



MONTGOMERY COLLEGE

Nursing Program

Student Handbook

2019 - 2020

Nursing

The Registered Nurse's unique function is to assist individuals, sick or well, in the performance of those activities contributing to health or its recovery (or to peaceful death) that they would perform unaided if they had the necessary strength, will or knowledge. And to do this in such a way as to help them gain independence as rapidly as possible.



Henderson, V (1966). The Nature of Nursing. New York: MacMillan, pg. 15.

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Foreword

The Student Handbook is designed to provide nursing students with a ready reference manual for the Nursing Program. This Handbook deals specifically with the policies and procedures for the Nursing Program and serves to assist nursing students toward successful completion of their course of study. As such, it is intended to supplement, not replace, the policy and procedure publications to which all students of Montgomery College are subject, such as the:

- Current College Catalog
- Current Semester Schedule of Classes
- Student Handbook (Student Code of Conduct)
- College Policy and Procedure Manual

It is the responsibility of each student to review this Handbook regularly and to understand its contents.

Nursing students may want to consult nursing Course Guides and syllabi for further guidance with program policies.

This handbook should not be construed as constituting a contract, express or implied, between the Nursing Program and any person.

The statements and provisions in this handbook are subject to change at the discretion of the Nursing Program and without notice.

The most current version of the Nursing Student Handbook is on the Nursing Program's website at www.montgomerycollege.edu/nursing

REV 7/2016 Davis

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, DC 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 is a dynamic integration of art and science dedicated to meeting the needs of individuals and groups throughout the life cycle and along the health-illness continuum. All individuals are viewed holistically as having physical, emotional, intellectual, socio-cultural and spiritual needs. Using the nursing process to provide patient-centered care, the practice is devoted to promoting, maintaining and restoring the health of individuals, families, and selected groups as well as supporting a peaceful, dignified death.

Nursing Education is designed to prepare a diverse student body to provide safe and competent care to a variety of populations in a multi-cultural community with an increasingly global perspective. Acquisition of cognitive, psychomotor and affective skills is essential to competent nursing practice. Learning is enhanced when content is presented in a progressive sequence whereby complex knowledge and skills build upon previous learning. The General Education requirements provide a common, broad-based educational foundation.

The teaching-learning process is a vehicle for the achievement of program goals. The Nursing Program is a learning community where collaboration between educators and students results in professional growth and change. It is the educator's role to facilitate learning by providing educational resources and serving as a role model. The educator further guides students in acquiring and synthesizing selected concepts of the nursing process. Student and educator participation, critical thinking, self-direction and accountability are essential to the success of the teaching-learning process and life-long learning. Multiple learning modalities and experiences accommodate individual differences in learning and support student success. A periodic appraisal of performance using a variety of methods provides reinforcement of desired behaviors and/or guidance toward change, and measures progress toward program goals.

The Associate Degree graduate nurse functions as a beginning practitioner of nursing, demonstrates clinical reasoning within the nursing process, to provide and manage care in a variety of settings. Graduate nurses recognize that teamwork and collaboration among health care professionals is critical to delivering safe, quality client care. Ongoing quality improvement activities are performed in concert with other members of the health care team. Application of evidence-based practice, skills in informatics, and client care technology is essential to the delivery of quality care while ensuring safety. Graduate nurses demonstrate professional conduct by exhibiting accountability for their actions, practicing within their scope of practice, and assuming legal responsibility for the care they provide. They uphold their commitment to the public by adhering to legal and ethical standards, which provides a context for making judgments and offers guidelines for maintaining professionalism.

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Section III: Curriculum

A. Conceptual Framework

The conceptual framework of Montgomery College's nursing curriculum is based upon:

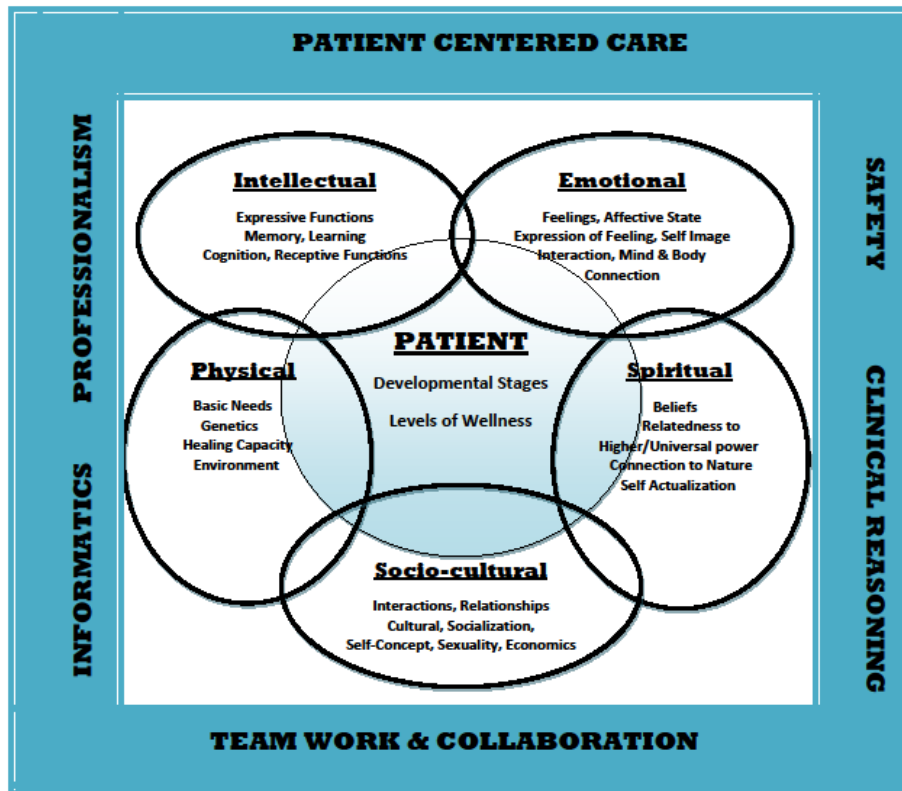
Core Curriculum Concepts:

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

Holism:

A concept that views the individual as an interacting whole with interconnecting physical, emotional, intellectual, socio-cultural, and spiritual dimensions.

The Five Dimensions of the Person:



B. Curriculum Glossary

Accountability	Being attentive and responsive to the healthcare needs of individual patients. It is measured by the nursing standards defined in State Nurse Practice Acts and Regulations, the Scope of Practice, Professional Standards of Nursing Practice and other practice guidelines and protocols (Taylor, 2011, p. 206).
Caring	In clinical practice [caring] is “developing and sustaining a helping-trusting, authentic caring relationship and being present to, and supportive of, the expression of positive and negative feelings as a connection with deeper spirit of self and one-being-cared-for” (Watson, 2001).
Clinical Procedures	Nursing interventions performed in the clinical setting to assist patients achieve optimal health. Also refers to specific clinical techniques utilized by interdisciplinary healthcare providers.
Clinical Reasoning	The ability to form judgments as the clinical situation changes taking into the account the context and concerns of the patient and family (Benner, et al., 2010, p. 85).
Collaboration	Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care (QSEN Institute, 2007).
Communication	The process of sharing information; process of generating and transmitting meaning (Taylor, 2011, p. G-4).
Community	Specific population or group of people living in the same geographic area under similar regulations and having common values, interests, and needs (Taylor, 2011, p. G-4).
Concept Map	Instructional strategy that requires learners to identify, graphically display, and link key concepts (Taylor, 2011, p. G-5).
Conceptual Framework	Set of concepts, along with the statements that arrange the concepts into an understandable pattern (Taylor, 2011, p. G-5).
Critical Thinking	<ol style="list-style-type: none"> 1. Thought that is disciplined, comprehensive, based on intellectual standards, and, as a result, well-reasoned; a systematic way to form and shape one’s thinking that functions purposefully and exactly. (Taylor, 2011, p. G-5). 2. Reasoning is based on organized, purposeful, and disciplined thought which may lead to new ideas, plans, and conclusions. Critical thinking involves application of elements, traits, intellectual standards and abilities (Paul, 1993).
Culture	The sum total of human behavior or social characteristics peculiar to a specific group and passed from generation to generation or from one to another within the group (Taylor, 2011, p. G-5).
Cultural Competence	The process in which the nurse continuously strives to achieve the ability and availability to effectively work within the cultural context of a client (individual, family, community) (Campinha-Bacote, 2005). The attitudes,

	knowledge and skills necessary for providing quality care to diverse populations (American Association of Colleges of Nursing, 2008).
Dimensions of Person	Domains used to organize patient care: Spiritual, Physical, Intellectual, Emotional, and Socio-Cultural.
Ethical/Legal Standards	Ethical standards are a profession's codified position on moral duty, values, obligations and the distinction between right and wrong. Legal standards are society's written mandates of required actions and limits on behavior (Hall, 1996).
Evidence-based Practice	Integrate best current evidence with clinical expertise and patient/family preference and values for delivery of optimal health care (QSEN Institute, 2007).
Health	State of optimal functioning or well-being (Taylor, 2011, p. G-9).
Health Care Provider	Refers to a licensed independent provider; may include, medical/surgical doctors, physician assistants, or nurse practitioners.
Health- Illness Continuum	Degree of client wellness that exists at any point in time, ranging from an Continuum optimal wellness condition, with available energy at its maximum, to death which represents total energy depletion (Neuman Systems Model, 2011).
Holism	Recognizes the totality of the human being – the interconnectedness of body, mind, emotion, spirit, social/cultural, relationship, context, and environment (American Holistic Nurses Association, 2012).
Illness	Abnormal process in which any aspect of the person's functioning is altered (in comparison to the previous condition of health) (Taylor, 2011, p. G-10).
Informatics	Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making (QSEN Institute, 2007).
Knowledge Management	A discipline that promotes an integrated approach to identifying, capturing, evaluating, retrieving, and sharing an organization's information assets. These assets may include databases, documents policies, and procedures (Koenig, 2012).
Learning	Increasing one's knowledge; having one's behavior changed in a measurable way as a result of an experience (Taylor, 2011, p. G-12). There are three domains of learning: <ol style="list-style-type: none"> 1. Affective: attitudinal change reflective in behavior. 2. Cognitive: new understanding involving remembering, understanding, applying, analyzing, evaluating and creating (Blooms Taxonomy, 2013). 3. Psychomotor: skill learned through imitation, repetition, and manipulation.
Management of Resources	The process of using the company's resources in the most efficient way possible. These resources can include tangible resources such as goods and equipment, financial resources, and labor resources, such as employees (Business Dictionary, 2013).
Nurse Practice Act	State laws and regulations pertaining to nursing practice (MBON, 2013).
Nursing Process	A five step systematic method for giving patient care; involves assessing, diagnosing, planning, implementing and evaluating (Taylor, 2011, p. G-14).

Patient-centered Care	Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs (QSEN Institute, 2007).
Professionalism	The habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit to the individual and community being served (Kirk, 2007).
Safety	Minimize risk of harm to patients and providers through both system effectiveness and individual performance (QSEN Institute, 2007).
Simulation	
Teaching	Planned method or series of methods used to help someone learn (Taylor, 2011,p. G-20).
Teamwork	See Collaboration.

C. Nursing Program End of Program Student Learning Outcomes (EOPSLOs)

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.

