



# **NURSE EDUCATION DEPARTMENT STUDENT HANDBOOK DAY AND EVENING PROGRAMS**

**2021 - 2022**



**National League  
for Nursing**

[www.massasoit.mass.edu](http://www.massasoit.mass.edu)

## Table of Contents

Welcome.....	4
Academic Calendar for Fall 2021 and Spring 2022.....	5
Philosophy of Nursing.....	7
Conceptual Framework.....	9
Critical Thinking Nursing Process.....	11
Three Year Long Range Plan.....	12
Program Evaluation System Pathway.....	13
Academic Map - Requirement Sheet Day Program.....	14
Academic Map - Requirement Sheet Part-time Evening Program.....	16
Academic Map - Requirement Sheet Full-time LPN-RN Program.....	18
Academic Map - Requirement Sheet Part-time LPN-RN Program.....	20
Nursing Department Descriptions for Day and Evening Courses.....	22
Nursing Dept. Objectives and Assessments for College Core Competencies	28
Massasoit Community College Core Competencies.....	29
Program Technical Standards.....	30
Mission Statement and Goals.....	31
Program Outcomes / EPSLO's .....	32
Level Education Objectives for Day and Evening Programs.....	33
Methods of Instruction.....	74
Method of Evaluation.....	75
College Policies–Academic Dishonesty, Classroom Behavior, Alcohol and Drug Policy.....	76
ID & Parking Policy.....	77
Affirmative Action, Sexual Harassment Policy.....	78
Corona Vaccination Requirement.....	79
Covid19 Update.....	80
Nursing Department Policies – Attendance.....	81
Academic Honesty and Exam Security.....	82
Dress Code.....	83
Conduct – Expectations, Student Code of Conduct and Guidelines.....	84
Policy on Student Cell Phone Use and Social Media.....	86
Appropriate Use of Social Media.....	87
Policy on Taping - Audio, Video and Photos.....	89
Advanced Placement.....	90
Program Requirements – Advanced Placement.....	91
Policy on Math Competency – Dosage & Calculations.....	92
Policy on Incomplete Grades.....	93
Readmission Policy and Guidelines.....	94
Educational Mobility Policy.....	95
Transfer Policy.....	96
Policy on Failure of Nursing, Grade Appeal, Withdrawal.....	97
Appeals Committee Purpose.....	98
Student Safety and Public Health Emergency.....	99
Clinical Agency Requirements – Medical Insurance, Immunizations, Hepatitis B Vaccination, Drug Testing, CPR Certification.....	100
Hazardous Materials & Policy on Clinical Emergencies/Incidents.....	101
Policy on Clinical Emergencies - Student Safety Policy for Ebola Patient Care.....	102
Latex Sensitivity and Allergy Policy.....	103
Graduation Requirements - Degree Evaluation, Intent to Graduate.....	104

NCLEX-CAT Application Process.....	105
Standards of Conduct.....	106
Nurse Club.....	107
College Resources – Access & Disability, Basic Needs, Course Withdrawals, Disclaiming for Syllabus and/or Course Topical Change Required by Health Indicators.....	108
Nursing Student Resources.....	109
MCC Organizational Chart.....	110
Nursing Department Organizational Chart.....	111
Nursing Department Administration & Faculty.....	112
Massasoit Community College School Cancellation Policy.....	113
Appendix.....	114
Clinical Waiver Form.....	115
Medical Release.....	116
Significant Incident Report.....	117
Report of Medical History.....	118
Confidentiality Agreement.....	121
Agreement to Program Responsibilities.....	122

Disclaimer: The Massasoit Nurse Education Department Student Handbook is reviewed and revised annually according to the systematic evaluation plan and as needed. The Nurse Education Department reserves the right to revise the content of the Student Handbook with appropriate notice to students as necessary. Students will be notified of any changes in a timely manner.

May 2021

## WELCOME

Welcome to Massasoit Community College Nurse Education Program. The administration, faculty, and staff look forward to working with you in your program of study and believe in your success.

