MERRIMACK COLLEGE

Department of Nursing

Traditional Bachelor of Science

in Nursing

First Professional Degree Nursing

Student Handbook

2023-2024

Welcome to Nursing at Merrimack College

Dear Nursing Student:

WELCOME to Merrimack College Nursing! We are delighted you have chosen to join our team of students, faculty, staff and administration. Together we will create a vibrant community of learners, teachers, and scholars to prepare nurses for all aspects of professional practice in an ever-changing and challenging world of health care.

The Department of Nursing is committed to the success of each student. Your nursing academic advisor, course and clinical faculty will be partners in your academic journey, so **please always ask for the support you need.**
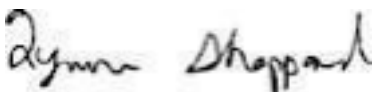
The Nursing Student Handbook is the official student guide, which provides nursing majors with essential Department of Nursing policies, procedures and information. This guide is intended to supplement the college catalog and student handbook as it provides information specific to the nursing program. All students are expected to review and abide by the current Nursing Student Handbook.

It is important to note that nursing students are still expected to adhere to the policies and procedures, applicable to ALL students, as conveyed in the Merrimack College Student Handbook and Undergraduate Catalog.

Please be sure to read these documents and use them as a reference during the school year as you are responsible for the information contained within them. If nursing policies and/or procedures change or new ones are added during the academic year, they will be included as addendums to the handbook and sent out to students via Merrimack College student email.

On behalf of the faculty and staff, we wish you all the best and much success during this upcoming academic year!

Cordially,

Lynne Sheppard, DNP, RN
Clinical Professor and Undergraduate Nursing Program Director
School of Nursing & Health Sciences

Traci Alberti, Ph.D., FNP-BC
Associate Professor & Chair, Department of Nursing
Associate Dean, School of Nursing & Health Science

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Section 1: Program Missions and Outcomes

1.1 Merrimack College Mission

Merrimack College's (MC) mission is to enlighten minds, engage hearts and empower lives.

1.2 Undergraduate Nursing Program Mission

The mission of the Traditional Bachelor of Science (BS) in Nursing program carries out MC's mission by educating and preparing competent nursing graduates to provide evidenced-based, safe, quality nursing care in a diverse and dynamic global healthcare environment and to serve as collaborative leaders in the advancement of healthcare for individuals and populations. The program fosters lifelong learning and a spirit of inquiry.

1.3 Undergraduate Nursing Program Outcomes

Upon graduation, the MC Traditional BS in Nursing major will be able to:

- Engage in socially valued work and health care leadership through the acquisition of a liberal arts education with a focus on the arts and sciences that fosters the basis for clinical reasoning. (Liberal Education (LE))
- Promote and deliver high quality patient care through the application of organizational and systems based practices and quality improvement outcomes. (Systems-Based Practice (SBP), Quality Improvement (QI))
- Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to patients, self and others in healthcare, home, and community settings. (Safety (S))
- Apply evidence-based practice models to provide a process for the evaluation and application of scientific evidence surrounding practice issues. (Evidence Based Practice (EBP))
- Utilize informatics and patient care technology to assist in effective communication and to deliver quality patient care in a variety of health care settings. (Informatics & Technology (I & T))
- Integrate leadership and management skills, theories and principles when directing and influencing the behavior of individuals and/or groups to meet desired patient-related outcomes. (Leadership (L))
- Assimilate integrity and accountability into practice that promotes life-long learning and upholds established regulatory, legal and ethical principles while providing standard-based care. (Professionalism (Pro))
- Collaborate with all members of the health care team to provide quality improvement approaches for patient centered outcomes. (Teamwork and Collaboration (T/C))
- Analyze major determinants to health promotion, disease and injury prevention across the lifespan at the individual and population levels. (Health Promotion / Disease Prevention (HP/DP))

- Use verbal and nonverbal communication strategies that promote an effective exchange of information, development of therapeutic relationships and shared decision making with patients, families, groups, populations, and communities from diverse backgrounds. (Communication (Com))
- Utilize and apply knowledge, critical thinking and clinical decision-making skills, within the context of compassionate patient centered care to form the basis for evidence-based nursing practice that reflects ethical values and a commitment to lifelong learning. (Patient Centered Care (PCC))

Section 2: Nursing Curriculum

2.1 Traditional BS in Nursing Program Concepts and Definitions

Patient Centered Care:
Patient centered care provides "holistic care that recognizes an individual's preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care" (Massachusetts Department of Higher Education Nursing Initiative. Revised March 2016, p. 10).

Teamwork and Collaboration:
Teamwork and collaboration involve the ability to "function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning, and development" (Massachusetts Department of Higher Education Nursing Initiative. Revised March 2016, p. 37).

Evidence Based Practice:
Evidence based practice (EBP) is the ability to "identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients' preferences, experience and values to make practice decisions" (Massachusetts Department of Higher Education Nursing Initiative. Revised March 2016, p. 47).

Informatics and Technology:
Informatics and technology is the ability "to use advanced technology and to analyze as well as synthesize information and collaborate in order to make critical decisions that optimize patient outcomes" (National Academies of Sciences, Engineering, and Medicine, 2015).

Quality Improvement:
Quality improvement (QI) is the ability to use "data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems" (QSEN Institute, 2020, Grid 4: https://qsen.org/competencies/pre-licensure ksas/#quality_improvement).

Safety:
Safety is the ability to "minimize risk of harm to patients and providers through both system effectiveness and individual performance" (Quality and Safety Education for Nurses (QSEN) Institute, 2020, Grid 5: https://qsen.org/competencies/pre-licensure-ksas/#quality_improvement).

Leadership:
Leadership is the ability to "influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals (Massachusetts Department of Higher Education Nursing Initiative. Revised March 2016, p. 18).

Professionalism:
Professionalism is the ability to "demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles" (Massachusetts Department of Higher Education Nursing Initiative. Revised March 2016, p. 14).

Communication:
Communication is interacting "effectively with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes" (Massachusetts Department of Higher Education Nursing Initiative. Revised March 2016, p. 32).

Systems-Based Practice:
Systems-based practice involves being able to demonstrate an awareness of and responsiveness to the larger context of the health care system and effectively call on work unit resources to provide care that is of optimal quality and value (Massachusetts Department of Higher Education Nursing Initiative. Revised March 2016, p. 22).

Liberal Education:
A liberal education involves intentionally fostering, "across multiple fields of study, wide-ranging knowledge of science, cultures, and society; high-level intellectual and practical skills; an active commitment to personal and social responsibility; and the demonstrated ability to apply learning to complex problems and challenges" (Association of American Colleges and Universities, 2007, p. 4).

Health Promotion:
Health promotion involves participating in "activities directed toward increasing the level of well-being and actualizing the health potential of people, families, community, and society" (Hravnak, 1998, p. 284).

Health Policy:
Health policy involves goal directed decision-making about health that is the result of an authorized public decision-making process (Keller & Ridenour, 2021). Nurses play critical roles in advocating for policy that impacts patients and the profession, especially when speaking with a united voice on issues that affect nursing practice and health outcomes (American Association of Colleges of Nursing (AACN) Understanding the Re Envisioned Essentials: A *RoadMap* for the Transformation of Nursing Education, March 2021).

Clinical Judgment:
Clinical judgment is the skill of recognizing cues regarding the clinical situation, generating and weighing hypotheses, taking action, and evaluating outcomes for the purpose of arriving at a satisfactory clinical outcome (AACN Understanding the Re-Envisioned Essentials: A *RoadMap* for the Transformation of Nursing Education, March 2021).

Competency:
Competency is an observable ability of a health professional, integrating multiple components such as knowledge, skills, values, and attitudes. Since competencies are observable, they can be measured and assessed to ensure their acquisition (Frank, Snell, Cate, et al., 2010); as cited in AACN Understanding the Re Envisioned Essentials: A *RoadMap* for the Transformation of Nursing Education, March 2021).

Determinants of Health:
Determinants of health is the range of personal, social, economic, and environmental factors that interrelate to determine individual and population health. These factors include policymaking, social factors, health services, individual behaviors, and biology and genetics. Determinants of health reach beyond the boundaries of traditional health care and public health sectors. Sectors such as education, housing, transportation, agriculture, and environment can be important allies in improving population health (Healthy People 2020; as cited in AACN Understanding the Re-Envisioned Essentials: A *RoadMap* for the Transformation of Nursing Education, March 2021).

Diversity:
Diversity is a broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; any impairment that substantially limits a major life activity; religious beliefs, and socioeconomic status. Inclusion represents environmental and organizational cultures in which faculty, students, staff and administrators with diverse characteristics thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them. Everyone works to ensure the perspectives and experiences of others are invited, welcomed, acknowledged, and respected in inclusive environments (AACN Understanding the Re-Envisioned Essentials: A *RoadMap* for the Transformation of Nursing Education, March 2021).

Equity:
Equity is the ability to recognize the differences in the resources or knowledge needed to allow individuals to fully participate in society, including access to higher education, with the goal of overcoming obstacles to artificial barriers, stereotypes, or prejudices (Cooper, 2016; as cited in AACN Understanding the Re Envisioned Essentials: A *RoadMap* for the Transformation of Nursing Education, March 2021).

Health Disparities:
Health disparities are "a particular type of health difference that is closely linked with economic, social, or environmental disadvantage. Health disparities adversely affect groups of people who have systematically experienced greater social or economic obstacles to health based on their racial or ethnic group, religion, socioeconomic status, gender, age, or mental health; cognitive, sensory, or physical disability; sexual orientation or gender identity; geographic location; or other characteristics historically linked to discrimination or exclusion" (United States (US) Department of Health and Human Services, 2010; as cited in AACN Understanding the Re- Envisioned Essentials: A *RoadMap* for the Transformation of Nursing Education, March 2021).

Health Equity:
Health equity is when "every person has an opportunity to attain his or her full health potential" and no one is "disadvantaged from achieving this potential because of social position or other socially determined circumstances" (National Academies of Science, Engineering, and Medicine, 2017). Health inequities are reflected in differences in length of life; quality of life; rates of disease, disability, and death; severity of disease; and access to treatment (AACN Understanding the Re-Envisioned Essentials: A *RoadMap* for the Transformation of Nursing Education, March 2021).

Health Inequity:
Health inequity is the distribution and allocation of power and resources differentially, which manifest in unequal social, economic, and environmental conditions (National Academies of Sciences, Engineering, and Medicine, 2017; as cited in AACN Understanding the Re-Envisioned Essentials: A *RoadMap* for the Transformation of Nursing Education, March 2021).

Social Justice:
Social justice is the expectation that everyone deserves equal economic, political, and social rights and opportunities. Equity, access, participation, and human rights are four principles of social justice including to ensure all people have access to goods and services regardless of age, gender, race, ethnicity, etc.; to enable people to participate in decisions that affect their lives, and to protect individual liberties to information about circumstances and decisions affecting them and to appeal decisions believed to be unfair (Morgaine, 2014; Nemetchek, 2019; as cited in AACN Understanding the Re-Envisioned Essentials: A *RoadMap* for the Transformation of Nursing Education, March 2021).

2.2 Traditional BS in Nursing Program Writing Requirement

As part of the core curriculum in liberal studies, students must meet the "Connections Requirements". These requirements foster connections: among different components within individual courses; among two or more individual courses; between classroom instruction and learning experiences outside the classroom; between theory and practice; or between the academic community and the world outside the College. One of the Connection requirements is that students must take a "Writing Intensive course (W)". School of Nursing & Health Sciences (SNHS) requires students to take three minor writing intensive courses (w) to meet the "W" requirement.

The three minor writing intensive courses in the nursing curriculum for the class of 2024 are: NUR1550 Introduction to Professional Nursing, NUR2550 Care Considerations for the Older Adult, and NUR3700 Nursing Research and Evidence Based Practice; the three minor writing intensive courses for the classes of 2025 and beyond are: NUR1550 Introduction to Professional Nursing, NUR3700 Nursing Research and Evidence Based Practice, and NUR4050 Role Transition. Specific writing requirements in each of these courses are detailed in course syllabi.

There are two current programs of study outlined below. One for the class of 2024 and the other for students graduating 2025 and beyond.