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D. 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 70% 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: Courses

A. Sequence of Courses

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. The student is to meet with his/her designated faculty advisor to plan his/her course of study for each semester. The student is responsible for meeting all pre or co-requisites. A student 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 twice.

Curriculum

First Semester (18 Credits)	
BIOL 150	Principles of Biology I (4 Credits)
ENGL 102 OR ENGL 103	Techniques of Reading and Writing II (3 Credits) OR Critical Reading/ Writing/ Research at Work (3 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) * MUST be completed prior to third semester of nursing program
Second Semester (18 Credits)	
BIOL 212	Human Anatomy and Physiology I (4 Credits)
MATH 117 OR Higher	Mathematic Foundations Course OR Survey of College Mathematics (3 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 102 OR PSYC 203	General Psychology (3 Credits) OR Human Growth and Development During the Life Span (3 Credits)
Third Semester (16 Credits)	
	Arts Distribution (3 Credits)*
BIOL 213	Human Anatomy and Physiology II (4 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)
	<i>Global</i> 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 will meet the Behavior and Social Sciences Distribution (BSSD) requirement (3 Credits). This course will also fulfill the Global/ Cultural Perspectives Requirement*
* May be taken in any sequence	
Total credit hours 70	

Nursing Courses

NURS 113 - Fundamentals of Nursing

(TP/SS only) 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. Formerly NU 113. 7 semester hours*

NURS 114 - Professionalism and Communication in Nursing

(TP/SS only) 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. Formerly NU 114. 1 semester hour*

NURS 121 - Basic Health Assessment

(TP/SS only) 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. Formerly NU 121. 1 semester hour*

NURS 122 - Supplemental Clinical Practicum

(TP/SS only) 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. Formerly NU 122. 2 semester hours*

NURS 125 - Nursing in Health and Illness I

(TP/SS only) 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):** A grade of C or better in [BIOL 150](#), [NURS 113](#), [NURS 114](#), [NURS 121](#), [ENGL 102](#) or [ENGL 103](#). **PRE- or COREQUISITE(S):** A grade of C or better in mathematics foundation. [PSYC 102](#) or [PSYC 203](#) or consent of program coordinator. **COREQUISITE(S):** [BIOL 212](#), [NURS 126](#). *Two hours lecture, six hours laboratory each week. Formerly NU 125. 4 semester hours*

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

(TP/SS only) 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):** A grade of C or better in [BIOL 150](#), [NURS 113](#), [NURS 114](#), [NURS 121](#), [ENGL 102](#), or [ENGL 103](#). **PRE- or COREQUISITE(S):** A grade of C or better in mathematics foundation. [PSYC 102](#) or [PSYC 203](#) or consent of program coordinator. **COREQUISITE(S):** [BIOL 212](#), [NURS 125](#). *Two hours lecture, six hours laboratory each week. Formerly NU 126. 4 semester hours*

NURS 129 - Pathophysiology and Pharmacology in Nursing

(TP/SS only) 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. **PREREQUISITE(S):** A grade of C or better in [BIOL 150](#), [NURS 113](#), [NURS 114](#), [NURS 121](#), [ENGL 102](#) or [ENGL 103](#). **PRE- or COREQUISITE(S):** A grade of C or better in mathematics foundation and [BIOL 212](#), [PSYC 102](#) or [PSYC 203](#) or consent of program coordinator. Two hours each week. Formerly NU 129.

2 semester hours

**** This course must be completed prior to registering for NURS 225 and NURS 226 in the third semester of the nursing program.**

NURS 130 – Transition to Nursing

(TP/SS only) Designed to ease the transition of para-professional healthcare workers into the Associate Degree Nursing (ADN) program. Specific concepts drawn from the first year of the AD nursing 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 patient with alterations 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](#)/[EENGL 103](#). Six hours of lecture/ discussion/ blended course / 16 hours laboratory each week for 10 weeks. Formerly NU 130.

7 semester hours

NURS 140 - Independent Study in Nursing

(TP/SS only) 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. Formerly NU 200.

1-4 semester hours

NURS 205 - Transition to Professional Nursing Practice

(TP/SS only) 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. 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. Formerly NU 205.

1 semester hour

NURS 210 - Pharmacology in Nursing

(TP/SS only) Study of the pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of various classifications of medications with emphasis on the nursing implications and patient education required for safe administration of medications. PREREQUISITE(S): A grade of C or better in [BIOL 212](#), and mathematics foundation or consent of program coordinator. PRE- or COREQUISITE(S): [BIOL 213](#). Three hours each week. Formerly NU 210.
3 semester hours

NURS 225 - Nursing in Health and Illness II

(TP/SS only) 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): A grade of C or better in [BIOL 212](#), [NURS 125](#), [NURS 126](#), [NURS 129](#), [ENGL 102](#) or [ENGL 103](#); and mathematics foundation or consent of program coordinator. PRE- or COREQUISITE(S): Art Distribution. COREQUISITE(S): [BIOL 213](#), [NURS 226](#). Two hours lecture/discussion, six hours laboratory each week. Formerly NU 225.
4 semester hours

NURS 226 - Nursing Care of Special Populations II: Maternal/Child Nursing

(TP/SS only) 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 adolescence. PREREQUISITE(S): [BIOL 212](#), [NURS 125](#), [NURS 126](#), [NURS 129](#), [ENGL 102](#) or [ENGL 103](#), and mathematics foundation or consent of program coordinator. PRE- or COREQUISITE(S): ARTS distribution. COREQUISITE(S): [BIOL 213](#), [NURS 225](#). Three hours lecture/discussion, six hours laboratory each week. Formerly NU 226.
5 semester hours

NURS 240 - Nursing in Health and Illness III

(TP/SS only) 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. This course will also encompass additional management and leadership concepts in nursing. PREREQUISITE(S): A grade of C or better in [BIOL 213](#), [NURS 225](#), [NURS 226](#). PRE- or COREQUISITE(S): [SOCY 100](#), [SOCY 105](#), [SOCY 214](#), or [SOCY 240](#), and Humanities distribution. COREQUISITE(S): [BIOL 210](#), [NURS 205](#). Three hours lecture/discussion, 12 hours laboratory each week. Formerly NU 255.
7 semester hours

B. Dual Admission Pathway

MC to University of Maryland School of Nursing

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). This is a three plus one year(s) (3+1) agreement. As an MC nursing student in the Dual Admission Program, you can begin taking UMSON courses to fulfill the requirements for the BSN during your third and fourth semesters. Once you complete the ADN and obtain an RN license, you complete the final year of study at UMSON.

ELIGIBILITY

To apply for the Dual Admission Program, you must have a minimum overall GPA of 3.0 and a minimum science GPA of 2.75. The science GPA is based on the following courses: Microbiology (BIOL 210), Human Anatomy and Physiology I (BIOL 212), Human Anatomy and Physiology II (BIOL 213), and Chemistry (CHEM 131).

APPLICATION PROCESS

You must submit a separate application to UMSON with the following: online application, application fee, official transcripts from every college or university attended, essay (part of online application), résumé, and the UMSON prerequisite course list. Apply no later than your second semester in the MC nursing program. Deadlines are December 1 (fall) and May 1 (spring).

Prerequisites: Students applying for the Dual Admission Program cannot have more than six outstanding prerequisite courses in their fall or spring semester prior to enrollment at UMSON.

For additional information, email adntobsn@montgomerycollege.edu

C. Advanced Placement Pathway

LPN/Military Medic/Corpsmen to Associate's 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.

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.

D. Articulation Agreements

Transferring Credits to a BS/MS Nursing Program in Maryland State Colleges and Universities

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 AS Program. Examples for some colleges/universities may include: PSYC 203 Human Growth & Development during the Lifespan, SOCY 101 Introduction to Sociology, BIOL 213 or FM 103 Nutrition, MATH 116 Elements of Statistics and additional arts and humanities electives. Please contact the school of choice for specific requirements.

RN to MSN ARTICULATION MODEL

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 V: Student Advising

A. Advising Appointment

All nursing students are assigned to a full-time nursing faculty advisor from enrollment to graduation. 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. **These advising appointments are expected to be completed no later than the eighth (8th) week of the semester.** The faculty advisor will complete the registration clearance for the next semester's courses. 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. *See appendix III*

B. Registration

Students will receive a Registration Memo from the Program Chair indicating dates and times of upcoming nursing registration. **Students are not to register online prior to the nursing registration days.**

Students must schedule a meeting with their advisor to review the academic record and health requirements confirming pre-requisites have been completed before the faculty advisor clears a student to register for the next semester nursing courses. The faculty advisor completes the "Proof of Advising" form with a signature, date, and stamp. All required health items must be current for registration.

During the course registration, all students will receive their CRN for both theory and clinical courses.

Students are expected to register online using the exact CRN's provided during registration. Failure to do so will result in automatic withdrawal from the course. All pre- and co-requisite courses must be accounted for in Banner or nursing registration will be blocked. Also, all co-requisite courses must be registered at the same time for registration to proceed.

Clinical sites are subject to change

C. Graduating Students

Faculty advisors are expected to communicate the graduation requirements to students entering the fourth (4th) semester. Students must complete the Graduation Application online: Click on "Online Graduation Application" under "Apply for Graduation" and complete the steps.

Note: If you have submitted a graduation application for the next term, then you should not submit additional applications, unless they are for different certificates or associates. **If you applied for graduation and did not graduate, you will need to re-apply for the next semester.**

Open periods for online graduation application:

1. **Fall:** June 2 - October 1
2. **Spring:** October 2 - February 15
3. **Summer:** February 16 - June 1

D. Reference Letters

Students are encouraged to email faculty and staff to 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 request. 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. Students can also obtain the letter of reference request form from the Nursing office. The request form and resume can be electronically sent to the faculty and staff. Another option: students can submit the paper form and resume to the Nursing Office for faculty and staff to pick up.

Section VI: Resources

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 start of the semester for students. 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. *See appendix VIII.*

B. Disability Support Services

Any student who may need an 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 accommodations will be needed. The DSS office is located in ST/120, the phone number is: 301-650-1480 (TDD, 301-587-7207). Any student who may need assistance in the event of an emergency evacuation must identify to the Disability Support Services Office; guidelines for emergency evacuations for individuals with disabilities are found at: www.montgomerycollege.edu/dss/evacprocedures.htm.

C. 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 on the Takoma Park/Silver Spring Campus. 240-567-5100; <http://www.montgomerycollege.edu/finaid/contact.html>

D. Learning Skills Support Services

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. For more information or to request assistance, please call the Resource Center at 240-567-5553 or 5808. You can reach the team via email at: LSSS@montgomerycollege.edu

Additional information can be found at:

<http://www.montgomerycollege.edu/exploremc/learningcenters.html>

<http://www.montgomerycollege.edu/Departments/lsstp/>

E. Medical Learning Center

The center houses many learning materials for students to use during their educational studies at Montgomery College. The Medical Learning Center (MLC) has state of the art computers, books, videos and a comfortable environment for students to learn. Montgomery College identification is required upon entry. The MLC is located in HC 221. For more information or to request assistance, please call 250-567-5591. Additional information can be found at:

<http://www.montgomerycollege.edu/Departments/medlearntp/>

Medical Learning Center's Mission:

- To provide an environment for students to study individually or in groups
- To assist students in using computer software applications to complete assignments, projects and presentations
- To provide appropriate computer software, audio-visual materials, videos, anatomy models, books, a scanner and journals to enhance student learning
- To provide an environment for Health Science students who need special accommodations when taking tests
- To provide tutoring services for students attending Montgomery College
- To provide faculty and staff an area to work as a group during Health Science professional development training

F. 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 and available to guide students during open lab time and by appointment. Open lab hours are posted outside of the lab and are noted on the Blackboard site under Nursing Hub. Regularly scheduled **workshops** will be posted on the Nursing Skills and Simulation Calendar on Blackboard. Information on self-enrollment into Blackboard and the Nursing Skills and Simulation portion is distributed at registration, and is also available in HC 321. Enrollment is a requirement for all students.

