Montgomery College

Nursing Program

Faculty & Staff Handbook

2024-2025

Takoma Park /Silver Spring Campus:
7600 Takoma Avenue
Takoma Park, MD 20912-4197
240-567-1300

Health Sciences Center (HC):
7977 Georgia Avenue
Silver Spring, MD 20910
Phone: 240-567-5529
Fax: 240-567-5527

Table of Contents

Administrators 4
Purpose of the Handbook 5
Montgomery College Mission, Vision, and Values 5
Section I: History of the Nursing Program 6
Section II: Philosophy of the Nursing Program 7
Section III: Curriculum 8

A. Conceptual Framework 8
B. Nursing Program End of Program Student Learning Outcomes (EPSLOs) 8
C. Nursing Program Outcomes 8

Section IV: Technical Standards 9

Standards 9

Section V: Program of Study 11

A. Traditional ADN Plan of Study 11
B. Advanced Placement Pathway 15
C. Articulation Pathways 15

Section VI: Organizational Structure and Roles of the Nursing Program 17

A. Instructional Dean of Health Sciences/ Director of Nursing 17
B. Nursing Program Chair 18
D. Nursing 1st & 2nd Year Program Coordinators 19
E. Administrative Aid Team 20
E. Course Coordinators 21
F. Full-time Faculty 22
G. Part-time Faculty 23
H. Lab and Simulation Staff 23

Section VII: General Nursing Program Information 26

A. Civility 26
B. Dress Code 28
C. E-Mail 28
D. Leave Requests 29
E. Family Educational Rights and Privacy Act (FERPA) 29
F. Inclement Weather Policy 29
G. Mandatory Health and Licensure Requirements for Faculty and Staff 30
H. Office Space / Mailboxes 30
I. Confidential Folders 31
J. Pinning Ceremony & Commencement 31
K. Forms 31

Section VIII: Professional Engagement 32
Section IX: Nursing Program Committees 36

A. Nursing Program 36
B. Course Coordinators 36

C. Course Meetings 36
D. Standing Committees 37
E. Special Ad Hoc Committees 41
F. Collegewide Governance Committees 41
G. Collegewide Meetings 41

Section X: Nursing Program Advisement Processes 43
Section XI: Information Applicable to Classroom Faculty 45
Section XII: Examination Policies 46
Section XIII: Information Applicable to Clinical Faculty 49

A. Faculty Attendance 49
B. Clinical Facility Orientation 49
C. Hospital Orientation for Students 49
D. Health Insurance Portability and Accountability Act 50
E. Cell Phone Use 50
F. Pre and Post-Conferences 51
G. Criteria for the Selection of Clinical Facilities 51
H. Evaluation of Students' Clinical Performance 51
I. Clinical Dismissal 52
J. Incident Reports 53
K. Parking at Off Site Clinical Agencies 53

Section XIV: Resources for Students 54

A. Academic Success Plan 54
B. Collegewide Counseling/Advising 54
C. Disability Support Services 54
D. Financial Aid 54
E. Learning Skills Support Services 55
F. Medical Learning Center (MLC) 55
G. Achieving the Promise Academy (ATPA) 55
H. Nursing Skills Simulation Center 55
I. Barbara L. Nubile Simulation Center 56
J. Takoma Park/ Silver Spring Campus Resources Centers 57
K. Veteran's Services 58

References 59
Signature Page 60

Montgomery College

Takoma Park / Silver Spring Campus

Administrators

Dr. Jermaine F. Williams, President
Dr. Deidre Price, Senior Vice President for Academic Affairs/College Provost
Dr. Brad J. Stewart, Campus Dean, Takoma Park/Silver Spring Campus
Dr. Nawal Benmouna, Interim Vice President of STEM and Health Sciences
Dr. Monique Davis, Instructional Dean of Health Sciences/Director of Nursing
Brenda Knopp, Nursing Program Chair

Nursing Program Information

Nursing Office Telephone Lines:	240-567-5529 / 5530
Fax Line	240-567-5527
IT Helpdesk	240-567-7222
HC Security Desk	240-567-5555
Campus Public Safety	240-567-3333
Nursing Mailing Address: (Use Main TP Campus)	Nursing Program, Montgomery College 7600 Takoma Avenue Takoma Park, MD 20912
Nursing Office Location (Not a mailing address)	Health Sciences Building (Room 135A) 7977 Georgia Avenue Silver Spring, MD 20910

Purpose of the Handbook

The Nursing Program Faculty/Staff handbook details the policies and procedures for the Nursing Program and serves as a reference for faculty when serving students. The handbook is an easy reference to access information needed for day-to-day responsibilities. This handbook supplements all Montgomery College publications and regulations such as:

Current College Catalog
Current Semester Schedule of Classes
College Student Handbook
Nursing Student Handbook
New Employee Resource Book
Montgomery College Faculty Handbook
Collective Bargaining Agreement
COMAR State Regulations
Maryland Nurse Practice Act

MyMC is the web portal to Montgomery College information. Email, teaching schedules, and student information can be obtained through the MyMC portal. All Nursing courses use the learning management system Blackboard to disseminate information to students. The Blackboard site is NOT used for email.

Montgomery College Mission, Vision, and Values

Mission Statement
Montgomery College is where students discover their passions and unlock their potential to transform lives, enrich the community, and change the world.

Vision Statement
Montgomery College will serve as the community's institution of choice to transform the lives of students and Montgomery County.

Values Statement
At our core, we believe in welcoming all students and all employees into a community that emphasizes belonging. We believe in giving every individual what they need to succeed (**Equity and Inclusion**). We believe in conducting our teaching and service duties with distinction (**Excellence**) in an ethical and trustworthy manner (**Integrity**). We are dedicated to being a transformational institution seeking social justice and are continuously updating and improving all our learning environments, the curriculum, and student services (Innovation) to meet the changing needs of our community (**Adaptability**). We make decisions about our operations in a way that respects and sustains the environment (**Sustainability**). We conduct ourselves with civility, courtesy, and professionalism in all our interactions (**Respect**).

Section I: History of the Nursing Program

Montgomery College Nursing Program admitted its first class in 1966. Ms. Helen Statts was the guiding force behind the creation of the Montgomery College Nursing Program. She graduated from Garfield Memorial Hospital School of Nursing in Washington, D.C. around 1947. She was an instructor at Garfield Memorial Hospital School of Nursing. The Garfield School of Nursing was renamed the Washington Hospital School of Nursing. Ms. Statts later became the Director of the Washington Hospital School of Nursing. She received a Master of Science in Education with a major in Nursing Education from the University of Pennsylvania. She did post-master's work in junior college preparation at the Universities of Pennsylvania and Maryland. She attended workshops in Administration of and Curriculum Development in Associate Degree Nursing Programs at Columbia University.

Ms. Statts hired Ms. Ellen Gloyd, another Garfield graduate, to assist her with the teaching. Under her leadership, the nursing program received accreditation with the National League of Nursing. The nursing program has maintained accreditation for fifty years.

In January 2004, the Nursing Program moved into the Health Sciences Center. The 98,000 – square-foot Montgomery College Health Center is a cornerstone of a $90 million expansion project for the Takoma Park Campus. The center houses the Helen A. Statts Nursing Center, a variety of health sciences programs, and a community clinic operated by Holy Cross Hospital. The nursing program continues to expand to meet the learning needs of the students and Montgomery County community. In October 2014, Holy Cross Hospital opened the Holy Cross Germantown Hospital on the campus of Montgomery College's Germantown campus. This is the first hospital in the United States to be built on the campus of a community college.

During the 2017-2018 academic year, the nursing program commemorated 50 years of nursing education.

Section II: Philosophy of the Nursing Program

Nursing

Nursing is a scholarly profession and evidence-based practice discipline that "encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well, and in all settings. Nursing includes the promotion of all dimensions of health, prevention of illness, and the care of the ill throughout the lifespan. Advocacy, promotion of a safe environment, research, participation in shaping health policies and in patient as well as health systems management and education are also key nursing roles" (International Council of Nurses [ICN], 2002).

"The nurse is a person who has completed a program of basic, generalized nursing education, and is authorized by the appropriate regulatory authority to practice nursing. The nurse is prepared and authorized (1) to engage in the general scope of nursing practice, including the promotion of health, prevention of illness, and care of physically ill, mentally ill, and all people across the lifespan and in all health care and other community settings; (2) to carry out health care teaching; (3) to participate fully as a member of the health care team; (4) to supervise and/or train nursing and health care auxiliaries; and (5) to be involved in research" (ICN, 1987).

Nursing Education

Nursing Education prepares diverse learners to enter practice with identified core competencies, provides a distinguishing cornerstone of study and practice of professional nursing including a general education curriculum that imparts broad exposure to multiple disciplines and ways of knowing with acquisition of cognitive, psychomotor, and affective skills essential to competent nursing. It is realistic, innovative, evidence-based, and scientific.

Teaching and Learning

Teaching and learning are life-long processes in which educators facilitate the acquisition of specific competencies and learners as partners in the education process. Educators guide learners to optimize prior knowledge, experiences towards self-direction, and accountability. Multiple innovative and transformative evidence-based teaching-learning modalities and experiences accommodate individual differences in learning.

Educational Framework Competency-Based Conceptual Approach Education

The Nursing Program is structured around relevant concepts and competencies of nursing practice. Concepts are selected by faculty to be the most relevant to the practice of the nursing profession, health care landscape and society at large. Concepts are represented by exemplars around physiologic, psychosocial, cultural, professional, and health systems factors that permeate nursing practice and health needs of society. The end of program learning outcomes (EPSLOs) are defined by competencies (knowledge, skills, and attitudes) that a nurse must acquire through nursing education. The competencies are based on studies such as Massachusetts Nurse of Future Competencies, Quality and Safety Education for Nurses (QSEN), National League for Nursing (NLN) and National Council Licensing Examination (NCLEX) practice analysis.

Section III: Curriculum

A. Conceptual Framework

The Montgomery College Nursing Program's curriculum is based on six core concepts:

- Patient Centered Care
- Professionalism
- Informatics
- Teamwork and Collaboration
- Clinical Reasoning
- Safety

The nursing program stresses the needs to assess a person holistically interconnecting the physical, emotional, intellectual, socio-cultural, and spiritual dimensions.

B. Nursing Program End of Program Student Learning Outcomes (EPSLOs)

Upon completion of this program a student will be able to:

1. Maintain legal, ethical, evidence-based and professional standards in nursing.
2. Utilize clinical reasoning in practice.
3. Practice patient centered care.
4. Demonstrate teamwork and collaboration.
5. Effectively use current technology and informatics.
6. Ensure a safe environment for patient, self, and others.

C. Nursing Program Outcomes

The Montgomery College Nursing Program will:

1. Maintain an annual licensure examination pass rate of at least 80% for all first time NCLEX-RN test-takers during the same 12-month period.
2. Achieve an annual licensure examination pass rate that is at least equal to the required pass rate established annually by the Maryland Board of Nursing.
3. Demonstrate evidence of students' achievement by having at least 45% complete the nursing program at 100% of the program length and/or 60% complete the nursing program within 150% of the program length.
4. Demonstrate evidence of graduates' achievement by having 75% of the graduates employed within one year of graduation.
5. Maintain program approval from the Maryland Board of Nursing.
6. Maintain accreditation from the Accreditation Commission for Education in Nursing.

Section IV: Technical Standards

Certain functional abilities are essential for the delivery of safe, effective nursing care. These abilities are essential in the sense that they constitute core components of nursing practice, and there is a high probability that negative consequences will result for patient/clients under the care of nurses who fail to demonstrate these abilities. A program preparing students for the practice of nursing must attend to these essential functional abilities in the education and evaluation of its students.

This statement of the Technical Standards of the nursing program at Montgomery College identifies the functional abilities deemed by the Nursing faculty to be essential to the practice of nursing. Reference material used in the development of these standards include the Maryland Nurse Practice Act, The Functional Abilities Essential for the Delivery of Safe, Effective Nursing Care (a descriptive research study conducted by the National Council of State Boards of Nursing), and Core Components and Competencies of Associate Degree in Nursing graduates (developed by the Council of Associate Degree Nursing of the National League for Nursing) (Pischke-Winn et al., 2004). The Technical Standards are reflected in the nursing program's performance-based outcomes, which are the basis for teaching and evaluating all nursing students.

Consistent with its mission and philosophy, the Nursing Program at Montgomery College is committed to providing educational opportunities to students with disabilities. In accordance with the American Disabilities Act of 1990 and Section 504 of the Rehabilitation Act, the Nursing Program provides reasonable accommodations to otherwise qualified students with disabilities. The decision regarding appropriate accommodation will be based on the specifics of each case.

Students with disabilities who think they may require accommodation in meeting the Technical Standards of the Nursing Program should contact Disability Support Services (DSS) to discuss the process of identifying reasonable accommodations. Students should seek accommodation advising as soon as possible so that a plan for accommodation can be in place at the beginning of the program. Applicants seeking admission to the nursing program who may have questions about the Technical Standards and appropriate reasonable accommodations are invited to discuss their questions with Disability Support Services. Reasonable accommodation will be directed toward providing an equal educational opportunity for students with disabilities while adhering to the standards of nursing practice for all students.

Standards

The practice of nursing requires the following functional abilities with or without reasonable accommodations.