2.3 Traditional BS in Nursing Program Course Sequences

Class of 2024 Bachelor of Science in Nursing Curriculum Tracking Plan			
Year 1			
Fall 2020		**Spring 2021**	
HSC1200 – Human Anatomy & Physiology I	4	HSC1300 – Human Anatomy & Physiology II	4
RTS1XXX – Religious & Theological Studies (RTS) **OR** PHL1000 – Intro to Philosophy	4	RTS1XXX – Religious & Theological Studies (RTS) **OR** PHL1000 – Intro to Philosophy	4
HDE1000 – Intro. to Human Development (SOSC1)	4	NUR1550 – Intro to Professional Nursing (w1)	4
ENG1050 – Intro to College Writing **OR** one of *Foreign Language (FL)/Historical Studies (H)/ or Art & Literature (AL)	4	ENG1050 – Intro to College Writing OR one of *Foreign Language (FL)/Historical Studies (H)/ or Art & Literature (AL)	4
FYE1050 – First Year Experience (FYE) (Nursing)	1		
Total Credits =	**17**	**Total Credits =**	**16**
Year 2			
Fall 2021		**Spring 2022**	
NUR2000 – Nursing Fundamentals & Health Assessment	4	NUR2500 – Mental Health Nursing	4
CHM2037 – Nursing Biochemistry (STEM) **OR** HSC3320 – Microbiology for Health Professions (Must take both in year 2)	4	CHM2037 – Nursing Biochemistry (STEM) **OR** HSC3320 – Microbiology for Health Professions (Must take both in year 2)	4
EDU2210 Child & Adolescent Development (SOSC2) **OR HDE2240 Adult Development **OR** P**SY2310 Lifespan Development Psychology (SOSC2)	4	NUR2550 – Care Considerations for the Older Adult with Chronic Conditions (w2)	6
***Social Science Core 2 if not yet taken **OR** Interdisciplinary Elective	4	NUR2600– Pathopharmacology I	4
Total Credits =	**16**	**Total Credits =**	**18**
Year 3			
Fall 2022		**Spring 2023**	
NUR3000 – Medical-Surgical Nursing	8	NUR3500 – Pediatric Nursing AND NUR3550 – Obstetrical and Newborn Nursing AND NUR3700– Nursing Research & EBP (w3)**** AND 1 of the 3 below:	4 4 4 4
NUR3050 – Pathopharmacology II	4	*****PHL2060 – Biomedical Ethics (E) OR RTS2820: Bioethics & Healthcare (E) OR PHL3060: Justice in Health & Healthcare	
MTH 1110 or MTH1111 – Basic Statistics (STEM, Q) Prerequisite: a score of 9 or above on the Math Placement Test or successfully passing MTH1000 Concepts in Algebra	4	OR NUR3600 – Community / Public Health Nursing (D) AND NUR3650 – Mental Health Nursing Clinical AND NUR4000 – Critical Care Nursing AND 1 of the 3: *****PHL2060 – Biomedical Ethics (E) OR RTS2820: Bioethics & Healthcare (E) OR PHL3060: Justice in Health & Healthcare	4 2 4 4
Total Credits =	**16**	**Total Credits =**	**14 or 16**
Year 4			
Fall 2023		**Spring 2024**	
NUR3500 – Pediatric Nursing AND	4	NUR4500 – Capstone Synthesis	4
NUR3550 – Obstetrical and Newborn Nursing AND	4	NUR4550 – Capstone Preceptorship (X)(Senior Seminar Course)	6
NUR3700– Nursing Research and EBP (w3) ****	4 4	NUR4050– Role Transition or *FL/H/AL	4
AND NUR4050– Role Transition or *FL/H/AL		**Total Credits =**	**14**
OR	4		
NUR3600 – Community / Public Health Nursing (D) AND NUR3650 – Mental Health Nursing Clinical AND	2	*Students are required to take two out of the three Cores listed (FL, H, AL) by the end of their four years. **Students must complete 1 out of these 3 courses. ***Students must complete two social science cores; each one must be from a different social science discipline. If both have been taken, students will choose an Interdisciplinary elective. ****Students who took EXS2550 during the fall semester of 2022 do not need to take NUR3700. *****Students must complete 1 of the 3 courses.	
NUR4000 – Critical Care Nursing AND NUR4050– Role Transition or *FL/H/AL	4 4		
Total Credits =	**14 or 16**		
Total Courses = 31		**Total Credits = 127**	

Class of 2025 and beyond Bachelor of Science in Nursing Curriculum Tracking Plan

Year 1

First Semester		Second Semester	
HSC1122 – Anatomy & Physiology I	4	HSC1123 –Anatomy & Physiology II	4
RTS1XXX – Religious & Theological Studies (RTS) **OR** PHL1000 – Intro to Philosophy	4	RTS1XXX – Religious & Theological Studies (RTS) **OR** PHL1000 – Intro to Philosophy	4
HDE1000 – Intro. to Human Development (SOSC1)	4	NUR1550 – Intro to Professional Nursing (w1)	4
ENG1050 – Intro to College Writing **OR** one of *Foreign Language (FL)/Historical Studies (H)/Art & Literature (AL)/MTH1111 – Basic Statistics (Q) **Prerequisite**: a score of 9 or > on Math Test of passing MRH 1000	4	ENG1050 – Intro to College Writing OR one of *Foreign Language (FL)/Historical Studies (H)/Art & Literature (AL)/ Basic Statistics (Q) **Prerequisite**: a score of 9 or > on Math Test of passing MRH 1000	4
FYE1050 – First Year Experience (FYE) (Nursing)	1		
Total Credits =	**17**	**Total Credits =**	**16**

Year 2

Third Semester		Fourth Semester	
NUR2000 – Nursing Fundamentals & Health Assessment	4	NUR2550 – Care Considerations for the Older Adult with Chronic Conditions	6
CHM2037 – Nursing Biochemistry (STEM) **OR** HSC3320 – Microbiology for Health Professions (Must take both in year 2)	4	CHM2037 – Nursing Biochemistry (STEM) **OR** HSC3320 – Microbiology for Health Professions (Must take both in year 2)	4
***Social Science Core 2	4	NUR2600– Pathopharmacology I	4
ENG1050 – Intro to College Writing: **take if not yet taken OR** FL/H/AL/MTH1111 – Basic Statistics (Q)	4		
Total Credits =	**16**	**Total Credits =**	**14**

Year 3

Fifth Semester		Sixth Semester	
NUR3000 – Medical-Surgical Nursing	8	NUR3500 – Pediatric Nursing **AND**	4
		NUR3550 – Obstetrical and Newborn Nursing **AND**	4
		NUR3700– Nursing Research & EBP (w2) **AND 1 of the 3 below:**	4
		*****PHL2060 – Biomedical Ethics (E) **OR** RTS2820: Bioethics & Healthcare (E) **OR** PHL3060: Justice in Health & Healthcare	4
*Foreign Language (FL)/Historical Studies (H)/Art & Literature (AL)/MTH1111 – Basic Statistics (Q) **Prerequisite**: a score of 9 or > on Math Test of passing MRH 1000	4	**OR** NUR3600 – Community/Public Health Nursing (D) **AND** NUR3655 – Mental Health Nursing Care **AND** NUR4000 – Critical Care Nursing **AND 1 of the 3:**	4
			4
NUR3050 – Pathopharmacology II	4	*****PHL2060 – Biomedical Ethics (E) **OR** RTS2820: Bioethics & Healthcare (E) **OR** PHL3060: **Total Credits** Justice in Health & Healthcare	4
			4
Total Credits =	**16**	**Total Credits =**	**16**

Seventh Semester		Eighth Semester	
NUR3500 – Pediatric Nursing **AND**	4	NUR4500 – Capstone Synthesis	4
NUR3550 – Obstetrical and Newborn Nursing **AND**	4	NUR4550 – Capstone Preceptorship (X)(Senior Seminar Course)	6
	4		
NUR3700– Nursing Research and EBP (w2) **AND**	4	NUR4050– Role Transition (w3) or Interdisciplinary Elective	4
NUR4050– Role Transition (w3) or Interdisciplinary Elective		**Total Credits =**	**14**
OR	4		
NUR3600 – Community Public Health Nursing (D) **AND** NUR3655 – Mental Health Nursing Care **AND**	4	*Students are required to take two out of the three Cores listed (FL, H, AL) by the end of their four years.	
	4	**Students must complete 2 social science cores; each one must be from a different social science discipline.	
NUR4000 – Critical Care Nursing **AND**	4	***Students must complete one of the three courses.	
NUR4050– Role Transition (w3) or Interdisciplinary Elective	16		
Total Credits =			

Total Courses = 30	**Total Credits = 125**

2.4 Traditional BS in Nursing Course Descriptions/Prerequisites/Corequisites

NUR1550 - Introduction to Professional Nursing

This course introduces the student to the discipline of professional nursing. The roles of the nurse are explored within the healthcare delivery system to include that of an advocate, leader, care coordinator, educator and member of an interprofessional team. Challenges that influence nursing, such as cultural diversity, health care disparities, errors and ethical/legal issues are examined. Students are introduced to regulatory guidelines and the Nurse of the Future Competencies of patient-centered care, communication, professionalism, teamwork and collaboration, informatics and technology, evidenced-based practice, leadership, safety, quality improvement and systems-based practice. Simulated/lab experiences will focus on skills basic to nursing practice; patient identification, handwashing, therapeutic communication. **(4 Credits) Prerequisite(s): Nursing Majors only**

NUR2000 - Nursing Fundamentals & Health Assessment

This course introduces the assessment components of interviewing, history and vital sign taking, functional assessment, and physical examination of patients across the lifespan. Students will learn the assessment phase of the nursing process using a systems-focus assessment approach. Teaching will include special emphasis on health promotion and disease/injury prevention. Additional course content will focus on the role of the nurse, basic skills essential to professional nursing practice, documentation, and patient teaching. A focus with respect to communication, sensory and motor deficits, and skill performance with emphasis on the importance of promoting safety in older adults is covered. Simulation/lab experiences will build on those skills mastered during the previous semester and include focused assessments, a full physical assessment, patient mobility, and patient safety. Individual student demonstration of competence in the various skills, with simulation, will commence this semester. **(4 Credits)**
Prerequisite(s): NUR1550
Corequisite(s): CHM2037 or HSC3320 (May have taken this previously)

NUR2550 - Care Considerations for the Older Adult with Chronic Conditions

Including both a didactic and hands-on component, Care Considerations for the Older Adult with Chronic Conditions focuses on understanding the aging process and age-related changes, common chronic adult health disorders, and evidence-based nursing care of those living in long-term/rehabilitation care settings. Standardized assessment tools for assessing the unique care needs of the older adult patient are introduced. Simulation/lab experiences build on those skills mastered during the previous semesters and include medication administration, skin /wound care, use of standardized assessment scales, and patient communication/education. Student demonstration of competence in various skills will take place. **(6 Credits)**
Prerequisite(s): NUR2000, HSC3320 or CHM2037
Corequisite(s): NUR2600, HSC3320 or CHM2037 (may have taken this previously)

NUR2600 - Pathopharmacology I

This course is the first in a two-part series that integrates concepts of pathophysiology and pharmacology. Pathophysiological changes resulting from disease processes within the human body are examined, with an emphasis on chronic conditions in the adult population. Pharmacological concepts are applied with particular focus on the mechanism of action, interactions, adverse effects, and the nursing implications of each drug classification, utilizing a body systems approach. The course will include effects of medications, in consideration of culture, age and the role and responsibility of the nurse in providing the safe and effective administration of pharmacological therapy within a legal/ethical framework guided by the nursing process. **(4 Credits)**
Prerequisite(s): NUR2000 and HSC3320 or CHM2037
Corequisite(s): NUR2550, and HSC3320 or CHM2037 (may have taken this previously)

NUR3000 - Adult Medical-Surgical Nursing

The focus of this course is on the role of the nurse in providing patient centered care to the acutely ill adult patient on medical-surgical and telemetry units. Course content will focus on care of the perioperative patient, intravenous therapy, and common medical and surgical disorders related to cardiovascular, respiratory, endocrine, gastrointestinal, musculoskeletal, genitourinary, fluid and electrolyte, hematological, and reproductive disturbances. Specific emphasis is on disease management, health restoration, health promotion, and disease and injury prevention. The concepts of safety, evidenced-based practice, confidentiality, teamwork and collaboration, therapeutic communication, patient education, and patient advocacy are built upon from previous semesters. Legal, ethical, regulatory, and professional accountability issues, in relation to the care of the acutely ill adult patient, are addressed throughout the course. Critical thinking, clinical reasoning and leadership skills are incorporated into classroom, experiential, lab, and simulation experiences. Simulation/lab experiences will build on those skills mastered during the previous semesters. Student demonstration of competence in various skills will take place at mid-term and at the end of the semester. **(8 Credits)**
Prerequisite(s): NUR2550, NUR2600
Corequisite(s): NUR3050

NUR3050 - Pathopharmacology II

This course is the second in a two-part series that integrates concepts of pathophysiology and pharmacology. Pathophysiological changes resulting from disease processes within the human body are examined, with an emphasis on acute conditions in the adult population. Pharmacological concepts are applied with particular focus on the mechanism of action, interactions, adverse effects, and the nursing implications of each drug classification, utilizing a body systems approach. The course will include effects of medications, in consideration of culture and age. The role and responsibility of the nurse in providing the safe and effective administration of pharmacological therapy within a legal/ethical framework guided by the nursing process will also be included. **(4 Credits)**
Prerequisite(s): NUR2550, NUR2600
Corequisite(s): NUR3000

NUR3500 - Pediatric Nursing

This course applies a family-centered care approach and knowledge of growth and development and health issues of children to assess, plan, implement and evaluate nursing care for neonates, infants, children, adolescents, and young adults. Students will explore the social, cultural, ethical, and legal influences on children and their families. Additional topics covered will include acute and chronic childhood illnesses, genetics, health promotion, injury prevention, as well as build on previous knowledge of palliative and end-of-life care. Principles integrated throughout the course include child advocacy and communication with the child and family. Experiential learning will include acute care and various community settings such as schools, clinics, and homes. Simulation/lab experiences will build on those skills mastered during the previous semesters**. (4 Credits)**
Prerequisite(s): NUR3000, NUR3050
Corequisite(s): NUR3550

NUR3550 - Obstetrical and Newborn Nursing

Obstetrical and Newborn Nursing focuses on the role of the nurse in promoting women's health throughout the lifespan but primarily during the childbearing years. Students will use the nursing process to maintain optimum health in the childbearing family. Course content includes pregnancy, childbirth, postpartum, lactation, healthy newborn care, perinatal complications, and common health problems encountered by women during the reproductive years. Content will incorporate reproductive health in relation to cultural, global, ethical, and legal issues. Experiential learning will include acute care and community settings allowing students to care for women across the lifespan and within the context of the family. Simulation/lab experiences will build on those skills mastered during the previous semesters and include various labor and delivery situations. **(4 Credits)**
Prerequisite(s): NUR3000, NUR3050
Corequisite(s): NUR3500

NUR3600 - Community / Public Health Nursing

This course introduces nursing students to concepts of community and public health nursing care, diverse, multicultural, population-focused nursing, and applies the nursing process to the community as the client. Students will explore health promotion strategies in a variety of community diverse settings, examine core functions and essential services of public health, and be introduced to epidemiological and economic concepts and models. The role of the community/public health nurse in ethical issues and health policy, with a focus on diverse and vulnerable populations. Students will examine types of community-based strategies that serve underserved populations that live in a variety of community settings. Students will examine the role of the community/public health nurse as: a population focused care provider, case manager, coordinator of care, collaborator, liaison between agencies, and nurse researcher. **(4 Credits)**
Prerequisite(s): NUR3000, NUR3050
Corequisite(s): NUR3650, NUR4000