Required practice hours vary with each nursing course and can be found in the course syllabus. The required hours are documented on the **lab tracking form** that is distributed to each student at the beginning of the semester. Lab staff sign tracking forms as practice is completed. If the tracking form is not signed at the time practice is completed, that practice session cannot be documented at a later time. Students should contact the Course Coordinator if tracking form is lost.

Students are required to use the **sign in** computer when entering and leaving the practice lab. Directions are posted next to the computer, and lab staff can assist if needed. When in the lab, students are required to wear **lab coats** and hair is to be pulled back.

Students may be given a **lab referral** by their clinical instructor if they require additional guidance. A lab instructor will work with the student one-on-one on the area identified on the referral form. The student and Lab Manager can make appointments via email. Making the appointment as soon as possible after receiving the referral should ensure completion by the deadline. Appointments can also be made if a student would like individualized practice time without a referral.

4th semester students will have **manual blood pressure check offs** in the NSSC with a lab instructor. The deadline for the checkoffs will be given to the student by faculty. Students are requested to bring another student with them whose blood pressure they will check.

Faculty will post on-campus lab locations weekly. Certain **supplies** are distributed in on-campus labs and **should be kept to use for practice.** General one-time use supplies are also available in the practice lab and on-campus labs. Sharps should not 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.

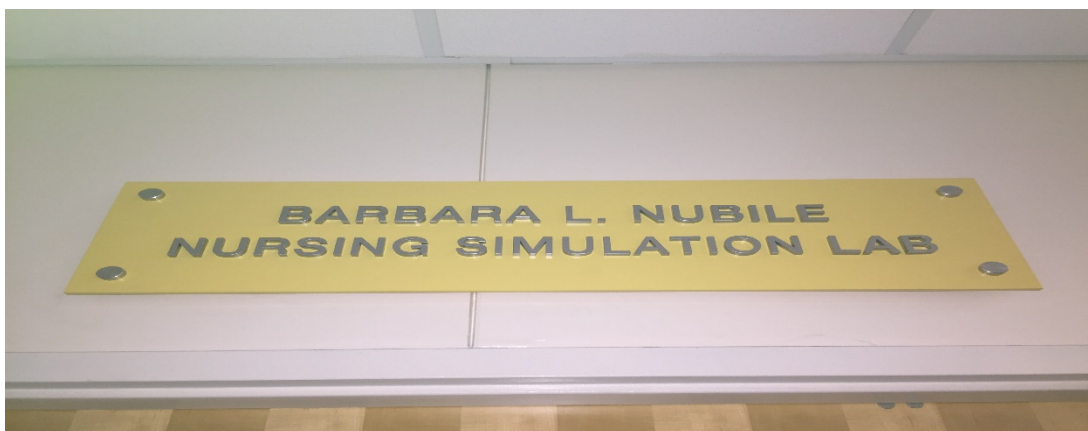
If a student has a known **latex allergy**, a letter from their health care provider, including risks and treatment, must be submitted for their student file. The NSSC uses latex free supplies, though equipment may occasionally contain latex. Notify the Lab Manager and your clinical instructor if you have a latex allergy.

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.

Please notify the lab staff of any equipment problems. Leave your work area clean and return supplies prior to leaving the lab.

Eating, drinking, use of cell phones, photography and recording are prohibited in the lab. Cell phone calls should be taken outside of the lab. All students are expected to conform to the Montgomery College Student Code of Conduct. *Revised 5/30/19 JK*

G. 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. The electronic medical record system used is the *Docucare* system. Realistic medical equipment are 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 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.

STUDENT DRESS CODE

While present in the Sim Lab, students will adhere to the dress code that will, promote safety, promote professionalism, and comply with the Sim Lab Policy. The dress code will follow that of the *Clinical Uniform Policies*.

1. Identification Badge: The students' identification badge should be clearly displayed on the front of their scrub top or lab coat.
2. Professional Attire: While participating in simulation-based activities, students are required to wear their full uniform as professional attire.
3. Appropriate clinical attire to maintain and role model professionalism include:
 - a. Uniforms or scrubs with lab coat
 - b. Closed-toe white nursing shoes
 - c. Appropriate identification badge

*Please also refer to *Section X* in this handbook under *Clinical Uniform Policies* for additional information on clinical attire.

BRIEFING

Briefing is the sharing of information about objectives, time frame, expectations, scenario/case, and roles with the participants prior to the start of the simulation based experience. The purpose of the briefing is to set the stage for the scenario and assist participants in achieving scenario objectives. During the brief the student can expect to be oriented to the equipment, environment, mannequin, roles, time allotment, objectives, and patient situation. The student will also establish a fiction contract and review contents of the confidentiality agreement.

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. We recognize that mannequins are not real, however, all mannequins should be treated as if they are actual patients. The actors in the scene should be treated as if they are in a real clinical situation.
3. Cellular-phones are not to be used during your simulation day and should be off or silenced.
4. Simulations may be streamed to the classroom for other members of your 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.

DEBRIEFING

All simulation-based learning experiences include a planned debriefing session aimed toward promoting reflective thinking Decker, S. et al. (2013). It is a process of examining both the actions and the meanings of actions during a simulation experience. It is learner centered and uses reflection to promote learning. The aim is to reflect on and make sense of the experience, improve understanding and clinical reasoning, and relate the learning to future experiences (Driefuerst, 2015).

At Montgomery College, our nursing program utilizes the Debriefing for Meaningful Learning (DML) as our debriefing method. The phases of DML include: engage, explain, elaborate, evaluate, and extend (Driefuerst, 2015).

QSEN Competencies: We include the QSEN Competencies in our simulation sessions.

Patient-centered care

Teamwork and Collaboration

Evidence-Based Practice (EBP)

Quality Improvement (QI) &

Safety

We believe that our learners are intelligent, motivated to learn, care about doing their best and want to improve.

References

Decker, S. et al. (2013) Standards of Best Practice: Simulation Standard VI: The Debriefing Process Clinical Simulation in Nursing, 9(6), S26 - S29

Dreifuerst, K. T. (2015). Getting started with Debriefing for Meaningful Learning. *Clinical Simulation in Nursing*, 11(5), 268-275. doi: 10.1016/j.ecns.2015.01.005 *Revised 6/3/19 CMH*

H. Veteran's Services

If you are a veteran or on active or reserve status and you are interested in information regarding opportunities, programs and/or services, please visit the Combat2College Web site at www.montgomerycollege.edu/combat2college.

Section VII: Student Engagement

A. Communication

Student Privacy (FERPA)

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

As a student, under FERPA you have the following rights:

1. The right to inspect and review your own education records within 45 days of the day the College receives a request for access.
2. The right to request to amend of your education records if you believe they are inaccurate or misleading.
3. The right to limit the disclosure of personally identifiable information designated by the College as "[directory information](#)."
4. The right to file a complaint with the U.S. Department of Education concerning an alleged failure by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, D.C. 20202-4605

E-Mail

Effective communication between faculty, staff and students include the appropriate and professional use of e-mail. Students are expected to communicate with faculty and staff using only the Montgomery College e-mail account. Students are **NOT** to use the Blackboard email system. Students are expected to check their email regularly. Students are held responsible for information, assignments, and announcements that are distributed via e-mail. Please include full name, the nursing courses currently enrolled and MC ID number in all emails. Students can anticipate a 48-72 hour e-mail response time from faculty and staff during business hours: Monday-Friday 8 AM to 4:30 PM.

Nursing Program and Course Websites

The nursing program posts announcements and changes on the program web site. Individual nursing courses also use Blackboard web sites for posting course specific information and announcements. Students are responsible for being aware of information posted on pertinent nursing web sites.

Communication Accountability

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 Nursing Program Chair.
 - If unresolved, move to step 4.
- Step 4: Meet with Nursing Program Director / Interim Dean of Health Sciences
 - Final attempt at resolution within the Health Sciences Area Unit.

Civility

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. This applies to all forms of social media.

1. 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.
2. 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.

B. Nursing Student Peer Mentoring Program

The purpose of the nursing student peer-mentoring program is to assist the 1st semester nursing student with their transition, challenges, and progression in nursing school. When a student (2nd, 3rd, or 4th semester) has been through a specific course or program and interacts with a 1st semester student who is currently enrolled in that program, he/she provides:

1. Information concerning campus, course concepts, and activities
2. Support in social and academic progression
3. Encouragement towards academic success
4. Open communication by engaging and promoting a positive relationship

Nursing Student Peer Mentoring Program will be re-evaluated during this academic year. More information forthcoming. Refer to the Nursing HUB Blackboard Site for more information.

C. 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:

1. Provide a forum for discussion of issues involving campus and/or community activities.
2. Provide opportunities for leadership development, public speaking and legislative activity.
3. Develop partnerships and communication with community agencies.
4. Plan the graduation pinning ceremonies.

Students are encouraged to participate in the Nursing Club. The club offers opportunities for leadership training and professional development by assisting in activities such as information

sessions, health fairs, blood drives, and March of Dimes Walk-A-Thons. Students plan and implement their own programs with assistance from faculty advisors.

D. Alpha Delta Nu Nursing Honor Society: Beta Chi Chapter

The objective of the Organization for Associate Degree Nursing (OADN) Alpha Delta Nu Nursing Honor Society shall be 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. Additionally, the society shall participate in the recruitment of qualified individuals into the profession of nursing. Membership shall be offered to students after the first two semesters who have maintained a cumulative GPA of 3.0 or above and have earned a grade of B or better in each nursing class of the nursing program with no previous failures in any nursing course. Students would be invited to provisional membership at the beginning of the third semester of the core curriculum. Full membership would be granted if the student maintains the cumulative 3.0 GPA and earns a grade of B or better in all nursing courses in the third semester of study during the second year of the core nursing curriculum. Students shall have demonstrated conduct on campus and the clinical areas that reflects integrity and professionalism. Students are also expected to complete a volunteer/ capstone project.

E. Nursing Program Curriculum Committee

The Curriculum Committee of the Nursing Faculty is a standing committee consisting of full-time faculty and two students, one from first/second semester and one from third/fourth semester. Through this committee, students are encouraged to participate in the curriculum review and revision process.

F. Nursing Program Evaluation Committee

The Evaluation Committee of the Nursing Faculty is a standing committee consisting of full-time faculty and two students, one from first/second semester and one from third/fourth semester. Through this committee, students are encouraged to participate in the evaluation process for the nursing program.

G. Nursing Program Student Success Committee

The Student Success Committee of the Nursing Faculty is a standing committee consisting of full-time faculty and two students, one from first/second semester and one from third/fourth semester. Through this committee, students are encouraged to participate in the development and evaluation of student success strategies for the nursing program.

