

FREDERICK COMMUNITY COLLEGE NURSING PROGRAMS

STUDENT HANDBOOK 2012 – 2013

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WELCOME

The faculty of the nursing programs at Frederick Community College wish to welcome you. Whether you are beginning in the Licensed Practical Nursing (LPN) Certificate Program or the Associate Degree Nursing (ADN) Program, we applaud your desire to enter the dynamic and rewarding profession of nursing. Successful completion of any of the nursing programs will require many long hours of study and preparation. As your faculty, we will assist you, to the best of our ability, in achieving your professional goals. Please feel free to consult with a faculty member at any time.

Read this handbook carefully. It will serve as a valuable reference guide for the nursing programs.

Congratulations on your excellent career choice.

NURSING PROGRAM FACULTY

Vanessa Lovato, MS, RN
Assistant Professor
Director of Nursing Education

Barbara McGaughran, MS, RN, CRNP
Assistant Professor
Assistant Director of Nursing Education
Course Coordinator – NU 212, NU 213

Khaled Abuhatab, MSN, RN
Assistant Professor
Faculty – NU 212, NU 213

Lynda Artusio, MS, RN, PMHCNS-BC
Interim Course Coordinator – NU 214

Mary Burr, MS, RN
Course Coordinator – NU 215

Maura David, MS, RN
Assistant Professor
Tutor/Mentor Coordinator
Faculty – NU 51/54

Joann Doherty, MS, RN
Assistant Professor
Faculty – NU 211
Course Coordinator – NU 101

Kathleen Hughes, MS, RN, WHNP
Assistant Professor
Faculty – NU 101
Course Coordinator – NU 210

Rebecca Lohmeyer, MS, RN, CMSRN
Assistant Professor
Faculty - NU 101
Course Coordinator – NU 211
PN Program Coordinator
Faculty - PN 112, PN 113

Kathleen Martin, DNP, RN
Professor
Faculty – NU 211
Course Coordinator – NU 101

Jane Menker, MS, RN, CCRN
Assistant Professor
Faculty – NU 212
Course Coordinator – NU 213

Ronna Schrum, MSN, RN, CRNP
Assistant Professor
Course Coordinator – NU 211, NU 216
Faculty – NU 101, NU 215

Janis Vasquenza, MS, RN, APRN, CCRN
Assistant Professor
Faculty – NU 213
Course Coordinator – NU 212

Nursing Program Staff

Lisa Brandenburg, RN
Nursing Skills Assistant

Matthew Dorsey, RN
Simulation Lab Manager

Cathie Galeano
Academic Office Manager, Nursing

PHILOSOPHY

The faculty of the Nursing Programs at Frederick Community College believes:

- in the vision and strategic plan of Frederick Community College that focuses on being the premier learning community for quality, accessible, innovative, lifelong education.
- that the delivery of health care is a dynamic process. Through mutual respect and guidance, faculty members facilitate the learning process for each student in order to develop his or her body of nursing knowledge.
- that optimum **teaching and learning** occur best within a caring and supportive environment that focuses on interaction between faculty and students, establishes a sense of community for students, acknowledges differences among people, encourages responsibility for learning, supports experiential learning, and is a lifelong process.
- that **nursing education** should encompass both the art and the science of nursing. The art of nursing is emphasized through a curriculum that supports a holistic systems approach to client care, the fostering of a community that values humane, honest, and respectful human interaction, and by the application of legal and ethical standards of nursing. The science of nursing has been developed through concepts and theories from the behavioral, social and biological sciences.
- that the associate degree nurse operationalizes the science of nursing through the use of the Neuman Systems Model, the nursing process and evidence based practice.
- that the nursing process and the Neuman Systems Model provide methods for developing and using critical thinking skills.

- that communication and collaboration among health care disciplines and among nurses, their clients, and their significant others are essential prevention/interventions for achieving quality client care.
- that the four concepts central to the domain of nursing are client/client system, health, environment, and nursing.
 - Client or client system is an individual, family, or community. As a system, the client is a holistic being with five interacting variables of physiological, psychological, sociocultural, developmental and spiritual dimensions, which are all interrelated. The influence of these variables on the client system is to serve as a mechanism of defense against the dynamic interaction with environmental stressors, thereby assisting the client to minimize reactions and maintain system stability.
- **Health** exists on a continuum between wellness and illness. It is dynamic in nature, and manifested by varying degrees of harmony or balance within the client system. On one end of the continuum, wellness is represented by optimal health, a condition in which the client system is stable because there is an abundance of energy and all of the client system's needs have been met. On the opposite end of the continuum is illness. Illness is also dynamic and is a reduced state of wellness or disharmony with the client system. The disharmony occurs when the client system's needs are unmet because the client system requires more energy than it can generate.
- **Environment** consists of all factors that can influence the client system. These factors produce stressors to the client system that can be either positive or negative in nature, depending on the strength of the stressor and the client's system's reaction to it. These factors can be internal in nature, producing stressors within the client systems, or they can be external, consisting of factors surrounding the client system.
- **Nursing** is a unique profession that is concerned with all of the variables that affect the client system's environment. Nursing uses a

problem-solving approach called the nursing process to assess the identity of actual or potential stressors in the client system. The primary concern of nursing is to assist the client system to maintain system stability and achieve the highest level of optimal wellness. Nursing intervenes on three different levels of prevention to maintain system stability. Primary prevention promotes wellness by strengthening the client system's defense against environmental stressors. Secondary prevention treats symptoms in order to conserve energy and regain system stability. Tertiary prevention follows treatment and is aimed at mobilization of the client system's resources to prevent further reaction to a stressor, conserve energy, and promote an optimal level of functioning.

ORGANIZING FRAMEWORK

The organizing framework of the Associate Degree Nursing curriculum is based upon:

Neuman Systems Model

The Nursing Process

Holism

The Wellness-Illness Continuum

- **Neuman Systems Model** is the organizing framework which forms the foundation for the nursing education curriculum at Frederick Community College. The model is a comprehensive, systems-based conceptual framework, which is holistic, dynamic, and wellness focused. The client – whether individual, family, or community – is described as a system comprised of five variables: physiological, psychological, sociocultural, developmental, and spiritual. These variables are in constant interaction with the internal and/or external environment. The client system may affect or be affected, either positively or negatively, by the environmental stressors with regard to system stability and degree of wellness. Lines of defense and resistance are used by the client system to protect it from these stressors. The goal of nursing is to keep the client system stable through accurate assessment of stressor reactions and to initiate interventions that can promote wellness. Nursing strives to promote stability of client systems and to assist the client system to retain, attain, or maintain optimal health through primary, secondary and tertiary prevention to reinforce the client system’s defense mechanisms. These prevention strategies provide action plans and assist in assessment, intervention, and evaluation of outcomes.