NUR3650 - Mental Health Nursing Clinical

This pass/fail course builds on the content taught in NUR2500 and allows for application of mental health concepts in the lab, simulation and clinical settings. Emphasis is on the delivery of safe, evidence-based, holistic, patient-centered care while using appropriate communication techniques to develop a therapeutic nurse patient relationship to promote healing. Students will use the nursing process to apply and develop basic clinical skills in individual and group recovery care at a variety of mental health agencies. Simulation and lab experiences will build on content and skills mastered during the previous semesters. **(2 Credits)** **Prerequisite(s): NUR2500, NUR3000, NUR3050**
Corequisite(s): NUR3600, NUR4000

NUR3655 Mental Health Nursing Care

This combined didactic and clinical course focuses on mental health nursing care. The course is currently under development and will be offered in spring, 2024. **(4 credits)**

NUR3700 - Nursing Research and Evidence-based-practice (EBP)

This course examines the foundational research and evidence-based-practice (EBP) knowledge and skills baccalaureate prepared nurses will need in their professional practice, research, or scholarship. The course covers basic information about nursing research and its methods, process, ethics, approach to literature review and associated databases, and theoretical frameworks, with a focus on evaluating and communicating research findings and reports to support evidence-based-practice. Students will engage in individual and team-based scholarly inquiry, explore aspects of the research process and EBP, evaluate published research findings, and explore how ethical conduct supports excellence in research and EBP. **(4 Credits)**
Prerequisite(s): NUR3000

NUR4000 - Critical Care Nursing

During this course, students will critically think and clinically reason through critical care diagnoses while using the nursing process to plan care for the critically ill adult. Course content builds on knowledge acquired previously and includes use of the nursing process in caring for patients with acute care diagnoses such as spinal cord injury, shock, acute respiratory failure, increased intracranial pressure, sepsis, acute coronary syndrome, trauma and burns. Students will gain knowledge and skills associated with the care of the critically ill client such as assessment, hemodynamic monitoring, ventilator care, and arrhythmia interpretation and management. This course will not include clinical in an intensive care unit, but simulation and lab experiences will allow students to apply content learned in the course to build on those skills mastered during the previous semesters. **(4 Credits)**
Prerequisite(s): NUR3000 and NUR3050

NUR4050 - Role Transition

This course prepares students to transition from a student nurse into professional nursing practice as a registered nurse. This course is a continuation and accumulation of prior nursing courses. Students will be introduced to leadership and advanced concepts related to the role of the professional nurse, a provider in patient-centered care, an advocate for patients and families, and a member of the interdisciplinary healthcare team. An emphasis is placed upon the utilization of evidenced-based practice and informatics to promote safety and quality in healthcare delivery. This course also provides guidance to assist students in career development and planning. **(4 Credits)**
Prerequisite(s): NUR3600 and NUR3650 OR NUR3500 and NUR3550

NUR4500 - Capstone Synthesis

This course prepares the student to become a graduate registered nurse. The topics of licensure, malpractice, and lifelong learning are introduced whereas those of critical thinking, delegation and prioritization are built upon from previous learning. Case studies and other pedagogies are used to apply and synthesize previous course content to help the student prepare to take the NCLEX-RN exam. A number of comprehensive exams are administered throughout the semester to help the student identify individual learning needs and to develop remediation plans aimed toward success on the NCLEX exam. Simulation will build on previous learning experiences and will prepare the student for safe, competent and professional practice. **(4 credits) Prerequisite(s): NUR4000**

NUR4550 - Capstone Preceptorship

The Capstone Preceptorship experience will involve a 130-hour clinical experience where the senior nursing student will work one-on-one with a registered nurse (RN) in a health care or community setting. The student will follow the RNs work schedule, which will allow for numerous opportunities to critically think, clinically reason, and apply previously learned knowledge and skills to the evaluation, management and provision of care to persons, families, and communities under the supervision of a nurse preceptor. Students will complete a senior preceptorship project and presentation, which will enable the application and evaluation of an evidence-based practice that was implemented during the experience. Students will explore, in-depth, one of the QSEN and/or Nurse of the Future Competencies, what it means to be part of an inter-professional team, and articulate how these are actualized at the preceptorship site. A one-hour per week seminar will allow students to share their experiences and learning with faculty and peers. This experience allows for the socialization and professional development of the student while maximizing clinical competence. **(6 credits)**
Prerequisite(s): NUR4000, NUR4050

Section 3: Undergraduate Nursing Requirements

3.1 Admission to Undergraduate Nursing Program

In addition to meeting the MC admission criteria, students considered for admission to the MC Traditional BS in Nursing program must meet the following criteria:

- Official copies of all secondary school transcripts, including first term senior grades.
  - Satisfactory evidence of secondary school graduation or its equivalent will be required by all candidates.

- Letter of recommendation from a school counselor and from a teacher (preferably a science or math teacher).
- High school subject requirements (expressed in terms of secondary units where 1 unit=1 academic year of study), as per College Requirements, with the exception that Foreign Language, 2-4 is recommended.
- High School GPA of 3.0 or higher.
- C or better in all science grades.

3.2 Transferring into the Undergraduate Nursing Program Policy

3.2.1 Merrimack College Internal Applicants

Change of major applicants for a Traditional BS in Nursing degree will pertain to matriculated freshmen only. Vetting for acceptance into the Traditional BS in Nursing Program will be done through the Undergraduate Nursing Program Director (UNPD). Slots are limited and are not guaranteed. Only a select number of students may be granted or none at all, depending on availability. Transferring into the Traditional BS in Nursing Program may require an additional semester or two of course work depending on what courses the student has completed prior to transfer.

In order to apply to the Traditional BS in Nursing Program as a current MC freshman, **minimum qualifications** include the following:
- Achieve a grade of "B" or higher in all science courses
- Minimum cumulative grade point average (CGPA) of 3.3
- Minimum score of 80, as per grading rubric, on submitted essay
- Minimum score of 80 on interview as per the nursing transfer interview rubric
- Official transcript required
- Prerequisite Courses: Anatomy & Physiology I & II, Human Development

Other requirements include:
- An essay submitted to the UNPD that discusses:
  o your reasons for wanting to pursue a nursing career;
  o your individual skills and strengths as well as foreseen challenges that you might have to overcome to be successful in the Nursing Program.
- An Interview with the UNPD.

3.2.2 External Applicants:

Students from outside MC will not be allowed to transfer into the Traditional BS in Nursing program.

3.3 Non-Discrimination Policy

MC is firmly committed to the practice of equal opportunity. Every student is entitled to an environment free of discrimination, which erodes dignity and morale. The College prohibits discrimination of any kind.

Discrimination constitutes a serious infraction of College policy as well as a violation of state and federal law. Any member of the MC community who discriminates against, excludes, degrades or otherwise devalues another on the basis of race, color, religion, national origin, ancestry, sex, gender, sexual orientation, age, mental or physical disability, or other lawfully protected categories will be disciplined accordingly, up to and including dismissal.

MC administers all decisions without regard to race, color, religion, national origin, ancestry, sex, gender, sexual orientation, age, mental or physical disability, or other lawfully protected categories. The College's Nondiscrimination Policy can be found on the website.

See Diversity, Equity and Inclusion for further information.

3.4. Additional Requirements for the Undergraduate Nursing Program

- **Nursing Program Medical History & Physical Examination Form (See Appendix 2):**
  - All students are required to have this form completed and signed by the health care practitioner prior to entering the Nursing Program during the fall of first year.

- **Immunization Requirements (Massachusetts School Immunization Requirements 2023-2024/College):**

Tdap	1 dose; and history of a DTaP primary series or age-appropriate catch-up vaccination. Tdap given at ≥7 years may be counted, but a dose at age 11-12 is recommended if Tdap was given earlier as part of a catch-up schedule. Td or Tdap should be given if it has been ≥10 years since Tdap
Hepatitis B	3 doses; laboratory evidence of immunity acceptable; 2 doses of Heplisav-B given on or after 18 years of age are acceptable
MMR	2 doses; first dose must be given on or after the 1st birthday and second dose must be given ≥28 days after first dose; laboratory evidence of immunity acceptable. Birth in the U.S. before 1957 acceptable only for non-health science students
Varicella	2 doses; first dose must be given on or after the 1st birthday and second dose must be given ≥28 days after first dose; a reliable history of chickenpox* or laboratory evidence of immunity acceptable. Birth in the U.S. before 1980 acceptable only for non-health science students
Meningococcal	1 dose; 1 dose MenACWY (formerly MCV4) required for all full-time students 21 years of age or younger. The dose of MenACWY vaccine must have been received on or after the student's 16th birthday. Doses received at younger ages do not count towards this requirement. Students may decline MenACWY vaccine after they have read and signed the MDPH Meningococcal Information and Waiver Form provided by their institution. Meningococcal B vaccine is not required and does not meet this requirement
Influenza	Annual influenza vaccination - Due by October 1st each year or earlier if required by clinical agency
Covid-19	Primary Covid-19 vaccination and a booster is required for students in the nursing program due to clinical partner requirements. Some clinical partners may require a bivalent booster, students will be notified in advance if a bivalent booster is required for their clinical placement.

- **Additional medical requirements:**
    - All students are required to have a **two-step TB test** or TB blood test (**T-SPOT or QuantiFERON**) completed prior to entering the Nursing Program during fall of the first year.
    - A **one-step TB test** or TB blood test (**T-SPOT or QuantiFERON**) will be required annually after the first year or as per clinical agency requirements.
    - Annual flu shot (due by October 1st or earlier if required by a clinical agency.
- **Drug Screening (12-panel):**
    - All students are required to undergo a 12-panel drug screen prior to entering the second semester of the first year.
    - 12-panel drug screens are an annual requirement and may be done more frequently if required by the clinical agency.
- **Criminal Background Check:**
    - All students are required to have a criminal background check prior to entrance into the Traditional BS in Nursing Program, the fall of their first year. Annual background checks will be required yearly and as required by clinical agencies.
    - A felony conviction may affect a student's ability to be placed in a clinical setting. Criminal background checks must be completed, and the Nursing Program will have no obligation to refund tuition or otherwise accommodate a student in the event that a criminal background check, fingerprinting or drug screening render the student ineligible to complete required courses or clinical field experiences.
    - Students should note that a felony conviction may affect a graduate's ability to sit for the NCLEX licensure exam and/or attain employment. Any concerns should be communicated to the Undergraduate Director of Nursing or the MA Board of Registration in Nursing for advice.
- **CPR Certification**
    - By August 1st prior to the second year, nursing majors must provide evidence of completion of an approved CPR course for health care providers (American Heart Association -Level C, American Red Cross CPR for Professional Rescuers, or the American Safety & Health Institute (ASHI) CPR Pro for Healthcare Professionals) and every 2 years thereafter.
    - Online courses are not accepted. All certificates must include a hands-on portion.
- **Copy of Health Insurance Card (both the front and the back)**
- **Dementia Training will be required before entering the clinical practicum in a long-term care facility during** NUR2550. Information related to this training will be provided to the student prior to the course.
- **Castle Branch:**
  Castle Branch is a company used by the Nursing Program to track all requirements. This company offers an easy-to-use, secure, online system that allows the tracking and management of background checks, drug testing, immunization record tracking, fingerprinting, and documentation management.
    - All **first-year nursing students** are required to register with Castle Branch during summer orientation. Students will use this tracking system to submit required documentation throughout their time spent in the Nursing Program.
        - All required immunizations, screening, and documentation, as noted above, must be completed and submitted to the Castle Branch site for approval no later than TWO WEEKS PRIOR to freshman spring registration) or the student will not be allowed to register for their spring courses until all requirements are noted as being complete/approved in Castle Branch.
    - After the initial first-year submission, all prerequisites must be updated in a timely fashion, per the expiration dates, in order to maintain ongoing compliance with Nursing Program requirements.

- o Castle Branch will send student emails when various immunizations or other requirements are due up for renewal.
- o It is the responsibility of each individual student to keep track of their requirements and due dates.
- o Failure to comply with requirements, at any time, will result in the inability of the student to attend clinical for all nursing courses that have a clinical component, which may affect their ability to progress in the program.
- o If students are unable to maintain Castle Branch compliance, course registration and program progression may be jeopardized.

3.5 Grading Scale

All nursing courses will use the same grading values as indicated below. There is no rounding of scores. Course faculty will define how specific grades will be assigned in their syllabus.

93-100% = A	73-76.9% = C
90-92.9% = A-	70-72.9% = C-
87-89.9% = B+	67-69.9% = D+
83-86.9% = B	63-66.9% = D
80-82.9% = B-	60-62.9% = D-
77-79.9% = C+	< 60% = F

Beginning sophomore year, as per the Requirements for Progression in the Traditional BS in Nursing Program (Section 3.8), students must achieve a **weighted cumulative average on all examinations** within each nursing course of at least a "C" (73-76.99) and receive an overall course grade of "C" in each of the nursing courses. If the weighted cumulative exam average is less than 73%, the final course grade will be calculated solely on the cumulative exam grade, and the student will fail the course with a grade of C-, D+, D, D- or F. See the Requirements for Progression in the Nursing Program Policy (3.8) below for additional grade requirements.

3.6 Medication Calculation Policy

Accurate medication calculation is extremely important in order to avoid medication administration errors. The following policy is followed to ensure competency with this skill:
- Students will achieve a score of 90 percent (90%) on each ATI Dosage Calculation & Safe Medication Administration Assessment (Fundamentals, Medical-Surgical, Maternal-Newborn, Nursing Care of Children, and Critical Care).
  - Student's FIRST score, for each of the assessments listed above, will be worth 5 percent (5%) of the total course grade.
    - If a 90% score is not achieved, the student will remediate with a tutor in the Math Center and take a second exam.
    - If a 90% score is not achieved on the second exam, the student will create an individualized remediation plan in collaboration with the course instructor, implement and take the third exam.
    - If a 90% score is not achieved on the third exam, the student will receive a "Clinical Performance Deficiency Report".
    - All three exams, if required, must be completed by the end of the semester. An exception is the half semester courses; please refer to the syllabus for specific time periods for completion deadlines.
- Prior to each clinical rotation, beginning spring semester second year, students will be given a pass/fail medication calculation quiz (a 100% required to pass).