1. **Vision:** Corrected or uncorrected
    a. Able to demonstrate sufficient peripheral vision to function while interacting with

patients.
   b. Able to distinguish multiple color variations in hues, tone, or brightness.

2. **Hearing:** With or without hearing aid(s)
   a. Able to hear and respond to patients, staff, and others.
   b. Able to hear audible signals on equipment in the clinical environment and understand muffled communication without visualization of the communicator's mouth/lips within 20 feet.

3. **Olfactory:** Able to detect odors sufficient to maintain patient comfort and safety.

4. **Tactile:** Able to utilize the sense of touch in order to provide patient care, palpate anatomical landmarks, position patients, conduct assessments, manipulate files, and administer treatments.

5. **Strength and Motor Skills:**
   a. Able to perform patient care activities with moderate physical effort.
   b. Able to lift, push, or pull up to 35 lbs.
   c. Able to handle patients including lifts, rolls, transfers, etc. with the use of mandatory Safe Patient Lifting Equipment.
   d. Able to perform CPR and respond to emergency situations.

6. **Fine Motor Skills:**
   a. Able to manipulate instruments, supplies, and equipment with precision, dexterity, and with good hand-eye coordination.
   b. Able to perform patient care, utilize equipment and documentation systems in the clinical environment.

7. **Physical Endurance:**
   a. Able to walk, stand, or sit for prolonged periods; to walk, stand, bend, lift, reach without assistive devices.
   b. Able to lift at least 35 pounds.

8. **Communication:**
   a. Able to speak, read, comprehend, convey information and write effectively using English language.
   b. Able to demonstrate appropriate interpersonal skills during patient, staff, and faculty interactions.

9. **Emotional Stability:**
   a. Able to manage patients with physical and/or emotional trauma.
   b. Able to function effectively under stressful or emergent situations, adapt to changing conditions, and remain productive and capable throughout.

10. **Cognitive Ability:**
   a. Utilize critical thinking skills to implement, modify or evaluate patient care.
   b. Ability to collect, analyze and integrate information and knowledge to make clinical judgements.
   c. Ability to compile and evaluate data on patients' responses to treatment and progress.

Section V: Program of Study

The nursing curriculum is dependent upon proper sequencing of courses. The general education courses (non-nursing) in the nursing curriculum are to be completed prior to or during the semester in which they are listed in the College Catalog. Nursing courses must be completed in the sequence described in the catalog. Every student must meet with their nursing faculty advisor to plan each semester's course of study. Students are responsible for meeting all pre- and co-requisites. Students will be denied registration or administratively dropped from a course if pre or co-requisites have not been met. Each nursing course may only be attempted a maximum of three times. Students are allowed only one failure in the nursing program; after the second failure they are no longer in the nursing program. A failure is considered a final grade of "F" in the course or if the student withdraws from a course after failing the first two exams in that course.

A. Traditional ADN Plan of Study

The nursing program curricular plan requires a specific sequence of courses. Non-nursing general education pre-requisite courses that are required for nursing curriculum should be completed prior to or during the semester in which they are outlined in the College Catalog. Nursing courses must follow the sequencing outlined in the catalog. The pre-requisite courses for the Nursing Program are (below):

ENGL 102 or 103 - Critical Reading, Writing, and Research (3 credits)
MATH 117 or higher (Math Foundations) – Elementary Statistics (3 credits)
BIOL 212 - Anatomy and Physiology 1 (4 credits)**
BIOL 213 – Anatomy and Physiology 2 (4 credits)
**BIOL 150 (Principles of Biology (4 credits) is a pre-requisite for BIOL 212

First Semester (11 Credits)	
NURS 113	Fundamentals of Nursing (7 credits)
NURS 114	Professionalism and Communication in Nursing (1 Credit)
NURS 121	Basic Health Assessment (1 Credit)
NURS 129	Pathophysiology and Pharmacology in Nursing (2 Credits)
Second Semester (11 credits)	
NURS 125	Nursing in Health and Illness I (4 Credits)
NURS 126	Nursing Care of Special Populations I: Geriatric and Psychiatric Nursing (4 Credits)
PSYC 100	General Psychology (3 Credits)
Third Semester (12 credits)	
	Arts Distribution (3 Credits)
NURS 225	Nursing in Health and Illness II (4 Credits)
NURS 226	Nursing Care of Special Populations II: Maternal/Child Nursing (5 Credits)

Fourth Semester (18 credits)	
BIOL 210	Microbiology (4 Credits)
	Global Humanities Distribution (3 Credits)
NURS 205	Transition to Professional Nursing Practice (1 Credit)
NURS 240	Nursing in Health and Illness III (7 Credits)
SOCY	Sociology Course either: SOCY 100, 105, **OR** 240 (3 Credits)
ASN degree = 70 Total Credits	

Associate Degree Nursing Courses

NURS 113 – Fundamentals of Nursing 7 Semester Hours

Introduces the theoretical concepts of clinical reasoning, nursing process, teaching-learning, culture, caring, growth and development, evidence-based practice, delegation, conflict, and basic human needs as they relate to nursing care. Psychomotor and affective skills are taught and practiced.

Pre- or Corequisite(s): A grade of C or better in BIOL 150, NURS 121, ENGL 102/ENGL 103; or consent of program coordinator
Corequisite(s): NURS 114
Three hours lecture/discussion, 12 hours laboratory each week

NURS 114 - Professionalism and Communication in Nursing 1 Semester Hour

Facilitates the student's entry into the nursing program and the health care system. Emphasis is placed on concepts related to professional practice and the development of communication skills necessary for nursing practice. Legal and ethical issues related to health care are introduced. Therapeutic communication, documentation, and delegation are examined.

Prerequisite(s): Admission to the nursing program or consent of program coordinator.
Pre- or Corequisite(s): NURS 121
Corequisite(s): NURS 113
Three hours laboratory each week

NURS 121 - Basic Health Assessment 1 Semester Hour

Provides instruction and guided practice in the assessment techniques used to gather subjective and objective data from patients in a health care setting and the documentation of that data. Assessment of all body systems is covered

Prerequisite(s): Admission to the nursing program or consent of the program coordinator.
Pre- or Corequisite(s): A grade of C or better in BIOL 150
Three hours laboratory each week

NURS 122 - Supplemental Clinical Practicum 2 Semester Hours

Optional clinical elective for nursing students who want the opportunity to increase their clinical skills, their ability to organize and prioritize patient care, and their familiarity with the hospital setting. Students work under the guidance of a clinical instructor.

Prerequisite(s): Consent of program coordinator. This course may be repeated for credit
Three eight-hour days each week for three weeks

NURS 125 - Nursing in Health and Illness I 4 Semester Hours

Introductory medical surgical nursing course which builds on the conceptual foundations and core integrated nursing concepts taught in previous courses. Nursing concepts are applied in an interdisciplinary practice environment where emphasized.

Prerequisite(s): NURS 113, NURS 114, NURS 121

Pre- or Corequisite(s): A grade of C or better in mathematics foundation, BIOL 212, PSYC 100 or consent of program coordinator

Corequisite(s): NURS 126

Two hours lecture, six hours laboratory each week

NURS 126 - Nursing Care of Special Populations I: Geriatric and Psychiatric Nursing 4 Semester Hours

Introduces concepts related to mental health and illness across the lifespan as well as the unique physiologic and psychosocial needs of the older adult. Healthy aging of the older adult patient is emphasized.

Prerequisite(s): NURS 113, NURS 114, NURS 121.

Pre- or Corequisite(s): A grade of C or better in mathematics foundation, PSYC 100 and BIOL 212 or consent of program coordinator.

Corequisite(s): NURS 125.

Two hours lecture, twelve hours of clinical each week.

NURS 129 - Pathophysiology and Pharmacology in Nursing 2 Semester Hours

Introduces pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of various classifications of medications as they relate to basic pathophysiology seen in each body system. Emphasis is on the nursing implications and patient education required for safe administration of each class. Students explore the role and responsibility of the registered nurse in administering and evaluating medications. Some content in this course will be covered in an online format.

Prerequisite(s): NURS 113, NURS 114, NURS 121

Pre- or Corequisite(s): A grade of C or better in mathematics foundation and BIOL 212, PSYC 100 or consent of program coordinator

Minimum of two hours each week

NURS 130 – Transition to Nursing 7 Semester Hours

Designed to ease the transition of para-professional healthcare workers into Associate Degree Nursing (ADN) program. Specific concepts drawn from the first year of the ADN program, related to professional nursing practice, are taught. Other concepts familiar to para-professional healthcare workers are enlarged upon in both breadth and depth. The nursing process is stressed with a focus on health assessment and the use of care plans for planning, implementing, and evaluating nursing care. All aspects of professional communication are explored and practiced. Supervised clinical experiences enhance the para-professional healthcare worker’s grasp of professional nursing care for patients with alternations in the physiological and psychosocial processes.

Upon successful completion of the NURS 130 course, the students will receive credit for

NURS 113 NURS 114, NURS 121, NURS 125, NURS 126 and NURS 129. This course is to be completed during the summer session prior to entry into NURS 225 & NURS 226 in the fall semester. Students will be permitted entrance into NURS 130 only one (1) time. If the student is unsuccessful in NURS 130 with a grade lower than 75% = C, the student must apply for entrance into NURS 113, NURS 114, and NURS 121. Consequently, the student will not be eligible for the advanced placement into NURS 225 despite the para-professional healthcare licensure.

Prerequisite(s): Admission to the nursing program or consent of program coordinator. A grade of C or better in BIOL 212, BIOL 213, mathematics foundation, and ENGL 102/ENGL 103

Six hours of lecture/discussion/ blended course, 16 hours laboratory each week for 10 weeks

NURS 140 - Independent Study in Nursing 1-4 Semester Hours

An independent study course to enable nursing students to pursue a topic of their own choosing with the guidance and supervision of an assigned faculty member. It will provide a structured learning experience to broaden the student's understanding of a particular aspect of nursing, health care, or disease modality. Topics will not duplicate curriculum content but may expand on that content. This course may be repeated provided that a different topic is covered each time.

Prerequisite(s): Admission to the nursing program and consent of program coordinator

Forty-five hours of work required per semester hour of credit

Letter designators in the schedule of classes will indicate the number of credits

NURS 205 - Transition to Professional Nursing Practice 1 Semester Hour

Facilitates the entry of the graduate into the profession of nursing, including trends in the scope of practice and roles of the nurse in an ever-changing health care delivery system. Includes discussion of professional nursing organizations, accountability in nursing practice, identification of socio-political factors influencing professional nursing, and evidence-based practice. Legal and ethical responsibilities related to nursing practice are further considered. Aspects of nursing leadership and healthcare management are reviewed. Must be taken during the final semester of the program.

Prerequisite(s): Admission to the nursing program or consent of program coordinator.

Corequisite(s): NURS 240.

One hour each week.

NURS 225 - Nursing in Health and Illness II 4 Semester Hours

Intermediate medical-surgical nursing course continues the progression of concepts learned in the first two nursing semesters. Students now apply the basic principles learned in prior nursing courses to patients with complex, multi-system disease processes. Core integrated nursing concepts include: safety, clinical reasoning, patient centered care, interdisciplinary collaboration, professionalism, informatics and evidence based practice. Students are now expected to assess, plan and deliver care, evaluate outcomes, and critically reflect on learning while providing care for multiple complex medical-surgical patients.

Prerequisite(s): NURS 125, NURS 126, NURS 129 or consent of program coordinator

Pre- or Corequisite(s): A minimum grade of C or better in Arts Distribution and BIOL 213.

Corequisite(s): NURS 226
Two hours lecture/discussion, twelve hours of clinical each week

NURS 226 - Nursing Care of Special Populations II: Maternal/Child Nursing 5 Semester Hours
Provides the student opportunities to implement the nursing process in acute and community settings. The focus of care is on women and the family during the childbearing cycle, the newborn, and the child through adolescents.
Prerequisite(s): NURS 125, NURS 126, NURS 129 or consent of the program coordinator
Pre- or Corequisite(s): A minimum grade of C or better in Arts Distribution and BIOL 213
Corequisite(s): NURS 225
Three hours lecture/discussion, twelve hours of clinical each week

NURS 240 - Nursing in Health and Illness III 7 Semester Hours
Concentration is placed on the principles involved in organizing, managing, and delivering care appropriate for the adult with various complex health problems. The focus moves from self-limiting and chronic health issues to acute emergent care of the adult patient.
Prerequisite(s): NURS 225, NURS 226
Pre-Corequisite(s): A minimum grade of C for BIOL 210 and SOCY 100, SOCY 105, or SOCY 240 and Humanities distribution
Corequisite(s): NURS 205
Three hours lecture/discussion, twelve hours of clinical each week

B. Advanced Placement Pathway

LPN/Paramedic/Military Medic/Corpsmen to Associate Degree Nursing Pathway
The statewide model states that individuals with an active unencumbered Maryland or compact Licensed Practical Nurse (LPN) articulating to the associate degree level are awarded a maximum of one year of nursing courses in the program they are entering following successful completion of the program's transition course(s), if required.

Paramedics with an active unencumbered Maryland certification are eligible to participate in this advanced placement option into the Nursing Program.

Military Medic applicants with documented past or present status of a “Navy Corpsman: NER- HM-004”, “Army 91WM6”, or “USAF4NO” skill identifier are eligible to participate in this advanced placement option into the Nursing Program.