Massasoit Community College Nurse Education program began in 1968 and graduated its first class in 1970. In 2021 Massasoit graduated its 50'th nursing class. Massasoit offers nursing options both day and evening. Our program is committed to providing an education based on professional nursing standards. Most of our graduates are employed in local health care facilities. The Nursing Program strives to assist students to realize their full potential. The faculty and staff value respect, caring, esteem, nurturing, and critical thinking in each other, our students, and the community.

We are a two-year program leading to an Associate in Science Degree in Nursing. Graduates of the Program are eligible to take the NCLEX Exam for licensure as Registered Nurses. The Program is accredited by the Accreditation Commission for Education in Nursing, Inc., 3390 Peachtree Rd. N.E., Suite 1400, Atlanta, GA 30326, Telephone: 404-975-5000, Fax: 404-975-5020. Full approval status has been granted to the Program by the Massachusetts Board of Registration in Nursing, 239 Causeway Street, Boston, MA 02114, and telephone: 617-973-0900.

This Nursing Student Handbook has been designed to provide enrolled students with general information regarding the program of study, requirements, policies, and guidelines that pertain to the Nursing Education Program. It is important you understand the content of this handbook and refer back to it when necessary. Refer to the *Massasoit Student College Handbook* for information specific to the college. We wish you a successful and enriching journey.

Susan E. Clover, MS, RN, ACM  
Associate Dean of Nurse Education

The Nursing Faculty

Reviewed & revised – 5/2021

## 2021 – 2022 Academic Calendar - Fall Semester

### September 2021

Mon Sep 6	Labor Day
Tue Sep 7	Convocation (90-minute) (delayed opening)
Wed Sep 8	Fall classes begin

### October 2021

Fri Oct 1	Professional Development Day (no day classes)
Mon Oct 11	Indigenous Peoples' Day (no classes)
Wed Oct 13	Fall Accelerated Session classes begin

### November 2021

Thu Nov 11	Veterans Day (no classes)
Wed-Sun Nov 24-28	Thanksgiving Recess (no classes). Begins at 4pm Wed., Nov. 24.

### December 2021

Fri Dec 10	Last day to withdraw from Fall classes
Sat Dec 18	Last day of Fall classes
Sun-Thu Dec 19-23	Final exams
Sat Dec 25	Christmas Day
Tue Dec 28	Grades Due (due by 11:59pm)
Fri Dec 31	New Year's Eve

**Spring Semester - 2022**

<b>January 2022</b>		
Jan 1	Sat	New Year's Day
Jan 3	Mon	Winter Session begins; last day to register for Winter Session
Jan 11	Tue	Last day to withdraw from Winter Session classes
Jan 14	Fri	Last day of Winter Session classes
Jan 17	Mon	Martin Luther King Jr. Day
Jan 18	Tue	Convocation (offices opening late)
Jan 19	Wed	Spring classes begin
<b>February 2022</b>		
Feb 21	Mon	Presidents' Day (no classes)
<b>March 2022</b>		
Mar 4	Fri	Professional Development Day (no day classes; offices closed)
Mar 13 – Mar 20	Sun – Sun	Spring Break (no classes)
<b>April 2022</b>		
Apr 18	Mon	Patriots Day (no classes)
Apr 22	Fri	Last day to withdraw from Spring classes
<b>May 2022</b>		
May 9	Mon	Last day of Spring classes
May 10 – May 16	Tue-Mon	Final exams
May 20	Fri	Professional Development Day (offices closed)
May 26	Thu	Commencement
May 30	Mon	Memorial Day

## PHILOSOPHY OF NURSING

The philosophy and mission of the nurse education department is in accord with the philosophy, mission and goals of Massasoit Community College. The faculty of Massasoit Community College Nurse Education department recognizes faculty members, staff, nursing students, and members of the health care team as unique, diverse, caring, and highly committed individuals. The faculty has designed the philosophy and curriculum around metaparadigms of person, environment, health, nursing, nurse education and the Associate Degree nurse.