- **Nursing Process** is an orderly, logical, cognitive, and circular approach to administering nursing care that encompasses:
 - Assessing client system needs
 - Determining nursing diagnoses
 - Prioritizing nursing diagnoses based on Maslow’s Hierarchy of Needs
 - Planning desired outcomes and interventions
 - Implementing the plan

- Evaluating achievement of desired outcomes.
- **Holism** is a concept which views the individual as being composed of physiological, psychological, sociocultural, developmental, and spiritual variables which interact with a constantly changing environment.
- **Wellness – Illness Continuum** is a paradigm based on the belief that health is a dynamic process with high-level wellness and illness being on opposite ends. Nursing acts to impede or arrest movement toward the illness state and to facilitate movement toward the wellness state.

GLOSSARY OF ADDITIONAL TERMS

| | |
|--------------------------|---|
| Client/Client System | the individual, family, group, or community unit of society. Each system consists of four components: basic structure, normal line of defense, flexible line of defense, and lines of resistance. |
| Individual | the smallest system unit of society; the individual human organism. |
| Group | a collection of individual organisms. |
| Family | two or more individuals who form a unit and who consider themselves a family; a system of dynamic interaction and interdependent parts which forms a whole. |
| Community | a place with a collective (or aggregate) of people organized as a social system. |
| Degree of Reaction | the amount of system instability resulting from stressor invasion of the normal line of defense. |
| Flexible Line of Defense | a protective mechanism that surrounds and protects the normal line of defense from invasion by stressors. The greater the expansiveness of |

| | |
|----------------------------|--|
| | this line from the normal line of defense, the greater the degree of protectiveness. |
| Environment | consists of both internal and external forces surrounding the client, influencing and being influenced by the client at any point in time. |
| Lines of Resistance | protection factors activated when stressors have penetrated the normal line of defense causing a reaction symptomatology. The resistance lines ideally protect the basic structure and facilitate reconstruction toward wellness during and following treatment, as stressor reaction is decreased and client resistance is increased. |
| Normal Line of Defense | an adaptational level of health developed over time and considered normal for a particular client or system; it becomes a standard for wellness-deviance determination. |
| Prevention as Intervention | interventions typology or modes for nursing action and determinants for entry of both client and caregiver into the health care system. |
| Primary Prevention | before a reaction to stressors occurs. |
| Secondary Prevention | treatment of symptoms following a reaction to stressors. |
| Tertiary Prevention | maintenance of optimal wellness following treatment. |
| Stability | a desired state of balance or harmony while system energy exchanges take place without disrupting the character of the system. The client adequately copes with stressors to attain, retain or maintain an optimal level of health. |

Stressors

environmental factors, intrapersonal (forces from within the client), interpersonal (forces between one or more persons), and extrapersonal (forces from outside of the client), that have potential for disrupting system stability. The outcome may be either positive or negative; client perception and coping ability are major considerations for caregivers and clients.

Reference

Neuman, B., & Fawcett, J. (Eds.). (2011). *The Neuman Systems Model* (5th ed.). Upper Saddle River, NJ: Pearson.

PROGRAMS

Program Descriptions

The Frederick Community College Practical Nursing Certificate Program requires a total of 43 credit hours of theoretical and clinical instruction and is approved by the Maryland Board of Nursing. Upon successful completion of the program, the graduate is granted a certificate and is eligible to take the National Council Licensure Examination for Practical Nurses Examination (NCLEX-PN). Graduates are prepared to give safe and competent nursing care to patients in hospitals, nursing homes, and other comparable health care agencies as members of the health care team.

The Frederick Community College Associate Degree Nursing program requires 70 credit hours and is approved by the Maryland Board of Nursing and the National League for Nursing Accrediting Commission. Day and Evening/Weekend program options are available. Upon successful completion of the program, the graduate is granted an Associate in Science Degree and is eligible to take the National Council Licensure Examination (NCLEX-RN) for registered nurse licensure. As an integral part of the health care team, graduates are prepared to give safe and competent nursing care to clients in hospitals, nursing homes, and other comparable health care agencies.

PRACTICAL NURSE PROGRAM COURSE REQUIREMENTS

| | Course | | Credit |
|----------------------------------|--|---|---------------|
| English | EN 101 | English Composition | 3 |
| Mathematics | Developmental math through elementary algebra via placement testing or coursework (MA 82) | | |
| Social and Behavioral Sciences | ED/PS 208 | Human Growth and Development | 3 |
| Biological and Physical Sciences | BI 103 | Anatomy and Physiology | 4 |
| | BI 104 | Anatomy and Physiology | 4 |
| | BI 120 | Microbiology for Allied Health | 4 |
| Other Requirements | NU 101 | Introduction to Clinical Nursing | 6 |
| | NU 210 | Reproductive Health Nursing | 3 |
| | NU 211 | Medical-Surgical Nursing I | 7 |
| | PN 112 | Nursing Throughout Developmental Stages | 8 |
| | PN 113 | Issues in Practical Nursing | <u>1</u> |
| | | | 43 |

ASSOCIATE DEGREE IN NURSING PROGRAM COURSE REQUIREMENTS

| | Course | Credit |
|----------------------------------|--|----------|
| English | EN 101 English Composition | 3 |
| Mathematics | Mathematics Elective (General Education course list) | 3 |
| Social and Behavioral Sciences | PS 101 General Psychology | 3 |
| | SO 101 Introduction to Sociology | 3 |
| | ED/PS 208 Human Growth and Development | 3 |
| Arts and Humanities | Arts Elective (General Education course list) | 3 |
| | Humanities Elective (General Education course list) | 3 |
| | CMSP 103 Speech Fundamentals or | |
| | CMSP 105 Group Discussion or | |
| | CMSP 107 Career Communications | 3 |
| Biological and Physical Sciences | BI 103 Anatomy and Physiology | 4 |
| | BI 104 Anatomy and Physiology | 4 |
| | BI 120 Microbiology for Allied Health | 4 |
| PE/Health | PE Elective | 1 |
| Other Requirements | NU 101 Introduction to Clinical Nursing | 6 |
| | NU 210 Reproductive Health Nursing | 3 |
| | NU 211 Medical-Surgical Nursing I | 7 |
| | NU 212 Medical-Surgical Nursing II | 4 |
| | NU 213 Medical-Surgical Nursing III | 4 |
| | NU 214 Psychiatric/Mental Health Nursing | 4 |
| | NU 215 Nursing Care of Children | 3 |
| | NU 216 Preparation for Practice | <u>2</u> |
| | | 70 |

COURSE DESCRIPTIONS

NU 50 **Preparation for Nursing** **0 credits**

Offers a basis for developing proficiency and accuracy in dosage calculations. Teaches computations of oral and parenteral medications for adults and children using the apothecaries, metric and household systems. Includes an introduction to pharmacology. This course is recommended, not required.

