documentation must be submitted by September 1st
- **All** nursing students are required to have annual influenza vaccine*
    - Documentation must be submitted by September 1st

*Note: Students who do not submit the above forms by the deadline **will not** be able to start class or clinical and may lose their placement in the nursing program.

IV. PROFESSIONAL LIABILITY INSURANCE

All students enrolled in the nursing program will be required to carry the College's professional liability coverage. This fee is reflected on your tuition bill must be paid through Student Accounts.

V. CPR CERTIFICATION

All students must be trained in Basic Life Support for Healthcare Providers (BLS) by the American Heart Association. Any student who is admitted to NUR 101 or admitted/readmitted to NUR 102, 201, or 202 must present, on entry to the course, evidence of BLS training that is valid until the completion of the program.

A valid CPR card must be submitted to CastleBranch by:

- **July 1st** for newly admitted students starting in Fall semester
- **August 1st** for LPN Bridge and NUR 201 readmission students
- **January 17th** for LPN Challenge and NUR 102/202 readmission students.

Note: The only accepted CPR preparation is the American Heart Association course for Healthcare Providers.

VI. DRUG SCREENING

Drug screening will assess for the presence of illicit drugs including, but not limited to, barbiturates, cocaine, and marijuana. Screening **must** be administered under a chain of custody by a qualified and certified laboratory.

All students are required to complete a routine drug screening upon admission or readmission to the program. Drug screening may be ordered and scheduled through CastleBranch. As with other health requirements, drug screening is due by:

- **July 1st** for newly admitted students starting in Fall semester
- **August 1st** for LPN Bridge and NUR 201 readmission students
- **January 17th** for LPN Challenge and NUR 102/202 readmission students.

Randomized drug screening may be performed throughout the duration of the program. Once the student's date for screening is chosen, the student has 48 hours to comply. If a student fails to comply with completion of a randomized drug screen in the designated time, they will be dismissed from the nursing program.

Please be advised that despite Massachusetts law that permits the use of medical marijuana and the possession, use, distribution, and cultivation of marijuana in limited amounts, any possession, use, distribution, or cultivation of marijuana remains prohibited under College policy pursuant to federal law. Further, any student who tests positive for marijuana will be ineligible for clinical placement. Please refer to the College's Student Handbook for the College's complete Marijuana Policy.

All drug screening results will be sent to the Dean of Health Sciences and Nursing and marked "confidential." Students will only be notified of their results if there is note of concern or positive results. A student may be asked to submit a second sample or documentation to support medical conditions which produce a positive screen. Second sample screenings will be at the private cost of the student.

VII. FUNCTIONAL ABILITIES

Nursing is a practice discipline, with cognitive, sensory, affective, and psychomotor performance requirements. The functional eligibility requirements for participation in the nursing program are essential for the delivery of optimal and safe patient care. Students enrolled in the nursing program should be prepared to meet the standards established by the following physical and mental criteria with or without accommodation. All students must complete an attestation form verifying they meet this criteria at the beginning of each year (Appendices). If a student experiences an injury or change in these criteria within the year, a new attestation form is required to re-enter the clinical setting as well as a note from a healthcare provider granting clinical clearance.

Criterion: Analytical and Critical Thinking

> The ability to understand, apply, analyze, and evaluate information. Examples include:

- Comprehend written, verbal, and electronic information in English.
- Assess the patient's psychological, physiological, and social status.
- Interpret cause-effect relationships in clinical situations.
- Plan and prioritize nursing care.

- Evaluate patient outcomes.
- Calculate math for safe medication administration.

Criterion: Communication

The ability to effectively interact with others using verbal, non-verbal, written, and electronic communication. Examples include:

- Speak, comprehend, read, write, and type in English in a clear and understandable manner.
- Establish and maintain effective working relations with peers, faculty, patients and families, and healthcare teams.
- Respect social, cultural, ethnic, and gender differences.
- Correctly convey and interpret body language.
- Observe, assess, and recognize facial expression and emotion needed to detect and interpret data.
- Negotiate interpersonal conflict(s).
- Teach and convey information in an accurate and effective manner.
- Convey information to others verbally, in writing, and/or electronically in an accurate, timely, professional and comprehensive manner.

Criterion: Emotional Stability

The ability to monitor one's own emotions and assume responsibility and accountability for one's own actions. Examples include:

- Emotional stability/maturity to accept constructive feedback.
- Support patients during times of stress.
- Adapt to changing situations and emergency conditions while maintaining emotional control.
- Cope with strong emotions and physical outburst of patients while remaining calm.
- Focus attention on patient needs despite distractions, interruptions, and multiple demands.
- Accept constructive feedback and accept responsibility for one's own actions.
- Ability to work effectively under stressful conditions.

Criterion: Physical Ability

The ability to demonstrate physical agility and swiftness of movement and perform gross and fine motor skills. The ability to sustain physical endurance necessary to provide safe and effective nursing care. Examples include:

- Perform cardiopulmonary resuscitation (CPR).
- Move in confined spaces.
- Maintain balance in multiple positions.

- Reach below waist and above shoulders.
- Mobility of the neck and back to permit sitting and standing and the agility to bend at the waist and squat, using proper body mechanics, to perform a variety of patient care activities.
- Climb and descend stairs.
- Provide safe and therapeutic positioning and transferring of patients.
- Transfer patients who may require physical assistance.
- Move quickly in emergency situations in patient care settings.
- Stand/walk for extended periods without rest.
- Push, pull, lift, or support a minimum of 25 pounds without assistance.
- Use of manual dexterity to provide patient care, manipulate and operate equipment, and prepare and administer medications.
- Grasp, pinch, squeeze, and manipulate fine equipment.

Criterion: Sensory Ability

The ability to accurately perform auditory, visual, tactile, and olfactory assessments necessary to monitor and determine health needs. Examples include:

- Hear and understand monitoring devices, alarms, and emergency signals.
- Hear and understand spoken words and faint voices.
- Hear and understand faint body sounds (e.g. heartbeats, blood pressure, lung and abdominal sounds).
- Accurately prepare and administer oral, injectable, and intravenous medications.
- Visual acuity sufficient to reading fine print on medication labels and equipment.
- Assess a patient within a distance of 10 feet by way of visual, olfactory, or aural acuity.
- Use depth perception adequately.
- Palpate during physical exam (e.g. pulses, temperature, masses, lesions, etc.).
- Detect body odors.
- Detect smoke, gases, or noxious smells.

DISABILITY SERVICES

The Office of Disability Services (ODS) provides support services that enable qualified students with disabilities to participate in the life of the academic community. ODS assists students, as well as other College departments, in providing access to services and programs in the most integrated setting possible.

ODS Learning Specialists meet with qualified students to review documentation, determine reasonable classroom accommodations, and recommend strategies to capitalize on strengths and develop academic approaches to learning. Individual accommodations are a civil right guaranteed under federal laws (ADAAA, Sections 504 and 508 of the Rehabilitation Act of 1973).

The first step to registering with ODS is to contact the Office of Disability Services by phone at 774.357.2955, email at ODSAccess@BristolCC.edu, or by completing the confidential online Disability Disclosure Form.

The Office of Disability Services is located on the Fall River Campus in L109, New Bedford Campus in NB117, and the Attleboro Campus in 206E.

OCCUPATIONAL HAZARDS

All students may be exposed to occupational hazards unknown to them in the clinical setting. Therefore it is the students' responsibility to communicate any situations that may necessitate alternative clinical experiences. Confidentiality and privacy rights will be maintained. Students who know they are pregnant or immunosuppressed should communicate this fact to their instructors at the beginning of each clinical rotation. Once informed, the instructor may communication with the Nursing Department Administration regarding institutional protocol for pregnant or immunocompromised individuals in the area to which the student has been assigned.