C. Articulation Pathways

1. **Dual Admission Pathway**
   MC to University of Maryland School of Nursing (UMSON)
   Montgomery College (MC) and the University of Maryland, School of Nursing (UMSON) have entered into a Dual Admission Program agreement that offers simultaneous admission to MC’s associate degree in nursing (ADN) and UMSON’s

Bachelor of Science Nursing degree (BSN).

As an MC nursing student in the Dual Admission Program, a student can begin taking UMSON courses to fulfill the requirements for the BSN during the third and fourth semesters. Once the student completes the ADN and obtains a registered nurse (RN) license, they will complete the final year of study at UMSON. This is a separate application process.

2. RN to BSN Articulation Model

There are several models for the RN to BSN program. Models are dependent upon the articulation or transfer agreement between the college/university. The statewide model states that, no more than half of the baccalaureate degree (120 credits), with a maximum of 70 non-nursing credits, will be accepted from a community college. Nursing credits will not be transferred. However, individuals with an active unencumbered Maryland or compact RN license articulating to the baccalaureate level are awarded a minimum of 30 upper division- nursing credits in the program they are entering. Transfer Programs may include general education courses and awarding of credits for the unencumbered license. Students are advised to check with their transfer college/university choice.

Colleges/Universities offering the RN to BSN may require General Education courses not included in Montgomery College's Associate Degree Program. Examples for some colleges/universities may include: PSYC 203 Human Growth & Development during the Lifespan, SOCY 100 Introduction to Sociology, BIOL 226 Nutrition, MATH 117 Elements of Statistics and additional arts and humanities electives. Please contact the school of choice for specific requirements.

3. RN to MSN Pathway

Some universities are offering RN to MSN programs, which do not require a BSN degree. Students should check with their transfer college/university choice for requirements for admission and program information.

Section VI: Organizational Structure and Roles of the Nursing Program

The Instructional Dean of Health Sciences/Director of Nursing leads the Nursing Program. The Nursing Program has one Nursing Program Chair (an administrative position) and 1st Year and 2nd Year Program Coordinators. Faculty members are organized into a variety of teaching teams for each nursing course. A course coordinator is designated for each program course.

Teaching teams meet monthly or as needed to assure consistency among the faculty team. During these meetings, various topics are discussed about student experiences in didactic and clinical learning and measuring students' progress toward achieving course outcomes. A The meeting schedule is determined at the beginning of each semester.

Faculty/Staff includes full-time faculty, part-time faculty, lab and clinical associates, simulation technology specialist, and the Program Administrative Team. The Program Administrative Team consists of the Instructional Dean of Health Sciences/Director of Nursing, Nursing Program Chair, Nursing 1st and 2nd Year Program Coordinators, Laboratory Manager, Simulation Instructional Designer, and Administrative Aides.
Add LPN

A. Instructional Dean of Health Sciences/ Director of Nursing

The Instructional Dean of Health Sciences/Director of Nursing is an administrative position. The major responsibilities:

1. Provides leadership in all aspects of Nursing Program operations.
    a. Advocates for adequate resources, including submitting grant proposals as needed to support the program and program development.
    b. Ensures that support staff are able to meet the needs of the program (primarily faculty support).
    c. Ensures that all faculty are able to meet contractual workload requirements for the academic year.
    d. Supports continuing education and professional development for faculty and staff.
    e. Hosts Nursing Advisory Board annually to ensure currency and relevancy of nursing program.
    f. Conducts yearly staff evaluations.
    g. Performs faculty evaluations as stipulated in the AAUP & SIEU contracts. As an administrative position, the Director of Nursing is responsible for evaluating faculty and staff in the program and making recommendations for employment status.
2. Oversees a plan for systematic and continuous analysis, evaluation, and improvement of the instructional curriculum and program services.
    a. Ensures that the Nursing Program meets all state licensing and accreditation requirements.
    b. Ensures that program quality is maintained and improved.

3. Identifies and develops grant proposals that meet the need of the nursing program; also supports other health science programs, in collaboration with grants office.
4. Provides leadership to ensure optimal clinical experiences for students and faculty.
    a. Maintains strong partnerships with clinical agencies.
    b. Provides resources to optimize clinical experiences, such as simulation to enhance student outcomes.
5. Participates in collaborative relationships which promotes positive college and community relations.
    a. Participates in a variety of statewide and national committees to improve nursing education.
        i. Maryland Association of Associate Degree Nursing Directors (MAADND)
        ii. Maryland Deans and Directors (university and community college nursing directors)
        iii. Maryland Organization of Nursing Leaders (MONL)
        iv. Organization for Associate Degree Nursing (OADN)
        v. Maryland Action Coalition
        vi. D.C./MD League for Nursing (constituent of NLN)

    This role incorporates the responsibilities required by the Maryland Board of Nursing (COMAR regulations 10.27.03.07) and the ACEN.

B. Nursing Program Chair

1. Assists the Instructional Dean of Health Sciences/Director of Nursing in providing leadership to Nursing Program:
    a. Oversees the overall faculty and staff to ensure optimal performance of the Nursing Program.
    b. Evaluates full and part-time faculty in both class and clinical as needed.
    c. Identifies support and professional development needed for continued improvement.
    d. Helps to determine the student/faculty ratio based on agency requirements.
    e. Assists in the hiring process and placement of full-time faculty based on agency specialty expertise.
    f. Ensures program is compliant with clinical agency requirements.
    g. Acts as a liaison for Nursing Program with college chairs and collegewide leadership and other disciplines of the college in conjunction with the Instructional Dean of Health Sciences/Director of Nursing
2. Assist the Instructional Dean of Health Sciences/Director of Nursing in ensuring compliance with regulatory and accreditation requirements.
    a. Assists with the development and implementation of policies pertinent to the Nursing Program; ensuring compliance with College, Maryland Board of Nursing, and Accreditation Commission for Education in Nursing policies and regulations, including but not limited to admission and progression, withdrawal, reinstatement, evaluation, graduation requirements and competency in oral and written language of the English language (as required by the Maryland Board of Nursing).
    b. Ensures that the curriculum meets college, state, and accreditation requirements.

c. Participates in collaborative relationships that promote positive College and community relations.
d. Maintains accurate and current records as required by the Instructional Dean of Health Sciences/Director of Nursing, College, and regulatory and accreditation agencies.
e. Ensures that student policies and procedures meet clinical agency, regulatory and accreditation requirements and promote student success.

3. List of Additional Duties:
   a. Hires part-time faculty as needed for clinical groups
   b. Coordinates clinical placements for all clinical courses.
   c. Ensures that students meet clinical agency requirements, including orientations and documentation of health records.
   d. Provides orientation to incoming students to ensure compliance with all requirements.
   e. Informs faculty of facilities orientation requirements
   f. Ensures that the Nursing Student Handbook accurately reflects all program requirements.
   g. Meets with students as needed to assist in successful completion of the program and conducts exit interviews to determine contributing factors in withdrawal from the program.
   h. Maintains a list of course/clinical faculty, their assigned hospital and units, along with clinical days and times.

D. Nursing 1st & 2nd Year Program Coordinators

add practical nursing

The Instructional Dean of Health Sciences/Director of Nursing and Nursing Program Chair appoint the 1st and 2nd Year Program Coordinators. This provides release ESH each semester for an appointed full-time faculty member. The Program Coordinators assist the Nursing Program Chair with the primary responsibilities for the nursing program specific for overall clinical coordination of students.

1. The responsibilities may include, but are not limited to:
   a. Manages student health records.
      i. Tracks and monitors student health records for compliance to clinical facility requirements.
   b. Assists with orientation and mentoring for Full and Part-Time faculty.
   c. Acts as nursing program liaison to clinical agencies, attends meetings, and participates with “open houses.”
   d. Assists in troubleshooting clinical agency issues related to the course and student requirements.
   e. Provides input into evaluation of clinical performance for part-time faculty and clinical instructors.
   f. Faculty
      i. Orients, counsels, and mentors new faculty to clinical settings
      ii. Completes faculty part-time clinical observations in consultation with Nursing Program Chair

g. Students
    i. Provides counseling and guidance to students with identified course clinical issues.
    ii. Participates in conferences with students as needed regarding faculty and clinical issues to resolve student related conflicts.

E. Administrative Aid Team

1. The administrative aids work to support the Nursing Program, full and part-time faculty, and staff. This encompasses a wide variety of duties that may include, but are not limited to:
    a. Enter ESH
    b. Fulfill office support requests, ordering supplies, and maintaining equipment.
    c. Collect, maintain, and analyze the data for enrolled students and graduates.
    d. Collection and maintenance of Student Data Forms.
    e. Engages with program financials, grant writing, day-to-day operations, and intradepartmental communication.
2. One administrative aid will provide direct support to the Nursing Program Chair. This encompasses a variety of duties that include, but are not limited to:
    a. Maintains the Nursing Program Chair's calendar to schedule appointments/meetings.
    b. Prepares weekly, monthly, and annual reports and meeting packets/materials as needed.
    c. Reviews the minutes of all department meetings to identify items requiring follow-up and provide list of these items to the Nursing Program Chair.
    d. Assists in recruiting efforts and schedule interviews as necessary.
    e. Updates, assembles, and distributes information packets for career fairs.
    f. Assist the Nursing Program Chair with maintaining a list of course/clinical faculty, their assigned hospital and units, clinical days and times.
    g. Maintains a current list of course textbooks and required course materials.
    h. Schedules hospital and RN-BSN information booths.
    i. Part-Time Faculty
        i. Generates part-time faculty employment letters.
        ii. Inputs ESH/PAPS in Banner and Workday for part-time faculty.
        iii. Assists with managing and monitoring part-time evaluations.
    j. Students
        i. Assists with maintaining orientation and program information meetings for incoming students.
        ii. Assists with Nursing Q&A sessions.
        iii. Provides campus registrar with nursing graduate clearance.
        iv. Maintains and updates information as required in clinical onboarding software system(s).
        v. Completes entry in the Clinical Assignment system.
        vi. Completes clinical requests and records related to student clinical placement as directed by the Nursing Program Chair
        vii. Assists with preparing student schedules for clinical and non-clinical courses.

viii. Completes student MHEC, workforce shortage, and registration forms.

E. Course Coordinators

The Instructional Dean of Health Science/Director of Nursing and Nursing Program Chair appoint a full-time faculty member for a two-year term as the course coordinator. The term may be extended upon full agreement of all parties. This provides up to 2 ESH release time per semester for the appointed full-time faculty member. This person assumes primary responsibility for administering a specific course within the nursing curriculum in coordination with the administrative team, full and part-time faculty, and staff.

1. Responsibilities of the course coordinator include, but are not limited to:
    a. Administration/Management
        i. Coordinates student orientation to the course each semester.
        ii. Prepares orientation materials including welcome letter and "first week" documents.
        iii. Develops and maintains course syllabus and course schedule.
        iv. Ensures coverage for all course sessions including lectures, clinical and lab days.
        v. Leads course meetings, develops agenda, circulates minutes.
        vi. Formulates the course report and distributes via email on Tuesdays at 12 noon prior to each Nursing Program meeting.
        vii. Updates the Nursing Program TEAMs site with the following: course guide, syllabus, clinical roster, course roster, lab schedule, and course schedule by Tuesday of week 2 each semester.
        viii. Ensure meeting minutes, monthly course reports, and end of semester course reports are uploaded to TEAMs site.
        ix. Attends course coordinators committee meetings or sends a designee.
        x. Makes additional room reservations for the upcoming semester to meet course needs.
        xi. Monitors class lists to confirm student enrollment along with the 1st and 2nd year Program Coordinators.
        xii. Makes on campus lab and simulation reservations for upcoming semester with lab and simulation managers.
        xiii. Enters and maintains the Student Status Report; update student withdrawals with last date of attendance each month by Tuesday at 12 noon prior to the Course Coordinators Committee meeting.
    b. Curriculum
        i. Coordinates curriculum planning, implementation, and evaluation.
        ii. Monitors and revises web-based materials and course learning management system (Blackboard) each semester for theory and clinical.
        iii. Coordinates and participates in updating course materials (course guide, syllabus, web page) and course content (content outlines, PowerPoint, content material, media).
        iv. Monitors list of students who have completed and passed the medication math competency exam.

v. Coordinates exam administration, including evaluation and revision of test items.
vi. Maintains exam file and test statistics for each exam.
vii. Ensures security of exams.
viii. Follows exam policies to create, deliver, and score the exams.

c. Students
i. Provides advisement and documentation to students with identified learning needs along with additional full-time course faculty.
ii. Monitors and ensures compliance with Disability Support Services (DSS) accommodations.
iii. Participates in conferences with students as needed regarding clinical/course failures.
iv. Communicates with 1st Year and 2nd Year Program Coordinators regarding relevant student issues/problems.
v. Ensures data forms are in LMS and covered in course orientation.
vi. Provides the Nursing Program Chair with a list of students who were successful, unsuccessful and/or incomplete in the course within 24 hours of the final exam.

d. Course Faculty/ Staff
i. Designates a course faculty member to orient and mentor new faculty.
ii. Provides feedback to Nursing Program Chair regarding full and part-time clinical issues.

e. Clinical Agencies
i. Collaborates with the Nursing Program Chair and 1st and 2nd year program coordinators as course liaison to clinical agencies.
ii. Collaborates with the Nursing Program Chair and 1st and 2nd year program coordinators to determine projected clinical schedule for the upcoming semester.
iii. Assists in troubleshooting clinical agency issues.