**PERSON:** All individuals are viewed as unique cultural, and spiritual beings who function as a whole in response to their environment. The individual exists as a member of society interacting with other individuals, families, groups, and the community. Each individual is capable of growth and adaptation as they interact with the environment to meet basic human needs. The faculty believes that each individual is worthy of respect, and dignity with a right to influence their own destiny.

**ENVIRONMENT:** The environment consists of constantly changing internal and external forces that influence the development of the individual and affect the individual's basic needs and health status. Rapidly changing forces contour the culture and practice of the health care environment and its complexities. The impact of the environment affects individual health care outcomes, nursing practice and health care delivery.

**HEALTH:** Health is a dynamic process fluctuating along a continuum of wellness to illness throughout the lifespan. Optimal health encompasses body, mind, and spirit. Health involves the ability of the individual to adapt internal and external factors to achieve an optimal level of wellness. Optimal health is achieved when mind, body, and spirit are in congruence.

**NURSING:** Nursing is an essential health care profession that is both an art and a science. Nursing is practiced independently and collaboratively in the context of organizations and communities.

The practice of nursing is based on theoretical principles and a unique body of knowledge derived from behavioral, and social natural and health sciences. Nursing is a dynamic interactive process concerned with the individual as a holistic being, throughout the life span. Nursing makes a distinct contribution to individuals, families, and communities promoting health, reducing risk factors, preventing disease, managing illness, and supporting individuals in all phases of living and dying. The nurse is a presence, demonstrating caring behavior, who applies critical thinking to bridge the gap between technology and the human responses to illness and disease. Nurses operate from a scientific base utilizing the nursing process for integrating concepts and implementing therapeutic nursing interventions. Nursing continues to develop and redefine its knowledge base through scholarship, utilization of research and appreciation of evidence-based practice.

## PHILOSOPHY OF NURSING (continued)

**NURSE EDUCATION:** The faculty believes that nurse education should occur in institutions of higher learning. Learning is a goal directed life long process that changes behavior. The goal of the Nurse Education program is to facilitate student learning through the assimilation of knowledge, judgment, skill, and values of the professional nurse. Teaching and learning is an interactive process between the learner and the environment where the learner progresses from a simple to complex knowledge base. The student is an active participant in this process and is responsible for his/ her own learning.

Faculty serves as role models for caring, collaborating, delegating, and implementing competent nursing practice. Faculty provides learning experiences utilizing current technologies and evidence-based practice, which guide the student toward program outcomes.

Faculty scholarship strives to provide a broad knowledge base, skills to think critically and creatively, communicate effectively, develop self-understanding, adapt to, and institute change. Faculty scholarship is ongoing and seeks to add to the body of nursing knowledge. Nurse scholars aim to research and utilize ever-changing theory towards the pursuit of nursing knowledge and excellence in nursing practice. Teaching strategies are designed to produce specific cognitive, psychomotor, and affective changes while fostering critical thinking. Nurse education must be dynamic and responsive in preparing students for the current and future nursing needs of people in a changing health care delivery system.

**THE ASSOCIATE DEGREE NURSE:** The graduate of the Nursing Education program is prepared to function as an entry-level practitioner in a variety of settings. Professional nurses provide nursing services to individuals of all ages and to families in a wide variety of settings where they practice with varying degrees of independence and complexity.

*The scope of practice of the AD nurse includes: application of critical thinking skills, utilization of the nursing process in the delivery and management of patient care, therapeutic communication with culturally diverse individuals, families, and groups, health teaching and advocacy, implementation of technical skills, utilization of evidence-based research, delegation and accountability while acting within the legal and ethical boundaries of the profession (NOADN).*

Reviewed 5/2020, 5/2021



## **The Conceptual Framework of the Massasoit Community College Nurse Education Department**

The conceptual framework serves as the foundation for the design, development and outcomes of the Nursing Program. The diagram is reflective of the program's mission statement and the philosophy, which supports the premise that Nursing is both an art and a science.