Requests for student committee representatives are made at the beginning of each semester

Section VIII: Classroom Policies

A. General Classroom Policies

1. Only students registered for the course are to attend class. Once a student withdraws for a nursing course(s), the student is not to attend or audit the class(es) and clinical experience.
2. If a student withdraws from the course, the student is not permitted to attend class.
3. No food or drink allowed in the classrooms.
4. Students should make childcare arrangements for periods when they will be on campus. In an occasional emergency situation, and only with permission of the instructor, a student may bring a child to class provided that the situation does not interfere with other students' educational experience. If the instructor does not grant permission for the child to be present, the student must remove the child from College premises.

B. Classroom Attendance Policies

1. Attendance and punctuality are expected and are directly correlate with successful course completion. In case of an illness or emergency that causes an absence, contact the Course Coordinator via email.
2. In cases involving excessive absences from the course, the student may be administratively withdrawn from the course. An excessive absence is defined as one more absence than the number of classes per week during a fall or spring semester; the number of absences is prorated for accelerated sessions. Refer to Montgomery College policy related to attendance (Academic Regulation 9.823).

C. Classroom Conduct

Academic dishonesty is strictly prohibited. Examples of academic dishonesty are: cheating on exams, copying another's work or allowing your work to be copied; plagiarism: presenting the work of another as your own in a paper, exam, or other assignment.

Students do not have the right to interfere with the freedom of the faculty to teach or the rights of students to learn. All students are expected to be respectful and considerate in the classroom. This includes turning off cell phones, avoiding argumentative or disruptive behavior or dominating the classroom discussion. Students are expected to refrain from disrupting the class by such behaviors as whispering, or otherwise distracting the instructor and students. All students should be familiar with the Montgomery College Student Code of Conduct. This document specifies standards of student behavior, including disciplinary procedures and appeal procedures. The full 15-page document is available on the college web site, www.montgomerycollege.com. Click on *Student Services*; then click on *Student Code of Conduct*. Refer to *Appendix I*

D. Classroom and On-Campus Lab Inclement Weather Policy

There is no relationship to Montgomery County Public School closings. Montgomery College will always operate on its regular schedule unless otherwise announced. If Montgomery College closes due to inclement weather, the Course Coordinator will contact you with a plan for the

missed class time. If there is a delayed opening and 50% of the class time can occur, then class will resume when the college opens, if not, the Course Coordinator will contact you with a plan for the missed class 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 means:

- 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
- Montgomery College cable channel 10 in Montgomery County
- Commercial radio and TV stations including:
 - *Television* (Channel 5 WTTG, Channel 7 WJLA, Channel 9 WUSA, News Channel 8)
 - *Radio* (WFRE (99.5 FM) – Frederick, WAMU (88.5 FM), WFMD (930 AM) – Frederick WMAL (630 AM))

E. Course Progression Policy - Minimal Satisfactory Grades

1. In addition to the scholastic standards required of all students in the College, nursing students are required to achieve an overall course grade average of **75%** or better in all required courses in the nursing program.
2. The overall course averages are assigned the following letter grades:
 - A= 90-100%
 - B= 80-89.9%
 - C= 75-79.9%
 - Passing Grade: 75% or higher
 - F= 74.9% and below
3. The nursing program does not round course averages.
4. Each clinical nursing course grade will be determined by the following:
 - Theory score (Exams and Assignments)
 - The overall exam average must be **75%**
 - The overall assignment average must be **75%**
 - Refer to course syllabus for specific course deliverables
 - Clinical satisfactory/unsatisfactory
 - A satisfactory evaluation in the off-campus clinical component of each nursing course is required in order to pass the course.
 - A student who does not satisfactorily meet the course objectives will be unable to progress in the nursing curriculum.

F. Medication Competency Exam

All nursing students in clinical nursing courses must demonstrate the math competency each semester as requirement of the curriculum. All students are required to pass the math

competency exam for their present course *in order to pass medications in clinical* with a score of **95%** or better. There will be no date changes or exceptions. Students unable to pass the math competency exam by the assigned date will earn an unsuccessful course attempt (withdrawal while failing) and will be required to follow the readmission process.

G. Academic Sanctions

Faculty members may impose sanctions, as directed by the Dean of Student Services for violations of academic ethics and misconduct in the clinical areas.

H. Disputed Grade Policy

Students are responsible for following the instructions in the Policies and Procedures Manual for the College, Academic Regulations, 4.10 Disputed Grades.

I. Graduation and Licensure

After graduation from the Nursing Program, the Program Director must recommend the graduate to the Maryland Board of Nursing to take the National Council Licensing Examination (NCLEX-RN) that, if passed, lead to licensure in the state as a "Registered Nurse".

In certain instances, the Board of Nursing may deny a license and/or deny a graduate the right to take the examination. The primary instances involve a person having been convicted of a felony or misdemeanor. If a student has ever been convicted of a felony or misdemeanor, the student is responsible for contacting the Board of Nursing Office to seek advisement regarding their licensure eligibility.

The Nursing Program has a scheduled NCLEX-RN review during the week following the end of scheduled classes. All graduating students are required to take the scheduled review course.

Within six to twelve months after graduation, students will be mailed a survey to evaluate the Nursing Program. The survey seeks information concerning students' feelings about their achievement of the program objectives and the major strengths and weaknesses of the program as well as recommendations for improvement. Please complete and return it so continuous improvement in the Program can be made.

Section IX: Examination Policies

A. Examination Accommodations

1. The student who has an identified testing accommodation may take exams in a situation appropriate to meet the individual learning needs as noted in the letter from Disability Support Services (DSS). The exams will be taken under supervision and may be administered prior to the regularly scheduled exam.
2. The student must schedule an appointment with the Course Coordinator **at the beginning of each nursing course** to provide and discuss the accommodations letter provided by the DSS office, which specifies the reasonable accommodations needed.
3. The Course Coordinator will document and establish the testing plan for the student. The student and Course Coordinator will sign the established plan.
4. The student will receive a copy of the plan and the Course Coordinator will keep a copy of the plan for the duration of the course.
5. This document will be shredded once the course is completed.

B. General Exam Day Policies

1. The Nursing Program has established that each exam item has 1.5 minutes per exam item as a guide for timing of the exams. Thus, students will have 60 minutes to complete a 40-item exam.
2. Students must present one form of authentication e.g. college ID, or other government issued photo ID to enter the classroom.
3. Students are required to leave all personal items (including cell phones) in either the front or back of the classroom. *Please turn cell phones off.*
4. Students are not allowed to access any personal items at any time during the exam.
5. Hats, hoods, scarves, gloves, wristwatches, and coats are not to be worn during the exam. 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.
6. 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 arrives or encounters circumstances beyond their control preventing arrival until after one-third of the scheduled time has elapsed, must first contact the course faculty immediately after the unavoidable circumstances occurs, and then may be allowed to take a makeup exam at the program's discretion.
7. Faculty will not distribute index cards with exams. Students should be directed to use their hand to block lines of each item or use the back of their Scantron to block items or take notes during the exam.
8. Students may not take their own scratch paper into the classroom.
9. Students will be permitted to leave the classroom up to the last 10 minutes of the exam. No student will be permitted to re-enter after exiting the classroom.
10. Failure to comply with the proctor's direction to put pencils down and close the exam booklet will result in counseling for the violation of the Student Code of Conduct with course faculty and may result in zero for this exam.

11. If faculty are unable to identify the owner/student of the unidentified scantron, then those students will receive a zero. Students who fail to enter their name on a scantron will be counseled by course faculty.
12. After completion of the exam, the correct answers will not be announced.
13. Exam grades will be posted on Blackboard within 24 hours of the completion of the exam.

C. Exam Review Policies

1. Answer keys are available for the student to review during an appointment with a course faculty during 14 calendar days after the exam was given in class, starting the week following the exam. Exam booklets will be destroyed two (2) weeks after administration of the exam.
2. Individuals wishing to review exams need to meet with faculty during office hours or schedule an appointment. Individual review sessions are strongly encouraged for the student to understand the rationale behind the correct answer. Exam review sessions are to be scheduled for 15 minutes for a period of 2 weeks after the exam date. Some sessions may exceed the minimum time at the discretion of faculty based on individual student needs. If a student requires further remediation or action (e.g. Loma Linda assessment, ASP guidance, or Intent to Withdraw initiation) a follow up meeting will be recommended by the faculty member. Students may only review their exam once with faculty.
3. Exam review sessions with course faculty are required for any student who has an Academic Success Plan (ASP). Students assigned to a part-time faculty member or full-time clinical instructors are expected to review their exam with the assigned clinical partner who is a full-time faculty member also within two weeks of the exam.
4. Review of the Final/Last Exam
 - a. Students may review the final/last exam with a full-time course faculty member up until 1600 the next business day after the exam.

D. Exam Make-Up 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 make-up exam may be an alternate exam based on the same test plan of the missed exam.
5. Make-up exams will be given within two weeks of the date of the scheduled exam. Failure to adhere to this policy and timeline will result in an exam grade of zero.
6. The Final Exam cannot be taken before the scheduled time. In the event a student cannot take the final exam due to extenuating circumstances, an incomplete grade will be assigned (See College policy regarding incomplete grade).

Section X: Clinical Policies

A. 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 (ADN) graduates (developed by the Council of Associate Degree Nursing of the National League for Nursing). 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 accommodations 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. **Visual acuity** sufficient to assess patients and their environments and to implement the nursing care plans that are developed from such assessments.

Examples of relevant activities:

- Detect changes in skin color or condition

- Discriminating between abnormal and normal color of body fluids or exudates.
 - Collect data from recording equipment and measurement devices used in patient care
 - Detect a fire in a patient area and initiate emergency action
 - Draw up the correct quantity of medication into a syringe
 - Read fine print, such as medication and equipment labeling
2. **Hearing ability** sufficient to assess patients and their environments and to implement the nursing care plans that are developed from such assessments.
- Examples of relevant activities:
- Detect sounds related to bodily functions using a stethoscope
 - Detect audible alarms within the frequency and volume ranges of the sounds generated by mechanical systems that monitor bodily functions
 - Communicate clearly in telephone conversations
 - Communicate effectively with patients and with other members of the health care team
3. **Olfactory ability** sufficient to assess patients and to implement the nursing care plans that are developed from such assessments.
- Examples of relevant activities:
- Detect foul odors of bodily fluids or spoiled foods
 - Detect smoke from burning materials
4. **Tactile ability** sufficient to assess patients and to implement the nursing care plans that are developed from such assessments.
- Examples of relevant activities:
- Detect changes in skin temperature
 - Detect unsafe temperature levels in heat-producing devices used in patient care
 - Detect anatomical abnormalities, such as subcutaneous creptitus, edema, or infiltrated intravenous fluid
 - Palpate pulses
5. **Strength and mobility** sufficient to perform patient care activities and emergency procedures
- Examples of relevant activities:
- Safely transfer patients in and out of bed
 - Safely ambulate patients
 - Turn and position patients as needed to prevent complications due to bed rest
 - Hang intravenous bags at the appropriate level
 - Accurately read the volumes in body fluid collection devices hung below bed level
 - Perform cardiopulmonary resuscitation
6. **Fine motor skills** sufficient to perform psychomotor skills integral to patient care
- Examples of relevant activities:

- Safely disposes of needles in sharps containers
 - Accurately place and maintain position of stethoscope for detecting sounds of bodily functions
 - Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications
7. **Physical endurance** sufficient to complete assigned periods of clinical practice
8. **Ability to communicate** sufficiently to teach others, explain procedures, interact effectively with others, and convey information in writing.
Examples of relevant activities:
- Ability to speak, comprehend, read and write English at a level that meets the need for accurate, clear, and effective communication.
 - Ability to read, interpret, and communicate relevant data
9. **Emotional stability** to function effectively under stress and emergency situations, to adapt to changing situations, and to follow through on assigned patient care responsibilities, and to withstand human suffering.
10. **Cognitive ability** to collect, analyze, and integrate information and knowledge to make clinical judgments and manage decisions that promote positive patient outcomes.
Examples of relevant activities:
- Analytical thinking sufficient to transfer knowledge from one situation to another and problem solve
 - Ability to prioritize tasks to meet patient needs
 - Ability to use long-term and short-term memory to provide safe, effective nursing care

B. Mandatory Clinical Clearance Requirements

Students must complete all health requirements, criminal background check and urine drug screening through the vendor selected by the college. If a student is prohibited from attending a clinical facility based upon the results of these requirements, the student will be administratively withdrawn from the semester courses. Depending upon the nature of the results, the student may not be able to continue with the nursing program.