- Any student who does not receive a 100% on the quiz will be required to complete remediation and then retake another quiz.
    - Students have up to a total of three attempts at receiving the 100%. Failure to do so will result in the student receiving a "Clinical Deficiency Performance Report".
    - Students will not be allowed to administer medication in the clinical setting until a score of 100% is obtained, which will affect their ability to pass the clinical portion of the course.

3.7 Graduation Requirements for the Traditional BS in Nursing

Candidates for a Bachelor of Science in nursing degree must complete all of the following:
- Successfully complete:
    - 127 credits as per the nursing curriculum plan for the class 2024
    - 125 credits as per the nursing curriculum plan for the classes of 2025 and beyond

- Achieve a grade of "C" or higher in:
    - all science courses (Human A&P I and II, Nursing Biochemistry, and Microbiology for Health Professions);
    - Research Methods (EXS2550) or NUR3700– Nursing Research and EBP
    - all of the nursing courses (Intro. to Professional Nursing, Nursing Fundamentals and Health Assessment, Mental Health Nursing, Care Considerations for the Older Adult with Chronic Conditions, Pathopharmacology I & II, Adult Medical Surgical Nursing, Pediatric Nursing, Obstetrical and Newborn Nursing, Nursing Research and EBP (for Classes of 2025 and beyond), Community/Public Health Nursing, Critical Care Nursing, Role Transition, Capstone Synthesis, and Capstone Preceptorship) **.**

- Maintain cumulative grade point average (CGPA) of at least 2.75.
- Successfully passed a nationally normed, standardized, NCLEX style comprehensive examination.

*Students can repeat one nursing course only. A second failed nursing course or failure of the same nursing course twice (defined as a final grade < a "C") will result in dismissal from the Nursing program.

3.8 Requirements for Progression in the Traditional BS in Nursing Program

1. First Year students must:

- Achieve a grade of "C" or higher in NUR1550 Introduction to Professional Nursing; HCS1122 Human Anatomy & Physiology I; and HSC1123 Human Anatomy & Physiology II; and
- Successfully complete 33 credits with a CGPA of 2.75 or higher prior to entering second year.

* Any student who has not successfully completed 33 credits or has earned an overall GPA of less than 2.75 by the end of the first year spring semester will receive a letter from the Nursing Program. This letter will advise the student to contact their advisor to discuss potential options for meeting progression standards prior to entering second year.
** If progression standards are not met prior to entering second year, the student will be dismissed from the nursing program.

2. Second Year students must:

- Achieve a weighted cumulative average on all examinations within each nursing course of at least a "C" (73- 76.99) and receive an overall course grade of "C" in each of the nursing courses. If the weighted cumulative exam average is less than 73%, the final course grade will be calculated solely on the cumulative exam grade, and the student will fail the course with a grade of C-, D+, D, D-, or F;
- achieve a grade of "C" or higher in CHM 2037 Nursing Biochemistry and HCS3320 Microbiology for Health Professions;
- have a CGPA of 2.75 or higher at the end of each semester;
- receive a grade of "pass" on end-of-semester clinical evaluation;
- achieve a medication calculation quiz score of 100%;
- maintain compliance with all health and clinical agency requirements; and
- have successfully completed 63 credits prior to entering third year.

* Any student who has not successfully completed 63 credits or has earned an overall GPA of less than 2.75 by the end of the second year spring semester will receive a letter from the Nursing Program. This letter will advise the student to contact their advisor to discuss potential options for meeting progression standards prior to entering the third year.
** If progression standards are not met prior to entering the third year, the student will be dismissed from the nursing program.

3. Third Year students must:

- Achieve a weighted cumulative average on all examinations within each nursing course of at least a "C" (73- 76.99) and receive an overall course grade of "C" in each of the nursing courses. If the weighted cumulative exam average is less than 73%, the final course grade will be calculated solely on the cumulative exam grade, and the student will fail the course with a grade of C-, D+, D, D- or F;
- have a CGPA of 2.75 or higher at the end of each semester;
- receive a grade of "pass" on end-of-semester clinical evaluations;
- achieve a medication calculation quiz score of 100%;
- maintain compliance with all health and clinical agency requirements; and
- have successfully completed 95 credits qualify for promotion to year four.

*Any student who has not successfully completed 95 credits or has earned an overall GPA of less than 2.75 by the end of the third year spring semester will receive a letter from the Nursing Program. This letter will advise the student to contact their advisor to discuss potential options for meeting progression standards prior to entering the fourth year.
** If progression standards are not met prior to entering the fourth year, the student will be dismissed from the nursing program.

4. Fourth Year students must:

- Achieve a weighted cumulative average on all examinations within each nursing course of at least a "C" (73- 76.99) and receive an overall course grade of "C" in each of the nursing courses. If the weighted cumulative exam average is less than 73%, the final course grade will be calculated solely on the cumulative exam grade, and the student will fail the course with a grade of C-, D+, D, D-, or F;
- have a CGPA of 2.75 or higher at the end of each semester;
- receive a grade of "pass" on end-of-semester clinical evaluations;
- achieve a medication calculation quiz score of 100%;
- maintain compliance with all health and clinical agency requirements; and
- successfully complete a total of 127 credits* to qualify for graduation.
- pass a computerized, standardized, nationally normed, comprehensive nursing examination during the spring semester.

* Completed 127 credits as per the nursing curriculum plan for the class of 2024; Completed 125 credits as per the nursing curriculum plan for the classes of 2025 and beyond.

5. Course Failure

- Students are allowed to repeat only one nursing course throughout the entire nursing curriculum. Failure of two nursing courses or failure of the same nursing course twice will result in dismissal from the Nursing Program.
- Students who fail a nursing course for the first time will be permitted to stay in the Nursing Program but may not progress until that course has been successfully repeated. The only exception is when a student fails the first of a half semester specialty-nursing course in a semester. Students will be permitted to continue into the next specialty course within the same semester but may not progress to the next semester until the failed course is successfully repeated. Failure of a nursing course may result in a 5-year plan of study.
- All required nursing courses must be repeated on campus.

6. Clinical Failure

- A student may fail clinical at any time during the clinical experience for documented unsafe practice or at the end of the clinical experience for failure to meet outcomes. Failure of any clinical rotation will result in failure of the course. The student will receive a grade of "F" for the entire course.
- A student is allowed to repeat only one nursing course.
- All required nursing courses/clinical must be repeated through Merrimack College.

7. Nursing Clinical or Course Failure

- All students with a first time, single course/clinical failure, will be placed on Nursing Program Academic Probation by the Undergraduate Nursing Program Director for at least one semester.
- For the purpose of progression, the failed nursing course/clinical will be considered the one allowed course/clinical failure throughout the student's program.
- A second failed course or clinical will result in dismissal from the Nursing Program.

8. Dismissal from the Nursing Program

- Students that fail to meet progression requirements, fail a second course or clinical, or fail to meet ethical or legal nursing standards are subject to dismissal from the program.

Section 4: General Policies and Procedures

4.1 Class Attendance Policy

Nursing class attendance is essential to a good educational experience; therefore, it is expected for students to attend classes regularly. It is the responsibility of the professor(s) to notify students in writing of their specific attendance policies in their course syllabus, and to place such statements on file with the Office of the Dean of the School of Nursing & Health Sciences (SNHS). The Massachusetts Board of Registration in Nursing requires class attendance standards, including a maximum amount set for missed nursing classes by all nursing students. Three or more absences constitute excessive absence and will require a discussion with the course instructor.

- In those rare instances when it is necessary to be absent, students will inform the course instructor in advance and are responsible for work missed.
- Permission to make up quizzes, examinations, and other work will be as follows, provided the professor was notified of the absence prior to the start of the missed class:
  - For first time absences (consecutive missed days are considered one absence), make up will be allowed.
  - Make up will not be allowed for any additional unexcused absences.
  - If the absence is due to a conflict with a MC activity or event, the responsible MC faculty member, staff member, or administrator will provide advance written notice to the course instructor and make-up will be allowed for missed quiz, examination, and other work.
  - Any student who anticipates being absent or who is absent from a nursing class for three or more consecutive days must notify the course instructor and provide documentation explaining the reason for the absences.
  - The course instructor is responsible for notifying the UNPD of excessive absences.
- Nursing classes take place Monday through Friday, and must be attended in person, unless otherwise approved by your instructor. Class make-up will only be allowed after prior communication with your instructor, and if missed class is due to illness or an athletic travel schedule. Any other absence is considered unexcused and assignment make up is not allowed. Students are expected to be in class each and every day, including those right before or after a holiday or break.

For all non-nursing courses, students should follow the MC's "Attendance Policy" found in the Undergraduate Academic Catalog.

4.2 Course Exemption Policy

The MC Traditional BS in Nursing Program will not consider course exemption for any of the nursing courses. Please refer to the College catalog for identification of non-nursing course exemption.

4.3 Transfer Credits Policy

The MC Traditional BS in Nursing Program does allow transfer credits for the following nursing courses: NUR1550 Introduction to Professional Nursing and NUR2000 Nursing Fundamentals & Health Assessment. In order to earn credit for NUR1550 and/or NUR2000, the student must pass the associated final exam and demonstrate competence in associated course skills. Other non-nursing courses may also be transferred in for credit. Refer to the Transfer Credits section of the College catalog for the process required to transfer in credits from other accredited institutions of higher learning.

4.4 Advanced Placement Policy

The MC Traditional BS in Nursing Program does not allow advanced placement into the curriculum.

4.5 Educational Mobility Policy

"Educational mobility is a process by which individuals complete formal and/or informal educational offerings to acquire additional knowledge and skills. To the extent possible, educational mobility should build on previous learning without unnecessary duplication of that learning and be focused on outcomes" (AACN, 1998, p. 314).

According to the AACN (1998), approaches to educational mobility should:
- be designed to attain and maintain educational integrity and program quality;
- enhance the socialization of students as members of the profession of nursing as well as foster achievement of personal goals and needs of individuals;
- focus on the attainment of outcomes that reflect a higher level of knowledge, skills, critical thinking, problem solving, social interaction, and effective professional citizenship; consider flexible admission criteria while focusing on exit criteria and standards; and
- include collaborative programs, where possible, for articulation and broader use of existing statewide and regional articulation models (p. 315).

To avoid duplication of learning, the Traditional BS in Nursing program at MC supports the following:
- Non-nursing course exemption is as per College policy.
- Freshman MC students may apply for internal transfer into the Traditional BS in Nursing Program.

The Traditional BS in Nursing Program outcomes reflect student attainment of a high level of knowledge, skills, critical thinking, problem solving, interdisciplinary collaboration and effective professional citizenship. These standards will prepare graduates to progress into masters and doctoral programs, and this will be emphasized and encouraged throughout the program.

4.6 Military Education Policy

4.6.1 Advanced placement of Military Education

The MC Traditional BS in Nursing Program does not allow advanced placement of Military Education into the curriculum.

4.6.2 Transfer of Military Education

The MC Traditional BS in Nursing Program does not allow the transfer of military education into the curriculum.

4.6.3 Training or Service for a Military Health Care Occupation

The MC Traditional BS in Nursing Program does not allow credit for training or service for a military health care occupation into the curriculum.

4.7 Withdrawal Policies

4.7.1 Course Withdrawal

Undergraduate nursing students should follow MC's Course Policies - Changing the Status of a Course policy/procedure regarding the dropping of a course or course withdrawal.

4.7.2 Student Withdrawal from Nursing or Pre-requisite Courses

4.7.2.1 First-Time Withdrawals
Undergraduate nursing students may withdraw and receive a semester grade of "W" without penalty from one required nursing or health science prerequisite course for the entire duration of their academic career. Students thinking about taking a withdrawal from a nursing or health science course should meet with their assigned nursing advisor (and notify your professor) prior to withdrawing to ensure that it is the best decision and that such a situation does not occur again. Withdrawing from a course may affect ability to progress in the Nursing Program and/or may lead to an additional year of study. See Progression Standards and Nursing Curriculum Plan.

4.7.2.2 Subsequent Withdrawals
A pattern of withdrawals from nursing and/or health science pre-requisite courses puts a student at risk for dismissal from the Traditional BS in Nursing Program. Students will be dismissed from the Nursing Program in the following academic circumstances:
1. Three withdrawals from nursing and/or health science prerequisites; or
2. One course failure and a total of two withdrawals from nursing and/or health science prerequisites; or
3. Two nursing course failures; or
4. Progression standards are not met.

Nursing students who are considering taking a leave of absence, withdrawing from the College or withdrawing from the nursing major are encouraged to first discuss their situation with their faculty advisor and the UNPD.

4.7.3 Withdrawing from the Nursing Major
If a nursing student no longer wishes to be a nursing major, the Declaring or Changing Majors and Minors form should be completed and submitted.

4.7.4 Leave of Absence/Withdrawal from the College
If a nursing student wishes to take time away from the College or withdraw entirely, the procedures for Leave of Absence/Withdrawal from the College found in the Undergraduate Academic Catalog should be followed.

4.8 Readmission Policy

Once a nursing major has withdrawn from the College, withdrawn from the nursing major or has been dismissed from the Traditional BS in Nursing Program, they cannot be readmitted to the Nursing Program.