NU 101 **Introduction to Clinical Nursing** **Theory** **3.0 credits**
 Clinical **3.0 credits**
 Total **6.0 credits**

Introduces concepts of professional nursing. The Neuman Systems Model is the framework for the study of client system care in the lectures, in the campus laboratories, and in the subacute and long-term care facilities. ***This course fulfills the FCC Cultural Competence requirement for graduation.**

NU 210 **Reproductive Health Nursing** **Theory** **2.0 credits**
 Clinical **1.0 credits**
 Total **3.0 credits**

Introduces the study of childbirth and alterations in reproductive health in the family system. Normal conditions and complications of childbirth and female reproduction are addressed. The Neuman Systems Model is the framework for the study of family client system care in lectures, in the campus laboratories, and in acute and community settings.

NU 211 **Medical-Surgical Nursing I** **Theory** **4.2 credits**
 Clinical **2.8 credits**
 Total **7.0 credits**

Introduces the study of adult client systems with acute and chronic alterations in wellness. The Neuman Systems Model is the framework for the study of client system care in the lectures, in the campus laboratories, and in the acute and rehabilitative facilities.

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|---------------|------------------------------------|-----------------|--------------------|
| NU 212 | Medical-Surgical Nursing II | Theory | 2.0 credits |
| | | Clinical | 2.0 credits |
| | | Total | 4.0 credits |

Continues the study of adult client systems with acute and chronic alterations in wellness. The Neuman Systems Model is the framework for the study of client system care in the lectures, in the campus laboratories, and in the acute and perioperative settings.

| | | | |
|---------------|-------------------------------------|-----------------|--------------------|
| NU 213 | Medical-Surgical Nursing III | Theory | 2.0 credits |
| | | Clinical | 2.0 credits |
| | | Total | 4.0 credits |

Involves the student in the nursing care of client systems with life-threatening situations or complex health problems. Focus moves from maintenance and promotion of health to utilization of emergency measures, monitoring devices and life-support equipment. Clinical experiences are provided in hospitals, nursing homes and various community health care settings.

| | | | |
|---------------|--|-----------------|--------------------|
| NU 214 | Psychiatric/Mental Health Nursing | Theory | 2.2 credits |
| | | Clinical | 1.8 credits |
| | | Total | 4.0 credits |

Introduces the study of adult, child and adolescent client systems experiencing acute and chronic alterations in mental health. The Neuman Systems Model is the framework for the study of client system care in the seminars, in the campus laboratories, and in the acute and community settings.

| | | | |
|---------------|---------------------------------|-----------------|--------------------|
| NU 215 | Nursing Care of Children | Theory | 2.0 credits |
| | | Clinical | 1.0 credits |
| | | Total | 3.0 credits |

Introduces the study of pediatric client systems experiencing acute alterations in wellness. The Neuman Systems Model is the framework for the study of client system care in the lectures and in acute care settings.

| | | | |
|---------------|---------------------------------|-----------------|---------------------|
| NU 216 | Preparation for Practice | Theory | 1.50 credits |
| | | Clinical | 0.48 credits |
| | | Total | 1.98 credits |

Introduces current trends in nursing practice and leadership. Facilitates the graduate's entry into nursing practice at the generalist level. The Neuman Systems Model is the framework for the study of nursing issues and leadership in the classroom and the management practicum.

| | | | |
|---------------|--|-----------------|--------------------|
| PN 112 | Nursing Throughout Developmental Stages | Theory | 6.4 credits |
| | | Clinical | 1.3 credits |
| | | Total | 7.7 credits |

Prepares practical nursing students to provide care for adult and pediatric client systems with commonly recurring physiological, psychological and developmental health problems. The Neuman Systems Model is used as the framework for the course. Supervised clinical experiences on medical-surgical and pediatric units in the hospital as well as observation in community-based centers are provided.

| | | | |
|---------------|------------------------------------|---------------|-----------------|
| PN 113 | Issues in Practical Nursing | Theory | 1 credit |
|---------------|------------------------------------|---------------|-----------------|

Focuses on the effective transition from student to licensed practical nurse. Emphasis is on the responsibilities associated with licensure, ethical and legal issues, employment strategies, continuing professional growth and leadership and management principles. Relevant trends in the development of the discipline of practical nursing are also emphasized.

**FREDERICK COMMUNITY COLLEGE
PRACTICAL NURSING PROGRAM
DAY OPTION**

COURSE CURRICULUM FLOW CHART

| YEAR ONE | | |
|-----------------|--|-----------------|
| CREDIT | COURSE | SEMESTER |
| 6 | NU 101 Introduction to Clinical Nursing | Fall |
| 3 | NU 210 Reproductive Health Nursing | Spring |
| 7 | NU 211 Medical-Surgical Nursing I | Spring |

| YEAR ONE - SUMMER | | |
|--------------------------|--|-----------------|
| CREDIT | COURSE | SEMESTER |
| 8 | PN 112 Nursing Throughout Developmental Stages | Summer |
| 1 | PN 113 Issues of Practical Nursing | Summer |

**FREDERICK COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
DAY OPTION**

COURSE CURRICULUM FLOW CHART

| YEAR ONE | | |
|-----------------|--|-----------------|
| CREDIT | COURSE | SEMESTER |
| 6 | NU 101 Introduction to Clinical Nursing | Fall |
| 3 | NU 210 Reproductive Health Nursing | Spring |
| 7 | NU 211 Medical-Surgical Nursing I | Spring |

| YEAR TWO | | |
|-----------------|---|-----------------|
| CREDIT | COURSE | SEMESTER |
| 4 | NU 212 Medical-Surgical Nursing II | Fall |
| 4 | NU 214 Psychiatric/Mental Health Nursing | Fall |
| 4 | NU 213 Medical-Surgical Nursing III | Spring |
| 3 | NU 215 Nursing Care of Children | Spring |
| 2 | NU 216 Preparation for Practice | Spring |