Medical Health Record

For incoming students, the required health records should be completed and submitted as instructed during program orientation. If items are not submitted by the due date, the student will be administratively dropped from the program and will be instructed to reapply. A physician, nurse practitioner, or physician assistant must complete the medical health record. The student must submit an annual medical physical report with complete CBC and urinalysis. Students are to maintain copies of all submitted forms. Refer to the admission requirements for health record maintenance and health record memoranda (memos) each semester.

Current students must maintain health record compliance with timely submission of all health record items. Failure to submit all outstanding items by the start of the semester will result in an administrative withdrawal. Students will not be allowed to attend clinical with outstanding items. This may result in a clinical failure for the course.

Criminal Background Check and Drug & Alcohol Testing

A criminal background check and drug & alcohol testing are required prior to entering the program. The background check and drug & alcohol testing must be done through the authorized vendor.

The process is repeated annually and when there is a gap in attendance.

In the event of a background check issue, you may not be able to remain in the nursing program.

CPR Certification

Cardiopulmonary Resuscitation (CPR) Basic Life Support, **American Heart Association Health Care Provider** certification is required of all students in order to participate in clinical assignments. Students are responsible for obtaining certification prior to entering and maintaining certification throughout the Nursing Program. Documentation of certification must be on file. **No online CPR courses will be accepted.**

Standard (Universal) Precautions

OSHA regulations require strict adherence to standard precautions and are utilized in all nursing courses. Completion of the Infection Control is **required yearly** and documentation of a score of 100% is required.

Health Insurance

Nursing students are required to maintain health insurance coverage. The Health Insurance Statement Form must be submitted upon admission to the Nursing Program.

Malpractice Insurance

The nursing faculty strongly recommends that students have their own malpractice insurance for the duration of the program.

Pregnancy Disclosure

A student who is, or becomes, pregnant is strongly encouraged to notify her course instructors or the Title IX Coordinator as soon as possible. (See Appendix IX).

C. Clinical Placement/Assignment

Students will be assigned to clinical facilities based on available agencies and student learning needs. Each student must meet the specific requirements of each clinical site. Students who fail to meet required documentation guidelines will not be placed in a clinical site.

D. Student Relationships with Clinical Agencies

If a student has previous or present affiliation in any capacity (employee, patient, family) at a health care facility used for a clinical site, the student must inform the appropriate faculty member and may be assigned to a different facility. This provides a broader learning experience for the student and prevents role conflict.

E. Clinical Supervision

Students may not be in the clinical area without the supervision of a faculty member or designated representative. Students may not administer medication without direct supervision of nursing faculty member.

F. Health Insurance Portability and Accountability Act

Students are expected to comply with all Health Insurance Portability and Accountability Act (HIPAA) and other privacy requirements while in attendance for the nursing program. To uphold these requirements students, agree not to post or discuss any clinical experience or information regarding client data, the clinical agency, or its staff on any internet social media including but not limited to: emails, Facebook, Instagram, SnapChat, and Twitter, etc. 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.

1. 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.
2. 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.
3. Do not take photos or videos of patients 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.
4. 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.
5. 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 work place.

G. Cell Phone Usage

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

H. Parking at Clinical Agencies

Students are required to park in designated locations identified by each agency. Failure to follow this policy will result in a clinical unsatisfactory evaluation for that clinical experience.

I. Signing Medical Records

Students must sign any entry made in a patient record with their full first and last name and NSMC (*e.g. Lee Smith, NSMC*), unless instructed otherwise by faculty.

J. Clinical Uniform Policies

Students must follow the uniform policy at all times when in a clinical facility and in on-campus skills and simulation labs. The uniform policy mandates a specific style and color. Refer to the uniform vendor for specifications. The uniform is to be worn as follows:

1. Navy skirt or pants with white top. Skirts are to cover knees.
2. Uniform clothing should fit loosely enough to allow easy movement.
3. An optional white lab jacket with sleeves may be worn over the top. **No long sleeve shirts under uniform top.**
4. All white closed-toe/heel shoes and white hose are to be worn with the uniform. Plain white ankle length socks may be worn only with pants.
5. MC insignia is worn 2 inches below the shoulder seam on the left sleeve of the top and scrub jacket. It may be purchased at the Campus Bookstore or designated vendor and must be sewed in place.
6. Uniforms must be clean and free of odor. Maintain body hygiene to minimize odor.
7. Name pins are worn over the left upper chest. The pins may be ordered from the uniform supplier and should be blue with white lettering. The pin should have three lines:
 - the first line - Student Name;
 - the second line - Nursing Student;
 - the third line - Montgomery College.
8. Must wear their MC Student Photo ID and assigned facility ID.

General Appearance

- Hair must be neatly groomed, clean, and controlled. It must be kept back off the face and off the collar. Hair glitter, sequins, and colored barrettes/ribbons are not permitted. Hair must be a natural color.
- Head coverings are permitted for documented religious or medical reasons.
- Make up, if used, should be applied lightly.
- No artificial nails are permitted. Fingernails must be kept short and may not extend beyond fingertips. Clear nail polish may be worn.
- Facial hair must be neatly trimmed short and well groomed.
- Good personal hygiene must be maintained. Bathing and use of unscented deodorant before arriving in clinical agencies is required. Fragrances (oils, perfumes, colognes, etc.) may not be worn.
- Appropriate undergarments must be worn, must be white or beige in color, and should not be visible under uniform.

- No jewelry is to be worn with the uniform except plain metal wedding band and small pierced earring studs (no dangling earrings) limited to one in each ear lobe. No visible body jewelry is permitted (nose rings, eyebrow rings, tongue studs, etc.)
- Tattoos must not be visible and should be covered by clothing.
- No smoking or gum chewing while in uniform.

K. Clinical Attendance and Tardiness

Attendance in clinical and on-campus lab is required. If the student must be absent due to illness or emergency, it is imperative that the Clinical Instructor be notified prior to the time the assignment is to begin. Directions for this notification will be given at the time of orientation to each hospital/clinical agency. Failure to notify the clinical instructor prior to the absence may result in a clinical unsatisfactory evaluation. These guidelines apply to all nursing courses with a clinical component.

If a student withdraws from a theory course, the student cannot attend clinical experiences.

Excessive absenteeism or tardiness

May result in a clinical failure for the course:

- 15-week course: More than 2 clinical absences may lead to a clinical failure.
- 7-week course: More than 1 clinical absence may lead to a clinical failure.
- All absences will require the completion of an alternative assignment.
- Clinical days cannot be “made up” by attending another clinical.
- Clinical day is evaluated as either satisfactory or unsatisfactory.

Tardiness

- First time late – verbal discussion and warning
- Second time late – documentation on Weekly Clinical Evaluation tool under “Professionalism” to reflect unsatisfactory behavior
- Third time late – student may be dismissed from clinical and same documentation as second time late. This may result in a clinical failure.
- Individual clinical faculty will determine what degree of lateness will result in clinical objectives not being met and the assignment of unsatisfactory for the day. The student may be required to do make-up work.

L. Clinical Inclement Weather Policy

If Montgomery College closes for inclement weather, students are not to report to the clinical agency. The clinical instructor will contact the students with a possible alternative clinical assignment. In the event that there is a delayed opening at the College, your clinical instructor will contact you with instruction for an alternative clinical activity, assignment or experiences.

M. Clinical Performance Criteria

A student must adhere to the following criteria in all nursing courses in order to receive a satisfactory clinical performance evaluation. The student will:

- Attend all scheduled clinical experiences. Hospital clinical labs cannot be "made up" by attending another clinical, but students will be required to complete alternative assignments.
- Follow College policies, including the Student Code of Conduct.
- Follow all clinical agency policies.
- Comply with the submission of all mandatory health record requirements.
- Practice within the student role, as outlined by agency contracts reviewed in orientation, and according to the prevalent Nurse Practice Act. (http://www.dsd.state.md.us/comar/subtitle_chapters/10_Chapters.aspx#Subtitle27)
- Follow the ANA Code of Ethics for Nurses. (Appendix II)
- Dress appropriately in accordance with the Uniform Policy of the Nursing Program (see Section VIII, part J) and the individual agencies.
- Follow the HIPAA guidelines and maintain patient confidentiality at all times.
- Respect patient privacy and individual rights as outlined in the Patient's Bill of Rights.
- Implement care in a nonjudgmental manner.
- Document all nursing care accurately using correct English, grammar, and spelling.
- Report immediately any errors of omission/commission.
- Be punctual in reporting for clinical.
- Timely submission of all written clinical related work.
- Follow OSHA Guidelines for Standard Precautions.
- Demonstrate ability to communicate accurately in verbal and written English.
- Demonstrate physical and mental competence.
- Demonstrate a caring attitude.
- Provide safe care including the administration of medications and treatment. *Maryland Nurse Practice Act Section 10.27.11 page 7: "F. Administration of medication is a nursing function. As such, the nurse retains full responsibility for medication administration." MC Nursing students will not administer any medication via any route independently. The nursing student will be permitted to administer medication under direct supervision of nursing clinical faculty.*
- Comply with Safe Clinical Practice Guidelines. (Refer to Appendix VI)

Failure to meet these criteria may be identified for possible disciplinary action by clinical instructor, which may lead to an unsatisfactory clinical evaluation that yields a failing grade in the nursing course.

N. Clinical Evaluation

Clinical evaluations, based on stated criteria, are required for all clinical course experiences, including simulation. Evaluation forms are provided in each course and students are required to complete these as a self-evaluation. Clinical performance is either satisfactory ("S") or unsatisfactory ("U"). All off campus clinical nursing courses require a clinical grade of "S" in order to pass the course. A clinical grade of "U" results in a course failure, even if the student passes the classroom theory portion.