F. Full-time Faculty

Full-time faculty are required to follow the MC-AAUP Collective Bargaining Agreement. The primary responsibility of full-time faculty is to facilitate teaching and closely related activities which are vital to students and institutional success.

1. Responsibilities of the course faculty include, but are not limited to:
   a. Participates in curriculum planning, implementation, and evaluation.
   b. Participates in updating course materials (course guide, syllabus), and course content (content outlines, PowerPoint, content material, media), and course learning management system (Backboard) for theory and clinical.
   c. Participates in exam administration, including evaluation and revision of test items.
   d. Follows exam policies to create, deliver, and score the exams.
   e. Follows compliance with Disability Support Services (DSS) accommodations.
   f. Participates in conferences with students as needed regarding clinical/course failures.

g. Assists with orienting and mentoring new full and part-time faculty.
h. Works with part-time faculty members to serve as a liaison to address clinical and academic concerns related to students and/or the course.
i. implements new pedagogical delivery techniques.
j. serves on department, campus, or College committees.
k. participates in student, course, and program outreach activities in the College and the community.
l. develops and implements strategies for student success.
m. participates in continuous professional development.
n. Advises assigned students in the nursing program
o. follows the workload, office hours, and mentorship guidelines as articulated in the Collective Bargaining Agreement.
p. Participates with precepting nurses who are completing graduate (Master's and Doctoral degree) practicum experiences.

G. Part-time Faculty

Part-time faculty are required to follow the MC-SEIU Bargaining Agreement. Their responsibilities are determined on a semester basis during the academic year and on session basis during the summer terms. Part-time faculty members are hired for not more than 11.5 ESH per semester during the academic year, not to exceed 23 ESH per academic year. Part-time faculty may not exceed 10 ESH total during the summer sessions. There are no exceptions to these limits.

1. Responsibilities for part-time faculty include but are not limited to:
    a. Conducts assigned classes in the area of employment in accordance with the catalog description, the course syllabi, and the stipulations of the College.
    b. ensures accessible to students for academic consultation through one-on-one or group meetings, telephone, and/or e-mail.
    c. Participates, when possible, in departmental, unit, and campus meetings of a professional nature.
    d. Holds every scheduled class, including the final examination, the full scheduled number of minutes during the scheduled time in the scheduled location.
    e. Maintains standards of teaching consistent with the standards of the department and the College.
    f. Seeks out, through professional societies, meetings, and workshops, and the current literature of the field, means of improving instruction.
    g. Adjusts, insofar as possible, teaching methods to student needs.
    h. Reads and responds promptly to College e-mail and picks up mail from assigned mailbox before each scheduled class day.

H. Lab and Simulation Staff

The Nursing Skills and Simulation Center (NSSC) and Barbara Nubile Simulation Lab (BNSL) are resources for students to learn, practice and demonstrate nursing care in a safe learning environment. In this setting, students work with patient simulators and heath care supplies and equipment to prepare them for actual patient care. Teamwork, safety,

communication skills, and nursing professionalism are the basis for all practice in the NSSC and BNSL.
The centers are staffed by a manager, lab instructors who are available to guide students, and a simulation technology specialist. Responsibilities of these staff members include but are not limited to:

1. **Lab Manager**
    a. Supervises various levels of staff to include prioritizing and assigning work assignments, conduct performance evaluations, training, and hiring of staff
    b. Manages all aspects of the daily operations of the lab, providing technical assistance and maintenance of equipment.
    c. Plans, coordinates, and recommends equipment needs.
    d. Research new products and technology, communicating with vendors and making recommendations for purchases.
    e. Prepares and administers the lab budget.
    f. Manages aspects of safety for staff, students and equipment and assures proper policies and procedures are followed.
    g. Participates in program and other departmental meetings.
    h. Creates on-campus lab schedules each semester and coordinates with each course to ensure lab teaching is meeting current evidence-based standards.

2. **Nursing Lab and Clinical Associates**
    a. Guides students in practicing skills and patient care techniques following national standards of care.
    b. Facilitates learning for two clinical groups, when acting as clinical associate, while ensuring safe experiences for students and patients.safe clinical experiences for students and patients.
    c. Conducts two clinical groups, when acting as clinical associate.
    d. Provide routine maintenance to lab spaces and equipment.
    e. Conducts inventory of supplies.
    f. Completes on-campus lab set-ups.
    g. Participates in program and other departmental meetings.

3. **Simulation Coordinator**
    a. Oversees the day to day operating of the simulation lab
    b. Schedules space and oversees simulation set up
    c. Provides support for faculty and staff for simulation activities
    d. Orients faculty, staff, and students to simulation
    e. Maintains inventory of the simulation lab
    f. Purchases and maintains budget for the simulation lab
    g. Coordinates with outside partners
    h. Collaborates with faculty to establish standards for simulations used in the nursing program
    i. Participates in curriculum development, review, and revision as it pertains to simulated clinical laboratory experiences
    j. Assists in the design and implementation of the simulation program

k. Works with health science disciplines to program the software, test scenarios, obtain and manage the supplies needed, updating charts and other resources using evidenced based practice.
l. Provide tours to college visitors during campus tours, open house and regional simulation meetings

4. Simulation Technology Specialist

a. Provides technical support for simulation equipment
b. Sets up, operates related media and computer equipment
c. Restores simulation lab to pre scenario conditions
d. Recommends technical simulation improvements
e. Provides training for faculty in the use of simulation including streaming and audiovisual equipment.
f. Provides resources for faculty utilizing the simulation lab
g. Maintains inventory of supplies and equipment in the simulation lab
h. Instruct and ensures students use simulators and related media computer systems with safety precautions
i. Recommends purchases of equipment
j. Provides equipment demonstrations to visitors to college during campus tours, open houses and regional simulation meetings
k. Maintains nursing simulation website including simulation library of recorded scenarios.
l. Participates in program and other departmental meetings.

Section VII: General Nursing Program Information

A. Civility

1. Civility is expected in classroom and clinical settings. Rude or disruptive behavior will not be tolerated. This behavior will lead to disciplinary processes. See college policy on Student Code of Conduct (Policy 42001). Civility is also expected among faculty and staff. Refer to Workplace Violence Policy 31011 and AAUP contract section 4.5. This applies to all forms of social media.
   a. Do not make disparaging remarks about employees or co-workers. Do not make threatening, harassing, profane, obscene, sexually explicitly, racially derogatory, homophobic or other offensive comments.
   b. Do not post content or otherwise speak on behalf of the employer unless authorized to do so and follow all applicable policies of the employer.

2. Communication Accountability (STUDENT)
   If a student has a concern, complaint, or grievance regarding any aspect of the Nursing Program, the following steps are to be taken:
   - Step 1: Meet with clinical instructor and/or course faculty.
     - If unresolved, move to step 2.
   - Step 2: Meet with the Course Coordinator.
     - If unresolved, move to step 3.
   - Step 3: Meet with the Year 1 or Year 2 Nursing Program Coordinator.
     - If unresolved, move to step 4
   - Step 4: Meet with the Nursing Program Chair.
     - If unresolved, move to step 5.
   - Step 5: Meet with Instructional Dean of Health Sciences/Director of Nursing
     - Final attempt at resolution within the Health Sciences Area Unit.
     - If unresolved, move to step 6 which is a formal grievance.
   - Step 6: Formal Grievance

3. Communication Accountability (FACULTY/ STAFF)
   If a faculty or staff member has a concern regarding any aspect of the Nursing Program, the following steps are to be taken:
   - Step 1: Meet with nursing program chair (faculty) or supervisor (staff).
     - If unresolved, move to step 2.
   - Step 2: Meet with the Instructional Dean of Health Science/Director of Nursing.
     - If unresolved, move to step 3.
   - Step 3: Formal Grievance
     - Meet with and adhere to human resources and union contract policies for guidance

4. Behavioral Intervention Team (BIT)
   The College has developed college-wide and campus-based Behavioral Intervention Teams (BIT) to identify and address student behaviors of concern. The mission of the BIT is to help maintain a healthy and safe environment for all students, faculty, and

staff; however, BIT cannot guarantee anyone's safety. BIT is not a first-responder group, but with the help of the college community, student behaviors of concern can be identified and addressed in an effort to avert potential problems or incidents.

A "Behaviors Concern Report" Incident Report Form is used to report a "student of concern" or a student disciplinary issue. Reporting "cases of concern" via BIT or disciplinary cases via the Student Code of Conduct should never be substituted for calling the Office of Safety and Security or 9-1-1 in emergency situations or health and safety situations that need immediate attention.

5. Office of the Ombuds

The Office of the Ombuds provides a place where Montgomery College employees can voluntarily seek guidance or assistance in resolving disputes or concerns.

The Office of the Ombuds is an independent, neutral and impartial, confidential, and informal resource that employees may access without fear of retaliation or loss of privacy. The Office of the Ombuds assists employees by providing information and collaboratively developing strategies and options that address concerns or challenges in productive and positive ways.

The ombuds is an advocate for a fair process and does not represent employees or the College. The functions of the Office of the Ombuds include:

- Providing a safe, confidential, and nonjudgmental forum to surface individual, group and systemic problems
- Listening to and helping clarify employee concerns
- Helping an employee identify underlying issues and interests
- Providing information and exploring possible options available to the employee
- Aiding an employee in deciding for himself/herself which option (including doing nothing more) is the best option for him/her to pursue
- Coaching an employee on how to deal with the problem directly
- Where voluntarily agreed to by all involved parties, facilitating discussions to resolve issues, if appropriate
- Collecting general data on emerging trends and patterns at the College that give rise to conflict
- Evaluating and analyzing trending information and making systemic recommendations for positive changes in policy or practice

The Office of the Ombuds operates in accordance with the International Ombudsman Association Code of Ethics and Standards of Practice. As such, the Office of the Ombuds functions independently with respect to issue handling and management, reporting to the Office of the President for administrative and budgetary purposes only. Contact information can be found at https://www.montgomerycollege.edu/offices/ombuds/index.html

The Office of the Ombuds is not affiliated with any compliance function of the

College and therefore does not serve as an agent of notice for the College.

B. Dress Code

All faculty and staff members must present themselves neatly and professionally. Please see the MC Faculty Handbook for further guidance. Appropriate attire for the clinical setting includes:

1. Business attire with a white lab coat or a setting appropriate nursing uniform with white lab coat and Montgomery College name pin. Clinical agencies may require specific identification badges. The Nursing Program will pay for the cost of one personalized lab coat. Faculty and Staff may order the lab coat through the administrative office.
2. Shoes should be closed heel and toe of a conservative color.
3. Hair must be neatly groomed, clean, and controlled. It must be kept back off the face and off the collar. Hair must be a natural color. Facial hair must be neatly trimmed short and well groomed.
4. Head coverings are permitted for documented religious or medical reasons.
5. Makeup, if used, should be applied lightly.
6. No artificial nails are permitted. Fingernails must be kept short and may not extend beyond fingertips.
    a. Consistent with National Patient Safety and Infection Control Standards, and the Center for Disease Control and Prevention, artificial fingernails or extenders are prohibited in the clinical setting. Artificial fingernails are defined as any material applied to the nail for the purpose of strengthening or lengthening nails, including but not limited to, silk wrap, acrylic overlays, tips, extenders, gels or tapes.
    b. Fingernails are to be clean, neatly manicured, and of reasonable length. Nails should be no longer than 1/8 inch (3.1 mm) beyond the fingertip to avoid puncturing gloves or injuring patients.
    c. Nail piercing jewelry and any appliqués other than nail polish are similarly prohibited.
    d. Clear nail polish may be worn. Gel and dip powdered nail polish cannot be worn. If nail polish is worn, it cannot be chipped, cracked or peeling.
7. Good personal hygiene must be maintained. Fragrances (oils, perfumes, colognes, etc.) may not be worn.
8. Appropriate undergarments must be worn and should not be visible under uniform.
9. No jewelry is to be worn with the uniform except plain band (ring) and small pierced earring studs (no dangling earrings) No visible body jewelry is permitted (nose rings, eyebrow rings, tongue studs, etc.)
10. Tattoos must not be visible and should be covered by clothing, flesh-colored bandages, or makeup.
11. No smoking or gum chewing while in uniform.

C. E-Mail

Effective communication between full and part-time faculty, staff, and students includes

the appropriate and professional use of e-mail. All faculty and staff are expected to communicate with students using only the Montgomery College e-mail account. Full and part-time faculty are expected to check their email regularly. Email response time should be within 48-72 hours during business hours Monday-Friday 8 AM to 4:30 PM. Faculty and Staff need to be mindful to set up "Out of Office" automatic messages when necessary.

D. Leave Requests

Adherence to union (AAUP, SEIU, & AFSCME) and Human Resources policies is expected when scheduling annual, personal, or sick leave. The expectation is for timely submission of all leave requests via Workday. When requesting leave the full or part-time instructor must also email their Course Coordinator, the Nursing Program Chair, Nursing.Program@montgomerycollege.edu, and HealthSciences@montgomerycollege.edu. If a class cannot meet at the designated time because of an emergency or unforeseen event, the instructor is responsible for notifying students. The faculty member must consult with the Course Coordinator to establish a plan for the missed instructional time. If a staff member is absent, please notify the appropriate supervisor and submit the leave request via Workday.