4.9 Student Rights and Grievance Policies

4.9.1 Nursing Course Grade Appeal
Students may appeal a final nursing course grade incorrectly received by following the procedure below:
1. The student must provide, in writing, objective evidence to support the request for the grade change. Evidence provided for the appeal must be one of three circumstances indicating the grade was calculated incorrectly:
   a. The calculated grade given was different from that written on the syllabus.
   b. The grade given was a departure from the syllabus (e.g. – a pop quiz was added)
   c. The grade given was different from that applied to others in the same course.
2. A student who wishes to appeal a nursing course grade is expected to discuss the matter first with the course instructor, doing so within 5 days of receipt of the grade. The instructor will listen, provide explanations, and be receptive to changing the grade if the student provides convincing evidence for doing so. (In most cases the discussion between the student and the instructor should suffice and the matter should not need to be carried further.)
3. If after the discussion with the instructor the appeal is denied, the student can appeal within 5 days of the faculty member's decision, in writing and with evidence to support grade miscalculation, to the Chair of the Department of Nursing (DON).
4. If the appeal to the Chair is denied, the student may further appeal within 5 days of the Chair's decision, to the Associate Dean of Nursing. The Chair of the DON will forward All paperwork relating to the appeal to the Associate Dean of Nursing.
5. If the appeal to the Associate Dean of Nursing is denied, the student may further appeal within 5 days of the Associate Dean of Nursing's decision, to the Dean, School of Nursing & Health Sciences. The Associate Dean of Nursing will forward all paperwork relating to the appeal to the SNHS Dean. The final decision regarding the appeal will be made by the SNHS Dean.

4.9.2 Non-Nursing Course Grade Appeal
If a nursing student wishes to appeal a course grade received in a non-nursing course, or a clinical grade, the College's policy on Procedure for Grade Appeal found in the Undergraduate Academic Catalog will be followed.

4.9.3 Inability to Progress/Clinical Failure/Dismissal
Nursing students may appeal a clinical failure, inability to progress or dismissal from the program by following the procedure below within seven (7) days of the date marked on the grade report or within seven (7) days of the date marked on the inability to progress and/or program dismissal letter.

Procedure:

1. The student will appeal to the course/clinical faculty for a clinical failure or to the Undergraduate Nursing Program Director (UNPD) for an inability to progress and/or dismissal from the program.

2. If the UNPD denies the appeal, the student may appeal to the DON Chair. The student must present a written rationale and specific evidence to support the request. This information must be submitted to the DON Chair within 72 hours. (The DON Chair may use the Leadership Council to help with the decision)

3. If the appeal to the DON Chair is denied, the student may appeal to the Associate Dean . The AD and the DON Chair must be notified by the student of the intent to appeal within 72 hours. The DON Chair will provide all paperwork relating to the appeal to the AD. If the appeal to the AD is denied, the student may request, within 72 hours of the AD's decision, that the AD call a meeting between the course/clinical faculty (when applicable), the UNPD, the AD and the SNHS Dean. The SNHS Dean will make the final decision regarding the appeal.

4.9.4 Non-academic grievances

Nursing students may submit **non**-academic grievances through the Office of the Dean of Students.

4.10 Accessibility Services Accommodations

4.10.1 Academic Accommodations from the Accessibility Services Office

MC provides reasonable accommodations for students with documented disabilities. Students who have, or think they may have, a disability are invited to contact the Accessibility Services Office via the online request form found on the Accessibility Services website, or by visiting the Accessibility Services Office on the third floor of McQuade Library.

Students are encouraged to contact the office of Accessibility Services as soon as possible. Students already registered with Accessibility Services are encouraged each semester to request their letters to be printed so they can deliver them to instructors personally. Accommodations cannot be made retroactively.

Students can request their letters via this link: Requesting Letters for Professors

4.10.2 Testing Center Process

All students who have been approved for exam accommodations should go to the following link to request that their exams be taken in the testing center (about a week before the exam date): Testing Center Requests.

4.11 Academic Integrity Policy

MC, the SNHS, and the DON demand the highest level of integrity of students in their various academic and clinical requirements. Plagiarism and various forms of cheating are very serious offenses and are not tolerated. Policies and procedures for dealing with these types of offenses are in place at the college level and are communicated in the MC Academic Integrity Policy found in the Undergraduate College Catalog.

4.12 Student Review of Academic Records

Any nursing student wishing to examine their education record should review the College's policy regarding compliance with the Family Educational Rights and Privacy Act.

4.13 Communication Practices

4.13.1 Merrimack College Email

The official communication channel to all students, faculty, staff and administration is the College-assigned email account. All members of the College community are responsible for reading materials sent via electronic mail. This includes official announcements or policies that affect operations of the College. Lack of awareness of email sent by the College will not be accepted as a reason for failure to comply with information in the message and can lead to disciplinary measures as described in the "Student Conduct Process" section of the MC Student Handbook. The College will also send information through printed communication as determined by the Office of Communications.

If you have questions about your Merrimack email account, please contact the Information Technologies Help Desk in McQuade Library or call ext. 3500 or email askit@merrimack.edu. Communication with nursing majors will also be done primarily through the email at MC. Students are responsible for checking their MC email, at minimum, every 48 hours and periodically during winter and summer breaks. Students should maintain their email accounts to allow important communications to be received and reviewed in a timely manner.

4.14 Professional / Ethical Conduct

The faculty of the DON demonstrate high standards of professional, ethical behavior by adhering to the American Nurses Association's (ANA) Scope and Standards of Practice and the Code of Ethics for Nurses along with the Massachusetts Board of Registration in Nursing (BORN) Nurse Practice Act. It is expected that all students demonstrate high standards of professional, ethical behavior in the classroom, clinical, lab, service-learning settings, and on campus. Students are expected to be compassionate, polite, and demonstrate respect for human dignity at all times. Students must also follow clinical agency and DON policies as well as federal and Commonwealth of Massachusetts regulations. The faculty reserves the right to recommend the withdrawal of a student at any time, without prejudice, who does not maintain an acceptable level of behavior, as defined by the ANA Code of Ethics, ANA Scope and Standards of Practice, Massachusetts BORN Nursing Practice Act, Federal regulations (e.g., HIPAA), and clinical agency/DON policies.

4.14.1 ANA Code of Ethic's Provisions (2015)

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

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

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

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

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

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

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

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

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

4.14.2 Professional Behavior in the Classroom, Clinical, Simulation and Lab Environment Policy

The following behaviors are reflective of professional standards of conduct:

- Attending each class, simulation, lab and clinical experience as scheduled
- Arriving on time and being well-prepared for each type of learning environment
- Staying in the classroom, simulation, skills lab and clinical for the entire learning experience
- Silencing and putting away cell phones
- Refraining from side conversations with classmates
- Being attentive to and respectful of the faculty facilitating the learning experience
- Being attentive to and respectful of classmates discussing questions, cases, scenarios, skill performance or issues raised during the learning experience
- Notifying the professor or clinical instructor, well in advance, in the unusual circumstance that the student will be late, unable to attend the learning experience or unable to meet the learning experience requirements
- Being respectful of all Nursing, Nutrition & Public Health Department and School of Nursing & Health Sciences administration, faculty and staff
- Acting with integrity in all situations.

4.14.3 Expected Professional Communication

It is expected that students be respectful in all communications with administration, faculty, staff, peers, and clinical staff. Students must be open to feedback and demonstrate incorporation of feedback into their academic, simulation, skills lab and clinical work. Students are expected to communicate any class, simulation, skills lab and/or clinical absence(s) to appropriate faculty **prior** to the meeting time(s).

Inappropriate behavior by a nursing student will be referred to the DON's leadership council and may result in a written warning or performance report, course failure, or dismissal from the Nursing Program.

4.15 Use of Social Media Policy

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) means that patients hold the rights over their own health information, and it establishes rules and limits as to who can receive it. HIPAA calls this kind of privacy information "protected health information" and defines it as "the term given to health data created, received, stored, or transmitted by HIPAA-covered entities and their business associates in relation to the provision of healthcare, healthcare operations and payment for healthcare services" (HIPAA Journal, 2020, paragraph 3).

According to the National Council of State Boards of Nursing (NCSBN) (2018), confidential information can be shared only under three specific circumstances:
1. the patient has provided informed consent;
2. in situations in which it's legally required, or
3. when failure to disclose the information could result in significant harm.

Breaches of patient confidentiality or privacy on social media platforms (whether intentional or inadvertent) can occur in many different forms, including:
- Sharing of videos or photos of patients taken inside a healthcare facility, even if they cannot be identified, without written consent
- Sharing of photos, texts or videos that reveal room numbers or patient records
- Descriptions of patients, their medical conditions, and/or treatments
- Referring to patients in a degrading or demeaning manner
- Posting of gossip about patients

A violation of patient confidentiality occurs as soon as a nursing student shares information (or even the slightest detail – no matter how insignificant) with someone who is not authorized to receive such information. Examples include reflecting on the severity of a car accident victim's injuries or commenting on the amount of medication that a patient has been prescribed.

MC students must not only maintain patient confidentiality and privacy, but also serve to represent the College in a positive manner. This is also expected in the simulation and skills labs, where both student performance and simulation scenarios are held confidential and not shared, verbally, in writing or via electronic/social media, outside of the learning experience. Inappropriate use of social/electronic media and HIPAA violations can lead to disciplinary action, which can, in the most serious cases, lead to dismissal from the Nursing Program.

Students are expected to become familiar with the proper use of social media and are encouraged to use the following resources to further educate themselves:
- The National Council of State Boards of Nursing (NCSBN) brochure: A Nurse's Guide to the Use of Social Media
- ANA's Social Media Principles
- NCSBN's Guidelines for Using Electronic and Social Media: The Regulatory Perspective

Section 5: Clinical Policies, Procedures, Standards

5.1 Nursing Good Moral Character Statement

All prospective nursing students should familiarize themselves with the statutory requirements of licensure in the Commonwealth of Massachusetts prior to matriculation in the Nursing Program. The Commonwealth of Massachusetts Board of Registration in Nursing Licensure Policy 00-01, Determination of Good Moral Character includes the following:

- It identifies specific criminal convictions, which **will permanently exclude an individual from initial nurse licensure in Massachusetts**, due to the horrific nature of the crime;
- requires initial nurse licensure applicants to be conviction-free, for a minimum of five years, before the submission of an application for licensure;
- requires the disposition of any criminal conviction to be closed, for a minimum of one year, before the submission of a nurse licensure application; and
- requires all criminal cases to be closed at the time of application.

The Massachusetts Board of Registration in Nursing publishes an information sheet on good moral character.

Prospective nursing students who intend to apply for licensure in states other than Massachusetts are encouraged to contact the appropriate authority in those states to ensure that they will meet the requirements for licensure application in those states. Please contact the Undergraduate Director of Nursing with any questions about this policy and how it may affect your ability to be licensed as a registered nurse in Massachusetts.

To obtain the contact information for the nursing professional licensing boards, please go to this link.

If you wish to review your state's Board of Nursing Professional Licensure Requirements, please go to this link.

Students are responsible for reviewing the professional licensure requirements for the state they wish to be licensed in.

5.2 Drug and Alcohol Policy for Nursing Students in Clinical Experiences

A vast majority of clinical agencies used for student clinical experiences require students to undergo drug screening prior to taking part in clinical rotations. In order to comply with the requirements specified in the affiliation agreements with these clinical agencies, MC requires all nursing students to complete yearly drug screens during the following times and as needed/required per clinical agency:

- First Year: Completed at least two weeks prior to the spring course registration date (usually in late October/early November)
- Second, Third and Fourth Years: Yearly in August and may require additional testing per individual site requirements

The drug test and results must be completed **prior** to the start of the semester. If the student's clinical site requires additional testing (additional drugs being tested for or within 6 months versus one year), students must comply with these additional requirements as requested by the clinical site.

Students may need to complete these drug tests at their expense. The College reserves the right to not refund tuition in the event that a positive drug test results in the student becoming ineligible for clinical placement.

Students refusing to be tested or with a test result indicating the use of an illegal drug or controlled substance without a legal prescription will be referred to the Clinical Coordinator or designee and are subject to disciplinary action and possible dismissal from the Nursing Program.

Students who are taking prescription medication may test positive. In these cases, the provider reviewing their test results will contact them. The student will be asked about the prescription medication they are on as well as who the prescribing clinician is. This information will be considered when determining whether a "positive" test has been satisfactorily explained. The drug tests will be completed using the Castle Branch Protocol for compliance with documented health requirements.

Although not licensed, when nursing students practice in the clinical setting, they do so in accordance with the rules and regulations that pertain to registered nurses through the Board of Registration in Nursing in the state of Massachusetts under 244 CMR. Specifically related to drugs and alcohol, students will follow 244 CMR 9.03: Standards of Conduct for Nurses (36) Practice While Impaired. A nurse licensed by the Board shall not practice while impaired.

Testing positive for THC will constitute a failed drug screen and students will be ineligible for clinical placement.

Students who engage in the improper or illegal use of drugs pose a risk to patients, other students and staff, as well as faculty. The College has the right to dismiss and/or suspend any student whose conduct compromises patient safety. If a clinical instructor, preceptor or staff of a clinical facility suspects that a student exhibits impaired behavior or judgment in the clinical setting, the instructor/preceptor reserves the right to dismiss the student from the clinical unit and follow the specific agency policy for practicing while impaired. In such an instance, the instructor/preceptor must document their observations of student behavior on the "Student Suspected Impairment Form" and also contact the Clinical Coordinator, who will then follow-up with the course coordinator and the Undergraduate Director of Nursing or designee.

5.3 Technical Standards for Nursing Majors

Upon entrance to and throughout the MC Traditional BS in Nursing Program all students are required to demonstrate essential functions to fulfill the requirements of the nursing curricula. The Nursing Program does not discriminate against qualified students with disabilities from being enrolled as nursing students. Please see the section on reasonable accommodations and how they interact with the technical standards of this program.

The faculty has outlined technical standards of students in the program to ensure that all students are given the opportunity to participate fully in the Nursing Program. The Nursing Program requires cognitive, communication, observational, behavioral, interpersonal, ethical, motor and perceptual skills. The nature of the nursing profession requires students to participate in clinical, simulation, and laboratory course work that is, at times, physically demanding and requires certain physical strength, agility, endurance, perceptual skills, and other attributes. The technical standards below reflect the academic requirements, which are integral to the practice of nursing. These technical standards apply in all areas of student academic experiences; including classroom, laboratory, simulation, office, clinical, and community environments.