O. Dismissal from Clinical Area

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.
- ***A pattern of concern in any or all of these areas may result in dismissal from the Department.**
- **Additionally, continued non-compliance may result in course failure and dismissal from the Nursing Program.**

P. Clinical Failure

If a student demonstrates continuing clinical deficiencies (see Section X, Part N), the student is at risk of clinical failure. If the decision is made to suspend or dismiss a student for all subsequent clinical experiences, the student will receive a failing grade for the nursing course

The faculty will identify and document unsafe behaviors as well as counsel the student regarding unsafe clinical performance. Documentation from faculty and written evaluation(s) will be provided to the Course Coordinator, Nursing Program Chair and the Nursing Program Director. The nursing faculty for the course in which the student is enrolled, in consultation with the Nursing Program Chair, will make the decision regarding whether the student will be allowed to continue in the clinical area and any conditions placed on that continuation. This decision may be appealed to the Nursing Program Director. A student will have an opportunity to respond to the circumstances resulting in suspension or dismissal by submitting any relevant data pertaining to the incident(s) following the procedure in the *College Wide Policies/Procedures Manual*, Academic Regulations, 4.10 Disputed Grades

Section XII: Withdrawal and Re-Admission Policies

A. General Matriculation Policies

All students must complete the Nursing Program within four consecutive academic years from the start of their first nursing course. If a student is not enrolled for one semester in a clinical nursing course, the student must:

- a. Have a GPA of at least 2.5
- b. Demonstrate clinical competencies of the last successfully completed clinical nursing courses. Refer to the Montgomery College Nursing Program Skills Competency Policy. See Appendix VI.
- c. Along with course faculty, develop and complete an Academic Success Plan (ASP) for integration back into the program.

In addition to these guidelines, the student may be required to complete supplemental clinical course.

B. Withdrawal from the First Semester Courses

If a student withdraws from one first semester nursing course, the student must withdraw from the co-requisite nursing courses (NURS 113, 114, and 121). The student must re-apply to the program following the admissions criteria.

C. Withdrawal from the Second through Fourth Semester Courses

If a student is considering withdrawing from a course, he/she should confer with the faculty teaching the course and his/her academic advisor. If the student decides to withdraw a course, a schedule change form must be completed by the student, approved by a nursing faculty member and submitted to the Admissions and Records office by that semester's "last day to withdraw" deadline. It is the student's responsibility to submit the withdrawal form to the Admissions and Records office. Failure of the student to do this will result in a grade of "F" being recorded in the student's record.

If a pre- or co-requisite, non-nursing course is dropped, the student may be administratively withdrawn from the concurrent nursing course, and will not be allowed to progress in the Nursing Program. A student who withdrew from the nursing course can no longer attend theory class or clinical experiences. Students cannot audit classes.

The student must complete an "Intent to Withdraw Form" (*See Appendix VII*) to the Program Chair or designee. When the student plans to return to the Nursing Program, the student must schedule an appointment with the Nursing Department Chair to develop a plan for return. The student is responsible for completing the withdrawal process in a timely fashion.

A student who withdraws while failing theory or clinical is counted as a nursing course failure for re-admission.

Failure to initiate or comply with a plan may result in a student being ineligible for re-admission.

D. Withdrawal from the Program

If a student is considering withdrawing from the nursing program, he/she should first meet with the nursing faculty advisor, then meet with the Nursing Program Chair or designee. If the student decides to withdraw from the nursing program, a schedule change form must be completed by the student, approved by a nursing faculty member and submitted to the Admissions and Records office by that semester's "last day to drop" deadline. Failure of the student to do this will result in a grade of "F" being recorded in the student's record. If a pre- or co-requisite, non-nursing course is dropped, the student may be dropped from the concurrent nursing course, and will not be allowed to progress in the Nursing Program.

The student must complete an "Intent to Withdraw Form" (*See Appendix VII*) to the Program Coordinator or designee.

E. Dismissal from Nursing Program

Section X identifies situations that may lead to dismissal from a clinical. A pattern of concern in any or all of these areas may result in dismissal from the Program. If a clinical agency refuses to have a student in its facility, other than is outlined in Section X, Part O & P, the student will be dismissed from the program without the possibility of returning under any circumstances.

F. Progression in the Nursing Program following One Unsuccessful Course Attempt

1. Progression is based on available space. In the event that there are more students seeking return than there are spaces, priority placement is listed below. Within each category, students will be ranked according to GPA from highest to lowest, with a minimum GPA of 2.5. The procedure for selection will be as follows:
 - a. MC students who withdraw from the program in good standing. This is considered an "exclusion" and not subject to policies related to unsuccessful attempts.
 - b. MC students with one unsuccessful attempt in any nursing course within the program, with the exception of clinical failure.
 - c. Transfer students in good standing.
 - d. Foreign nurses who must take a nursing course in order to become licensed in the United States.
2. An unsuccessful attempt is defined as a course failure or a withdrawal while failing.
 - a. Course Failure: earning less than **75%** in a course; corresponding letter grades of F.
 - b. Withdrawal while failing status is determined as a failing grade: less than **75%** average after two exams.
 - c. Students must submit an "Intent to Withdraw" form to the Nursing Program Chair at time of withdrawal.
 - d. If a student withdraws failing while enrolled in a nursing co-requisite course, the student may continue in those co-requisite courses at the discretion of course faculty and the Nursing Program Chair.
3. After one unsuccessful attempt within the Nursing Program the student may repeat the course. The student must:
 - a. Have a GPA of at least 2.5
 - b. Develop an Academic Success Plan (ASP) and discuss with faculty
 - c. Comply with ASP

- d. The student may be required to complete a supplemental clinical course
4. Students unsuccessful in NURS 113 may reapply to the Nursing Program following the regular process for initial admission to the program. Students are limited to two unsuccessful attempts in NURS 113.
5. Students unsuccessful in NURS 130 may be eligible to apply to the traditional nursing program following the regular process for initial admission to the program. Students are limited to one attempt in NURS 130.

G. Readmission to the Nursing Program following Two Unsuccessful Course Attempts

After two unsuccessful attempts in the nursing program, the student will not be permitted to continue in the nursing program.

In the event of an extenuating circumstance that resulted in two unsuccessful nursing course attempts, the student may request re-admission to the nursing program.

- a. Refer to *Academic Regulation 4.10* for a list of qualifying circumstances.
- b. The student must submit a letter to the Nursing Program Chair within 10 business days after the last day of attendance in the course to request re-admission to the program.
- c. The Nursing Program Chair will meet with the student within 20 business days of receipt of the letter.
- d. Following the meeting, the Nursing Program Chair will provide a written response to the student within 14 business days.

****Please note this process is separate from the College's Grade Appeal guidelines**

H. Nursing Program Re-Admission Appeal Process

If the student is denied re-admission to the program by the nursing program chair, the student has the right to appeal the denied re-admission following two unsuccessful course attempts; the following process may be initiated:

- The student must submit a letter to the Nursing Program Director within 10 business days to request review of the decision, and submit supporting documents as indicated.
- The Nursing Program Director will review the documentation and arrange a meeting with the student within 20 business days.
- Following the meeting, the Nursing Program Director will present the decision to the student in writing within 14 business days.

****Please note this process is separate from the College's Grade Appeal guidelines**

Appendix I: Student Code of Conduct

Excerpt from Montgomery College Student Handbook

Chapter: Student Affairs Modification No. 037

Subject: Student Code of Conduct

I. General

- A. General Information. Students seeking information on how to resolve issues that may occur between the student and the College are encouraged to consult the College Student Handbook, the College Catalog, Class Schedule, or other College brochure; students can also seek guidance from counselors in the campus student development units, the campus Dean of Student Development, classroom instructors, or any other appropriate professional employee of the College.
- B. Applicability of Student Code of Conduct. The academic and non-academic misconduct described in this code applies to all students enrolled at the College. For purposes of this Code, a Montgomery College student is defined as any person enrolled in credit or non-credit courses offered by Montgomery College, including all credit, non-credit, exploratory and developmental courses, offered on or off campus.
- C. Academic Matters. The appeals process for academic matters other than academic misconduct is contained in the academic regulations of the College. The academic regulations are published in the College wide *Policies and Procedures Manual*, which is available in all campus libraries, and an abridged version is in the College Student Handbook.

Students assigned to health or other facilities as part of clinical courses or serving in internships as part of a course are expected to conduct themselves in a professional manner in the clinical internship setting and adhere to the standards of practice exemplifying conduct expected of professionals in the field. These professional behaviors are considered as part of the academic performance evaluation of a student. Action taken against a student for failure to meet academic performance standards will be considered an academic matter and not a disciplinary matter in violation of the Student Code of Conduct. Accordingly, any such actions may be appealed under applicable provisions of the academic regulations and not under the Student Code of Conduct.

- D. Off-Campus Activities. In their off-campus lives, i.e. in matters not related to College activities or college business, students shall not be considered under the control of the College, nor shall the College be held responsible for the off-campus activities or personal conduct of college students. Students who violate a local ordinance or any law risk the legal penalties prescribed by civil or criminal authorities. As an educational institution, the College need not concern itself with every violation of the law. Nevertheless, the College may take disciplinary action against those students whose behavior off-campus, or unrelated to College activities or functions, indicates that they pose a serious and substantial danger to others.

II. Academic Dishonesty and Misconduct

The maintenance of the highest standards of intellectual honesty is the concern of every student and faculty member at Montgomery College. The College is committed to imposing appropriate sanctions for breaches of academic honesty. The list below is not an all-inclusive list of all prohibited behavior. Nothing in this section shall be interpreted to preclude a faculty member or academic unit from issuing supplemental guidelines giving examples of plagiarism or other forms

of academic dishonest and academic misconduct which are pertinent to the subject matter of the class.

A. Academic Dishonesty or Misconduct Can Occur in Many Ways. Some common forms include:

Plagiarism: Each student is expected to present his or her own work. All papers, examinations, and other assignments must be original or explicit acknowledgment must be given for the use of other persons' ideas or language. Examples of plagiarism as it might occur in term papers, research papers, laboratory reports, and other written assignments are listed below.

- Failure to use quotation marks: All work which is quoted directly from a source should be enclosed in quotation marks and followed by a proper reference, giving the exact page or pages from which the quote is taken. Failure to properly identify a quotation, even if a footnote source is provided, is plagiarism.
- Failure to document ideas: When a student uses one or more ideas from and/or paraphrases a source, he or she must give the exact page or pages from which the ideas or paraphrasing were taken.
- False documentation: Falsifying or inventing sources or page references is plagiarism.

Ideas that are common knowledge (e.g., George Washington was the first president of the United States; Albert Einstein developed the theory of relativity, etc.) need not be documented in student papers.