Faculty Leave Policies
Faculty leave guidelines remind faculty about professionalism and responsibility to maintain their own accountability and to abide by the contracts and policies of the college. Included in this policy are general leave policies, definitions included with taking leave, and commitment of instructional and non-instructional duty days.

E. Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law that requires Montgomery College to treat education records in a legally specified manner. When enrolled in the Montgomery College Nursing Program the education record information is protected by FERPA.

F. Inclement Weather Policy

Classroom and On-Campus Lab
Montgomery College operates independently and does not follow Montgomery County Public School closures. Montgomery College will always operate on its regular schedule unless otherwise announced. Classifications of Closures and Delays can be found at https://www.montgomerycollege.edu/offices/public-safety-health-emergency-management/emergency-management/closures-and-delays.html#operational-status. If Montgomery College closes due to inclement weather, the Course Faculty will create a plan for the missed class time. If there is a delayed opening and 50% of the class time can occur, then class will start when the college opens and end at its regularly scheduled time.

Depending on the nature of the incident, notifications of emergencies and changes to the College's operational status will be communicated through one or more of the following:

- College emergency responders: Security Officers, Campus Response and/or Support Teams
- Montgomery College ALERT. Registered users receive text and e-mail messages. Registration information at www.montgomerycollege.edu/emergency
- Montgomery College Website at www.montgomerycollege.edu
- Montgomery College main phone number at 240-567-5000

Clinical

If Montgomery College closes for inclement weather, students will not report to the clinical agency. In the event that there is a delayed opening at the College, the clinical instructor will contact the students with instructions for an alternative clinical activity, assignment, or experience.

If faculty and students are already at the clinical site (observational or directly supervised) when the College closure is announced, students should complete immediate tasks and be dismissed as soon as possible. The faculty member must communicate with the appropriate manager for that facility to inform them of the schedule change.

G. Mandatory Health and Licensure Requirements for Faculty and Staff

Faculty (full and part-time) and staff (participating in clinical experiences) must provide the following health information:

a. Proof of two measles, mumps, and rubella (MMR) adult immunizations or positive titers to all three diseases regardless of date of birth.
b. Proof of two varicella adult vaccinations or positive titer regardless of date of birth.
c. Proof of completion of hepatitis B series and titer drawn for proof of immunity.
d. Proof of tetanus, diphtheria, acellular pertussis (Tdap) vaccination every ten years.
e. Completion of annual tuberculosis screening via purified protein derivative (PPD) or QuantiFERON Gold blood test. If the screen is positive, the employee must complete a "Positive PPD Screening form" annually.
f. Proof of annual seasonal flu vaccine.
g. Proof of Covid vaccination (waiver acceptable for faculty only).
h. Valid certification from American Heart Association: Health Care Provider in Cardiopulmonary Resuscitation.
i. Completion of annual Occupational Safety and Health Administration (OSHA) training requirement.

Current RN licensure is required in both Maryland and the District of Columbia. Compliance with licensure will be verified for all faculty and staff.

H. Office Space / Mailboxes

Full-time faculty members have individual offices. Offices are assigned by seniority. Lab staff and full-time clinical instructors have shared office space. Part-time faculty members have access to office space in HC 145 where both computer and printer access is provided. Faculty and Staff may request the use of the Nursing Conference room HC 134 through the MS Forms link provided by the Administrative Office. Faculty and staff have designated mailboxes in HC 135. Faculty are to check their mail regularly. Part-time faculty have mail slots in the secure copy room located in HC 143.

Some office supplies (pencils, pens, writing tablets, etc.) can be obtained in the copier room located in HC 133. Additional supplies are ordered through a contracted office supply company by the administrative aide. Faculty and Staff who would like special office supplies and purchase them privately are responsible for the cost.

I. Confidential Folders

The Nursing Program TEAMs site serves as the repository for the confidential files for students. The items stored in these files include the final clinical evaluation tools for each clinical course, signed Safe Practice forms for each clinical course, and completed conference summary forms.

J. Pinning Ceremony & Commencement

Faculty and Staff must attend one Pinning Ceremony per academic year, which is held in May and December each year.

The collegewide graduation/commencement ceremony occurs once a calendar year at the end of the spring semester on the Rockville campus. Faculty are expected to attend this ceremony. If unable to attend, personal leave must be used. Faculty and staff are invited to volunteer for commencement and may be assigned to specific tasks. Faculty members participating in the ceremony are required to wear commencement regalia (personal or rented). The bookstore manager will send out information about regalia rentals several months prior to the event.

K. Forms

Forms for the nursing program can be found in the Blackboard Organization site called Nursing Program Faculty/Staff. All faculty are required to self-enroll in this site. These forms include faculty and staff administrative forms, faculty evaluation forms, lab forms, student advising forms, student clinical and conference forms and more.

Section VIII: Professional Engagement

A. Accreditation Commission for Education in Nursing (ACEN)

The Montgomery College Nursing Program is currently accredited by the Accreditation Commission for Education in Nursing (ACEN). ACEN is responsible for the specialized accreditation of nursing education programs. The Mission of ACEN states:

> The Accreditation Commission for Education in Nursing (ACEN) supports the interests of nursing education, nursing practice, and the public by the functions of accreditation. Accreditation is a peer-review, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality. Accreditation also assists in the further improvement of the institutions or programs as related to resources invested, processes followed, and results achieved. The monitoring of certificate, diploma, and degree offerings is tied closely to state examination and licensing rules and to the oversight of preparation for work in the profession (2024).

B. The American Association of University Professors

The American Association of University Professors (AAUP) is the official bargaining agent for full-time faculty. The college's faculty members participate in collective bargaining with Montgomery College as members of AAUP. Faculty members are provided the option to join AAUP when they are hired. Union dues are collected via faculty paycheck. Faculty members elect a slate of officers and representatives who meet regularly. Union newsletters and information are circulated to faculty by email. Union representatives are always available to assist faculty with employment issues. Any questions about AAUP and faculty participation should be directed to an AAUP representative.

C. The American Federation of State, County, and Municipal Employees

The American Federation of State, County, and Municipal Employees (AFSCME), AFL-CIO, Local 2380 is the official bargaining agent for staff (non-administrative). The college staff members participate in collective bargaining with Montgomery College as members of AFSCME. Staff members are provided the option to join AFSCME when they are hired. Union dues are collected via paycheck. Staff members elect officers and representatives who meet regularly. Union newsletters and information are circulated to staff by email. Union representatives are always available to assist staff with employment issues. Any questions about AFSCME and faculty participation should be directed to an AFSCME representative.

D. Service Employees International Union, Local 500

The Service Employees International Union (SEIU), Local 500 is the official bargaining agent for part-time faculty. The college's part-time faculty members participate in collective bargaining with Montgomery College as members of SEIU. Faculty members are provided the option to join SEIU when they are hired. Part-time faculty members elect a slate of officers and representatives who meet regularly. Union newsletters and information are circulated to part-time faculty by email. Union representatives are always

available to assist part-time faculty with employment issues. Any questions about SEIU and part-time faculty participation should be directed to an SEIU representative.

E. Community Engagement

Montgomery College will foster community building, civic responsibility, and intercultural understanding, and serve as the place for neutral public dialog to advance social justice and enrich the life of the community.

Nursing faculty, staff, and students will create widespread community participation through intellectual engagement and family-centered activities; create greater community partnerships and participate in issues- and group-based civic and community programs and service projects.

Faculty and staff are encouraged to participate in at least two community service projects each academic year.

F. National League for Nursing (NLN)

Dedicated to excellence in nursing, the National League for Nursing is the premier organization for nurse faculty and leaders in nursing education. The NLN offers professional development, networking opportunities, testing services, nursing research grants, and public policy initiatives to nearly 45,000 individual and over 1,000 institutional members, including nursing education programs across the spectrum of higher education and health care organizations (NLN, 2024).
The nursing program has membership to NLN, so that all faculty have an institutional membership.

G. DC/MD League for Nursing

The District of Columbia /Maryland (DC/MD) League for Nursing is the local constituent group of NLN. The National League for Nursing has twenty-one affiliated constituent leagues, serving twenty-eight states. These state affiliates support the NLN at the local level by promoting excellence in nursing education to build a strong and diverse nursing workforce.

H. The Maryland Nurses Association (MNA)

The Maryland Nurses Association is the only state-wide, non-profit, multipurpose professional membership organization for Registered Nurses in Maryland. The primary purpose of MNA is to provide direction and a voice for the profession of nursing in Maryland (Nursing Network, 2023). Nursing students can attend MNA sponsored events, such as educational dinner meetings and annual conventions. Additionally, students are eligible to apply for various academic scholarships through their local MNA district. The MNA District 5 is open to all registered nurses who live or work in either Montgomery County, Prince George's County, or the District of Columbia.

I. Maryland Organization of Nursing Leaders

The Maryland Organization of Nursing leaders is a non-profit organization consisting of nurse leaders, executives, administrators and officers from across the state of Maryland.

These leaders are experts in nursing administration, nursing advocacy, nursing policy, nursing position papers and white papers, professional nursing practice, nursing leadership, and Maryland nursing workforce (MONL, n.d.).

J. **Organization for Associate Degree Nursing (OADN)**
OADN is dedicated to enhancing the quality of Associate Degree nursing education, strengthening the professional role of the Associate Degree nurse, and protecting the future of Associate Degree nursing in the midst of health care changes.

K. Professional Development
Montgomery College is committed to Educational Excellence and will be a national leader for the quality and relevancy of its academic program, specifically the Nursing Program. All faculty and staff are invited and encouraged to participate in professional development opportunities, including departmental, campus, and college-wide activities, at the discretion of the nursing program director, nursing program chair or instructional dean.

Based upon nursing accreditation and licensing requirements, faculty and staff will participate in at least two professional/continuing educational experiences, one focused on nursing education and another focused on clinical practice development each academic year. This includes coursework completed toward an advanced degree.

Faculty and Staff are encouraged to utilize Educational Assistance Program (EAP) funds to cover conference and travel fees. Submit EAP requests and leave requests through Workday for approval at least 60 days prior to the event.

Request for professional development and travel leave and/or funds from the nursing program funds must be submitted to the Instructional Dean of Health Sciences/Director of Nursing at least 60 days prior to event. Approval or denial of nursing program funds will be provided within 15 business days of receipt. If nursing program funds have been exhausted, the director will solicit for funds through other college resources. If the faculty and staff are denied resources from the college, the faculty and staff are encouraged to invest in their own professional development. Possible rationales for denial: no available funds throughout the college and/or scheduling conflicts with the limited ability to cover the workload. In compliance with the college policies, requests submitted after the event will not be reimbursed.

L. The Office of E-Learning, Innovation and Teaching Excellence
The Office of E-Learning, Innovation, and Teaching Excellence (ELITE) is Montgomery College's faculty professional development organization. ELITE is a college-wide organization committed to providing excellence and leadership to the diverse MC community in the areas of instructional professional development, learning technology support and college-wide academic initiatives. ELITE provides a variety of professional development programs and workshops specific to teaching and learning issues.

Instructional designers are available to provide campus workshops and serve as liaisons

to faculty. Campus faculty workgroups meet monthly to plan and discuss workshop ideas.

L. Educational Assistance Program

Every fiscal year, beginning July 1, Montgomery College provides all full-time faculty, part-time faculty, and full-time staff members with funding through its Educational Assistance Program (EAP). This money can be used to cover the cost of any seminar, workshop, job-related conference, MC wellness classes, or outside gym memberships. These funds may also be used to cover tuition, fees, and required books for any credit or noncredit courses taken inside or outside Montgomery College that are job related or that are part of a degree program. There are also separate funds available for reimbursement of certain travel-related expenses associated with attendance at a conference in the faculty member's discipline with approval of his or her dean. The purpose of the EAP is to assist all eligible employees with educational expenses so that faculty can perform more effectively in their current job classifications through improved knowledge and skills. EAP is also available to help faculty prepare for higher-level responsibilities in the College by virtue of broadened capabilities. Employees become eligible to utilize EAP and reimbursement for travel funds six months after they begin working in an eligible position.

Professional Meeting Leave

Professional meeting leave is granted to full and part-time faculty and staff for off-campus professional meetings that are chosen by the employee and approved by the college.

Tuition Waiver Program

The Tuition Waiver (TW) program allows administrators, full-time faculty, and staff to enroll in credit courses at Montgomery College without paying tuition. WD&CE courses cannot be paid for with TW funds. Faculty may use EAP funds for WD&CE courses, if the courses are job related. Administrators, full-time faculty, and staff are eligible to participate in the TW program immediately upon employment at MC, and there is no limit to the number of courses that may be taken. The tuition waiver program is also available to eligible employee's dependents and spouse.