**FREDERICK COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
EVENING/WEEKEND OPTION**

COURSE CURRICULUM FLOW CHART

| YEAR ONE | | |
|-----------------|--|-----------------|
| CREDIT | COURSE | SEMESTER |
| 6 | NU 101 Introduction to Clinical Nursing | Spring |
| 3 | NU 210 Reproductive Health Nursing | Summer |
| 7 | NU 211 Medical-Surgical Nursing I | Fall |

| YEAR TWO | | |
|-----------------|---|-----------------|
| CREDIT | COURSE | SEMESTER |
| 4 | NU 212 Medical-Surgical Nursing II | Spring |
| 4 | NU 214 Psychiatric/Mental Health Nursing | Spring |
| 3 | NU 215 Nursing Care of Children | Summer |
| 4 | NU 213 Medical-Surgical Nursing III | Fall |
| 2 | NU 216 Preparation for Practice | Fall |

FREDERICK COMMUNITY COLLEGE LICENSED PRACTICAL NURSING PROGRAM OUTCOMES

1. Utilize the Neuman Systems Model as a framework for providing practical nursing care for the client system with common recurring health problems.
2. Prioritize nursing care for the client system experiencing common recurring stressors from the internal and external environment.
3. Use critical thinking skills as part of the professional health care team to assist the client system to attain, maintain and retain client system stability.
4. Provide safe, competent prevention/interventions in a team relationship with a licensed professional health care provider utilizing the nursing process.
5. Therapeutically communicate with the client system experiencing common recurring health problems during primary, secondary and tertiary prevention/interventions.
6. Employ effective oral and written communication skills with members of the health care team.
7. Provide client education to strengthen normal and flexible lines of defense for the client system with common recurring health problems.
8. Apply legal and ethical standards of practical nursing while caring for clients who are attaining, maintaining and/or retaining the goal of system stability.
9. Examine one's own behaviors, attitudes, and values that may influence the client system dealing with common recurring stressors affecting physiological, psychological, sociocultural, developmental, and spiritual variables.
10. Demonstrate internalization of professional workforce behaviors appropriate to practical nursing.
11. Identify opportunities for continuing education and membership in practical nursing organizations.
12. Delegate care of the client system with common recurring health problems to unlicensed health care personnel.

FREDERICK COMMUNITY COLLEGE ASSOCIATE DEGREE NURSING PROGRAM OUTCOMES

1. Demonstrate the internalization of the Neuman Systems Model as a framework for providing nursing care at the generalist level to client systems across the lifespan and with any degree of alteration in wellness.
2. Prioritize nursing care for client systems experiencing stressors from the internal and external environments.
3. Use critical thinking skills to assist the client system to attain, maintain, and retain client system stability.
4. Provide safe, competent prevention/interventions utilizing evidence based practice and the nursing process.
5. Therapeutically communicate with the client system during primary, secondary, and tertiary prevention/interventions.
6. Employ effective oral and written communication skills with members of the health care team while considering the influence of one's own internal and external stressors.
7. Provide client system education to strengthen normal and flexible lines of defense.
8. Apply legal and ethical standards of nursing while caring for client systems who are retaining, attaining, and/or maintaining the goal of system stability.
9. Reflect on the impact of one's own behaviors, attitudes, and values in helping the client system deal with physiological, psychological, sociocultural, developmental, and spiritual stressors.
10. Demonstrate internalization of professional workforce behaviors.
11. Articulate the value of continuing education, responsibility for one's own learning, and professional organization membership.
12. Delegate care of client systems to appropriately prepared health care personnel.

Ladder Program

Students currently enrolled in the PN Certificate program may apply to continue uninterrupted into the second year of the Associate Degree program (RN). Admission is competitive and includes LPN transition applicants. PN major applicants must submit their ADN application to the Nursing Department by February 1 and must have all the RN pre-requisites completed or in progress. Acceptance is based on the same point system used for RN application (see Admission Process below).

The summer transition courses are not required if the student applies for the second year of the RN program within 2 years of completing the PN certificate.

Associate Degree Nursing students who complete the first two semesters of the Associate Degree Nursing Program may opt to take the Practical Nursing Certificate summer courses (PN 112, PN 113) on an elective basis. Completion of the summer courses will allow the student to take the licensing exam (NCLEX-PN) for Practical Nurse Licensure.

ADN and PN students are eligible for Nursing Assistant certification (CNA/GNA) after satisfactory completion of NU 101.

LPN Transition (LPN to RN Articulation)

This program is designed for the LPN who wishes to earn the Associate Degree in Nursing. Admission is competitive and is based on the same point system used for the RN program (see the web site). LPNs who successfully complete the LPN Transition summer courses (NU 51, 52, 54) will be awarded 16 credits toward the first year Associate Degree coursework and may enter into the second year of the ADN program. Frederick Community College PN Certificate graduates who do not enter the second year of the ADN Program within two years of completion of the PN Certificate Program may utilize this option to complete the ADN Program. See the Allied Health Advisor in the Counseling Center for more information.

ADMISSION AND ADMINISTRATIVE ISSUES

Admissions Process

Due dates for the submission of all information and materials for admission applications are as follows:

February 1st for ADN day option and PN fall semester admissions

September 15th for ADN weekend/evening spring semester admissions

March 1st for transition students

Applicants are ranked for admission on the established point scale.

Students are notified of acceptance by letter by April 1 for fall semester admission and November 1 for spring semester admission.

New Admission Requirements Beginning Fall Semester 2013

Beginning the fall of 2013, additional admission requirements must be met.

Consideration for admission is based on a point scale in which the following criteria are measured: completion of prerequisite courses, grades earned in prerequisite courses with science courses weighted, Frederick County residency, and math aptitude testing scores. For more information on the point scale, see www.frederick.edu/nursing.

Students are allowed to repeat any pre-requisite science course once; included in this number are any withdrawals, transfer credits, or any other effort in which a letter grade was received. All science courses must have been completed within 5 years of application to the program.

In the event that the student is enrolled in (a) prerequisite science course(s) during the application semester, the midterm course grade will be applied to the point

scale (to include transfer courses).

Note: Practical nursing majors admitted into the fall option classes will be required to compete in the readmission process to complete the second year of the RN program.

Students in pre-requisite courses who declare their major as RN, PN or pre-nursing, will be invited to attend a group nursing orientation program. These orientations will be held each semester to provide prospective students with specific information about the courses and programs.

Student Health Form

A health form must be on file with the academic office manager prior to the first day of the semester. Titers, immunizations, and TB screening must be current. If there has been no change in the student's health status, only tuberculin screening (PPD) is required for the second year of the nursing program.