This policy is based on the following premise:

- Most students do not know they are pregnant for the first month of pregnancy.
- The majority of students are of childbearing age.
- Risk of hazard for a short-term contact may not be the same as that of a hospital employee assigned to a specific area for a long period of time.
- The hazard may be of equal significance to males as to females.
- Students may be immunosuppressed for a variety of reasons.

After reviewing area hospitals policies, it is the expectation that students and staff provide verbal notification of pregnancy prior to engaging in varied clinical experiences.

EDUCATIONAL PATHWAYS

For up-to-date information regarding Bristol Community College's Department of Nursing Transfer Agreements, visit the Bristol CC Transfer Agreements website, scrolling down to Transfer Agreements by Program and selecting 'Nursing.'

If you have questions regarding transfer options, please schedule an advising appointment with Marie Kacmarsky, marie.kamarsky@bristolcc.edu.

APPENDICES

NUR 101 CLINICAL EVALUATION TOOL

NUR 102 CLINICAL EVALUATION TOOL

NUR 201 CLINICAL EVALUATION TOOL

NUR 202 CLINICAL EVALUATION TOOL

CLINICAL WARNING FORM

ACADEMIC WARNING FORM

STUDENT ATTESTATION FORM

Bristol Community College

NUR 101 CLINICAL EVALUATION TOOL

Name: _____ Semester/Year: _____

Clinical Facility: _____ Faculty: _____

Through the NUR 101 End-of-Course Behaviors, students demonstrate achievement of student learning outcomes and associated course objectives and role competencies. To earn a satisfactory (S) clinical grade in NUR 101, a student must demonstrate satisfactory performance in all mandatory behaviors as described in the NUR 101 Clinical Evaluation Form and must maintain satisfactory performance in all mandatory behaviors and in all program requirements. A student who does not meet the specified criteria for satisfactory clinical performance will receive an unsatisfactory evaluation.

Provider of Care			
Role Competency: Evidence Based Practice, Scientific Knowledge, Critical Thinking, Clinical Reasoning, Safety, Communication, Patient Centered Care			
Assessing health status and patient responses	**Met**	**Unmet**	**N/O**
Initial data collection is complete before care is to be given, utilizing a faculty designed tool.			
Assesses patient's overt verbal communications by listening attentively and accurately interpreting messages.			
Assesses obvious covert (nonverbal) communications of patient by observing behavior, interpreting messages, and validating with faculty.			
Identifies overt situations in which a patient needs information to meet basic needs.			
Collects additional data related to patient's health status and responses from family, significant others, health team members.			
Health agency records, and other available resources Collects additional data related to patient's ability to meet basic needs from chart and nursing care plan.			
Reviews written and electronic: chart, nursing care plan.			
Assesses written communications of faculty and primary nurse by accurately reading and interpreting messages.			
Assesses obvious covert (nonverbal) communications of faculty and primary nurse by observing behavior, interpreting messages, and validating with faculty.			

	Met	Unmet	N/O
Records on a data base and verbally communicates patient assessments accurately and promptly.			
Utilizes correct written formats and clear verbal communications to accurately and promptly describe patient assessments.			
Analyzing collected data and formulating a nursing diagnosis.	**Met**	**Unmet**	**N/O**
Analyzes and interprets data using knowledge base and additional resources such as related literature.			
Analyzes and interprets collected data relating to ability to meet basic needs utilizing knowledge base, course materials (i.e. texts, handouts, etc.), and materials from co-requisites.			
Identifies patient's unmet basic needs.			
Identifies unmet basic needs of patients when threatened by simple homeostatic deviances.			
Planning nursing care.	**Met**	**Unmet**	**N/O**
Designs an individual nursing care plan, which is based on, identified nursing diagnoses, reflecting the patient's physiological, psychosociocultural, ethical, and developmental needs and strengths.			
Plans nursing interventions, which are evidenced based, on established nursing practice standards and protocols as well as patient preference.			
Describes nursing interventions, which address actual nursing diagnoses of patients threatened by simple homeostatic deviances.			
Interventions are based on established nursing practice standards as described in course materials.			
Intervention are supported by scientific rationales.			
Interventions are designed for the adult's developmental level.			
Establishes priorities of care based on Maslow's Hierarchy of Need.			
Assists the patient, family, significant others and health team members to formulate patient-centered goals of care which are directed toward maintaining or restoring homeostasis.			
Identifies short-term, nurse-centered goals of planned interventions directed toward maintaining homeostasis.			
Implementing the Plan of Care	**Met**	**Unmet**	**N/O**

Provides care based on identified priorities and established nursing practice standards and/or protocols.			
Implements the nursing care plan, following validation with faculty, by giving safe nursing care, which is based on, established nursing practice standards.			
Organizes care by anticipating and collecting needed equipment and supplies.			
Provides care, which maintains and promotes the physical and psychological safety of the patient.			
Implements basic physical and psychological safety measures in accordance with established standards of care.			
Participates in the implementation of medical regimens by preparing and assisting the patient undergoing diagnostic and/or therapeutic procedures and providing follow-up care.			
Assists the patient to maintain or regain the ability to meet the following basic needs: oxygenation, hydration, nutrition, involuntary regulation, elimination, safety, comfort, activity, communication, sensation, self-esteem, independence, and hygiene.			
Prevents, detects, and/or treats the predictable untoward physiological and psychological responses of patients with simple homeostatic deviances, under faculty direction.			
Participates within the policies of the clinical facility, regarding emergencies.			
Initiates basic life support measures when changes in the patient's health status or responses indicate a threat to life.			
Participates, as described in the clinical orientation, within the policies of the clinical facility regarding emergencies.			
Communicates with patients, families, significant others, and health team members within the organizational and professional framework while maintaining patient confidentiality.			
Implements verbal and nonverbal communication modalities when interacting with patients, families, significant others, and health team members.			
Introduces self.			
Converses with patients regarding care-related activities.			
Reports clearly and accurately to faculty and primary nurse.			

	Met	Unmet	N/O
Communicates interventions and evaluation accurately using verbal, written, and electronic means, according to organizational framework.			
Utilizes correct written formats and clear verbal communications to accurately and promptly describe interventions and evaluations.			
Implements teaching approaches distinctive to patient's language, culture, as well as patient's cognitive and developmental levels.			
Explains planned nursing care clearly and simply to the patient.			
Collaborates with other health team members to formulate plans for the implementation of therapeutic regimens and for discharge.			
Observes interactions between patient and other health team members.			
Evaluating the plan of care.	**Met**	**Unmet**	**N/O**
Evaluates effectiveness of NCP and appropriateness of priorities for each patient.			
Evaluates the effectiveness of the nursing care plan by assessing overt behaviors and changes, which indicate patient responses to planned interventions.			
Evaluates the effectiveness of the nursing care plan by validating assessment with faculty.			
Participates with patient, families, and significant others, and health team members to evaluate progress toward achievement of patient-centered goals.			
Evaluates the relevance of the identified short-term, nurse-centered goals of planned interventions.			
Revises NCP and priorities for each patient based on changes in patient's health status or responses.			
Revises planned interventions, after validation with faculty, based on the assessed changes in patient's health status or responses.			
Manager of Care			
Role Competency: Teamwork and Collaboration			
Is accountable for nursing care given by self and/or delegated to other health team members.			
Describes the scope of practice of an associate degree nurse and of a nursing student.			