Section IX: Nursing Program Committees

All nursing faculty (full-time and part-time) and staff (full-time and part-time) shall be members of nursing committees. Attendance is required by all full-time faculty and staff; absences are subject to the Faculty and Staff Leave policies. Each committee will designate a member on a rotating basis to record the meeting minutes and upload the approved minutes to the appropriate TEAMS site/folder. All full and part-time faculty and staff of the nursing program are voting members of these committees

A. Nursing Program

The Nursing Program Committee consists of all Nursing Program faculty and staff. The committee's purpose is to provide oversight of the Nursing Program. This oversight includes assessment, planning, implementation, evaluation and revision of the Nursing Program. The committee discusses, recommends, and acts upon information related to the college community. The committee's objectives include:

- Advancing the quality of the associate degree nursing program at MC.
- Fostering collaboration and coordination between various educational units of the College that contribute to the nursing program.
- Working cooperatively and collaboratively with the Maryland Board of Nursing, nursing agencies, and other groups to meet the health care needs of the citizens in the community.
- Preparing students to practice as registered nurses.

The Instructional Dean of Health Sciences/Director of Nursing shall prepare the agenda, schedule, and conduct meetings unless otherwise delegated. Minutes and agenda will be distributed to faculty and staff on Tuesdays at 12 noon prior to the nursing program meetings. Records of the business transacted at all meetings and distribution of the minutes to all faculty will be the responsibility of a member of the staff or faculty as delegated by the director.

B. Course Coordinators

The Course Coordinator Committee manages/oversees the administration of a specific course/ content area/ clinical specialty within the nursing curriculum. Members of the committee will take turns recording minutes of all meetings and uploading approved minutes to the TEAMs site. The committee is comprised of the course coordinators, the Instructional Dean of Health Sciences/Director of Nursing, Nursing Program Chair, 1st and 2nd year program coordinators, and lab and simulation managers. Each coordinator collaborates with the course members. The monthly course coordinators' meeting is facilitated by the Nursing Program Chair.

C. Course Meetings

All nursing courses meet regularly to plan implementation of course content and revisions to ensure quality of the Nursing Program. Members of the committee will take turns recording minutes of all meetings and uploading approved minutes to the TEAMs

site. The courses are consistent with the standards established by the Maryland Board of Nursing and Accreditation Commission for Education in Nursing. The Nursing Program Chair will serve as a member of all courses. The monthly course meetings are facilitated by the course coordinator.

D. Standing Committees

Standing Committees include the Program Administrative Team, Community Engagement, Course Coordinators, Curriculum, Evaluation, Exam, Simulation, and Student Success. Standing committees will record minutes of all meetings and upload approved minutes to the TEAMs site. Committee membership will be assigned at the first Nursing Program meeting of each academic year. Representatives from the student body are invited to participate in the Curriculum, Evaluation, and Student Success committees. A standing committee chair will serve for at least two years. Committee chairs must submit monthly reports by Tuesday at noon before the Nursing Program meetings.

a. Program Administrative Team

The Program Administrative Team assumes primary responsibility for the administrative needs of the nursing program and grant projects. The monthly meeting is facilitated by the program director. Participants include the Instructional Dean of Health Sciences/Director of Nursing, Nursing Program Chair, Nursing 1st and 2nd Year Program Coordinators, Laboratory Manager, Simulation Instructional Designer, and Administrative Aides.
Add LPN

b. Community Engagement

The Community Engagement assumes primary responsibility for the planning and implementation of the Advisory Council Meetings, Nursing Club activities, the Alpha Delta Nu activities and pinning ceremony, nursing reflection, and community outreach volunteer activities each semester. A full-time faculty member or staff will chair the committee and facilitate monthly meetings.

1. **Advisory Council**
   The Advisory Council is composed of representatives from health care agencies, nursing graduates, employers and interested citizens having specific knowledge and expertise in the field. The committee meets twice a year to advise faculty and staff regarding curriculum as related to development and needs in the health care field. This collaboration supports the development of educational activities that respond to changes in technology and practice, while providing a vital link between the community and the college.
2. **Nursing Reflections**
   This event serves as a safe space where connections are built between future and experienced nurses. The goal is to create cross-generational educational opportunities and foster curiosity in our profession.
3. **Alpha Delta Nu Honor Society**
   Alpha Delta Nu Honor Society is affiliated through OADN. The purpose is to recognize the academic excellence of students in the study of Associate Degree Nursing. The society shall encourage the pursuit of advance degrees in the

profession of nursing as well as continuing education as a life-long professional responsibility.

4. **Nursing Club**
   The nursing club is an officially recognized student organization at Montgomery College. Each nursing student is automatically a member of this club. The purposes of the Club are to: provide a forum for discussion of issues involving campus and/or community activities; provide opportunities for leadership development, public speaking and legislative activity; develop partnerships and communication with community agencies; and plan the graduation pinning ceremonies.

c. Curriculum Committee

The Curriculum committee is responsible for reviewing current curriculum, addressing curricula issues as they arise, making recommendations for curriculum revisions as needed, and presenting curriculum updates the full Nursing Program. The committee collaborates with the MC library on nursing reference materials. This committee works with the Medical Learning Center to provide students an environment to study, access to computers, audio-visual materials and texts, and testing accommodations to enhance student learning.

The purpose of curriculum change overall is to update and modify curriculum so that it reflects best and current practices in nursing as they relate to new and current knowledge of the health and illness continuum. Changing/updating the curriculum can occur at several different levels.

Topic outcome change occurs at the level of the course and is approved by the course members. These changes must exist within and be compatible with the curriculum master template for the course. Exemplars can change at this level but must be brought to full faculty to ensure coverage within a course does not affect another course's content.

1. Changes to topic outcomes will be:
   a. discussed and approved during course meetings.
   a. reviewed regularly and updated as needed to reflect new knowledge about disease processes and how that impacts current and best practices.
   b. be updated in the course master templates (CMT) by the course coordinator and verified by the Curriculum Committee.
   c. saved to the CMT and filed in the Nursing Program TEAMS site.

Course outcome change or change to the framework for the course is initiated at the level of the course, and then requires the approval of the department curriculum committee, the full faculty, and then is submitted for approval to the Collegewide curriculum committee (CCC). This includes course outcomes, course description, number of credits, pre- and co-requisites, etc.

1. Changes to course outcomes or skills to be taught in lab will be:
   a. introduced and discussed in course meetings and approved by course members
   b. brought to Curriculum Committee for approval.

c. brought to Nursing Program Meeting for approval, and voted on. No changes to the aforementioned items will be made without a recommendation from the Curriculum Committee and approval from the Nursing Program.
d. submitted to Collegewide Curriculum Committee (CCC) within the semester they were proposed, using appropriate documentation and forms. These changes will be incorporated into the course the semester after approval from the CCC.
e. saved to the CMT and filed in the Nursing Program TEAMS site.

Program outcome (EOPSLO) changes and any other curriculum changes are to be proposed to the curriculum committee, brought to the Nursing Program meeting for approval and then submitted to the CCC for approval.

1. Changes to program outcomes or program curriculum will be:
    a. initiated at the level of the curriculum committee with rationales and other evidence justifying the proposed change provided by the proposer(s)/course.
    b. brought to Nursing Program Meeting for approval and voted on.
    c. submitted to CCC within the semester they were proposed, using appropriate documentation and forms. These changes will be incorporated into the course the semester after approval from the CCC.
    d. implemented the semester after approval from the CCC.
    e. communicated to the appropriate institutional affiliates and licensing/ certifying bodies by the Instructional Dean of Health Sciences/Director of Nursing.
    e. saved filed in the Nursing Program TEAMS site.

Caveat: curricular changes at any level should be thoughtfully made and the processes carried out with the required FT faculty input for that level of change. The FT faculty contractually has primary responsibility for the development of curriculum and is also responsible to ensure that the established curriculum for the department is carried out appropriately and consistently. Accountability in maintaining the integrity of the curriculum can be ensured by following the appropriate change processes, tracking of curriculum through the curriculum master templates (CMTs), and an annual review of the curriculum facilitated by the curriculum committee.

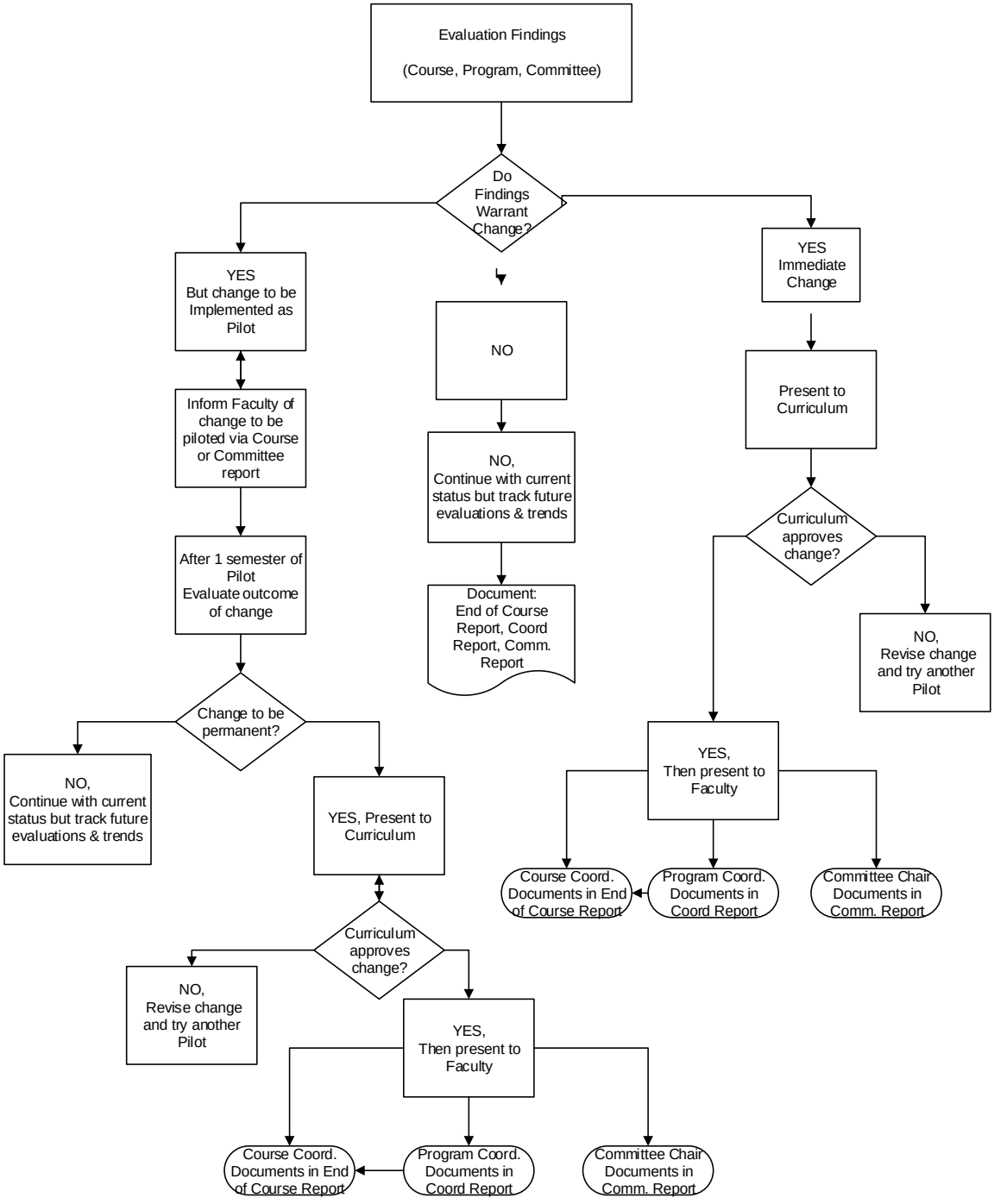
d. Evaluation Committee

The Evaluation Committee ensures the quality of the Nursing Program through on-going evaluation. The committee collects evaluation forms of the clinical facilities, clinical faculty, and courses each semester. The committee will maintain and analyze statistical data that reflects the Nursing Program's success in meeting EOPSLOs. The committee annually conducts a "Graduate Student Survey" and "Employer Survey".

The Evaluation Committee uses figure 1 (below) to track evaluation findings and make program decisions.

Figure 1:

Tracking Evaluation Findings & Program Decision Making



e. Exam Development Committee
The Exam Development Committee provides faculty development opportunities for exam development and construction. This committee ensures that all exams are uniformly constructed following NCLEX guidelines. The committee coordinates the review of each course's exams. The committee obtains up-to-date information and makes recommendations for exam preparation consistent with the NCLEX. This committee also provides recommendations for the Medication Competency Exam.

f. Lab and Simulation Associates Committee:
The Lab and Simulation Associates Committee provides updates on best practices in the lab and simulation areas and plans and implements on-campus labs and simulations for each course. Lab manager and simulation coordinator chair this committee and facilitate monthly meetings.

g. Simulation Team Committee
The Simulation Team Committee ensures the integration of simulations through the curriculum and provides quality control for all simulations in the program. This committee will discuss and make recommendations for the implementation of up-to-date technology as it relates to simulation creation and implementation.

h. Student Success Committee:
The Student Success Committee will collaborate on efforts supporting student success such as the Welcome Back Forum each semester. The committee will also recommend program policies and procedures for promoting student success and ensure policies and procedures are followed across all nursing courses.

E. Special Ad Hoc Committees

Special committees shall be established as needed. Each will record minutes of all meetings. Faculty will select the chair and members of special committees and the chair will report to the full faculty at its meetings.