5.3.1 Technical Standards Summary

Under the supervision of a licensed nurse, student nurses are responsible for direct patient care for those individuals assigned to them during a scheduled shift. Shifts may vary in duration from 2 to 12 hours and may be during the day, evening, night, or weekend. Student nurses are also responsible for communicating with families, caregivers, and other staff, via written, verbal, electronic, or other media, in relation to their assignments. Duties may require responding effectively in highly charged emotional and emergent situations. The physical demands of the role may require standing, walking, lifting, bending, twisting, squatting, carrying, pushing, pulling, reaching, writing, typing, pinching, gripping, manual dexterity, visual acuity, hearing, and touch.

Students must demonstrate good judgment and complete all responsibilities related to coursework and the clinical care of patients and families. They must be respectful in all communications with patients, families, faculty, staff, peers, and clinical staff, and be able to maintain professional relationships that are mature, sensitive, and effective under highly stressful, unpredictable, and rapidly changing circumstances. Students must have the ability to communicate and exchange clinical information effectively, accurately, and in a timely manner. Students must be good listeners, be open to feedback and both willing and able to incorporate faculty and staff recommendations in the care of patients. Students must be able to offer care and communicate effectively, in diverse settings, with all patient populations and must be able to demonstrate empathy and caring for others while acting with integrity in all situations.

Students cannot be under the influence of any drugs or alcohol for participation in clinical settings. Students who engage in the improper or illegal use of drugs and/or alcohol pose a safety risk to patients, other students, health care staff, and faculty. Please refer to MC's drug and alcohol policies and the Drug and Alcohol Policy for Nursing Students in Clinical Experiences (5.2). Students may not participate in clinical learning experiences if they have taken prescription narcotic medication less than eight hours prior to the start time of their clinical experience.

Students must be well rested when caring for patients, and so may not work in the overnight hours (e.g., 11:00 pm to 7:00 am) on the night prior to a morning clinical experience.

Students who have a significant illness, injury, hospitalization, or surgery (e.g., concussion, mononucleosis, broken leg) that renders them unable to meet the technical standards during the time they are in clinical learning experiences, must report their status as soon as possible to the clinical instructor, Clinical Coordinator and the Course Coordinator. Students will not be permitted to attend clinical without first discussing the situation with the Clinical Coordinator and clinical faculty, and they must be cleared to return to clinical by their healthcare provider. The technical standards must be reviewed and signed by the healthcare provider (use the Returning to Clinical Form- Appendix 3) and then submitted to the Clinical Coordinator prior to allowing the student back in the clinical setting.

Nursing is an intellectually, physically and psychologically demanding profession. These technical standards, derived from the AACN Baccalaureate Essentials, The Nurse of the Future Core Competencies, The ANA Code of Ethics, and best practices in technical standards from leading nursing schools and organizations, describe and outline the necessary skills, abilities and essential qualities that a registered nurse (RN) must possess to safely and knowledgeably practice. In such, the Traditional BS in Nursing Program at MC is a rigorous and intense program of study that places these specific requirements and demands on the students enrolled in the program. Students enrolled in the Traditional BS in Nursing Program must demonstrate the following independently or with determined reasonable accommodations:

1. The ability to learn through observation. Observation requires the functional use of vision, hearing and somatic senses. The student must be able to participate in lectures, as well as laboratory, simulation and clinical experiences.

   Students should be able to, for example:

   a. Use and interpret information from digital, analog, and diagnostic tools such as: thermometers, sphygmomanometers, otoscopes, ophthalmoscopes, EKGs, IVs, various patient alarms.
   b. Observe and interpret patients' verbal and nonverbal communications.
   c. Observe and interpret bodily sounds (such as heart rate, breath sounds, bowel sounds) and visual indicators of bodily functioning (such as color of wounds, fluids, skin, and dipstick tests).
   d. Listen to a patient describe their medical history and symptoms.

2. The ability to communicate effectively and sensitively:
   a. with faculty, staff, and peers.
   b. with patients and families to obtain information regarding the patients' health.
   c. with colleagues and other members of the health care community to convey essential information for safe and effective care.

3. The student must have sufficient sensory and motor function through the utilization of fine and gross motor skill in combination with equilibrium to:
   a. perform a physical examination.
   b. be able to respond to and provide general care and emergency treatment to patients including, but not limited to, CPR and respiratory distress.
   c. respond to urgent patient situations promptly.
   d. manipulate dials, knobs, electrodes, syringes, intravenous lines and catheters, and other pieces of equipment with dexterity.
   e. demonstrate sufficient manual dexterity and visual acuity to perform nursing functions such as safe medication and fluid administration.
   f. safely assist a patient in ambulation, transportation, positioning and transferring.
   g. have the capacity to work effectively in the student clinical role for 6 to 12 hours in a variety of healthcare settings.

4. The student must possess the intellectual abilities to effectively solve problems and critically think. They must be able to measure, calculate, reason, analyze, integrate, synthesize, apply and evaluate information from written, verbal and illustrated materials in a timely manner. The student must be able to use the nursing process to synthesize knowledge and integrate the relevant aspects of a patient's history and examination findings to develop an effective and safe plan of care. In addition, students must be able to identify and communicate the limits of their knowledge to others as well as incorporate into the plan of care new information obtained from the literature, patients, peers, instructors, and members of the interdisciplinary team.

5. Students must possess the psychological ability required for the full use of their intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities inherent to assessment and care of patients, and for the development of confidential, mature, sensitive and effective relationships with patients. Students should be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to adapt to a changing environment, and function in the face of uncertainties inherent in the setting of nursing practice. Students must possess the ability to relate effectively with faculty, staff, peers, patients, families and members of the healthcare team with honesty, integrity and respect.

5.3.2 Reasonable Accommodations

A student must demonstrate the above skills and abilities, but may do so with or without reasonable accommodation. Whether or not an accommodation is reasonable will be determined by the Accessibility Services Office on an individual basis.

Students seeking academic accommodations must comply with the procedures of the MC Accessibility Services Office. Once a student's eligibility is established, the accessibility services staff member will expect the student to provide a set of the recommended accommodations to the Clinical Coordinator.

5.4 Safe Practice Policy

Safe clinical practice is a mandatory requirement of students in the Nursing Program as defined by the program outcomes and individual course outcomes. Unsafe practices are any actions that could cause harm, injury, or jeopardize the safety and wellbeing of an individual (client, family member, health care practitioner, staff, peers, faculty or self). These practices involve behaviors that threaten or violate the physiological or emotional (including spiritual and cultural domains) safety of an individual. Unsafe behaviors in the clinical setting may include acts of omission or commission and/or conduct that causes faculty to question the student's potential for safe practice. The clinical instructor is responsible for ensuring students maintain safe practice. Due to this, any student not able to provide safe and effective care to clients will be dismissed from the clinical experience. Clinical dismissal will equate to a clinical absence and will also result in a clinical performance report and conference.

Unsafe/inappropriate clinical (including simulation and skills lab settings) behaviors include, but are not limited to:

- Failure to:
    - correctly identify client(s) prior to initiating care,
    - perform pre-procedure safety checks of equipment, invasive devices or client status,
    - recognize violations in aseptic technique,
    - follow the "rights" of medication administration,
    - receive appropriate supervision when performing nursing actions,
    - report significant findings in client status,
    - seek help when needed in the provision of client care
    - maintain client confidentiality,
    - maintain professional boundaries with clients/families,
    - act upon recommendations designed to remediate clinical deficiencies,
- Inappropriate/misuse of side rails, bed/chair alarms, wheelchairs or other equipment.
- Medication errors (actual and /or near-miss).

- Lack of proper protection of the client, which results in or leaves a client vulnerable to injury.
- Physical and/or emotional abuse or neglect of clients.
- Providing clients with inappropriate or incorrect information.
- Being in clinical while under the influence of drugs and/or alcohol.
- Lack of physical or mental health required to provide comprehensive client care and to interact professionally with the client and the health care team.
- Excessive utilization of faculty time to ensure safe practice, to the detriment of other students in the clinical rotation.

5.5 Professional Behavior Policy

It is expected that students act in accordance with a high standard of professional behavior in the classroom, clinical, simulation lab, skills lab, and campus settings. Professional nursing behavior is defined by the American Nurses' Association Scope and Standards of Practice, the Code of Ethics for Nurses, and the Massachusetts Board of Registration in Nursing Nurse Practice Act. In addition, students must abide by clinical agency policies, federal regulations (i.e., HIPAA), the MC, and DON policies.

Unprofessional behaviors include, but are not limited to:
- Dishonesty,
- Lack of accountability,
- Habitual or unexplained tardiness (defined as greater than once),
- Failure to comply with and maintain all clinical requirements,
- Failure to notify faculty/preceptor in advance of inability to attend class/clinical/simulation/skills lab,
- Failure to respond to faculty communication, and
- Verbal or non-verbal language, actions, or voice inflections (i.e., inappropriate personal hygiene, dress or personal boundaries; breach of confidentiality; use of profanity/degrading or disrespectful comments) that:
  - compromise rapport and working relations with clients, family members, staff, peers, or faculty,
  - compromise contractual agreements and/or working relations with clinical affiliates, or
  - constitute violations of legal/ethical standards.

5.6 Unsafe, Unethical, and/or Unprofessional Behavior

Unsafe, unethical and/or unprofessional behavior (as defined in sections 5.4 and 5.5) in a clinical or nonclinical setting will not be tolerated and may result in:
- A behavior verbal warning,
- A behavior warning conference and written report,
- A behavior conference and either a clinical performance deficiency or critical incident report, ● Immediate course failure,
- Immediate clinical failure from the clinical nursing course (student is not allowed to continue), and/or
- Dismissal from the Nursing Program.

Nursing faculty are responsible to evaluate and determine the seriousness of student unprofessional and unsafe behaviors.

5.7 Client Privacy, Confidentiality and the Health Insurance Portability and Accountability Act

Each student is responsible for keeping all client information strictly confidential in accordance with the Health Insurance Portability and Accountability Act (HIPAA) of 1996. This federal law, first introduced to the student in NUR1550, addresses clients' rights and ethics by mandating the confidentiality and privacy of all client information. All client information, regardless of form (e.g., verbal, hard copy, film, electronic), is confidential and may be relayed only to those individuals authorized to receive it. Unauthorized access, use or disclosure of client information is illegal. After the initial introduction in NUR1550, students will be educated annually regarding HIPAA via the Massachusetts Computerized Clinical Placement (CCP) clinical orientation. It is required that students know and abide by HIPAA. Students who violate HIPAA will be subject to disciplinary action up to and including dismissal from the Nursing Program.

5.8 Student Confidentiality

Learning should take place in a safe environment where students are not afraid to ask questions, provide answers, and demonstrate or perform various skills. Student experiences in the classroom, clinical, skills laboratory, simulation laboratory and other collaborative situations where peer observation/participation takes place, therefore, is to remain strictly confidential. It is unethical for students to share information about the performance of peers outside of the experience itself. The unauthorized release, inappropriate exchange or mishandling of confidential peer information, regardless of form (electronic, written, and verbal), is a violation of policy and may be grounds for disciplinary action.

5.9 Policy on Transportation Related to Clinical Settings

Students are responsible for their own transportation, and associated costs, to and from clinical sites beginning the first semester of the sophomore year. The potential to carpool with peers in the same clinical group does exist and can help with expenses. Students have some independent experiences (e.g., operating room or hospice experiences) as early as first semester third year and will need to have a car or use other forms of transportation to get to the clinical site(s).

5.10 Student Professional Liability Insurance

Nursing students involved in clinical experiences need coverage by a professional liability policy. MC holds a professional liability policy covering all students enrolled in a course with a clinical component. The policy only covers students functioning in the role of a MC nursing student. Some clinical agencies may require students to have their own professional liability insurance. If this is the case, the student will be required to purchase student nurse liability insurance.

5.11 Standard Precautions Policy

Students are required to use "Standard Precautions" with all client interactions to reduce the risk of transmission of microorganisms that cause infections. An introduction to standard precautions takes place in NUR1550. After the initial introduction, students will be educated annually regarding the OSHA Bloodborne Pathogens Standard via the Massachusetts Computerized Clinical Placement (CCP) clinical orientation.

5.12 Administration of Medication Policy

Student nurses are required to seek supervision from their instructor or preceptor while preparing and administering **all** medications. Students **are never** to prepare or administer medications with staff nurses at the facility.

Direct supervision by the instructor or preceptor is required for the following:
- Preparing narcotics, anticoagulants, and insulin for administration in the hospital setting
- Administering medications with a dosage that must be calculated.
- Administering medication to a child who is 12 years old or younger.

Direct supervision is required while preparing and administering **ALL** intravenous medications. This includes the flushing of saline locks. Intravenous medications are administered in accordance with the agency policy, which can vary from institution to institution.

Never is a student allowed to prepare or give medication during resuscitation, through an epidural route, or if student administration is prohibited by the agency policy.

5.13 Dress Code/Personal Appearance for Clinical/Simulation/Lab Settings

Students must look and dress professionally whenever in the clinical, simulation and laboratory settings. Students are to follow the dress code as noted below. If a clinical agency specifies requirements not covered by these guidelines, students must follow the agency policy. Students not following the dress code will be asked to leave the clinical, simulation or laboratory area, which will be counted as a clinical/lab absence.

All Agencies:

Student Identification: Students will wear a nametag that identifies them as a MC Student Nurse. Students can purchase name tags from the DON. Health care facilities may also have their own identification badge that the students will be required to wear.

Agencies where a uniform is required and in Simulation/Skills Lab:

Uniform: The nursing student uniform consists of a navy-blue scrub top and pants with the option for a short length white or blue lab coat. All uniforms are bought from the approved vendor and embroidered with the school emblem. **A plain white or blue** crew, mock or turtleneck top beneath the scrub top is permissible. Uniforms should be freshly laundered and wrinkle-free when worn.

Shoes: Shoes must be clean, in good condition, **plain white or black in color**, have a closed front and back, and have flat rubber or other quiet soles. Plain white or black athletic sneakers are permissible provided they have no additional color embellishments.

Hair: Hair must be pulled back, neat and off the face. Men must be either clean-shaven or with neatly trimmed facial hair.

Nails: Fingernails need to be natural, neatly trimmed without any polish.