Appendix II: American Nurses Association Code of Ethics

- The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
- The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
- The nurse promotes, advocates for, and strives to protect the health, safety and rights of the patient.
- The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
- The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
- The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
- The nurse collaborates with other professionals and the public in promoting community, national, and international efforts to meet health needs.
- The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

<http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/EthicsStandards/CodeofEthics/AboutTheCode.aspx>

Appendix III: Advising Worksheet

Student: _____ MC I.D. # M _____

Phone#: _____ Email [@montgomerycollege.edu](mailto:montgomerycollege.edu)

Nursing Curriculum (Effective Spring 2017)		TR	MC	Starting semester: _____											
TR = Transfer credit from another school	Semester														
MC = Credit from previous MC course	Year														

BIOL 150 Principles of Biology I (4)															
NURS 113 Fundamentals in Nursing (7)															
NURS 114 Professionalism and Communication in Nursing (1)															
NURS 121 Basic Health Assessment (1)															
ENGL English Foundation (EN 102 or EN 103) (3)															
NURS 129 Pathophysiology & Pharmacology in Nursing (2) **May be completed before, during or after Semester 2**															
BIOL 212 Human Anatomy and Physiology I (4)															
Mathematics Foundation Course (3)															
NURS 125 Nursing in Health & Illness (4)															
NURS 126 Geriatric and Psychiatric Nurs (4)															
PSYC 102 General Psychology (3) Or PSYC 203 Human Growth & Development															

Nursing Curriculum (Effective Spring 2017)		TR	MC	Starting semester: _____											
TR = Transfer credit from another school	Semester														
MC = Credit from previous MC course	Year														

Arts Distribution (3)															
BIOL 213 Human Anatomy and Physiology II (4)															
NURS 225 Nursing in Health & Illness II (4)															
NURS 226 Maternal/Child Nursing (5)															
BIOL 210 Microbiology (4)															

NURS 205 Transition to Professional Nursing Practice (1)													
NURS 240 Nursing in Health and Illness III (7)													
Global Humanities Distribution (3)													
SOCY 100, SOCY 105, SOCY 214 or SOCY 240 (3) (Only one Sociology course is required)													

Optional Courses													
BIOL 228 Patho-physiology													
NURS 122 Supplemental Clinical Practicum													
NURS 200 Independent Study in Nursing													
NURS 210 Pharmacology in Nursing													
NURS 130 LPN Transition													

Appendix IV: MC/ UMSON DUAL Admission Pathway

Dual Admission Program Eligibility Requirements: Minimum overall GPA: 3.0 / Science Courses GPA: 2.75

Prerequisites Courses

MC to University of Maryland Dual Admission Program

MC Course	Credits	MC degree General Education and AS courses	UMSON equivalent	Date Taken/Projected Date	Grade
BIOL 150	4	Prereq. for BIOL 212	General Elective (4 credit)		
BIOL 210	4	Nursing requirement	Microbiology w/lab		
BIOL 212	4	Nursing requirement; <i>NSLD</i>	Anatomy & Physiology I w/lab		
BIOL 213	4	Nursing requirement; <i>NSLD</i>	Anatomy & Physiology II w/lab		
BIOL 226 (or NUTR 101)	3		Nutrition		
CHEM 131*	4		General Chemistry w/lab		
ENGL 101	3	Prerequisite for ENGL102	General Elective (3 credit)		
ENGL 102	3	<i>English Foundation</i>	English I		
ENGL 103	3		English II		
MATH 110	3	<i>Mathematics Foundation</i>	College Algebra, Calculus, or Pre-calculus		
MATH117/117A	3		Statistics		
PSYC 102	3	<i>BSSD</i>	Intro to Psychology		
PSYC 203	3		Human Growth and Development		
SOCY 100	3	<i>BSSD</i>	Intro to Sociology		
MC Distribution Courses			UMSON	Date	Grade
Humanities Dist. HUMD	3	<i>(MC Courses below meet both MC and UMSON Humanities reqs)</i> PHIL- 101; 140; 143; 190; 201; 205; 212; 218 ENGL- 122; 190; 201;202; 205; 208; 211;212;213;214; 220; 223; 226; 227; 230; 231;233;241;245;248 Language Course Women's Studies Course	<u>Humanities Electives</u> Theory courses taken from at least two different departments – Art, Music, Theatre, Dance, Communications, Philosophy, Literature, Religion (if completed at a non-religiously affiliated school), Language, Speech, Math, Women's Studies.		
Arts Dist. ARTD	3	Any course under the MC General Education Arts Distribution Requirement	<u>Humanities Elective</u> (See above)		
Additional UMSON Electives				Date	Grade
Humanities Elective	3	<u>Course:</u>	<u>Humanities Elective</u> (See above)		
	3	<u>Course:</u>	<u>Social Science Electives:</u> Anthropology, Economics, Geography, History, Political Science, Criminal Justice,		

Social Sciences Elective			Women's Studies, additional Psychology, or Sociology.		
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*CHEM 131 prerequisites: 1) a grade of C or higher in CHEM 099, Introductory Chemistry, within the past two years; 2) an appropriate score on the Chemistry Placement Test (CPT); or 3) consent of the department.

Eligible students must apply to the UMSON/MC Dual Admission program by the end of their 2nd semester in the MC Nursing Program. Students applying to the Dual Admission Program may not have more than 6 outstanding pre-requisite courses in their fall or spring semester prior to enrollment at UMSON.

Montgomery College NURSING CURRICULUM

MC Course	Date Taken	Grade
NURS 113- Fundamentals of Nursing		
NURS 114- Professionalism and Communication in Nursing		
NURS 121- Basic Health Assessment		
NURS 125- Nursing in Health and Illness I		
NURS 126- Nursing Care of Special Populations I: Geriatric and Psychiatric Nursing		
NURS 129- Pathophysiology and Pharmacology in Nursing		
NURS 225- Nursing in Health and Illness II		
NURS 226- Nursing Care of Special Populations II: Maternal/Child Nursing		
NURS 205- Transition to Professional Nursing Practice		
NURS 240- Nursing in Health and Illness II		

Students in the Dual Admission Program who maintain the eligibility criteria can continue their studies at UMSON to earn their BSN degree. Students are also expected to successfully pass the NCLEX licensure exam.

UNIVERSITY OF MARYLAND SCHOOL OF NURSING

UMSON Course	Date Taken	Grade
NURS 450- RN to BSN Transition		
NURS 452- Nursing Research and Evidence Based Care for the RN		
NURS 454 – Pathophysiologic Implications to Patient Assessment		
NURS 418- Nursing Elective		
NURS 460- Health Informatics for the RN		
NURS 462- Nursing Leadership and Management for the RN		
NURS 467- Public Health Nursing Essentials for the RN		
NURS 418- Nursing Elective		
NURS 418- Nursing Elective		

FAQ's

ELIGIBILITY

1. If I am accepted in the Montgomery College Nursing program and meet the requirements for the Dual Admission program, will I automatically become a Dual Admission student?
No, a completed application to UMSON is required for consideration in the Dual Admission program.
2. I already have a Bachelor's degree and I am now in MC's Nursing program. If I meet the eligibility requirements, can I apply for the Dual Admission program?
Yes, any MC Nursing student who meets the eligibility requirements for the Dual Admission program can submit an application for consideration.

PRE-REQUISITE COURSEWORK

1. Can NUTR 101 (Introduction to Nutrition) fulfill the nutrition requirement?
Yes.
2. Can BSAD 210 (Statistics for Business and Economics) fulfill the statistics requirement?
Yes.
3. My science coursework is older than 10 years. Do I need to retake the course(s)?
Licensed nurses and dual admission applicants for UMSON's RN-to-BSN who have completed the science coursework are not required to complete the science prerequisites (Chemistry, Human Anatomy, and Physiology I, Human Anatomy and Physiology II, and Microbiology).
4. Can Advanced Placement (AP) courses taken in high school fulfill elective requirements?
No. Advanced Placement courses cannot be used to satisfy requirements. However, certain scores on the AP exam can be used to fulfill certain UMSON prerequisite requirements.

APPLICATION PROCESS

1. Does UMSON also need letters of recommendation or TEAS scores for the Dual Admission Program application?
No. Only the following materials are needed: online application, application fee, official transcripts from every college or university attended, essay (part of online application), resume, and UMSON's prerequisite course list.
2. Should I fill out the RN-to-BSN application or the BSN application? How will UMSON know I am applying for the Dual Admission Program?
MC students interested in the Dual Admission Program will complete the RN-to-BSN application (NURS-RN-BSN from the application dropdown menu). In the Application Checklist in the Additional Information section, click YES that you are applying as a partnership applicant and specify that you are from Montgomery College. Note: The term for which you apply should reflect the semester you plan to be enrolled solely at UMSON after having completed all of the requirements for the ADN and the pre-requisites for the RN-to-BSN.
3. Once I am accepted in the Dual Admission Program, will I have to go through any additional application process to complete my last year at UMSON or does that happen automatically?
It happens automatically provided that you maintain the criteria outlined to progress to UMSON.

PROGRAM

1. Can I complete the program in another state using the online option?

Please contact UMSON for further information.

2. What are the required clinical hours for students who choose the online option?

UMSON's NURS 467 Public Health Essentials for the Registered Nurse requires 90 hours of practice/clinical time in addition to coursework, which is required for all students.

3. Are classes taken at the Takoma Park/Silver Spring Campus or UMSON?

The courses for the Montgomery College nursing program are completed at the College's Takoma Park/Silver Spring Campus. Coursework for the UMSON program can be completed online or in person at the following locations:

- **University of Maryland School of Nursing 655 W. Lombard Street, Baltimore**
- **The Universities at Shady Grove 9630 Gudelsky Drive, Rockville**
- **Laurel College Center 312 Marshall Avenue, Ste. 205, Laurel**

CONTACT US

@Montgomery College

Laurie Williams, Nursing Academic Progression Manager

240-567-5514 or 240-567-5623 laurie.williams@montgomerycollege.edu

Raquel Bertiz, Nursing Faculty 240-567-5522 • raquel.bertiz@montgomerycollege.edu

@UMSON

Marchelle Payne-Gassaway, Director of Admissions

410-706-2326 or 410-706-6282 • gassaway@son.umaryland.edu

Appendix V: Safe Clinical Practice

Clinical Expectations for Safe Professional Practice

Course: NURS XXX; FA 2019/ SP 2020

Safe Clinical Practices

- Students are expected to demonstrate growth in clinical practice through the application of knowledge and skills from previous and concurrent courses.
- Students are expected to demonstrate growth in clinical practice as they progress through courses and to meet clinical expectations outlined in the clinical evaluation tool.
- Students are expected to prepare for clinical practice in order to provide safe, competent care. Preparation expectations are found in the “Course Guide (On-campus Lab section) /textbook.

Unsafe Clinical Practices

Maryland Nurse Practice Act Section 10.27.11 page 7: “F. Administration of medication is a nursing function. As such, the nurse retains full responsibility for medication administration.” MC Nursing students will not administer any medication via any route independently. The nursing student will be permitted to administer medication under direct supervision of nursing clinical faculty.

Unsafe clinical practice is an occurrence or pattern of behavior involving unacceptable risk. Unsafe clinical practice is behavior that places the client, staff, clinical instructor, and fellow students in either physical or emotional jeopardy. Clinical dismissal may be invoked when the student demonstrates unsafe practice.

Physical jeopardy is the risk of causing harm not limited to the following:

- Leaving a upper bedrail down
- Actually causing harm
- Not verifying patient with two identifiers
- Not prepared to perform previously learned skills
- Administering any medication via any route without clinical faculty supervision.

Emotional jeopardy means that the student creates an environment of:

- Anxiety or distress which places the client at risk, and who
- Demonstrates insubordination, lack of respect – verbal/nonverbal with clinical instructor, staff, and fellow students.
 - Incivility is defined as rude or impolite attitude or behavior that a student demonstrates:
 - Be aware of and comply with hospital policies regarding use of employer-owned computers, cameras and other electronic devices and use of personal devices in the clinical or lab environment.
 - Do not make disparaging remarks about classmates, patients, or faculty. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.
 - Do not post content or otherwise speak on behalf of Montgomery College or health care facility unless authorized to do so and follow all applicable policies.

Violation of HIPAA:

- 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 refer to patients in a disparaging manner, even if the patient is not identified.
- Do not take photos or videos of patients 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. Do not establish any online or social contact with patients or former patients. Online contact with patients or former patients blurs the 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.