Defines concept of accountability.			
Accepts accountability for the delivery of nursing care to assigned patient.			
Uses established lines of communication with the clinical faculty to accomplish goals related to the delivery of patient care.			
Uses the established lines of communication within the clinical facility, as described in clinical orientation, to accomplish goals related to the delivery of patient care.			
Seeks assistance from other members of the health care team in addressing patient problems that are beyond her/his knowledge and experience or scope of practice.			
Summarizes roles and functions of members of health team.			
Maximizes the use of resources in the management of patient care.			
Collects the equipment and supplies needed to provide care in a costeffective manner.			
Interacts with other members of the health team in a collegial manner.			
Participates in group activities involving peers and faculty by listening attentively and contributing to the discussion.			
Member Within the Discipline of Nursing			
Role Competency: Professionalism, Leadership			
Practices in accordance with established legal and ethical standards.			
Practices in accordance with established HIPAA laws.			
Protects patient's privacy and confidentiality as described in the patient's Bill of Rights and HIPAA.			
Identifies patient's rights and acts as patient advocate.			
Provides care, which protects patient's rights as described in the patient's Bill of Rights.			
Participates in self-evaluation and selects resources and activities for continued development of own nursing practice.			
Examines own performance to identify strengths and areas for continued development.			
Utilizes resources and activities for learning selected from among those made available and/or suggested by faculty or college.			

Participates within the policies of the clinical agency to provide care for patients.			
Conforms to the policies and/or procedures of the clinical facility for providing care to patients.			
Advocates for the modification of policies and nursing protocols, which may be detrimental to patient well-being.			
Utilizes the agency's resource manuals, which govern standards of care.			
Participates within a delegated and structured role in research activities.			
Program Requirements			
Attends all required clinical activities.			
Reports to the correct place at the specified time.			
Adheres to specified procedure for reporting absences or tardiness.			
Initiates conference concerning make-up experience immediately upon return from absence.			
Submits written assignments at specified times.			
Prepares NCP and revises NCP as specified.			
Completes and submits observation guides.			
Prepares for clinical conferences as directed.			
Participates verbally in group activities.			
Adheres to uniform regulations as specified in Nursing Student Handbook.			
Demonstrates courtesy and self-control in interactions with others.			
Conforms to principles of veracity and academic honesty.			
Maintains code of conduct according to Bristol Community College student handbook.			
Demonstrates knowledge of math functions and conversions necessary to safely administer medications by successfully passing the Drug Dosage Calculation assessment within three (3) attempts.			

<u>Summary of Clinical Performance</u>

Strengths

Areas for Continued Development

Student Response/Comment (optional):

I have read the clinical evaluation.

Student: _____ Date: _____

A satisfactory clinical performance indicates that the student has met all the mandatory clinical behaviors of the course.

       Satisfactory _____   **Unsatisfactory** _____

Faculty: _____ Date: _____

Bristol Community College

NUR 102 CLINICAL EVALUATION TOOL

Name: _____ Semester/Year: _____

Clinical Facility: _____ Faculty: _____

Through the NUR 102 End-of-Course Behaviors, students demonstrate achievement of student learning outcomes and associated course objectives and role competencies. To earn a satisfactory (S) clinical grade in NUR 102, a student must demonstrate satisfactory performance in all mandatory behaviors as described in the NUR 102 Clinical Evaluation Form and must maintain satisfactory performance in all mandatory behaviors and in all program requirements. A student who does not meet the specified criteria for satisfactory clinical performance will receive an unsatisfactory evaluation.

Provider of Care			
Role Competency: Evidence Based Practice, Scientific Knowledge, Critical Thinking, Clinical Reasoning, Safety, Communication, Patient Centered Care			
Assessing health status and patient responses	**Met**	**Unmet**	**N/O**
Assesses patient to obtain data related to her/his health status and responses including verbal and nonverbal communications, and need for information.			
Assesses patients to collect data related to present and past health status and responses as they affect the ability of patients within the growing family to meet developmental needs.			
Assesses patient's overt verbal communications by listening attentively and accurately interpreting messages.			
Assess obvious covert (nonverbal) communications of patients by observing behaviors, interpreting messages, and validating with faculty.			
Identifies overt situations in which a patient within the growing family needs information to meet developmental needs.			
Assesses patients to collect data related to present and past health status and responses as they affect the ability of patients within the growing family to meet developmental needs. Initial data collection is done on the day before care is to be given (pediatric component) or on the day care is to be given (maternity component), utilizing a faculty-designed tool.			
Collects additional data related to patient's health status and responses from family, significant others, health team members, health agency records, and other available resources.			

Collects additional data related to the ability of patients within the growing family to meet developmental needs. Collects this data from chart, nursing care plan, family, and health team members.			
Reviews written and electronic chart and nursing care plan before giving care and at intervals designated by faculty.			
Assesses written communications of faculty and primary nurse by accurately reading and interpreting messages.			
Assesses obvious covert(nonverbal) communications of family, faculty, and primary nurse by observing behaviors, interpreting messages, and validating with faculty.			
Records on a database and verbally communicates patient assessments accurately and promptly.			
Utilizes correct written formats and clear verbal communications to accurately and promptly describe patient assessments.			
Analyzing collected data and formulating a nursing diagnosis.	**Met**	**Unmet**	**N/O**
Analyzes and interprets data using knowledge base and additional resources such as related literature..			
Analyzes and interprets collected data relating to ability to meet developmental needs utilizing knowledge base, course materials (i.e. texts, handouts, etc.), and materials from pre- and co-requisite courses.			
Identifies patient's unmet basic needs.			
Identifies unmet developmental needs of patients within the growing family when threatened by homeostatic deviances.			
Formulates a list of statements describing unmet needs as at risk for, and actual health problems/nursing diagnoses.			
Formulates a list of statements describing actual and potential nursing diagnoses of patients within the growing family when threatened by homeostatic deviances.			
Planning nursing care.	**Met**	**Unmet**	**N/O**
Designs an individual nursing care plan, which is based on, identified nursing diagnoses, reflecting the patient's physiological, psychosociocultural, ethical, and developmental needs and strengths.			
Plans nursing interventions, which are evidenced based, on established nursing practice standards and protocols as well as patient preference.			
Describes nursing interventions, which address actual nursing diagnoses of patients threatened by simple homeostatic deviances.			

	Met	Unmet	N/O
Interventions are based on established nursing practice standards as described in course materials.			
Interventions are supported by scientific rationales.			
Interventions are designed for the child's or adult's developmental level.			
Establishes priorities of care based on Maslow's Hierarchy of Need.			
Selects the four highest priorities of care based on Maslow's Hierarchy of Needs.			
Assists the patient, family, significant others and health team members to formulate patient-centered goals of care which are directed toward maintaining or restoring homeostasis.			
Identifies short-term, nurse-centered goals of planned interventions directed toward maintaining homeostasis.			
Utilizes standardized teaching guides to provide basic and developmental needs information to patients within the growing family.			
Implementing the Plan of Care	**Met**	**Unmet**	**N/O**
Provides care based on identified priorities and established nursing practice standards and/or protocols.			
Implements the nursing care plan, following validation with faculty, by giving safe nursing care, which is based on, established nursing practice standards.			
Organizes care of up to two (2) patients to complete assignment within specified time.			
Provides care which maintains and promotes the physical and psychological safety of the patient.			
Practices, explains, and demonstrates principles of accident prevention using anticipatory guidance when caring for patients within the growing family.			
Participates in the implementation of medical regimens by preparing and assisting the patient undergoing diagnostic and/or therapeutic procedures and providing follow-up care.			
Assists the patient to maintain or regain the ability to meet the following basic needs: oxygenation, hydration, nutrition, involuntary regulation, elimination, safety, comfort, activity, communication, sensation, self-esteem, independence, and hygiene.			