Jewelry: A watch with a second hand is required (no Apple watches permitted in a clinical setting). Additional jewelry is not recommended in clinical settings for safety and infection control purposes.

Additional guidance may be outlined in course syllabi.

<u>**Additional Guidelines**</u>:
- Gum chewing, cologne and perfume are not allowed.
- False eyelashes **<u>are not</u>** permitted.
- Cell phones for personal use are not allowed in health care facilities or community settings associated with clinical experiences.
- MC name badge, watch with a second hand, stethoscope, blood pressure cuff, black pen, pen-light, goggles, and bandage scissors are required.

<u>**Agencies where a uniform is not required:**</u>

Nursing students should look professional while in any clinical setting where the uniform is not required. Therefore, each student is required to abide by the following dress code:
- Wear professional dress street clothes
  - Clothing should always be neat, clean, wrinkle-free and appropriate
  - Shoes should have a closed heel and toe.

5.14 Clinical/Skills Lab/Simulation Lab - Policies and Expectations

5.14.1 Punctuality and Preparedness
It is the expectation that students attend all clinical, skills lab and simulation lab sessions. Students are expected to arrive at these sessions **<u>on time</u>** and to be **<u>fully prepared</u>** to participate in the experience. If a student is not prepared to provide appropriate care (e.g., pre-clinical paperwork not complete, inability to discuss and deliver client care, inappropriate dress, lack of clinical tools such as stethoscope), the clinical instructor, after consultation with the course or Clinical Coordinator, may remove the student from the clinical or lab area.

Not being fully prepared to participate in the clinical, simulation or lab experience **<u>will result</u>** in a written clinical performance deficiency report for **<u>each</u>** offense. All missed hours will need to be made up as per the clinical attendance policy.

Showing up to clinical, simulation or lab late will result in a verbal warning for the first offense and a written clinical performance deficiency report for the second offense.

5.14.2 Failure to Notify of Lateness or Absence
Failure to notify clinical faculty of lateness or absence will result in a written clinical performance deficiency report.

5.14.3 Clinical Attendance Policy
Simulation experiences are considered a clinical day and this same policy applies to assigned simulation days. Students who are absent from clinical, skills lab or simulation lab, for any reason, jeopardize their ability to meet the course outcomes, which may result in course failure.

Students must contact the Clinical Coordinator within **one hour <u>prior</u>** to the start of the clinical day if they feel unable to attend clinical. If a student, after consultation with the clinical coordinator, needs to miss a clinical, the student is responsible for notifying the clinical instructor (and preceptor if in Capstone) immediately. Each clinical faculty member will communicate instructions to their clinical group regarding the procedure to follow in the event of a clinical absence. In the event of a clinical absence:

- **<u>All missed time must be made up.</u>**
- The student will receive an incomplete course grade until all clinical hours are made up.
- The student must complete the clinical made-up day(s) before the next semester begins.
- The Clinical Coordinator will arrange clinical make-up at a time mutually agreeable to faculty, student and agency.

5.14.3.1 Procedure for Excessive Clinical Absences:

- Faculty will report all clinical absences to the Nursing Clinical Coordinator.
- If a student does not attend 20% of their clinical course hours, the student will not be allowed to continue in the course.

5.14.3.2 Unavoidable Absences:

In the event of a severe illness, hospitalization or injury, the student must notify the Clinical Coordinator **<u>as soon as possible</u>** and present a letter from a healthcare provider. Prior to being able to return to the clinical setting, the student must present a properly completed and signed "Clear to Return to Clinical Physical Form" and "RN Student Technical Standards" form to the Clinical Coordinator (See Appendix 3 in the Nursing Student Handbook).

5.14.3.3 Policy for Temporary Handicapping Situations

Students must have sufficient gross and fine motor function, strength, coordination and mobility to provide competent, general care and emergency treatment (e.g., CPR) for clients.

A student unable to ambulate without the assistance of aides (e.g., crutches) or to demonstrate full range of motion of the upper extremities is not permitted to attend clinical without first discussing the situation with the Clinical Coordinator and clinical instructor. A medical release form must be submitted before returning to clinical practice after an absence due to a temporary physical handicap. The Clinical Coordinator, in consultation with the clinical instructor, will determine when a student so affected by a temporary handicap is capable of returning to the clinical area. Technical standards, the student's ability to meet clinical learning outcomes and agency policy related to temporary handicapping situations determine when a student can return to clinical practice.

5.15 Use of Mobile (e.g., Smartphone, iPad) Devices in Clinical/Lab Settings Policy

Mobile devices are becoming increasingly important for accessing clinical information and standards of care in the clinical setting. Students are expected to follow agency-specific policies and guidelines regarding the use of mobile devices in clinical settings.

- No cell phones and/or personal electronic devices are allowed in the Simulation Lab unless required/requested by the Simulation Faculty/Instructor.
- When not required, these devices should be placed in silence mode and stowed with personal belongings prior to the start of the training.
- Under no circumstances are students to use mobile devices for personal business while providing client care or reviewing client information in the clinical setting. Students are prohibited from taking photographs/videos while in any type of clinical affiliation setting.
- All students are responsible for following HIPAA guidelines when using mobile devices.
- The sending or receiving of texts, photos or other types of messages during clinical, simulation or skills lab is not permitted unless students are directed to do so by faculty.
- Failure to follow this policy will result in the student receiving a performance report.

5.16 Performance Reports

5.16.1 Performance Improvement Plan (PIP)*:

Policy: Faculty may initiate a PIP when a student fails to meet any **noncritical/nonessential** clinical evaluation criteria. The Clinical Coordinator (CC)/Undergraduate Nursing Program Director (UNPD) will monitor and file all PIPs. The student must meet the clinical evaluation criteria, as per stated timeframe on the PIP, in order to progress in the Nursing Program.

Definition: Initiation of a PIP occurs when a student fails to meet any noncritical/nonessential competency. This report is used if the student consistently does not meet the required competency (ies) (e.g., is not prepared or is late for clinical more than once).

Procedure:
1. The clinical instructor will confer with the student and contact the CC upon initiation of a PIP.
2. The clinical instructor and student will complete and review the appropriate form.
3. The CC, current clinical Instructor, and course coordinator will formulate a plan of action for the remainder of the semester, which the student must follow and achieve in order to progress.
4. The completed PIP form will be given to the CC who will place it in the student's record. It is the responsibility of the student to ensure the PIP is followed so that the associated competency(ies) is/are met by the stated time frame.
5. If an individual student has received **FIVE** PIPs during the course of their academic nursing program, the CC/UNPD and involved faculty will review the findings and present to the Leadership Council to determine what action should be taken based on the information available.
6. If the decision allows the student to continue in the program the CC, current clinical instructor and UNPD will formulate a plan of action for the remainder of the semester, which the student must follow and achieve in order to progress.
7. PIPs will be removed from students' records upon successful completion of the program.

* Maintaining up to date clinical requirements is a professional responsibility. A PIP will be given to any student who does not meet these requirements at any point in time throughout the program.

5.16.2 Clinical Performance Deficiency Report (CPDR):

Policy:
Faculty may initiate a CPDR when a student fails to meet **essential** clinical evaluation criteria. The CC/UNPD will monitor and file all CPDRs. The student must meet the clinical evaluation criteria, as per stated timeframe on the CPDR, in order to progress in the Nursing Program.

Definition:
A clinical performance deficiency is one in which the student fails to meet an **essential outcome** identified in the individual clinical evaluation tool for each nursing course.

Procedure:
1. The clinical instructor will confer with the student and contact the CC when a CPDR is initiated.
2. The clinical instructor and student will complete the appropriate form.
3. The CC, current clinical Instructor, and course coordinator will formulate a plan of action for the remainder of the semester, which the student must follow and achieve in order to progress.
4. The completed CPDR form will be given to the CC, who will place it in the student's record. It is the responsibility of the student to follow the improvement plan on the CPDR so that the associated essential competency(ies) is/are met by the stated time frame.
5. If an individual student has received **three** CPDRs during the course of their academic nursing program, the CC/UNPD and involved faculty will review the findings and present to the Leadership Council to determine what action should be taken based on the information available.
6. CPDRs will be removed from students' records upon successful completion of the program.

5.16.3 Critical Incident Report (CIR):

Policy: A Critical Incident Report (CIR) will be initiated by the clinical instructor whenever a critical incident (or near incident) occurs.

Definition: A critical incident is when a student is involved in an event (or near event) that placed (or could have placed) a client at risk for serious harm. This includes, but is not limited to, non-adherence to the Administration of Medication policy and all **critical competencies** identified in the clinical evaluation tools by the symbol " ** ". One or more CIR may be grounds for dismissal from the Nursing Program depending upon the severity of the incident.

Procedure:
1. The clinical instructor will:
   a. inform the student and the CC, as soon as possible after the incident, that a CIR will be issued. At that time, the student has the opportunity to discuss the incident.
   b. decide, in consultation with the CC, whether the student may return to any clinical setting before a meeting can be arranged. The student is notified immediately of this decision.
   c. arrange a meeting with the student, CC/UNPD, and course coordinator to discuss the incident as soon as possible after the event.
   d. have completed the CIR to share with the student, CC/UNPD, and course coordinator at the scheduled meeting.

2. The student will complete the Student Section of the CIR prior to the meeting.
3. The course coordinator, clinical instructor and CC/UNPD will present the CIR at the first scheduled Leadership Council meeting (Closed Session) after the event or at an emergency meeting of the Leadership Council if the student has not been permitted to return to clinical practice.
4. The Leadership Council will discuss the CIR and decide whether the student can continue in the course and/or Nursing Program.
5. If the decision allows the student to continue in the program the CC, current clinical Instructor, and course coordinator will formulate a plan of action for the remainder of the semester, which the student must follow and achieve in order to progress.
6. CIRs will be removed from students' records upon successful completion the program.

5.16.4 Requesting Lab Skills Practice:

When faculty or students identify clinical knowledge/skills in need of improvement or areas that do not meet the standards identified in the Clinical Evaluation, the Request for Lab Skills Practice Form is used to request a practice session. Obtain Request for Lab Skills Practice Form here.

A Request for Lab Skills Practice Form can be initiated by either a student or nursing faculty/lab staff. Once initiated, a plan of action is developed in collaboration between the student, course/clinical faculty (when applicable), and laboratory faculty. The plan outlines the area(s) of concern, action to be taken and a time frame in which the plan goals should be accomplished.

Procedure:
1. A Request for Lab Skills Practice Form can be initiated by the following individuals and under the following circumstances.
   a. The student self-identifies the need for additional clinical coaching / assistance / deliberate practice.
   b. The clinical faculty observes that a student is performing marginally in the clinical setting and requires more practice (e.g., medication administration).
   c. The clinical faculty has identified a clinical deficiency/weakness in the performance of essential or critical clinical skills/behaviors, and a PIP, CPDR, or CIR has been administered. Lab practice is identified as part of the plan to help the student achieve clinical competency.
   d. The simulation/lab instructors have identified unsuccessful achievement of clinical skills/behaviors in the lab or simulation portion of a course.
2. The person initiating the form completes it and places it in the mailbox located on the Lab Coordinator's office door.
3. The Lab Coordinator will reach out to the student to set up a time to meet and develop a plan.
4. If a student who has been referred for failure to meet clinical expectations remains unable to overcome the deficiencies or meet the outcomes, the course and clinical faculty and the CC will be made aware.

5.17 Policy for Senior Preceptorship Placement in a Specialty Unit

Students wishing to be in a specialty unit for preceptorship*, other than a medical-surgical unit, must meet the following criteria:

1. An overall GPA of 3.0 or higher by the end of the junior year.
2. A course grade of B (3.0) or higher in medical surgical nursing and in the specialty area of interest.
3. Approval from Medical/Surgical instructor to be in a specialty preceptorship (beginning with class of 2024).
4. Fully updated Castle Branch account will be required to send your application in for a placement.

*Number of clinical absences will be taken into consideration.

5.18 Nursing Skills and Simulation Lab Ground Rules

We in the DON are committed to having your laboratory/simulation experiences support you in achieving the knowledge, technical skills, and behaviors required of a registered nurse. While in laboratory and simulation spaces, we ask you to observe the ground rules for participation as outlined in "Laboratory and Simulation Laboratory Ground Rules for Participation". Here are a few reminders:

1. Dress as you would for clinical (See Personal Appearance/Dress Code for Clinical Simulation/Lab Settings section)
   a. Wear your student uniform; including appropriate shoes (no open-toed or open-heeled shoes)
   b. Bring all tools that you would normally have at clinical; with the exception of a pen (e.g., stethoscope, penlight)
2. Bring all additional materials, as per your instructor (e.g., pre-scenario work, iPad, textbook). If you do not have all of your materials/are not prepared, you may not be allowed to participate and will be sent home. Being sent home is considered a clinical absence and will warrant a performance report.
3. Observe frequent hand hygiene practices. This includes the use of 20 seconds of friction/rubbing with soap and water or the use of the alcohol-based hand sanitizer product.
4. When applicable and directed, students will follow additional infection control guidelines mandated by the simulation staff and MC which may include wearing a mask during the training.
5. All participants and instructors/faculty will treat each other with mutual respect. This pertains to verbal and non-verbal language, arriving on time to participate in scheduled training, and individual behaviors.
6. The DON laboratories are NOT a latex free environment. Latex free gloves are available for your use/protection when using the equipment.
7. No food, drink or gum is permitted in the simulation/laboratory spaces.
8. No pens allowed in the lab - pencils only. Pens will permanently stain the manikins.
9. Please do not interfere with the learning experiences of other groups using the laboratory, classrooms, and/or simulation spaces.
10. Students are not permitted to touch any equipment in the Simulation Lab except for equipment with which they are directly working. Students will be held responsible for damage to the equipment as a result of not following Simulation Lab policy and procedure. Misuse of any equipment by any student will result in dismissal of that student from the Simulation Lab and potential CPDR completion.
11. Students must sign two (2) forms prior to participation in simulation yearly.
    a. Ground Rules for Participation Form
    b. Audio/Visual Consent

12. Students are not permitted in the computer control/observation area unless directed by the instructor.
13. Students will maintain confidentiality regarding the performance of other students in the Simulation Lab.
14. Each participant is responsible for leaving the simulation/laboratory spaces clean and organized for the next group:
    a. Place unused items on the bedside table next to the workstation or on tables in the back of the room.
    b. Place waste and trash in the appropriate receptacles.
    c. Wipe down hard surfaces (tables, chairs, bedside tables, etc.) with approved antimicrobial wipes, following direction from the laboratory/simulation staff.
    d. Return tables/chairs/beds/stretchers to their original position in the rooms.
    e. Be sure to collect all personal belongings before leaving.
    f. Close the door to the simulation/laboratory space when leaving for the day.
15. If you discover that any of the equipment is broken or not working as you think it should, please contact the supervising faculty member, the Simulation Technician or the Lab Coordinator.