Cardiopulmonary Resuscitation

All students must submit a current, original, CPR certification (American Heart Association - Health Care Provider) card. Certification must be kept current throughout the academic program.

Background Checks and Drug Testing

All students are required to submit to a criminal history background check and drug screening in order to participate in the clinical learning experience. These checks and screenings must be completed two weeks prior to the first day of class. Students are responsible for submitting all required online paperwork and for all fees associated with the criminal background checks and drug screening. Clinical sites may deny a student

clinical placement based on the results obtained, which may ultimately affect the student's ability to continue in the program.

Change of Name, Address or Telephone Number

Any change of name, address or telephone number must be given to the nursing academic office manager and the college admissions office immediately.

COURSEWORK

Attendance Policy

Prompt and regular attendance of all classes is expected. For satisfactory progression, students must meet all course objectives in each course. Students should arrange for personal appointments outside of class and clinical hours.

Attendance is mandatory for all simulation, skills and on-campus laboratories, clinical rotations, and exams. Absences for simulation, skills and on-campus laboratories, clinical rotations, and exams are excused in only four circumstances: (1) illness of student or dependent, (2) death in the immediate family, (3) court order, or (4) recognized religious holiday. In the event of an absence, the student is responsible for notifying the instructor prior to the class, lab or clinical, and for arranging to make up the day or exam missed. Written documentation of the reason for absence will be required. All excused clinical absences must be made up. Failure to make up any absence or noncompliance with the makeup schedule will result in failure of the course. Simulation, skills and on-campus laboratories are graded the same as clinical rotation days therefore an unexcused absence in any of these areas will also result in an unsatisfactory in “professional behaviors” category for the day and could lead to course failure. Extenuating circumstances should be discussed with the Course Coordinator in advance.

Grading

The student must pass both theory and clinical/skills lab to receive a passing grade for the course.

Theory

A numerical grading system is used for determining the course grade. A grade of "C" (75%) or better is required as a passing grade for all courses in the nursing program. Any grade below a "C" or 75% is considering a failing grade. This includes a grade of "D"

or “F.” Total points are converted to a percentage with a corresponding letter grade as follows:

A = 90% - 100%

B = 80% - 89%

C = 75% - 79%

D = 70% - 74%

F = 69% and below

Clinical

A pass/fail criterion is utilized for the clinical component. In order to receive a passing grade in clinical, specific behaviors must be demonstrated. These include the following:

1. Adequate preparation for clinical assignments.
2. Demonstration of professional behaviors.
3. Safe implementation of all nursing procedures in accordance with medical orders, agency policies, and established principles of nursing practice.
4. Respect of the client's rights in regard to their dignity and human worth.
5. Demonstration of accountability and responsibility for actions.

(Please see individual course Clinical Evaluation Tool for more specific behavior identification.)

Clinical behaviors are evaluated according to the following criteria:

U = Unsatisfactory

N = Needs improvement

S = Satisfactory

E = Exceeds expectations

The student will be advised weekly of his/her progress in clinical by the clinical instructor via the Clinical Evaluation Tool. All behaviors identified above and in the course specific Clinical Evaluation Tool are expected. However some are deemed non-critical, others critical (see course specific Clinical Evaluation Tool).

After receiving two "Unsatisfactory" grades (two "N"s equal one "U") in a noncritical behavior, a meeting will be arranged within ten working days of the documented offense with the Director of Nursing Education (or designee), Course Coordinator, Clinical Instructor, and the student. The student will be placed on probation and a remediation plan will be developed for the student by the Course Coordinator and Clinical Instructor. A third "Unsatisfactory" grade in the same noncritical behavior and/or failure to meet the remediation plan will result in course failure.

After receiving one "Unsatisfactory" grade (two "N"s equal one "U") in a critical behavior, a meeting will be arranged within ten working days of the documented offense with the Director of Nursing Education (or designee), Course Coordinator, Clinical Instructor, and the student . The student will either be placed on probation or immediately receive a failing grade. If placed on probation, a remediation plan will be developed for the student by the Course Coordinator and Clinical Instructor. A second "unsatisfactory" grade in the same critical behavior and/or failure to meet the remediation plan will result in course failure.

Two "Needs improvements" will be the equivalent of one "Unsatisfactory" for the purposes of the actions described above.

Students who receive an "Unsatisfactory" or "Needs improvement" in behaviors in the clinical setting will be notified within 48 hours by the Clinical Instructor. The instructor will be responsible for notifying the Course Coordinator within 48 hours.

A written final clinical evaluation which includes a student self-evaluation will be completed by each clinical instructor. The student must sign the evaluation form indicating

that the evaluation has been read. Students always have the opportunity to make written comments related to their evaluation.

Social Media Guidelines

The Nursing Programs at Frederick Community College recognize the widespread use of social networking websites as a means of communication. Although the nursing program does not wish to become involved in the students' personal social activities and communication, students are expected to adhere to the following National Council of State Board of Nursing guidelines. Nurses {nursing students} must:

- recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- not transmit by way of any electronic media any patient-related information or image that is reasonably anticipated to violate patient rights to confidentiality or privacy or to otherwise degrade or embarrass the patient
- not share, post, or otherwise disseminate any information (including images) about a patient or information gained in the nurse-patient relationship with anyone, unless there is a care-related need to disclose the information or other legal obligation to do so
- not identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy
- not take photos or videos of patients on personal devices, including mobile devices
- maintain professional boundaries in the use of electronic media

- consult employer policies or an appropriate leader within the organization for guidance regarding work-related postings
- promptly report any identified breach of confidentiality or privacy
- be aware of and comply with employer policies regarding the use of employer-owned computers, cameras, and other electronic devices and the use of personal devices in the workplace

Cell Phones and Other Electronic Communication Devices

Cell phones and all other electronic communication devices must be in the “off position” or on silent mode during class times. During exams, cell phones and other electronic communication devices must be in the “off position” and placed in the front of the room.

No personal electronic communication devices are permitted on patient care units. Emergency situations should be discussed with the course faculty member or clinical instructor.

Sound recording during lectures can be done at the discretion of the faculty member. Recorded lectures should never be reproduced or published without permission from the faculty member.

Math for Medication Safety

Students must pass the Math with Medication Safety exam with a 95% prior to the start of each semester. This exam is mandatory. Failure to successfully complete by designated dates will result in program dismissal. After two unsuccessful attempts at achieving math mastery, remediation will be required. Failure to succeed on the third attempt will result in program dismissal.