Assists patients within the growing family, under faculty direction, to maintain or regain the ability to meet developmental needs when threatened by homeostatic deviances.			
Prevents, detects, and/or treats the predictable untoward physiological and psychological responses of patients with simple homeostatic deviances, under faculty direction.			
Initiates basic life support measures when changes in the patient's health status or responses indicate a threat to life.			
Participates, as described in the clinical orientation, within the policies of the clinical facility regarding emergencies.			
Communicates with patients, families, significant others, and health team members within the organizational and professional framework while maintaining patient confidentiality.			
Implements verbal and nonverbal communication modalities when interacting with patients, families, significant others, and health team members.			
Communicates interventions and evaluation accurately using verbal, written, and electronic means, according to organizational framework.			
Utilizes correct written formats and clear verbal communications to accurately and promptly describe interventions and evaluations.			
Implements teaching approaches distinctive to patient's language, culture, as well as patient's cognitive and developmental levels.			
Implements teaching approaches (explanation and demonstration), which are selected to meet the levels of development and understanding of the patient within the growing family (child or adult).			
Collaborates with other health team members to formulate plans for the implementation of therapeutic regimens and for discharge.			
Identifies areas of patient care that require the expertise of other health team members.			
Evaluating the plan of care.	**Met**	**Unmet**	**N/O**
Evaluates effectiveness of NCP and appropriateness of priorities for each patient.			
Evaluates the effectiveness of the nursing care plan by assessing overt behaviors and changes, which indicate patient responses to planned interventions.			

Evaluates the effectiveness of the nursing care plan by validating assessment with faculty.			
Participates with patient, families, and significant others, and health team members to evaluate progress toward achievement of patient-centered goals.			
Evaluates the relevance of the identified short-term, nurse-centered goals of planned interventions.			
Revises NCP and priorities for each patient based on changes in patient's health status or responses.			
Revises planned interventions, after validation with faculty, based on the assessed changes in patient's health status or responses.			
Revises nursing diagnosis list and priorities based on assessed changes.			
Manager of Care			
Role Competency: Teamwork and Collaboration			
Identifies priorities of nursing care for a group of patients.			
Identifies priorities of nursing care when assigned to give care for one (1) – two (2) patients.			
Delegates aspects of nursing care to other nursing personnel according to their educational preparation and ensures that personnel have the necessary skills to meet the identified care priorities.			
Delegates selected aspects of nursing care to peers when caring for one (1) to two (2) patients within the growing family.			
Is accountable for nursing care given by self and/or delegated to other health team members.			
Describes the scope of practice of an associate degree nurse and of a nursing student as it applies to the growing family.			
Accepts accountability for the delivery of nursing care to assigned patients.			
Uses the established lines of communication within the clinical facility, as described in clinical orientation, to accomplish goals related to the delivery of patient care.			
Under faculty direction, seeks assistance from other members of the healthcare team in addressing patient problems that are beyond her/his knowledge and experience or scope of practice.			
Maximizes the use of resources in the management of patient care.			

Collects the equipment and supplies needed to provide care in cost-effective manner.			
Interacts with other members of the health team in a collegial manner.			
Participates in interactions involving patients within the growing family and other health team members by listening attentively and responding to questions.			
Member Within the Discipline of Nursing			
Role Competency: Professionalism, Leadership			
Practices in accordance with established legal, ethical, and regulatory frameworks and professional nursing standards.			
Identifies patient's rights and acts as patient advocate.			
Practices in accordance with established HIPAA laws.			
Protects patient's privacy and confidentiality as described in the patient's Bill of Rights and HIPAA.			
Identifies situations in which patient's rights may be threatened and reports to faculty.			
Participates in self-evaluation and selects resources and activities for continued development of own nursing practice.			
Examines own performance to identify strengths and areas for continued development.			
Utilizes resources and activities for learning selected from among those made available and/or suggested by faculty or college.			
Seeks out opportunities in the laboratory (class and clinical) to develop course specific knowledge and skills.			
Conforms to the policies and/or procedures of the clinical facility for providing care to patients within the growing family.			
Advocates for the modification of policies and nursing protocols, which may be detrimental to patient well-being.			
Identifies situations in which policies/protocols appear to be potentially detrimental to patient's well-being and reports these to faculty.			
Participates within a delegated and structured role in research activities.			
Identifies research as a component of nursing practice.			

Program Requirements			
Attends all required clinical activities.			
Reports to the correct place at the specified time.			
Adheres to specified procedure for reporting absences or tardiness.			
Initiates conference concerning make-up experience immediately upon return from absence.			
Submits written assignments at specified times.			
Prepares NCP and revises NCP as specified.			
Completes and submits observation guides.			
Prepares for clinical conferences as directed.			
Participates verbally in group activities.			
Adheres to uniform regulations as specified in Nursing Student Handbook.			
Demonstrates courtesy and self-control in interactions with others.			
Conforms to principles of veracity and academic honesty.			
Maintains code of conduct according to Bristol Community College student handbook.			
Demonstrates knowledge of math functions and conversions necessary to safely administer medications by successfully passing the Drug Dosage Calculation assessment within three (3) attempts.			

<u>Summary of Clinical Performance</u>

Strengths

Areas for Continued Development

Student Response/Comment (optional):

I have read the clinical evaluation.

Student: _____ Date: _____

A satisfactory clinical performance indicates that the student has met all the mandatory clinical behaviors of the course.

        Satisfactory _____   **Unsatisfactory** _____

Faculty: _____ Date: _____

Bristol Community College

NUR 201 CLINICAL EVALUATION TOOL

Name: _____ Semester/Year: _____

Clinical Facility: _____ Faculty: _____

Through the NUR 201 End-of-Course Behaviors, students demonstrate achievement of student learning outcomes and associated course objectives and role competencies. To earn a satisfactory (S) clinical grade in NUR 201, a student must demonstrate satisfactory performance in all mandatory behaviors as described in the NUR 201 Clinical Evaluation Form and must maintain satisfactory performance in all mandatory behaviors and in all program requirements. A student who does not meet the specified criteria for satisfactory clinical performance will receive an unsatisfactory evaluation.

Provider of Care			
Role Competency: Evidence Based Practice, Scientific Knowledge, Critical Thinking, Clinical Reasoning, Safety, Communication, Patient Centered Care			
Assessing health status and patient responses	**Met**	**Unmet**	**N/O**
Assesses patient to obtain data related to her/his health status and responses including verbal and non-verbal communications and need for information.			
Assesses patient to collect data related to present and past health status and responses as they affect the patient's ability to maintain or regain homeostasis when threatened by pathopsychophysiological deviances.			
Assesses patient's overt and covert, verbal and non-verbal communications by observing behaviors, listening attentively, and accurately interpreting the messages.			
Identifies overt situations in which a patient needs information to maintain or regain homeostasis when threatened by pathopsychophysiological deviances of homeostasis.			
Collects additional data related to patient's health status and responses from family, significant others, health team members, health agency records, and other available resources.			
Reviews written and electronic: chart and nursing care plan before giving care and at intervals designated by faculty.			
Assesses written communications of faculty and primary nurse by accurately reading and interpreting messages.			
Assesses overt and covert, verbal and nonverbal communications of family, significant others, faculty, and health			