F. Collegewide Governance Committees

The Montgomery College participatory governance process allows all members of the college community to provide input and make recommendations for institutional improvements. It also provides structures through which feedback and recommendations are considered when making important decisions.

G. Collegewide Meetings

Collegewide meetings are held during the professional weeks during the fall and spring semesters. These meetings are hosted by the College President, Senior Vice President for Academic Affairs/College Provost, Vice President of STEM and Health Sciences,

Instructional Dean of Health Sciences/Director of Nursing, and the various unions. Attendance is expected for these meetings and the leave policy should be adhered to for faculty and staff.

Section X: Nursing Program Advisement Processes

Full time faculty members are assigned student advisees each semester. Faculty will engage the assigned advisees from the time of enrollment in the first semester nursing courses until the student completes or withdraws from the program. Students are expected to schedule an appointment with their faculty advisor at least ***TWICE*** each semester to discuss the course sequencing and overall academic performance. The first meeting should occur before the third week of the semester and the second should occur before final exams. Students will not be allowed to obtain their next semester's nursing schedule until advising is completed. Additional advising meetings may be scheduled at the request of the student, the advisor, or a faculty member regarding concerns about the student's performance or other school related issues.

Faculty members verify the list of advisees and confirm the course progression/pre-requisite completion for each advisee.

A. Advising Session

1. Review student's unofficial transcript to update the Advising Worksheet. Include all required prerequisite courses in this review. A student who does not have a prerequisite course listed but states the course was completed must contact the records and registration office.
2. Review each student's success in previous courses.
3. Review student's current course list.
4. Discuss procedure for withdrawal or readmission to any course/program as needed. See student handbook for procedure.
6. Faculty must document student meetings on the advising document found in the Nursing Program Teams Site.

B. Registration

1. Students who are up to date with their health records, advising requirements, completed skills checkoffs (as needed) will be emailed their course registration numbers (CRNs) for the following semester after the current semester has ended.
2. Students register online using the provided CRNs. Failure to register with the provided CRN may result in an automatic withdrawal from the course. The student is responsible for registering for all pre- and co-requisite courses, or they will not be able to register in nursing classes.
    a. Students are responsible for resolving any "block or hold" on their registration. Refer them to the Office of Records and Registration.
    b. Students repeating one class after successfully completing the co-requisite class must get assistance for registration from the Administrative Aid assigned to assist the Nursing Program Chair.
    c. No student is permitted to audit a nursing class.

Clinical sites are subject to change

C. Graduating Students

Faculty advisors are expected to communicate the graduation requirements to students

entering the fourth semester. Students must complete the Graduation Application online: Click on "Online Graduation Application" under "Apply for Graduation" and complete the steps.
Note: If a student applied for graduation but did not graduate, they will need to re-apply for graduation again.

Open periods for online graduation application:

Fall	June 2 – October 1
Spring	October 2 – February 15
Summer	February 16 – June 1

D. Reference Letters

Students may request a letter of recommendation or reference for educational advancement, externships, or employment. Students are encouraged to be thoughtful of the time of requests. Student requests made during the winter and summer sessions may not be completed until faculty/staff return during the next semester. Faculty members will communicate with students to confirm or deny a request for a letter of reference. If the faculty agrees to complete the letter of reference, faculty may request an electronic copy of students' resume and may provide an electronic copy of the letter of reference. The faculty and staff will establish a timeline with the student for timely completion. Faculty/staff and students will establish the guidelines for submission of the reference. Any written letters need to be completed on Montgomery College letterhead.

Section XI: Information Applicable to Classroom Faculty

A. Assessment of Student Progress

The methods of student evaluation for each course are documented in the course syllabus. Students are encouraged to meet with instructors regarding their course progress. Faculty may initiate informal (verbal) or formal (written) counseling for any student who exhibits difficulty meeting the course objectives. The Intent to Withdrawal form, should the student wish to withdraw is found in the Nursing Program Staff/Faculty Organizational Blackboard site.

Faculty may communicate between courses about general performance, clinical performance, and/or written contracts. The student's course grade is determined by satisfactory completion of clinical components, scores on examinations, and other graded work (as stated in the course syllabus). Mid-term and final grades are posted in Banner. The students may view their grades using their MyMC login.

B. Class Rosters

Montgomery College utilizes Banner as its electronic database for all class rosters and grading. The course coordinator should review the student roster in Banner before the course begins and during the first weeks of class to ensure students attending class are registered for that class and CRN. Course coordinators are responsible for ensuring that only students registered in the nursing course attend class and/or clinical. The classroom faculty members are to verify student attendance for each class session.

C. Information Technology (IT) Services

IT services in the Health Sciences (HC) building are accessed by calling extension x7222. IT Help Staff can assist with computer problems in an office or classroom.

D. Teaching Methods

A variety of teaching methods may be employed in each course. Methods that utilize student participation are encouraged. Nursing courses are taught using the team approach. All nursing classes utilize BlackBoard as the learning management system (LMS). Faculty members are expected to complete Digital Fundamentals for Teaching and Learning training.

Section XII: Examination Policies

A. General Exam Policies

The course coordinators maintain secure copies of all exams. Grades are never posted in public spaces.

Nursing Program Exam Storage Policy

A copy of each exam with answers and rationales and the test item analysis will be kept by the course coordinator for 3 years.

Examination Policies

Exam Administration Guidelines:

1. 1. A test blueprint will be provided on the course BlackBoard site within one week of the exam.
2. Students will receive 1.5 minutes for each exam point.
3. Students must present one form of identification (e.g. college ID or other government issued photo ID) to enter the classroom.
4. Students are required to store personal belongings away from the exam environment. The students' cell phones will be **placed face down** on the left side of the computer. Cell phone ringers and alarms are to be turned OFF.
5. Students are not allowed to access any personal items at any time during the exam.
6. Students will receive a whiteboard, marker, and eraser as needed. The student is not to have any paper in the testing area.
7. Students should arrive in classroom attire. Hats, hoods, scarves, gloves, outerwear (coats), and wristwatches are not to be worn during the exam and be kept away from the testing area. Students who wear specific religious/cultural apparel should contact their Course Coordinator at the beginning of the semester of the course to review their religious/cultural apparel that may fall outside of these guidelines.
8. A student who arrives late for an exam within the first one-third of the scheduled time will complete the exam in the remaining time. A student who encounters circumstances beyond their control preventing arrival until one-third of the scheduled time has elapsed must contact course faculty immediately after the unavoidable circumstance occurs. The student may be allowed to take a makeup exam at the program's discretion.
9. Upon completing and submitting the exam, students may leave the classroom unless there are less than 10 minutes remaining in the exam period. Once a student leaves after submitting their exam, reentry into the classroom is not allowed until the exam has concluded.
10. Failure to submit the exam when directed by the proctor will result in counseling for the violation of the Student Code of Conduct with course faculty and may result in a grade of zero for that exam.
11. Submission of exams must be verified by the proctor prior to leaving the testing area.

12. Exam grades will be posted on Blackboard before 5 pm the following day.
13. Students have the opportunity to review the exam with individual faculty within two weeks of the exam.

Examination Accommodations

1. Students with approved testing accommodations may take their exams in a setting that meets their individual learning needs, as specified in their letter from Disability Support Services (DSS). These exams will be supervised and conducted within the allotted time, with additional buffer time at the beginning and/or end to accommodate for double time.
2. Students who require accommodation are strongly encouraged to discuss their needs with the course coordinator to ensure that all documented accommodation can be properly implemented.
3. The Course Coordinator and the student will work together to develop a plan for implementing the necessary accommodation. This plan will be documented and signed by both the Course Coordinator and the student.
4. The implementation of the documented plan may be adjusted as needs change throughout the semester. After the semester ends, the documentation will be shredded.

Exam Review

1. Students will have the opportunity to review the exam with individual faculty for up to two weeks after the exam. Exam review sessions are scheduled for 15 minutes, focusing on the incorrect items and the concepts missed. The missed question will not be read verbatim but can be alluded to in order to allow the student to remember what information was asked. Some sessions may exceed the minimum at the discretion of faculty based on individual student needs. If a student requires further remediation or action, (e.g. Academic Success Plan (ASP) guidance, or Intent to Withdraw initiation, a follow-up session will be recommended by the faculty member. Students may only review their exams once.
2. Exam review sessions with course faculty are highly recommended for any student who has an Academic Success Plan (ASP). Students assigned to a part-time faculty member or full-time clinical instructor are expected to review their exam with the assigned clinical partner who is a full-time faculty member.
3. No answer keys will be available during review.
4. There will be no review for the final exam.

Exam Makeup Policies

1. All exams are to be taken at the scheduled time, except in cases of extenuating circumstances.
2. Students must notify the Course Coordinator as soon as possible if unable to take an exam on the scheduled date and time.
3. Students are responsible for completing a written request to the Course Coordinator to schedule a make-up exam.
4. The makeup exam will be an alternate exam based on the same test plan of the

missed exam.

5. Every effort will be made to schedule a makeup exam for the student within seven instructional days of the original exam. Failure for the student to adhere to this policy and timeline will result in an exam grade of zero.
6. In the event a student cannot take the final exam due to extenuating circumstances, an incomplete grade will be assigned (See Academic Regulations Article 6).

Section XIII: Information Applicable to Clinical Faculty

A. Faculty Attendance

If clinical faculty must cancel clinical due to illness or personal reasons, the faculty member is responsible for contacting the Course Coordinator, the Nursing Program Chair, Nursing.Program@montgomerycollege.edu, and HealthSciences@montgomerycollege.edu. Students must be contacted in a timely manner and should be assigned an alternative assignment.

Faculty tardiness to the clinical facility is considered student abandonment and is grounds for immediate dismissal. Faculty must be on the assigned unit when students are under their direct supervision. Students are not to be in patient care areas without supervision of the faculty member.

B. Clinical Facility Orientation

The Nursing Program Chair and/or designee will arrange for clinical faculty to have orientation at their designated facility. The clinical facility, the designated unit, and the clinical instructor must communicate to schedule the appropriate orientation. Clinical instructors must attend any orientation and/or complete any modules required by the facility. Each facility has different orientation procedures and requirements.

Clinical faculty members are expected to maintain a professional working relationship with the hospital liaison, nurse manager, and the nursing staff. Conflict resolution should begin with the charge nurse, the nurse manager, or the nurse educator of the specific unit. A conflict that cannot be resolved at this level should be referred to a program coordinator and the Nursing Program Chair.

C. Hospital Orientation for Students

Clinical faculty must inform students of clinical facility requirements before the first day of clinical. Students are required to read and sign "Clinical Expectations for Safe Professional Practice" each semester and comply with safe practice guidelines in clinical. All students are required self-enroll in the Universal Onboarding site in Backboard. The Universal Onboarding modules must be completed every year by August 1. The certificate received must be uploaded in the students' CastleBranch tracker. Depending on the facility, orientation to the clinical site may also be conducted by the clinical facility, the faculty, or a combination of the two. Faculty will orient students to the facility, unit, and patient care areas in which they will be working. Faculty will also orient students to clinical facility equipment, supplies, and facility personnel.

D. Health Insurance Portability and Accountability Act

Students are expected to comply with all Health Insurance Portability and Accountability Act (HIPAA) and other privacy/confidentiality requirements while in attendance for the nursing program. To uphold these requirements students, agree not to post, share, or discuss any clinical experience or information regarding client data, the clinical agency, or its staff outside the clinical environment. This includes but is not limited to conversations that can be heard by third parties, emails, social media or servers, or photos of any kind.

Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a highly specific medical photograph may still allow the reader to recognize the identity of a specific individual. Such violations may result in a clinical failure, dismissal from the program, and any federal sanctions regarding HIPAA violations.

- Do not share, post or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so.
- Do not identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Do not take photos or videos of patients or patient data on personal devices, including cell phones. Follow employer policies for taking photographs or video of patients for treatment or other legitimate purposes using employer-provided devices.
- Maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse has the obligation to establish, communicate, and enforce professional boundaries with patients in the online environment. Use caution when distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.
- Be aware of and comply with employer policies regarding use of employer owned computers, cameras, and other electronic devices and use of personal devices in the workplace.

E. Cell Phone Use

Students must adhere to the facility’s policy regarding cell phone usage during clinical. Smart phones and cell phones may not be accessed in patient care or community areas.

F. Pre and Post-Conferences

The clinical instructor conducts pre-conference with students individually or in groups at the beginning of the clinical day to clarify learning objectives and discuss student's preparation. The clinical instructor will end the day with a student-centered post-conference. The clinical instructor will debrief the clinical objectives, patients, and any nursing problems/difficulties that occurred throughout the day. The instructor facilitates student participation in the conference and promotes problem solving. The clinical instructor should facilitate connections between didactic and clinical learning.

G. Criteria for the Selection of Clinical Facilities

1. The agency must be approved by the appropriate accrediting agency.
2. Registered nurses must supervise patient care in acute clinical nursing areas.
3. Registered nurses must provide direction of patient care in non-acute clinical areas.
4. There must be a sufficient number of registered nurses and other nursing personnel, other than students, to ensure safe and continuous care of patients.
5. In clinical agencies, students must have the opportunity to interact with patients.
6. Students must have access to data necessary for patient assignments.
7. Faculty must have control of and freedom to select clinical learning experiences and make assignments appropriate to the students' level of education.
8. Students must have the opportunity to apply relevant concepts from nursing theory.
9. The patient census must be adequate to provide opportunity for students to meet course-learning outcomes.
10. The facility must be accessible to students and faculty during time periods that will optimize student learning.
11. Alternative learning experiences such as physical therapy, operating room, etc., should be available to students.
12. Conference areas should be available for student and faculty use.
13. The staff should be willing to assist students and faculty when approached.
14. RNs are expected to be role models.