Clinical

Safety of Client

The Maryland Nurse Practice Act (Comar 10, Title 27, Subtitle 11, Section 03) prohibits nursing students from caring for clients if the safety of the client could be compromised by the student nurse. The instructor has an obligation to dismiss the student from the clinical area if a condition exists which could compromise patient safety. Specific conditions where the student's ability to "properly and safely perform the task" may include, but are not limited to student fatigue, substance abuse, physical illness, emotional instability or inadequate preparation for clinical. This authority is based on the following:

1. Faculty cannot be with an individual student at all times.
2. A student may not recognize his or her limitations and may not seek help from faculty when needed.
3. Both student and faculty have legal responsibility for providing safe patient care.

Substance Abuse

The Nursing Program follows the College's policy prohibiting the illegal possession, use, or distribution of drugs and/or alcohol by students on college property or as part of any college activity (see the current FCC Student Handbook). The Nursing Program defines chemical dependency as an illness in which alcohol or drug use interferes with the person's ability to function safely and affects the person's physical, emotional, and social health. The Nursing Program faculty will confront students with suspected chemical dependency and direct them into treatment as appropriate. If testing is used, it will follow the recommendations of the College's legal counsel.

Students may be terminated from the Program if they provide nursing care or come to the clinical setting while under the influence of alcohol, narcotics, any mood and

behavior altering, or controlled dangerous substances with or without valid medical indication. The clinical instructor who suspects the student of being under the influence will immediately dismiss the student from the clinical setting, encouraging the student to seek immediate medical care and to contact someone for transport home. The student will receive a “U” under Professional Behaviors. The clinical instructor will immediately notify the DONE/ADONE and objectively document the behaviors observed, response of the student, and actions taken. Final disposition regarding the incident will be at the discretion of the DONE/ADONE and FCC Administration, up to and including termination from the Nursing Program and the College.

Professional Behaviors

Students are expected to behave in a professional manner at all times. This includes the classroom, clinical environment, or anytime the student is wearing the school uniform and/or name tag. Inappropriate behavior in any instructional setting could result in the student being asked to leave the area. Inappropriate or unprofessional behavior in the clinical environment will result in “Unsatisfactory” in all relevant categories for the day.

Critical Incidents

The practice of nursing involves risks including exposure to infectious diseases and susceptibility to injury. Students are responsible for following FCC and clinical agency policies and procedures to minimize their chance of illness or injury. Medical insurance coverage is highly recommended.

When a nursing student is involved in an error or a mishap in the clinical area, the incident is to be immediately reported to the clinical instructor/preceptor who will then guide the student to follow the protocol of the clinical agency in filing the appropriate documentation. An FCC incident report must also be completed and submitted to the Director of Nursing Education if facility documentation is initiated.

If a student is injured or becomes ill while in the clinical area, the student is responsible for seeking medical care at his/her own expense. The clinical agencies have no responsibility for the medical care of students. FCC is not responsible for medical bills incurred as a result of a critical incident or student illness.

Uniforms-Dress Code

It is the responsibility of each student to maintain the official Frederick Community College student uniform. Any student who fails to meet the following standards may be dismissed from the clinical agency and time lost will be considered an unexcused absence.

Student Uniform - The student uniform consists of a shirt/tunic and pants (as provided by the program's designated uniform company), white socks and white professional nursing shoes. (White leather athletic shoes without color or minimal decorations are also acceptable.) All shoes must have closed heels and toes. Uniforms must bear the school badge on the left shoulder. Name pin and clinical facility badge must be worn at all times in the clinical facility. The uniform is to be neat, clean and well-fitting. Uniforms should only be worn for school or clinical activities.

When obtaining clinical assignments, students are to dress professionally with a white laboratory coat and name pin over street clothes. No sweat suits, shorts, open-toed or open-heeled shoes, spaghetti straps, halter tops or denim jeans are to be worn when picking up assignments. Midriffs must be covered.

In OR and Psychiatric/Mental Health settings, the uniform may vary.

Jewelry and extended or artificial fingernails may compromise the safety of the patient and/or student and therefore are unacceptable. Nails must be neatly trimmed. Nail polish is prohibited. Wedding bands, watches and one pair of post earrings are permitted. No other jewelry is permitted (bracelets, rings, etc.) No visible body piercing,

including tongue piercing, is permitted. Hair is to be neatly combed, clean and dry, and styled in a manner that is professional and safe for delivering patient care. Hair must be worn away from the face and off the collar. Beards and moustaches must be neatly trimmed.

A reasonable attempt to cover all tattoos shall be made whenever possible. If a tattoo contains offensive language and/or pictures, it must be covered at all times when representing the School of Nursing.

No perfume, scented body lotion or aftershave may be worn due to potential client system allergies.

Smoking

Smoking is not permitted in college buildings or clinical facilities. Smoking breaks during clinical hours are not permitted.

Clinical Requests

Requests for a specific clinical site, day(s) of the week or clinical hours must be submitted to the Assistant Director of Nursing Education (ADONE) by the dates specified below. Every attempt will be made to grant requests but students must be aware that a request does not automatically denote the request has or will be granted. Students should be prepared for all possible clinical schedules available for their designated course(s) each semester. No student's request for changes will be considered after the request deadline listed below:

| | |
|-----------------|--------------------------------|
| Fall Semester | Request deadline is May 1 |
| Spring Semester | Request deadline is December 1 |
| Summer Semester | Request deadline is March 1 |

Transportation and Parking

Students are responsible for transportation to and from clinical or observational sites. Expenses incurred for transportation to clinical or observational sites or parking must be met by the student. Carpooling is at the student's own risk. Students are responsible for adhering to the agencies' parking requirements.

Medical Release and/or Healthcare Provider Statement

In order to ascertain that the student is not placing her/himself or the client in physical jeopardy, a medical release or healthcare provider statement may be required for return to clinical for any student who has been excused from the clinical due to medical reasons. This includes, but is not limited to, the birth of a child, surgery, injury, or hospitalization. The student must return to duty able to function at full capacity. Any student that requires more than two weeks of absence will be required to withdraw from the nursing program. The medical release and/or healthcare provider statement will be presented to the Course Coordinator prior to the student's return to the clinical area.

A student who is pregnant upon enrolling in a nursing course, or who becomes pregnant during a course, will bring a statement from the health care provider indicating that she may participate in all assigned client care activities and responsibilities without restriction. If the student cannot obtain the statement from the health care provider, then the student will be required to withdraw from the nursing program.