team members by listening attentively and accurately interpreting the messages.			
Records on a database and verbally communicates patient assessments accurately and promptly.			
Utilizes correct written formats and clear verbal communications regarding assessments.			
Analyzing collected data and formulating a nursing diagnosis.	**Met**	**Unmet**	**N/O**
Analyzes and interprets data using knowledge base and additional resources such as related literature.			
Analyzes and interprets collected data relating to ability to maintain or regain homeostasis when threatened by pathopsychophysiological deviances utilizing knowledge base, course materials and materials from pre- and co-requisite courses.			
Identifies patient's unmet basic needs.			
Identifies unmet basic needs of patients when threatened by pathopsychophysiological deviances associated with food, fluid, and oxygen balance; sexuality; and emotional equilibrium.			
Formulates a list of statements describing unmet needs as at risk for and actual health problems/nursing diagnoses.			
Formulates a list of statements describing actual and potential nursing diagnoses of patients when threatened by pathopsychophysiological deviances of homeostasis associated with food, fluid, and oxygen balance; sexuality; and emotional equilibrium.			
Planning nursing care.	**Met**	**Unmet**	**N/O**
Designs an individual nursing care plan, which is based on, identified nursing diagnoses, reflecting the patient's physiological, psychosociocultural, ethical, and developmental needs and strengths.			
Plans nursing interventions, which are evidenced based, on established nursing practice standards and protocols as well as patient preference.			
Describes nursing interventions, which address actual nursing diagnoses of patients threatened by simple homeostatic deviances.			
Interventions are based on established nursing practice standards as described in course materials.			
Interventions are supported by scientific rationales.			

Interventions are designed for the child's or adult's developmental level.			
Establishes priorities of care based on Maslow's Hierarchy of Need.			
Selects the four highest priorities of care based on Maslow's Hierarchy of Needs.			
Assists the patient, family, significant others and health team members to formulate patient-centered goals of care which are directed toward maintaining or restoring homeostasis.			
Assists the patient to formulate short-term, patient-centered goals of care directed toward maintaining or restoring homeostasis.			
Utilizes standardized teaching guides to provide information as needed by an adult patient experiencing a pathopsychophysiological deviance of homeostasis.			
Implementing the Plan of Care	**Met**	**Unmet**	**N/O**
Provides care to patients throughout the lifespan by implementing the nursing care plan.			
Provides care based on identified priorities and established nursing practice standards and/or protocols.			
Implements the nursing care plan, following validation with faculty, by giving safe nursing care, which is based on, established nursing practice standards.			
Organizes care for up to two (2) patients to complete assignment within specified time.			
Provides care, which maintains and promotes the physical and psychological safety of the patient.			
Utilizes therapeutic interactive techniques to maintain and promote safety psychological safety by to patient.			
Participates in the implementation of medical regimens by preparing and assisting the patient undergoing diagnostic and/or therapeutic procedures and providing follow-up care.			
Assists the patient to maintain or regain the ability to meet the following basic needs: oxygenation, hydration, nutrition, involuntary regulation, elimination, safety, comfort, activity, communication, sensation, self-esteem, independence, and hygiene.			
Participates, in collaboration with faculty, in the implementation of medical regimens for patients having pathopsychophysiological deviances associated with food, fluid, and oxygen balance; sexuality; and emotional equilibrium.			

Prevents, detects, and/or treats the predictable untoward physiological and psychological responses of patients experiencing pathopsychophysiological deviances of homeostasis associated with food, fluid, and oxygen balance; sexuality; and emotional equilibrium, in collaboration with faculty.			
Initiates basic life support measures when changes in the patient's health status or responses indicate a threat to life.			
Participates, as described in the clinical orientation, within the policies of the clinical facility regarding emergencies.			
Communicates with patients, families, significant others, and health team members within the organizational and professional framework while maintaining patient confidentiality.			
Implements verbal and nonverbal communication modalities when interacting with patients, families, significant others, and health team members.			
Uses therapeutic interactive techniques to establish and maintain communications with patients experiencing pathopsychophysiological deviances of homeostasis and with families, significant others, faculty, agency staff.			
Communicates interventions and evaluation accurately using verbal, written, and electronic means, according to organizational framework.			
Utilizes correct written formats and clear verbal communications to accurately and promptly describe interventions and evaluations.			
Communicates patient's needs through intra and interagency referrals.			
Initiates intra- and interagency referrals by reporting identified need to faculty.			
Implements teaching approaches distinctive to patient's language, culture, as well as patient's cognitive and developmental levels.			
Implements teaching approaches (explanation and demonstration)which are selected to meet the levels of development and understanding of the patient.			
Utilizes services of other health team members when providing care for two (2) patients.			
Interacts with other health team members who are involved in providing care to patients.			
Identifies need for additional services.			

	Met	Unmet	N/O
Validates perceptions with faculty.			
Initiates referral through established channels.			
Evaluating the plan of care.	**Met**	**Unmet**	**N/O**
Evaluates effectiveness of NCP and appropriateness of priorities for each patient.			
Assesses patient overt and covert behavior and changes which indicate patient responses to planned interventions.			
Validates assessment with faculty.			
Participates with patient, families, and significant others, and health team members to evaluate progress toward achievement of patient-centered goals.			
Assists patient to evaluate the relevance of the short-term, patient-centered goals of care.			
Revises NCP and priorities for each patient based on changes in patient's health status or responses.			
Revises planned interventions, after validation with faculty, based on the assessed changes in patient's health status or responses.			
Revises nursing diagnosis list and priorities bases on assessed changes.			
Manager of Care			
Role Competency: Teamwork and Collaboration			
Identifies priorities of nursing care for a group of patients.			
Identifies priorities of nursing care when assigned to give care to two (2) patients.			
Delegates aspects of nursing care to other nursing personnel according to their educational preparation and ensures that personnel have the necessary skills to meet the identified care priorities.			
Delegates select aspects of nursing care to peers when caring for two (2) patients.			
Is accountable for nursing care given by self and/or delegated to other health team members.			
Accepts accountability for selected aspects of nursing care delegated to peers when caring for two (2) patients.			
Uses established lines of communication with the clinical faculty to accomplish goals related to the delivery of patient care.			

Uses established lines of communication within the clinical facility, as described in clinical orientation, to accomplish goals related to the delivery of patient care.			
Seeks assistance from other members of the healthcare team in addressing patient problems that are beyond her/his knowledge and experience or scope of practice.			
In collaboration with faculty, seeks assistance from other members of the healthcare team in addressing patient problems that are beyond her/his knowledge and experience or scope of practice.			
Maximizes the use of resources in the management of patient care.			
Collects the equipment and supplies needed to provide care in a cost-effective manner.			
Interacts with other members of the health team in a collegial manner.			
Participates in interactions involving patients and other health team members by listening attentively and providing needed clarification.			
Member Within the Discipline of Nursing			
Role Competency: Professionalism, Leadership			
Practices in accordance with established legal, ethical, and regulatory frameworks and professional nursing standards.			
Describes the ethical concepts of autonomy and informed consent.			
Identifies patient's rights and acts as patient advocate.			
Practices in accordance with established HIPAA laws.			
Protects patient's privacy and confidentiality as described in the patient's Bill of Rights and HIPAA.			
Identifies situations in which patient's rights may be threatened and reports to faculty.			
Participates in self-evaluation and selects resources and activities for continued development of own nursing practice.			
Evaluates own performance to identify strengths and areas for continued development.			
Utilizes resources and activities for learning selected from among those made available and/or suggested by faculty or college.			