H. Evaluation of Students' Clinical Performance

Clinical Evaluation Tool (CET)
Successful completion of a clinical course requires that the student demonstrates satisfactory achievement of each EOPSLO. The CET identifies core clinical education concepts and the expected level of achievement for each EOPSLO in each clinical course. Students complete the CET at least once per semester and clinical faculty will provide meaningful feedback. Final evaluations will be maintained in the student's permanent file.

Weekly Clinical Reflection and Evaluation Tool
In addition to mid-term and/or final clinical evaluations, students will complete a Weekly

Clinical Reflection and Evaluation Tool. This tool guides student reflection and self-evaluation. The clinical faculty use this tool to assess student progress toward meeting the clinical educational concepts and EOPSLOs. Clinical faculty must document student performance related to the EOPSLOs.

Academic Success Plans While in Clinical

If problems are identified that may affect student success in a clinical nursing course, the clinical faculty will inform the student and assist them to develop an individualized plan for improvement that identifies goals and actions for improved performance. Students are responsible for implementing the plan, which may include following up on referrals and conferences as needed. After informing the student of the improvement plan, the clinical faculty will document the conversation on the clinical counseling form, the Weekly Clinical Reflection, and Evaluation.

When clinical deficiencies are identified, the instructor and student privately meet to verbally identify the problem areas and develop a plan for correcting the deficiencies. If the deficiencies are not corrected or other deficiencies arise, an individualized plan for improvement will be initiated.

A plan for improvement if implemented will include:

1. Statement of deficiency/deficiencies.
2. Student perception of the deficiency.
3. Ways to demonstrate achievement of clinical educational concepts.
4. Time limit for demonstration of improvement and correction of deficiencies.
5. Consequences if no improvement and/or correction of deficiencies occur.
6. Signatures of both instructor and student.
7. Original copy must be filed in student's academic file.

The student may request a meeting with the clinical instructor, course coordinator and/or program chair.

Documentation and Filing of CET

1. Each student is to have a Midterm (for 15 week clinical) and Final CET completed for each clinical course.
2. Faculty/staff members are to discuss this evaluation with the student and obtain the student's signature.
3. Faculty/staff members are to send the final signed CETs to the Nursing Program to file in the Nursing Program TEAMs site
4. The Instructional Dean of Health Sciences/Nursing Program Director will track and address issues of accountability and compliance.

I. Clinical Dismissal

The faculty believes that the physical and emotional welfare of patients and their families have the highest priority. In addition, students must consistently demonstrate physical and mental competence when in clinical areas in order to deliver patient care safely. (Refer to Technical Standards and the Rules and Regulations of the Maryland Nurse Practice Act.)

Therefore, a student may be dismissed from the clinical area who:

- Demonstrates clinically unsafe nursing practice, which jeopardizes or has the potential to jeopardize patient welfare. A student who has demonstrated clinically unsafe behavior will be relieved of clinical responsibilities and referred to resources as appropriate.
- Fails to properly perform skills previously learned. Students are accountable for all skills previously learned. The student may be given a referral form which must be completed with the laboratory personnel. The lab staff will provide documentation to the clinical instructor. Skill(s) then must be evaluated by a faculty member.
- Fails to demonstrate physical and mental competence in clinical areas.
- Demonstrates behavior that jeopardizes or potentially jeopardizes the operation and management of the health care facility. This behavior may be related to many factors, e.g. physical or mental health problems, knowledge deficits, problem-solving skills deficits, anxiety, use of chemicals, oral or written communication skills, etc.
- Does not comply with timely health record submission and/or continues to be non-compliant for more than two weeks.
- Has been dismissed by a clinical facility.

J. Incident Reports

Clinical faculty will follow facility policy and procedure for any student injuries that occur during the clinical day. The clinical faculty member will also document the incident with Montgomery College.

K. Parking at Off Site Clinical Agencies

Each facility presents the agency's parking policy during orientation. Faculty and students are required to follow the agency's guidelines. Faculty who requests reimbursement must submit parking receipts each month via Workday for reimbursement. Late submissions are not accepted.

Section XIV: Resources for Students

A. Academic Success Plan

Faculty may initiate an Academic Success Plan (ASP) for students exhibiting difficulty in meeting course objectives. The ASP is posted on the Blackboard course sites and may be initiated at the beginning of the semester. Emphasis will be placed on students who are repeating a course or received a final grade of "C" in a previous nursing course. Faculty will meet with students to provide feedback on the student's success plan. The faculty and the student will sign the signature page; the document will be saved securely.

B. Collegewide Counseling/Advising

During the admissions process, counselors/advisors help students choose the curriculum and courses that best suit his/her individual interests and abilities. Throughout the year, counselors teach student development courses in college survival, study skills, career development, overcoming math anxiety, success groups, and a seminar for international students.
http://www.montgomerycollege.edu/Departments/studev/counselingandadvising.html
240-567-1480

Counseling Resource:
Maureen Mirowski 240-567-5810 (Health Science Counselor)

C. Disability Support Services

Disability Support Services (DSS) is dedicated to assisting students with disabilities accomplish their personal, scholastic and career goals by teaching academic and advocacy skills, eliminating the physical, technical and attitudinal barriers that limit opportunities, and promoting an awareness of the experience of persons with disabilities within social, political, and economic constructs. DSS is committed to providing all services and operating all programs in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the American with Disabilities Act of 1990.

Any student who may need accommodation due to a disability should make an appointment to see the Course Coordinator during office hours. A letter from Disability Support Services (DSS) authorizing accommodation will be needed. Any student who may need assistance in the event of an emergency evacuation must identify to the Disability Support Services Office.

D. Financial Aid

The college offers a variety of financial aid opportunities from federal, state, and

institutional sources for full and part-time students attending any of the campuses, educational centers, or extension sites throughout the county. Information about the types of aid available may be obtained by contacting the Financial Aid Office.

E. Learning Skills Support Services

Learning Skills Support Specialists (LSSS) offers assistance in study skills, time management, test-taking skills, hints on how to take notes more effectively, liaison with other on-campus or community resources--all of these support services and many more are offered through LSSS. This program is designed to provide assistance for academic success to students in career and technical programs, including nursing. A wide variety of support services are offered.

F. Medical Learning Center (MLC)

The Medical Learning Center (MLC) houses many learning materials for students to use during their educational studies at Montgomery College. The MLC has computers, books, videos, and a comfortable environment for students to learn. Montgomery College identification is required upon entry.

G. Achieving the Promise Academy (ATPA)

Achieving the Promise Academy (ATPA) is Montgomery College's academic coaching program created to ensure students have assistance, opportunities, and tools needed to be successful in the nursing program. The academic coaches are RNs who are available to guide nursing students in their academic success. The nursing program offers ATPA coaches in many of the first-year courses of the program.

H. Nursing Skills Simulation Center

The Nursing Skills Simulation Center (NSSC) is a resource for the students to learn, practice, and demonstrate nursing care in a safe learning environment. In this setting, students work with realistic patient simulators, medical supplies and equipment to prepare them for actual patient care. Teamwork, communication skills, and nursing professionalism are the basis for all practice in the NSSC. The center is staffed by instructors who are registered nurses available to guide students during open lab time and by appointment. Lab hours are posted outside of the lab and are noted on the Nursing Hub under the Nursing Skills Lab tab.

Required practice hours vary with each nursing course and can be found in the course syllabus. Skills Workshops may be offered as group guided sessions throughout the semester. Students can register for these workshops through the Nursing Hub under the Nursing Skills Lab tab.

Laptop computers are accessible in the main practice lab at each bedside. DocuCare, skills modules, and skills practice checklists can be accessed from the laptops. Students are encouraged to utilize these resources when practicing skills. Books are also available from the lab desk to supplement practice activity but cannot be removed from the main practice lab.

Students may be given a lab referral by their Clinical Instructor if they require additional guidance. A Lab Associate will work with the student one-on-one on the area identified on the referral form. Appointments are made by the student and Lab Manager via email. The students must make the appointment as soon as possible after the referral and must complete the item by the given due date. Appointments can also be made if a student would like individualized practice time without a referral.

The Lab Manager will post on-campus lab room assignments by the health science elevators. Supplies distributed in on-campus labs should be kept for at home practice. General one-time use supplies are also available in the practice lab. Sharps are not to be reused or removed from any labs under any circumstances. Reserving lab space and equipment for course projects can be arranged via email to the Lab Manager.

If a student has a known **latex allergy**, make the lab manager, lab associates, and clinical instructor aware. The NSSC uses latex free supplies, though equipment may occasionally contain latex.

Rules and Policies outlined for the Nursing Skills Lab:

1. Students must wear a lab coat.
2. Students must bring their own tracking forms; the Lab does not provide them. Students may print their own lab tracking form from the kiosk on the first floor or from the MLC.
3. Please sign in and out at the sign in computer.
4. Personal property is to be stowed in cubbies.
5. No eating, drinking, or cell phone use, photography, or recording in the Lab.
6. Skills cannot be practiced before being taught by your Clinical Faculty in your on-campus clinical lab.
7. The Lab is a safe, stress-free environment where students can feel comfortable practicing and making mistakes. Lab Staff will provide guidance as needed but do not check students off on skills during the semester; if a student has skills to be checked off, the skill evaluation will need to be done with the clinical faculty.

I. Barbara L. Nubile Simulation Center

The Barbara L. Nubile Nursing Simulation Lab is a state-of-the-art learning center where students gain real world experience in a controlled clinical environment. It is equipped with patient simulators that are high and medium fidelity. Realistic medical equipment is used to support student learning.

The simulation hospital is equipped with seven fully functioning rooms, electronic patient

monitors, a medication dispensing system, a patient call system, linen carts, food trays, crash carts, and a nursing station to simulate a real hospital setting. Simulation is integrated throughout the nursing curriculum to complement classroom and clinical experiences, to provide nursing students with a controlled, risk-free environment, and aid in preparing students for competent practice. During simulation experiences, nursing students take charge of patient care and work through scenarios to practice critical thinking, communication, assessment, delegation, and teamwork. The use of simulation allows students to learn by doing and by reflecting on their experience.

Simulation Conduct

1. Professional conduct and communication are expected at all times in the nursing simulation lab.
2. The simulation hospital should be treated as a real clinical setting at all times. All mannequins should be treated as if they are actual patients. Any live actors in the scenario should be treated as if they are in a real clinical situation.
3. Cell phones are not to be used during simulation and should be off or silenced.
4. Simulations may be streamed to the classroom for other members of the class to view and take notes on actions that were done well and those needing improvement.
5. Students will be participating in and observing others during simulation experiences. All simulation lab users will respect privacy and maintain confidentiality at all times.

Confidentiality

1. All simulation day information is considered confidential and is not to be discussed outside of the nursing simulation lab.
2. All participants in simulation scenarios are to be treated in a professional manner. No student performance information may be discussed outside of the nursing simulation lab.

J. Takoma Park/ Silver Spring Campus Resources Centers

Montgomery College offers a variety of services and supports through discipline-specific Learning Centers to help students meet the rigors of academic coursework. Some of the centers available to students include:

Math-Science Learning Center

The Math-Science Learning Center is a supplementary educational center as well as a place to obtain help with math and science courses and content.

Reading Writing/Language Center

The Writing, Reading, and Language Center (WRLC) provides print materials and one-on-one tutoring for Montgomery College students on a drop-in or appointment basis. Services at the WRLC include instructional support for courses in reading, writing, speech, and languages supported by the College.

Social Sciences Computer Center

The Social Sciences Computer Center (SSCC) is a resource center for students taking courses or majoring in economics, education, history, mental health, political science,

philosophy, psychology, and sociology.

K. Veteran's Services

Montgomery College offers assistance to veterans and service members who want to advance their education. The office is available to help determine that the entitled benefits are being received.

References

Accreditation Commission for Education in Nursing. (2020). *Mission, purpose, goals.* https://www.acenursing.org/about/mission-purpose-goals/

International Council of Nurses (ICN). (2002). *Nursing definitions*.https://www.icn.ch/nursing-policy/nursing-definitions

Maryland Organization for Nurse Leaders. (n.d.) *About MONL.* https://mdonl.nursingnetwork.com/

National League for Nursing. (2024). *About the National League for Nursing*. https://www.nln.org/about/about/overview

Organization for Associate Degree Nursing. (2020). About OADN. https://oadn.org/about/

Pischke-Winn, K. A., Gainor Andreoli, K., & Halstead, L. K. (Eds.). (2004). *Students with disabilities: Nursing education and practice*. Rush University Medical Center. https://www.ncsbn.org/public-files/Proceedings_from_Nursing_College_Symposium.pdf

Signature Page

Montgomery College
Nursing Program
Faculty & Staff Handbook
2024-2025

Date: _____

I have received, read and understand the contents of the 2024-2025 Nursing Program Faculty & Staff Handbook.

Signature: _____

Print Name: _____

M# _____