Cancellations or Delays (Inclement Weather)

Cancellations or delays in on-campus classes and laboratories will be announced on local radio stations and via other media. Announcements are broadcast on the College's switchboard at 301-846-2400. (See Frederick Community College Policy, Inclement Weather, Policy 6.16).

Clinical instructors will notify students via established phone trees or by an announcement on the Blackboard site if clinical is cancelled or delayed prior to the College's announcement of a delay or closing.

Occupational Safety and Health Act (OSHA) and Health Information Portability and Accountability Act (HIPAA) Compliance

All students are required to complete the mandatory OSHA/HIPAA training annually prior to participation in clinical. Under no circumstances may patient information be taken from the patient care unit. This includes any document that contains patient identification. Failure to comply will result in immediate clinical failure.

Clinical – Miscellaneous

Nursing Student as a Witness to Legal Documentation

A student may not serve as a witness to any legal document in the clinical setting, e.g. permission for surgery or any other invasive procedure, wills, etc.

Clinical Agency Property

Students are responsible for the return of all clinical agency property such as badges. Students may be billed for items not returned. Final grades will be withheld until items are returned or the bill is paid.

STUDENT SUPPORT SERVICES

Multiple support services are available to students. A complete list is available in the current FCC Catalogue and in the FCC Student Handbook.

Tutoring

Tutoring is available free of charge to all students in the Nursing Program. The Nursing Tutor/Mentor Coordinator is located in the L114 Nursing Department suite.

Services for Students with Disabilities (SSD)

Students seeking services should contact SSD Staff at 301-846-2408. All class, clinical or exam accommodations must originate from the SSD Office. The accommodation must be received by the Course Coordinator before the accommodation(s) can be implemented.

Learning Resource Center (Library)

Library facilities at Frederick Community College are available to nursing students. The library facilities at FCC contain a wealth of resources which may be of interest to students in the nursing program. These resources include professional books, journals, pamphlets, and films; computers and internet service can also be accessed in the library. Many materials may be borrowed for use outside.

Libraries at other local educational institutions are also available for student use.

Student ID cards are required to check out library materials. ID cards are obtained from the college's Security Office in the Administration Hall.

POLICIES AND PROCEDURES

Academic Integrity

Students are required to read the policy on academic integrity in the College Catalog and FCC Student Handbook. Any violation of this policy will result in disciplinary action and could include course failures or expulsion from the program.

Grievance Procedure

The Nursing Programs follow the College grievance procedures for all academic or clinical failures and/or grade appeals (see the current FCC Student Handbook).

The purpose of the grievance procedure is to provide a method of recourse to students who feel that a particular action on the part of a college staff member has violated institutional practices and standards. Student concerns appropriate to this procedure include, but are not limited to the following: concerns regarding ethical and professional behavior of staff, arbitrary application of current college policies by college staff members, and perceived violations by college staff members of board policy with regard to students.

This procedure is also to be used for a student who feels that his/her grade in a particular course has been unnecessarily compromised as a result of an action or series of actions on the part of an instructor. While the use of this procedure is most appropriate in those instances where a student may feel that the instructor in question has applied arbitrary, prejudicial or capricious judgment, it is not limited to those conditions.

Failure and Withdrawal

Students in jeopardy of academic failure at midterm will receive notification through the FCC Early Alert System. A formal and documented meeting with the Course Coordinator and Retention Specialist will be recommended. In this meeting, the student

will be informed of options and an action plan with mentoring will be developed. Failure to participate in this meeting will also be documented in the student departmental file.

Failure in a course may occur for any of the following reasons:

1. Failure in theory and/or clinical.
2. Absence from clinical without instructor notification and/or absences which are not made up.
3. Leaving the clinical facility without instructor's/clinical preceptor's permission or knowledge.
4. Unethical conduct as outlined in the Maryland Nurse Practice Act.
5. Academic dishonesty in any form.
6. Failure to pay financial obligations to the college or program within a reasonable period of time.

If failure or withdrawal from the program occurs, students are required to meet with the DONE or her designee. The purpose of this meeting is to assist the student in decision-making.

Program Dismissal

Students who engage in behaviors including but not limited to unsafe nursing practice, theft, HIPAA violations, etc. may be dismissed from the program without possibility of readmission, pending DONE and faculty review.

Readmission

The readmission process will be managed by the DONE.

A student who does not earn a grade of "C" or better may repeat one nursing course only. Students who wish to apply for readmission to the program are subject to the following stipulations:

1. The student must return within two years of withdrawing or failing to earn a grade of "C" or better. If more than two years have elapsed, the student must seek admission as if they were a new clinical student.
2. Students seeking readmission must submit an e-mail stating their intentions to the Director of Nursing Education by June 1 for the fall semester or the last day of FCC business in December for the spring semester.
3. Students wishing to return after two course failures (including PN courses) must seek admission as if they were a new student beginning NU 101.
4. Students who have successfully completed the NU 101, NU 210, and NU 211 courses may seek admission into the PN summer courses on a space available basis. Readmission into the second year of the Associate Degree Program must then be through the LPN Transition Program.
5. Practical nursing certificate graduates who have completed the ADN prerequisite courses may apply for readmission into the fall second year courses immediately following their PN program (see the Ladder Program and Admission processes). The deadline for application into the second year of the ADN program is February 1st.
6. LPN Transition students who fail NU 51 may not continue in the LPN Transition summer courses.
7. LPN Transition students failing either NU 52 or NU 54 may repeat the course during the regular 15 week semester or during the next Transition class on a space available basis.
8. LPN Transition students failing two (2) courses in the second year of the program may repeat the LPN Transition summer courses one time only.

Readmission is subject to availability of space in the program. The priority for

readmission is given in the following order until all available seats are filled:

1. Withdrawal for non-academic reasons.
2. Eligible practical nursing graduates (for RN second year) with no course failures; Frederick County residents will receive priority.
3. Those failing to earn a grade of "C" or better in one course, including failure in one Transition course; Frederick County residents will receive priority.
4. Students transferring from another academic institution, with no course failures, Frederick County resident.
5. Students transferring from another academic institution, with no course failures, non-Frederick County resident.

All PN Certificate majors must complete the PN Certificate Program within two years from the date the student started the first nursing class (NU 101) or equivalent. Associate Degree majors must complete the Associate Degree curriculum within four years from the date the student first started the first nursing class (NU 101) or equivalent. Transfer students will be held to the same standard.

OTHER

College Committees

Many college committees have student representatives. These representatives are selected by the College's Student Government Association (SGA). Nursing students who are interested in serving as student representatives should contact their class officers or any SGA officer.