Seeks out opportunities in the laboratory (class and clinical) to develop course specific knowledge and skills.			
Participates within the policies of the clinical agency to provide care for patients.			
Conforms to the policies and/or procedures of the clinical facility for providing care to patients.			
Advocates for the modification of policies and nursing protocols, which may be detrimental to patient well-being.			
Identifies situations in which policies/protocols appear to be potentially detrimental to patient's well-being, reports these to faculty, and collaborates with faculty to propose a course of action.			
Participates within a delegated and structured role in research activities.			
Identifies research as a component of nursing practice.			
Program Requirements			
Attends all required clinical activities.			
Reports to the correct place at the specified time.			
Adheres to specified procedure for reporting absences or tardiness.			
Initiates conference concerning make-up experience immediately upon return from absence.			
Submits written assignments at specified times.			
Prepares NCP and revises as specified.			
Completes and submits observation guides.			
Prepares for clinical conferences as directed.			
Completes critical thinking guides in writing.			
Participates verbally in group activities.			
Demonstrates courtesy and self-control in interactions with others.			
Conforms to principles of veracity and academic honesty.			
Maintains code of conduct according to Bristol Community College student handbook.			

Demonstrates knowledge of math functions and conversions necessary to safely administer medications.			

<u>Summary of Clinical Performance</u>

Strengths

Areas for Continued Development

Student Response/Comment (optional):

I have read the clinical evaluation.

Student: _____ Date: _____

A satisfactory clinical performance indicates that the student has met all the mandatory clinical behaviors of the course.

      Satisfactory _____   **Unsatisfactory** _____

Faculty: _____ Date: _____

Bristol Community College

NUR 202 CLINICAL EVALUATION TOOL

Name: _____ Semester/Year: _____

Clinical Facility: _____ Faculty: _____

Through the NUR 202 End-of-Course Behaviors, students demonstrate achievement of student learning outcomes and associated course objectives and role competencies. To earn a satisfactory (S) clinical grade in NUR 202, a student must demonstrate satisfactory performance in all mandatory behaviors as described in the NUR 202 Clinical Evaluation Form and must maintain satisfactory performance in all mandatory behaviors and in all program requirements. A student who does not meet the specified criteria for satisfactory clinical performance will receive an unsatisfactory evaluation.

Provider of Care			
Role Competency: Evidence Based Practice, Scientific Knowledge, Critical Thinking, Clinical Reasoning, Safety, Communication, Patient Centered Care			
Assessing health status and patient responses	**Met**	**Unmet**	**N/O**
Assesses patient to obtain data related to her/his health status and responses including verbal and non-verbal communications and need for information.			
Assesses patient to collect data related to present and past health status and responses as they affect the patient's ability to maintain or regain homeostasis when threatened by pathopsychophysiological deviances.			
Assesses patient's overt and covert, verbal and non-verbal communications by observing behaviors, listening attentively, and accurately interpreting the messages.			
Identifies overt and covert situations in which a patient needs information to maintain or regain homeostasis when threatened by pathopsychophysiological deviances of homeostasis.			
Collects additional data related to patient's health status and responses from family, significant others, health team members, health agency records, and other available resources.			
Collects additional data related to the patient's ability to maintain or regain homeostasis when threatened by pathopsychophysiological deviances. Collects data from chart, nursing care plan, family, and health team members.			
Reviews written and electronic: chart and nursing care plan before giving care and at intervals designated by faculty.			

Assesses overt and covert, verbal and nonverbal communications of family, significant others, faculty, and health team members by listening attentively and accurately interpreting the messages.			
Records on a database and verbally communicates patient assessments accurately and promptly.			
Utilizes correct written formats and clear verbal communications regarding assessments.			
Analyzing collected data and formulating a nursing diagnosis.	**Met**	**Unmet**	**N/O**
Analyzes and interprets data using knowledge base and additional resources such as related literature.			
Analyzes and interprets collected data relating to ability to maintain or regain homeostasis when threatened by pathopsychophysiological deviances utilizing knowledge base, course materials and materials from pre- and co-requisite courses.			
Identifies patient's unmet basic needs.			
Identifies unmet basic needs of patients when threatened by pathopsychophysiological deviances associated with food, fluid, and oxygen balance; sexuality; and emotional equilibrium, and multiple homeostatic deviances.			
Formulates a list of statements describing unmet needs as at risk for and actual health problems/nursing diagnoses.			
Formulates a list of statements describing actual and potential nursing diagnoses of patients when threatened by pathopsychophysiological deviances of homeostasis associated with activity, metabolic balance, sensation, neurologic integrity, emotional equilibrium, and multiple homeostatic deviances.			
Planning nursing care.	**Met**	**Unmet**	**N/O**
Designs an individual nursing care plan, which is based on, identified nursing diagnoses, reflecting the patient's physiological, psychosociocultural, ethical, and developmental needs and strengths.			
Plans nursing interventions, which are evidenced based, on established nursing practice standards and protocols as well as patient preference.			
Formulates nursing interventions, which address actual and potential nursing diagnoses of patients threatened by pathopsychophysiological deviances of activity, metabolic balance, sensation, neurologic integrity, emotional equilibrium, and multiple homeostatic deviances.			

Interventions are based on established nursing practice standards as described in course materials.			
Interventions are supported by scientific rationales.			
Interventions are designed for the adult's developmental level.			
Interventions are based on patient preference.			
Establishes priorities of care based on the basic human needs.			
Selects the four highest priorities of care based on basic human needs of man.			
Assists the patient, family, significant others and health team members to formulate patient-centered goals of care which are directed toward maintaining or restoring homeostasis.			
Designs short-range teaching plans which are based on the established patientcentered goals.			
Designs a short-range teaching plan for an adult patient experiencing a pathopsychophysiological deviance of homeostasis.			
Implementing the Plan of Care	**Met**	**Unmet**	**N/O**
Provides care to patients throughout the lifespan by implementing the nursing care plan.			
Provides care based on identified priorities and established nursing practice standards and/or protocols.			
Implements the nursing care plan, following validation with faculty, by giving safe nursing care, which is based on established nursing practice standards.			
Organizes care for up to three (3) patients to complete assignment within specified time.			
Provides care which maintains and promotes the physical and psychological safety of the patient.			
Utilizes therapeutic interactive techniques to maintain and promote safety psychological safety by to patient.			
Participates in the implementation of medical regimens by preparing and assisting the patient undergoing diagnostic and/or therapeutic procedures and providing follow-up care.			
Assists the patient to maintain or regain the ability to meet the following basic needs: oxygenation, hydration, nutrition, involuntary regulation, elimination, safety, comfort, activity, communication, sensation, self-esteem, independence, and hygiene.			

Participates, in collaboration with faculty, in the implementation of medical regimens for patients having pathopsychophysiological deviances associated with activity, metabolic balance, sensation, neurologic integrity, emotional equilibrium, and multiple homeostatic deviances.			
Assists patients, in collaboration with faculty and/or the primary nurse, to maintain or regain homeostasis when threatened by pathopsychophysiological deviances associated with activity, metabolic balance, sensation, neurologic integrity, emotional equilibrium, and multiple homeostatic deviances.			
Prevents, detects, and/or treats the predictable untoward physiological and psychological responses of patients experiencing pathopsychophysiological deviances of homeostasis associated with food, fluid, and oxygen balance; sexuality; and emotional equilibrium, in collaboration with faculty.			
Initiates basic life support measures when changes in the patient's health status or responses indicate a threat to life.			
Participates, as described in the clinical orientation, within the policies of the clinical facility regarding emergencies.			
Communicates with patients, families, significant others, and health team members within the organizational and professional framework while maintaining patient confidentiality.			
Implements verbal and nonverbal communication modalities when interacting with patients, families, significant others, and health team members.			
Utilizes interviewing techniques to establish and maintain communications with patients experiencing pathopsychophysiologicaldeviances of homeostasis and with families, significant others ,faculty, agency staff, peers.			
Communicates interventions and evaluation accurately using verbal, written, and electronic means, according to organizational framework.			
Utilizes correct written formats and clear verbal communications to accurately and promptly describe interventions and evaluations.			
Communicates patient's needs through intra and interagency referrals.			
Initiates intra- and interagency referrals by reporting identified need to faculty and/or the primary nurse..			
Implements teaching approaches distinctive to patient's language, culture, as well as patient's cognitive and developmental levels.			