Clinical Dismissal

A student may be dismissed from clinical and on-campus laboratories at the clinical faculty’s discretion for persistent nonattendance, unsafe clinical practice, and/or failure to produce assignments to the satisfaction of the instructor. Excessive absences may also result in a student being dropped from the Nursing Program (see college policy & procedures). Students dismissed will fail the course.

In the event that a student demonstrates unsafe behavior, the following may occur:

- Students will be verbally counseled and written up using the Clinical Incident Form. The student may be counseled by Nursing Administration. The write- up will become part of the student’s permanent file.

I have read and understand the above clinical safe and unsafe guidelines and agree to abide by them.

Student Print Name & Signature

Date

Faculty Print Name & Signature

Date

Appendix VI: Montgomery College Nursing Program Skills Competency Policy

Montgomery College strives to produce competent, caring nursing graduates. In addition to preparation for NCLEX, our graduates must be competent in performing nursing skills.

- Students complete physical assessment exams in first semester, and nursing skills review sessions are included in second, third and fourth semesters during on-campus clinical. Students who are noted to be deficient in skills demonstration in second, third or fourth semester, either in on-campus or hospital clinical, are given a lab referral so that the student is able to perform the skill according to evidence-based guidelines. Summative skills review is used in certain circumstances. Students in second semester who are demonstrating bedside assessment, and students who are returning to the nursing program after a gap in attendance fall in this category. Students are given three attempts to successfully demonstrate a skill per MC nursing skill rubrics. First and second skills demonstration evaluation can be by nursing program staff. If a third attempt at skills demonstration is indicated, two faculty simultaneously evaluate in this circumstance. Unsuccessful third skill demonstrations result in clinical failure.
- Students who are returning to the program after a gap in attendance are directed to make an appointment by a specified deadline to successfully demonstrate skills learned in prior semesters. A deadline for skills demonstration is determined by the department chair. It is the student's responsibility to contact specified lab personnel to make appointments for skills demonstration. Missed appointments and those not rescheduled within twenty-four hours will count as one attempt. If required skills demonstrations are not successfully completed by the due date the student will not be allowed to return for the upcoming semester. The student will be referred to the nursing program chair for a revised plan.
- Students who are re-taking NURS113 but not NURS121 are required to successfully demonstrate a bedside assessment per the NURS121 assessment rubric in one attempt. Inability to do so will result in their re-taking NURS121 along with NURS113.

PO 5/17

Appendix VII: Intent to Withdraw

Intent to Withdraw

This form documents your intent to withdraw from a course in the Montgomery College Nursing Program. Please fill this form out completely, meet with course faculty and submit to the Program Chair. This is an internal document for the nursing program. You must also complete the withdrawal process for the college. Please print in a legible manner.

Last Name: _____ First Name: _____

MC Number: _____ Date: _____

Course: _____ CRN #: _____

First Semester Only: Must also withdraw from NURS 114 and NURS 121

Reason for withdrawal - please circle appropriate option: Personal Academic

Do you wish/intend to return to the program - Yes No Uncertain
please circle the appropriate response:

Do you have a statement you would like to make regarding your intentions to return to the program or reasons for withdrawal?

Please note: You must withdraw from the above course(s) CRNs with Montgomery College

Student Signature: _____

Meeting with Course Faculty Comments: **Withdrawal Passing** **Withdrawal Failing**

Course Faculty/Stamp & Signature: _____

Advisor Name: _____

Received by Nursing Program Chair

Comments:

Stamp & Signature: _____ **Date:** _____

Appendix VIII: Academic Success Plan

Montgomery College Nursing Program Academic Success Plan

Student: _____ M#: _____

The completion of the ASP is highly encouraged but is not a guarantee of a passing grade.

Assessment of Situation and Identification of concern(s)	
Faculty Review: 1. Loma Linda Review: yes <input type="checkbox"/> no <input type="checkbox"/> 2. Personal Test Review: yes <input type="checkbox"/> no <input type="checkbox"/>	
Students' perception of situation: Insufficient study habits <input type="checkbox"/> I don't have course material e.g. text books, not cleared for clinical, no access to ATI <input type="checkbox"/> Absence from lectures <input type="checkbox"/> Tardy with assignments <input type="checkbox"/> Failure to complete assignments <input type="checkbox"/> Did not conceptualize rationales <input type="checkbox"/> Marked scantron incorrectly <input type="checkbox"/>	Changed answers <input type="checkbox"/> Family stressors <input type="checkbox"/> Financial stressors <input type="checkbox"/> Health stressors <input type="checkbox"/> Other: _____ _____ _____ _____ _____
Student: Describe your study routine (include # of hours) and what helped you to be successful in the past? Do you study in a group? <input type="checkbox"/> OR alone? <input type="checkbox"/> Note: Hours of study (3 hours X # of credits)	

Students' strategies for improvement: 1. 2. 3. 4.	
Faculty Recommendations: 1. 2. 3. 4.	
Date: _____ Referral(s): _____	Evaluation of the plan: Student Signature: _____ Faculty Signature: _____ Faculty Stamp
Date: _____ Referral(s): _____	Evaluation of the plan: Student Signature: _____ Faculty Signature: _____ Faculty Stamp
Date: _____ Referrals: _____	Evaluation of the plan: Student Signature: _____ Faculty Signature: _____ Faculty Stamp
Suggested Resources: Cathy Wilson (DSS): 240-567-1475 Cathy.Wilson@montgomerycollege.edu Karen Blinder: 240-567-3944 Karen.Blinder@montgomerycollege.edu Christopher Moy: 240-567-5412 Christopher.Moy@montgomerycollege.edu Learning Support specialists: Denise Williams and Stephanie Mbella LSSS@montgomerycollege.edu	Maureen Mirowski: 240-567-5810 Maureen.Mirowski@montgomerycollege.edu Writing, Reading and Language Center: 240-567-1556 Counseling & Advising: 240-567-1480 (opt. #6) Financial Aid Office: 240-567-5100

Appendix IX: Pregnancy Disclosure Procedure

Montgomery College Health Sciences Program Pregnancy Disclosure Procedure

Procedure Statement:

A student who is, or becomes, pregnant is strongly encouraged to notify her course instructors or the Title IX Coordinator as soon as possible. By doing so, the student and instructors and the Title IX Coordinator can collaborate and develop an appropriate plan for the continuation of the student's education in light of the unique nature of the College's nursing and health sciences programs and their clinical requirements, as well as particular challenges the student may face while pregnant or when recovering from childbirth (e.g., missed classes, make-up work, etc.). However, the choice to declare a pregnancy is voluntary, and a student is not required to disclose this information to the College.

GENERAL INFORMATION:

Options After Disclosure

Once a student has voluntarily decided to disclose a pregnancy to the College, the student will have several options, as described below. The instructor will set up an interactive meeting with the student and the Title IX Coordinator.

1. Continue in the program

- If a student decides to continue in the program and desires to have any adjustments to her academic program due to the pregnancy, the student should contact the instructor. Then the instructor and the Title IX Coordinator will meet with the student to discuss any reasonable adjustments that may be necessary to continue in the program. Such adjustments, if any, will be documented on the form in Addendum A which will be signed by both the student and the instructor.

2. Request a leave of absence

- A leave of absence due to pregnancy may be for various amounts of time depending on a student's particular circumstances. Such a leave may be extended if deemed medically necessary by the student's physician.
- Due to the structure of the College's nursing and health sciences programs, the timing and/or length of a student's leave of absence may result in the student being required to re-take or finish course(s) in a future term.
- If a student chooses to temporarily leave the program, every effort will be made to assure a successful return to the program. As always, return into the program after a break is dependent on clinical space availability and student may be asked to remediate clinically or didactically as part of her return.
- If taking a leave of absence due to a pregnancy, the Education Plan in Addendum B will be discussed with student and instructor and the Title IX Coordinator.

3. Withdraw from the College

- The student may, in her sole discretion, determine that she must withdraw from the College for an indefinite period of time or permanently due to her pregnancy. Normal College withdrawal procedures, and readmission procedures (if applicable), apply.

Questions or Concerns

A student who has questions about this procedure or who is concerned about its implementation should contact Christopher Moy, Director of ADA and Title IX Compliance; Christopher.moy@montgomerycollege.edu, 240-567-5412, 900 Hungerford Dr., Rockville, MD 20850, Mannakee Building, Rm # 150.

Addendum A

Continuation in Program after Disclosing Pregnancy

I. Acknowledgements

By signing this form, (“Student”) acknowledges the following:

- She has voluntarily disclosed her pregnancy to Montgomery College (the “College”) and intends to continue pursuing her degree in the College’s program.
- She understands there are other options available, including taking a leave of absence.
- She understands there are potential risks to her and/or her fetus by continuing in the program. The College has advised Student to consult with her doctor to discuss these potential risks.
- She assumes all responsibility related to these risks and any resulting losses or costs, including medical treatment and costs thereof.

Adjustments to Program

[In this section, describe any adjustments that have been discussed and will be implemented based on the student’s pregnancy. Note if there have been no adjustments implemented at the time of signature.]

A.

B.

C. The student may request additional modifications at any time by contacting the instructor and another interactive meeting will occur.

The College and Student do hereby agree to the above.

[INSERT NAME], Student _____

_____ Date

[INSERT NAME], [INSERT POSITION TITLE], _____

_____ Date

Addendum B

Education Plan for Pregnancy Leave

Montgomery College (the “College”) and (“Student”) have agreed to the following conditions related to the Student’s leave of absence related to her pregnancy. Student’s leave of absence is scheduled to begin on she is anticipating a return to school____. Student and the College acknowledge that Student may take a longer leave if it is deemed medically necessary by her doctor, and the parties agree to meet and discuss this Education Plan if that occurs.

I. Academics

[In this section, discuss where Student currently stands academically, what adjustments to her courses/degree track will be necessary because of the leave of absence, what classes she will be enrolled in upon return, etc.]

A.

B.

C.

II. Financial Aid/Scholarships

[In this section, discuss current financial aid/scholarship/funding situation and any implications from taking leave.]

A.

B.

C.

III. Additional Matters

[In this section, discuss any additional matters that are relevant to a particular situation. Among other things, consider including if a student must meet any specific requirements to be readmitted (e.g., Upon expiration of Student’s leave of absence her readmission is guaranteed, provided she ... [insert specific reasonable requirements, as appropriate]).

A. Student agrees to contact _____ [days/weeks/months] in advance of her return in order to ensure a smooth transition back to school.

B. Student will not be required to pay any application or readmission fees related to her readmission to the institution.

C.

The College and Student do hereby agree to the above.

[INSERT NAME], Student

Date

[INSERT NAME], [INSERT POSITION TITLE],
Montgomery College

Date

Appendix X: Signature Page

**Montgomery College
Nursing Program
Student Handbook
2019 - 2020**

Date: _____

I have received, read, understand and agree to abide by the contents of the 2019-2020 Nursing Student Handbook.

Signature: _____

Print Name: _____

MC ID # M _____

Current Courses: Please circle

NURS 113	NURS 125	NURS 225	NURS 205
NURS 114	NURS 126	NURS 226	NURS 240
NURS 121	NURS 129		

The most current and up-to-date version of the Nursing Program Student Handbook is available online at www.montgomerycollege.edu/nursing