5.19 Bloodborne Pathogen Exposure Procedure

This procedure outlines the management of exposure to bloodborne pathogens and body fluids in the clinical setting for students of the Nursing Program. It applies to students of MC DON who may have come in contact with Blood/Body fluids and/or a bloodborne pathogen. It outlines mechanisms to avoid exposure and the reporting and management post-exposure to blood/body fluids. See Bloodborne Pathogen Exposure Procedure for full scope and details.

5.20 Latex Allergy Procedure for Students

The faculty and staff of MC SNHS Nursing Center are committed to supporting the development of knowledge, skills, and behaviors in a safe learning environment. While every effort has been made to create a latex-free learning environment in the Nursing Center, it is possible that there may be some contact with latex-containing equipment or supplies while in the simulation laboratory spaces.

The following actions will be initiated prior to the student's first nursing course and then as needed.

- Indicate the presence of a known latex allergy/sensitivity below. Documentation of known latex allergy/sensitivity will be filed with the Clinical Coordinator: Latex Allergy Procedure for Students.
  • In those instances where a latex allergy has been indicated, the student will be contacted by the Clinical Coordinator. The following actions should be initiated:
    o Student will be given literature on latex allergies;
    o Student will be counseled regarding acceleration of sensitivity with repeated exposures;
    o Student will be encouraged to wear a Medic-Alert bracelet as suggested by NIOSH;
    o Student should carry and have available any medications (i.e.: Diphenhydramine, Epinephrine "Epi-pen") prescribed to manage the latex allergic/sensitivity reaction;
    o Student should inform all faculty of the known latex allergy/sensitivity prior to the lab/simulation/clinical-based learning experience; and
    o Student will be responsible for sharing information about themselves regarding latex allergy with the respective clinical agency.

Section 6: Advising, Student Services & Governance

6.1 Advising by Nursing Faculty

All full-time nursing faculty members serve as academic advisors to a group of nursing majors. The Chair of the DON, during the summer prior to a student's first year, assigns a nursing faculty advisor to each newly enrolled nursing student. Students will remain with this same advisor throughout their entire nursing curriculum. Nursing faculty advisors will meet, minimally, once each semester prior to the course registration period. Student progress, health and wellness, academic advisement, and registration preparation are discussed during student advisement sessions.

The major role of faculty advisors is to monitor and guide student academic progress. This can involve assisting students with setting academic goals, making sure Core College requirements are met and understood by the student, and that coursework is according to the program plan of study. The advisor also plays a role in collaborating with and suggesting referrals to the numerous College resources available to support students in academic success.

Throughout each student's time of study in the nursing curriculum, faculty advisors can also provide professional expertise and guidance related to future career paths, research and summer internship opportunities, potential professional connections with the larger community in nursing and the SNHS, NCLEX preparation, and information about the various professional nursing organizations.

It is highly recommended that each newly enrolled nursing student meet with their assigned faculty advisor during September of the first semester.

6.2 Advisee Responsibilities

A nursing student is responsible for scheduling a meeting with their assigned faculty advisor at least once per semester. The main purpose of this meeting is to review their progress and academic standing, future course planning, and registration preparation. If a student fails to schedule this pre-registration meeting and their plans of study are not discussed, the advisor has the right to not give registration authorization, which will delay the student's ability to register.

Students are expected to closely follow the published nursing curriculum plan. Final responsibility for meeting degree requirements rests with the student. Students are also encouraged from semester to semester to review met requirements for the major and core as per the degree audit found in MyMack and on the SNHS Nursing Master Curriculum Sheet found in their Google Drive.

Should an urgent issue come up when the faculty advisor is not available, the student should seek advice from the CC, UNPD or the nursing and health sciences academic program manager.

6.3 Advising for Minor Degrees

Students who wish to obtain a minor will meet with the chair of the department in which the minor falls. A secondary advisor from this department will be assigned to help monitor and guide the student's progress toward the minor degree.

6.4 School of Nursing & Health Sciences Office of Student Services

6.4.1 The Center for Academic and Career Advising:

The goal of the School of Nursing & Health Sciences Advising Center is to provide students with comprehensive planning and advising to meet their academic and professional aspirations. The Center focuses on individual advising to ensure students are gaining the necessary didactic, experiential education, and professional development opportunities.

6.4.2 Academic Advising:

The School of Nursing & Health Sciences Academic Program Manager is one contact for the students regarding their academic advising. With each students' primary faculty advisor, they will help to track student progress toward degree completion. If a student is unable to meet with their primary faculty advisor, this person will be able to help the student with matters regarding academic advising, graduation and residency requirements, and other academic policies.

6.4.3 Tutoring:

The SNHS offers a tutoring program for many courses with integrated labs, and other select courses where students have traditionally struggled with the subject matter. Opportunities are available to work with nursing tutors, as well as teaching assistants, who are a combination of upperclassmen and graduate students. The tutoring program offers students a chance to ask questions about course material, get more hands-on time with classroom technology, and a chance to work on additional activities and assignments, which help to create a more concrete understanding. There are multiple spaces on campus for the tutors to meet including in labs specific to particular courses, student lounges, student study rooms, and a tutoring room.

6.4.4 College-Wide Academic Services:

For more information on academic services offered through Merrimack College, please visit this link.

6.5 Student Leadership and Participation in Nursing Program Governance Policy

Nursing students will have the opportunity to provide feedback regarding the Nursing Program through multiple avenues.

1. **Student Class Representatives**: Each cohort of students will elect student class representatives (SCR), as well as alternates, each fall. Elected representatives can run for re-election in subsequent years, as many times as desired. Elections will be organized by the nursing administration for the first year, with subsequent elections organized by the current SCR and nursing administration.

2. The SCRs will represent their class in attendance at the monthly DON meetings.

Responsibilities of the SCRs include:

   a. Act as the spokesperson for their class cohort. Prior to each monthly DON meeting, the SCR queries their cohort for issues, concerns, questions and/or suggestions;
   b. Attend DON monthly meetings. If unable to attend the meeting the SCR will notify the alternate, communicate discussion points from their class, and request that the alternate attend;

    c. Apprise faculty at the DON of class issues, concerns, questions and/or suggestions
    d. Relay information obtained at the DON meetings back to classmates;
    e. Assist in recruiting student volunteers for various SNHS and DON activities, such as open house and admitted student days;
    f. In September of the Junior and Senior years, assist nursing administration in communicating information for students to serve on the additional nursing faculty committees (curriculum, evaluation, nursing simulation & informatics).

3. **Student Representation on Other Nursing Faculty Committees:**

Various committees exist within the DON. Serving on these committees gives the student a unique opportunity to participate in academic and College governance. The opportunity to serve on one of the DON faculty committees occurs in the fall of junior and senior years. The standing committees/meetings with student representation include:

1. Curriculum Committee
2. Evaluation Committee
3. Nursing Simulation & Informatics Committee.

Responsibilities of the Student Committee Representatives include:

    a. Attend the specific faculty committee meeting as scheduled. If unable to attend will notify the alternate and request that the alternate attend; and
    b. Participate in discussions/provide input from a student perspective.

To become a student representative on a nursing faculty committee, interested junior and senior nursing students will address a letter to the Nursing Program Administrator by October 1. The letter will describe the committee the student is interested in serving on and the rationale and qualifications for wanting to serve. The Chair of each Nursing Committee will select one primary and one alternate to serve on each committee.

Appendix 1: Student Signature Verification

MERRIMACK COLLEGE
SCHOOL OF NURSING & HEALTH SCIENCES

Department of Nursing

23/24 Traditional Bachelor of Science in Nursing
Student Handbook

I (print your name)
have received, read, and understand the policies and procedures in the Traditional Bachelor of Science in Nursing 23/24 Student Handbook of Merrimack College (MC). By signing this I hereby agree to follow and adhere to these policies. I understand that the content of this handbook, including policies and procedures, are subject to change and revision.

I will uphold the requirements of the MC Department of Nursing (DON) Social Media Policy, the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws regarding confidentiality.

I agree to report any violations of confidentiality that I become aware of to my clinical instructor, course faculty, Clinical Coordinator and/or to the Undergraduate Nursing Program Director.

Failure to adhere to these policies may result in probation, suspension or dismissal from the MC Nursing Program and/or legal prosecution under the requirements of HIPAA.

Printed Name_____

Signature _____   Date _____

I expect to graduate in Year: 20____

Submission of this signed page is required for progression in the Nursing Program. Please upload this signed form yearly to your Castle Branch Account.

Thank you!

Appendix 2: Nursing Program Medical History & Physical Examination Form

Merrimack College – School of Nursing and
Health Sciences
Traditional BS in Nursing Program
Medical History and Physical Examination Form

Instructions:

1. A medical history and physical exam is required.
2. The student must provide all information requested
3. Immunization, flu shot, and tuberculin skin tests must be completed and/or updated as necessary on the **Castle Branch** site
4. Proof of immunizations must be uploaded to the **Student Castle Branch** site per Board of Registration in Nursing Massachusetts. Failure to do so will affect ability to take part in clinical rotations.
5. These requirements are in addition to **Hamel Health Center** and **Athletic Department** requirements.

Name:_____   Date:_____

Address:_____   Phone:_____ Date of

Birth:_____   Gender:_____

Medical History

Condition			Description
Allergy	Yes	No	
Emotional Disorders	Yes	No	
Hearing/Vision Impairment	Yes	No	
Migraine	Yes	No	
Heart Problems	Yes	No	
Diabetes Mellitus	Yes	No	
Kidney Disease	Yes	No	
Tuberculosis	Yes	No	
Other (Please Explain)			

Physical Exam (Completed by MD, DO, PA or NP)

Height _____   Weight _____   BP _____   Vision Screen

Pulse _____

(Indicate any abnormal findings)

HEENT
Cardiac
Pulmonary
Breast/Genitalia
Abdomen
GU
Musculoskeletal
Neurological

Does this student require any follow-up health supervision? Yes_____   No _____
If so, recommendations: _____

Cleared for Clinical   Yes_____   No _____
Healthcare Provider Signature: _____

Merrimack College - RN Student Technical Standards

The student demonstrates:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment in a timely manner and able to distinguish deviations from the norm.

2. Sufficient postural and neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques, and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients

3. Ability to communicate effectively and sensitively with patients and colleagues and speak the English language at a level that is consistent with competent professional practice

4. Ability to communicate in writing: report the physical examination results, and treatment plans clearly and accurately

5. Capacity to maintain composure and continue to function well during periods of high stress

6. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations

7. Affective skills and appropriate demeanor and rapport to relate to other health care professionals and patients in administering quality patient care

Based on the results of this exam, this student demonstrates the observation, communication, motor, intellectual and social abilities to perform in the Nursing Program at Merrimack College.

_____Yes   _____No

_____Yes, with accommodations (explain): _____

Healthcare Provider Signature:_____Date: _____

Appendix 3: Clear to Return to Clinical Physical Form

Merrimack College – School of Nursing and
Health Sciences
Traditional BS in Nursing Program
Clear to Return to Clinical Form

Instructions:

This form needs to be completed by a student's health care provider (HCP) after student hospitalization, an illness resulting in missed clinical/class for three or more days, an acute inability to meet technical standards, or as directed by the Nursing Clinical Coordinator (CC)/Undergraduate Nursing Program Director (UNPD), Accessibility Services Office (ASO) staff or Health Services (HS) staff.

1. The student/HCP must provide all information requested
2. Once all paperwork is completed and signed, please bring documents to requesting party(ies) (CC/UNPD, ASO, and/or HS)

Name: _____   Date: _____

Address: _____   Phone: _____ Date of

Birth: _____   Gender: _____

Acute Medical Condition

Condition Description & Treatment Provided:

Physical Exam (Completed by MD, DO, PA or NP)

Height _____   Weight _____   BP _____   RR _____   Pulse _____   Temperature: _____

(Indicate any abnormal findings)

HEENT
Cardiac
Pulmonary
Breast/Genitalia
Abdomen
GU
Musculoskeletal
Neurological

Does this student require any follow-up health supervision?   No _____
Yes

_____

If so, recommendations:

_____

Student is cleared to return to nursing Clinical   Yes_____   No _____
Healthcare Provider Signature: _____

Merrimack College
RN Student Technical Standards

The student demonstrates:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment in a timely manner and able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques, and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients
3. Ability to communicate effectively and sensitively with patients and colleagues and speak the English language at a level that is consistent with competent professional practice
4. Ability to communicate in writing: report the physical examination results, and treatment plans clearly and accurately
5. Capacity to maintain composure and continue to function well during periods of high stress
6. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations
7. Affective skills and appropriate demeanor and rapport to relate to other health care professionals and patients in administering quality patient care

Based on the results of this exam, this student demonstrates the observation, communication, motor, intellectual and social abilities to return to nursing clinical in the Nursing Program at Merrimack College.

_____Yes   _____No
_____Yes, with accommodations (explain):

_____

Healthcare Provider Signature: _____
Date: _____

Additional Information required by the Accessibility Services Office:
For accommodations after condition:

We need you to ask your doctor to address a multi-paragraph letter to our office with the following information:

- How long and in what capacity they know you
- Your diagnosis
- Your symptoms
- How it impacts academics
- Recommendations for accommodations in college
- **Must be signed and on letterhead**