	Met	Unmet	N/O
Implements teaching approaches (explanation and demonstration) which are selected to meet the levels of development and understanding of the patient.			
Implements teaching approaches(explanation and demonstration),which are selected to meet the levels of development and understanding of the patient.			
Collaborates with other health team members to formulate plans for the implementation of therapeutic regimens and for discharge.			
Utilizes services of other health team members when providing care for three (3) patients.			
Interacts with other health team members who are involved in providing care to patients.			
Identifies need for additional services.			
Validates perceptions with faculty and/or the primary nurse.			
Initiates referral through established channels.			
Evaluating the plan of care.	**Met**	**Unmet**	**N/O**
Evaluates effectiveness of NCP and appropriateness of priorities for each patient.			
Assesses patient overt and covert behavior and changes which indicate patient responses to planned interventions.			
Validates assessment with faculty and/or the primary nurse.			
Participates with patient, families, and significant others, and health team members to evaluate progress toward achievement of patient-centered goals.			
Assists the patient, family, significant other, and health team members to evaluate the relevance of the short-term, patient-centered goals of care.			
Revises NCP and priorities for each patient based on changes in patient's health status or responses.			
Revises planned interventions, after validation with faculty, based on the assessed changes in patient's health status or responses.			
Revises nursing diagnosis list and priorities based on assessed changes.			
Manager of Care			
Role Competency: Teamwork and Collaboration			

Identifies priorities of nursing care for a group of up to three (3) patients.			
Identifies priorities when assigned to act as a leader for a group of students who are caring for up to 12 patients.			
Delegates aspects of nursing care to other nursing personnel according to their educational preparation and ensures that personnel have the necessary skills to meet the identified care priorities.			
Delegates select aspects of nursing care to peers when caring for a group of patients.			
Is accountable for nursing care given by self and/or delegated to other health team members.			
Accepts accountability for selected aspects of nursing care delegated to peers when caring for a group of patients.			
Assists nursing personnel who are less prepared to develop skills in providing nursing care, which is within their scope of practice.			
Identifies instances where care given by less prepared nursing personnel does not meet identified priorities and reports to faculty.			
Uses established lines of communication with the clinical faculty to accomplish goals related to the delivery of patient care.			
Uses established lines of communication within the clinical facility, as described in clinical orientation, to accomplish goals related to the delivery of patient care.			
Provides continuity of care by communicating patient needs through the use of interagency referrals.			
Prepares an interagency referral that communicates patient needs.			
Seeks assistance from other members of the healthcare team in addressing patient problems that are beyond her/his knowledge and experience or scope of practice.			
In collaboration with faculty and/or primary nurse, seeks assistance from other members of the health care team in addressing patient problems that are beyond her/his knowledge and experience or scope of practice.			
Maximizes the use of resources in the management of patient care.			
Collects the equipment and supplies needed to provide care in a cost-effective manner.			

Interacts with other members of the health team in a collegial manner.			
Initiates, in collaboration with faculty and/or primary nurse, interactions with other health team members to share data and address patient care problems.			
Member Within the Discipline of Nursing			
Role Competency: Professionalism, Leadership			
Practices in accordance with established legal, ethical, and regulatory frameworks and professional nursing standards.			
Describes the ethical concept of nonmaleficence.			
Identifies patient's rights and acts as patient advocate.			
Practices in accordance with established HIPAA laws.			
Protects patient's privacy and confidentiality as described in the patient's Bill of Rights and HIPAA.			
Identifies situations in which patient's rights may be threatened and reports to faculty.			
Participates in self-evaluation and selects resources and activities for continued development of own nursing practice.			
Evaluates own performance to identify strengths and areas for continued development.			
Utilizes resources and activities for learning selected from among those made available and/or suggested by faculty or college.			
Seeks out opportunities in the laboratory (class and clinical) to develop course specific knowledge and skills.			
Participates within the policies of the clinical agency to provide care for patients.			
Conforms to the policies and/or procedures of the clinical facility for providing care to patients.			
Advocates for the modification of policies and nursing protocols, which may be detrimental to patient well-being.			
Identifies situations in which policies/protocols appear to be potentially detrimental to patient's well-being, reports these to faculty, and collaborates with faculty to propose a course of action.			
Participates within a delegated and structured role in research activities.			

Identifies research as a component of nursing practice.			
Program Requirements			
Attends all required clinical activities.			
Reports to the correct place at the specified time.			
Adheres to specified procedure for reporting absences or tardiness.			
Initiates conference concerning make-up experience immediately upon return from absence.			
Submits written assignments at specified times.			
Completes and submits observation guides.			
Prepares for clinical conferences as directed.			
Completes critical thinking guides in writing.			
Participates verbally in group activities.			
Demonstrates courtesy and self-control in interactions with others.			
Conforms to principles of veracity and academic honesty.			
Maintains code of conduct according to Bristol Community College student handbook.			
Demonstrates knowledge of math functions and conversions necessary to safely administer medications.			

<u>Summary of Clinical Performance</u>

Strengths

Areas for Continued Development

Student Response/Comment (optional):

I have read the clinical evaluation.

Student: _____ Date: _____

A satisfactory clinical performance indicates that the student has met all the mandatory clinical behaviors of the course.

       Satisfactory _____   **Unsatisfactory** _____

Faculty: _____ Date: _____

Bristol Community College

CLINICAL LAB FORMATIVE EVALUATION TOOL

(*Derived from the Clinical Evaluation Tool*)

Student Name: _____ Semester: _____

Role: Provider of Care	Met	NI	N/A	Comments:
Accurate Assessments				
Accurate Skill Performance				
Accurate Documentation				
Shift Reporting (SBAR)				
Role: Provider of Care	**Met**	**NI**	**N/A**	**Comments:**
Develop Nursing Diagnosis				
Prioritizing Care				
Implement Plan of Care				
Role: Manager of Care	**Met**	**NI**	**N/A**	**Comments:**
Collaboration with Healthcare Team				
Time Management				
Role: Member Within a Discipline	**Met**	**NI**	**N/A**	**Comments:**
Nurse as Leader				
Nurse as Educator				
Nurse as Researcher				
Professionalism (Including Program Requirements)				

*NI = Needs Improvement; Lab Referrals should be made

Clinical Lab Faculty Signature: _____ Date: _____

Student Signature: _____ Date: _____

Student Comments (Optional):

_____
_____
_____
_____

BRISTOL
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NURSING PROGRAM: CLINICAL WARNING
(Print on PINK paper and place original copy in Student File)

Date: _____ Student: _____ Instructor: _____	**Areas of Clinical Warning** Clinical Evaluation, NUR (check one) 101 ☐ 102 ☐ 201 ☐ 202 ☐ Section Hybrid ☐ Traditional ☐

Objectives are not being met in the following areas:

Provider of Care ☐

Manager of Care ☐

Member Within the Discipline of Nursing ☐

Program Requirements ☐

Narrative documentation of unmet objectives and/or mandatory clinical behaviors:

_____
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Recommendations for Improvement

The student will:

_____
_____
_____
_____
_____
_____

Guidelines and Recommendations to Meet Clinical Objectives

_____
_____
_____
_____
_____
_____

Student Comments (Optional)

_____
_____
_____
_____
_____
_____

Signatures

Student: _____ Date: _____

Faculty: _____ Date: _____

Observer: _____ Date: _____

BRISTOL

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NURSING PROGRAM: ACADEMIC WARNING

(*Print on PINK paper and place original copy in Student File*)

Course (Check One)
NUR 100 ☐   NUR 101 ☐   NUR 102 ☐
NUR 201 ☐   NUR 202 ☐   NUR 203 ☐
Section
Hybrid ☐   Traditional ☐

Student Name: _____ Date: _____

Faculty/Staff Name: _____

Problem (Check All That Apply):

☐ **Academic Dishonesty**
Includes any cheating, plagiarism, and facilitating academic dishonesty. Student will receive an academic warning and will be immediately referred to Dean of Health Sciences & Nursing.