Nursing Committees

Student representation on Nursing and College-wide committees is essential. Any student wishing to serve on a committee should contact the faculty class advisor or the DONE. Nursing committees include the following:

Nursing Curriculum Committee. Two (2) student representatives. This committee meets monthly and focuses on issues related to the PN and ADN curricula.

Student Faculty Council. Two (2) student representatives per class. This committee meets at least once per semester to discuss any student issues (see additional entry, Student Faculty Council, regarding this committee).

Pinning Committee. A minimum of four (4) senior (second year) student representatives. This committee plans and organizes the Pinning Ceremony.

Nursing Program Advisory Committee. One (1) representative from each year. This committee meets once each fall and spring semester to discuss nursing program issues.

Student-Faculty Council

The purpose of the Student-Faculty Council is to provide students with a formal process by which to voice their concerns/problems to the faculty. Council membership is determined by election. There is at least one council meeting a semester. The council consists of one student member from each class section and two faculty advisors.

Student Responsibilities:

1. Advise class of posted council meetings.
2. Elicit and/or note student concerns or problems from the student in their section.
3. Attend posted Student-Faculty Council meetings.
4. Discuss student problems or concerns at the meeting with faculty.
5. Report the outcome of the council meeting to the students at the next class meeting.
6. Report faculty response to student concerns to the students at the next class meeting.

Faculty Responsibilities:

1. Post the agenda for the meeting.
2. Record and distribute minutes of the meeting.
3. Advise faculty of posted council meetings.
4. Attend council meetings.
5. Bring student concerns and problems voiced at the council meeting to the nursing faculty meeting.
6. Communicate faculty response to student concerns/problems back to the student council representatives.

Scholarships

Many scholarships are available to students enrolled in the clinical component of the nursing programs. Scholarships are generally based on need, academic ability or both. All students are encouraged to apply. Some scholarship applications are available on the College web site.

Awards

LPN Program

The Outstanding Graduate Award is presented to the PN student graduate who has shown the qualities of maturity, empathy, consideration, and sensitivity to client system's needs, and who has excelled in clinical skills and academics. This award is presented at graduation.

ADN Program

Four awards are presented to graduating ADN students. The Frederick Memorial Hospital Board of Trustees Award is given to the ADN student with the highest academic average. The Frederick County Medical Society Award is presented to the ADN student who demonstrates academic excellence in clinical nursing. The Director's Award is presented to the ADN student who has demonstrated perseverance in achieving his or her goal of becoming a professional nurse. The Jane Garvin Leadership Award is presented to the ADN student who has exemplified leadership qualities essential for nursing practice. These awards are presented at the Pinning Ceremonies.

Students seeking their ADN who excel academically may be eligible for nomination to the Phi Theta Kappa, the national junior and community college honor society. Students demonstrating outstanding academic ability, leadership qualities, and community service may be nominated for inclusion in Who's Who in American Junior Colleges.

Full-time and part-time PN and ADN students who have completed 12 credits or more and who have a semester grade point average of 3.5 or higher with no C's are eligible to be named to the Dean's List.

RIGHTS AND RESPONSIBILITIES OF STUDENTS

Program Evaluations

At the end of each course, students are asked to evaluate the instructors, clinical agencies, and the course; program and college resources are also assessed. In addition, comprehensive program evaluations and follow-up surveys of graduates are required. Evaluation is a professional responsibility and data collected is utilized to evaluate and make improvements to the program. It is expected that students make every effort to complete all required evaluations in an objective and timely manner.

Federal Title IV Funds (Federal Financial Aid)

All students have an ethical responsibility to repay all funding received from any Title IV Program.

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

Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001

Preamble

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

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

A Code for Nursing Students

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

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate, and professional manner.
5. Communicate client care in a truthful, timely, and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.

14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorization are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Code of Ethics

The Code of Ethics pertains to all aspects of a nursing student's life--to small things as well as more important ones. The Code of Ethics is the principal method for upholding standards of habitual honesty and integrity not only in each nursing student, but in each nursing graduate so that the individual will be honorable and trustworthy under all circumstances. Since strength of character is valued highly by the Frederick Community College nursing programs, anyone who compromises the Code of Ethics is not meeting the expectations of the student body and faculty. As a community of schools, we agree to assume responsibility for supporting this Code of Ethics by not tolerating violations in ourselves or in others.

Academic - The student agrees to:

1. Abstain from discussing test questions with other students;
2. Abstain from plagiarizing references and other students' work;
3. Exhibit self-restraint by not copying from other answer sheets during exams or quizzes;

4. Refuse to take part in violation of the above by either giving or receiving written work, test questions, and/or answers to test questions;
4. Seek guidance from instructor when confronted by uncertainty in assignments and/or classwork.

Clinical - The student agrees to:

1. Complete all nursing care required per assignment or promptly report the inability to do so;
2. Provide nursing care in accordance with clinical facility and school policies;
3. Respect confidentiality in regard to the client, physician, and co-worker;
4. Accept responsibility for attendance in the clinical area;
5. Promptly report all errors;
6. Seek the instructor's guidance when confronted by difficulties or new procedures.

Personal - The student agrees to:

1. Respect the rights of other students and instructors.
2. Abide by the policies of the College and clinical agencies.

Legal Responsibilities

1. The student will be held to the same standards of professionalism and competence required by a registered nurse. These standards have been set by the Nurse Practice Act of Maryland.
2. Malpractice laws hold each person liable for his/her own actions. Consequently, the student is responsible for seeking instructor/preceptor guidance if he/she needs help performing an assigned task.
3. Students are expected to be adequately prepared to care for assigned clients.
4. Students must attend an orientation to the clinical area.

5. The student is to immediately report any unexpected changes in the client status to the instructor/preceptor/primary nurse.

Bill of Rights and Responsibilities for Students

An NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The following updated version was adopted by the NSNA Delegates in San Antonio Texas (1991).

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom; students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, creed, sex, color, national origin, handicap or marital status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or

otherwise, should be considered confidential and not released without the knowledge or consent of the student, and not be used as a basis of evaluation.

8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.

15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.
18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.
19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

STUDENT SIGNATURE SHEET

2012-2013

I verify that I have read the Frederick Community College Nursing Programs Student Handbook in its entirety and understand the information contained within.

I agree to meet and adhere to all program requirements as identified in the Student Handbook.

I agree to follow the policies and procedures as identified in the Student Handbook.

I understand my rights and responsibilities as a student as identified in the Student Handbook.

Student Name (please print)

Student Signature

Date