☐ **Academic Negligence**
Failure to complete all assigned work by due dates. Students will receive an academic warning and if students do not remediate, on second warning student will be referred to Dean of Health Sciences & Nursing.

☐ **Professional Conduct**
With any of the following behaviors, students will receive an academic warning. If students do not remediate, on second warning student will be referred to Dean of Health Sciences & Nursing.

　　☐ **Disruptive Behavior**
　　Disruptive behavior in/out of class, cell phone use, inappropriate language/comments, threats, physical/verbal abuse.

　　☐ **Proper Netiquette**
　　Disrespectful electronic communications/emails.

☐ **Assessments**
Students will receive an academic warning if absent for an assessment without notifying course faculty prior to assessment start time. If a student does not remediate, on second warning the student will be referred to Dean of Health Sciences & Nursing.

☐ **Other: _____**

Problem Description:

_____
_____
_____
_____
_____

Remedial Action / Recommendations for Improvement:

_____
_____
_____
_____
_____

Student Comments (Optional):

_____
_____
_____
_____
_____

Signature of Issuer: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Observer Signature: _____ **Date:** _____

_____ **Date:** _____

Dean of Health Sciences and Nursing

BRISTOL
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NURSING PROGRAM: INCIDENT REPORTING FORM
(*Print on GREEN paper and place original copy on file with Director of Nursing*)

Students Name: _____   #900_____

Course No.: _____   Section: _____   Semester: _____

Student Description of Incident:

_____
_____
_____
_____
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_____

Faculty/Staff Comment and Plan for Remediation:

_____
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Student Signature: _____ Date: _____

Faculty/Staff Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

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NURSING PROGRAM: STUDENT WITHDRAWAL FORM
(*Print on YELLOW paper and place original copy in Student File*)

Students Name: _____   #900_____

Date of Withdrawal: _____   Course No. _____   Section: _____

Exit Interview Date: _____   Faculty Member: _____

Comments:

_____
_____
_____
_____
_____
_____

Reason for Withdrawal:

_____
_____
_____
_____
_____

Category for Readmission (Based on Readmission Policy): _____

☐   Check here if student is **not eligible** for readmission.

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Reviewed by the Director of Nursing: _____ Date: _____

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NURSING PROGRAM: STUDENT ATTESTATIONS

Please sign your initials in the column corresponding with the statement to indicate that you have read and understand your core responsibilities as a student in Bristol Community College's Nursing Program. Then, provide your name and signature at the bottom of the form.

Completion of a Nursing Attestation Form is required annually and upon any entry or re-entry to the program.

Attestation	Statement	Initials
Bristol Community College Nursing Program Student Handbook	I have access to the Bristol Community College Nursing Program Student Handbook and have reviewed its contents in its entirety, including the mentioned documents: • Bristol CC Student Code of Conduct • Nursing Program Catalog Page • ANA Code of Ethics for Nurses I understand that I am responsible for all of the information found within this student handbook.	_____
Social Media Guidelines	I have access to the NCSBN Social Media Guidelines and have reviewed its contents in its entirety. I recognize the significance of these practices and as such, am accountable for any infractions.	_____
Nursing Arts Lab (NAL)	I have access to the Bristol Community College Nursing Arts Lab (NAL) Handbook and have reviewed its contents in their entirety. I understand that I am responsible for all the information found in this handbook.	_____

Please sign your name below to indicate that you agree with the above attestations and understand your responsibilities associated with each statement above.

Student Name (Printed): _____

Student Signature: _____ Date: _____

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NURSING PROGRAM: FUNCTIONAL ABILITIES STUDENT ATTESTATION

Nursing is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. The functional eligibility requirements for participation in the nursing program are essential for the delivery of optimal and safe patient care. These requirements must be met with or without approved accommodation.

Criteria	Definitions	Examples
Analytical and Critical Thinking	The ability to understand, apply, analyze and evaluate information.	- Comprehend written, verbal, and electronic information in English. - Assess the one's psychological, physiological, and social status Interpret cause and effect relationships in clinical situations. - Plan and prioritize nursing care. - Evaluate patient outcomes. - Calculate math for safe medication administration
Communication	The ability to effectively interact with others using verbal, non-verbal, written, and electronic communication.	- Speak, comprehend, read, write, and type in English in a clear and understandable manner. - Establish and maintain effective working relations with peers, faculty, patients, family and health care teams. - Respect social, cultural, ethnic, and gender differences. - Correctly convey and interpret body language. - Observe, assess and recognize facial expression and emotion needed to detect and interpret data. - Negotiate interpersonal conflict/s. - Teach and convey information in an accurate and effective manner.
Physical Ability	The ability to demonstrate physical agility and swiftness of movement, and perform gross and fine motor skills. The ability to sustain physical endurance necessary to provide safe and effective care.	- Perform cardiopulmonary resuscitation. - Move in confined spaces. - Maintain balance in multiple positions. - Reach below waist and above shoulders. - Mobility of the neck and back to permit sitting and standing and the agility to bend at the waist and squat, using proper body mechanics, to perform a variety of patient care activities. - Climb and descend stairs. - Provide safe and therapeutic positioning and transferring of patients. - Transfer patients who may require physical assistance. - Move quickly in emergency situations in patient care setting.

		• Stand/walk for extended periods without rest • Push, pull, lift or support a minimum of 25 pounds without assistance. • Use of manual dexterity to provide patient care, manipulate and operate equipment and prepare and administer medications. • Grasp, pinch, squeeze, and manipulate fine equipment.
Emotional Stability	The ability to monitor one's own emotions and assume responsibility and accountability for one' own actions.	• Emotional stability/maturity to accept constructive feedback. Support patients during times of stress. • Adapt to changing situations and emergency conditions while maintaining emotional control. • Cope with strong emotions and physical outbursts of patients while remaining calm. • Focus attention on patient needs despite distractions, interruptions and multiple demands. • Accept constructive feedback and accept responsibility for one's own actions. • Ability to work effectively under stressful conditions.
Sensory Ability	The ability to accurately perform auditory, visual, tactile, and olfactory assessments necessary to monitor and determine health needs.	• Hear and understand monitoring devices, alarms, and emergency signals. • Hear and understand spoken words and faint voices. • Hear and understand faint body sounds (e.g., heartbeats, blood pressure, and abdominal sounds). • Accurately prepare and administer oral, injection, and intravenous medications. • Visual acuity sufficient to reading fine print on a medication labels and equipment. • Assess a patient within a distance of 10 feet by way of visual, olfaction, or aurally acuity. • Use depth perception adequately. • Palpate during physical exam (e.g., pulses, temperature, masses, lesions, etc.) • Detect body odors. • Detect smoke, gases, or noxious smells.

As a nursing student at Bristol Community College, I attest that I meet the cognitive, sensory, affective, and psychomotor performance requirements for the nursing program, and if anything changes in my cognitive, sensory, affective, and psychomotor abilities, I will promptly notify the Nursing Program Director.

Student Name (Printed): _____

Student Signature: _____ Date: _____