### **Caring**

At the center of the diagram is the heart, which contains the core concepts of the framework. The “art” of nursing is conceptualized as Caring. Faculty believes that in addition to being an essential component of nursing practice, caring fosters a nurturing learning environment, which empowers faculty and students to engage in a collegial dialogue, innovation, creativity, and collaboration. A nurturing learning environment supports our stated values of respect, excellence, and ethical behavior, and inspires commitment to well being in self and others. Faculty believe that students will internalize what they experience in the academic setting and practice accordingly when they enter the nursing profession.

### **Critical Thinking and the Nursing Process**

Within the heart, the “science” of nursing is represented by Critical Thinking and the Nursing Process. Faculty teaches nursing theory in an interactive manner to promote critical-thinking, stimulate cognitive skills, and facilitate application of theory to practice. Faculty encourages active student participation in the learning process to foster a spirit of inquiry and to promote the development of clinical reasoning. Faculty believe that the Nursing Process is a common thread that connects each course in the curriculum and is a core component of nursing practice.

### **Nursing Knowledge, Nursing Competencies, Professional Nursing Values, and Nursing Role Development**

Framing the central concepts of the framework are the four structural concepts of Nursing Knowledge, Nursing Competencies, Professional Nursing Values, and Nursing Role Development, which provide the major teaching themes for the curriculum. These four concepts intersect with the paradigms of **Person, Environment, Health, and Nursing** in order to define the curriculum.

### **Nursing Knowledge**

The faculty presents Nursing Knowledge as a combination of bio-psychosocial, cultural and spiritual concepts. These concepts are related to the **Person** (individual, family, group or community) who interacts with a dynamic **Environment** while attempting to optimize **Health** outcomes. **Nursing** practice utilizes knowledge of health sciences, growth and development across the lifespan, and evidence-based practices to assist the person toward mutually agreeable health goals. Respect for the unique needs and perceptions of the diverse populations in our communities, our nation, and throughout the world is a major theme throughout the curriculum.

### **Nursing Competencies**

This curriculum has seven end of program learning outcomes that are framed as Nursing Competencies. These competencies relate to nursing process, teaching and learning, technical skills, roles and responsibilities, knowledge base, communication, and diversity.

Review of outcomes recommended by the following organizations supports these educational goals: American Nurses Association's Standards of Practice, Massachusetts Board of Registration in Nursing Rules and Regulations, Massachusetts Nurse of the Future Competencies, Quality and Safety Education for Nurses (QSEN) Competencies, National League for Nursing's ADN Competencies, the PEW Commission, and National Patient Safety Goals.

**Professional Nursing Values**

Professional Nursing Values encompass the moral, ethical, legal, and advocacy components of the nursing curriculum. The American Nurses Association's Code of Ethics provides the basis for moral decision-making and the core values of the nursing profession. The Massachusetts Board of Registration in Nursing Rules and Regulations provide the legal framework. The curriculum emphasizes students' values development and faculty serve as role models for professional standards and behavior. Civility, mutual respect, honesty, and accountability are expectations of faculty and students alike. Students are encouraged to demonstrate community service through activities sponsored by the Nurse Club.

**Nursing Role Development**

The direct focus of the curriculum is to assist with the development of the novice student nurse into the associate degree nursing (ADN) graduate role and socialization to the new registered nurse practice role. The curriculum strongly supports lifelong learning and encourages nursing graduates to take advantage of articulations with baccalaureate level nursing programs after achieving NCLEX-RN success. Advanced role development is discussed throughout the curriculum and culminates in the Nursing Seminar course.

Nursing courses in the curriculum have a theory component and most also have a laboratory, and clinical component. The curriculum incorporates a simple to complex teaching approach. Nursing concepts are sequenced so that foundational principles related to professional nursing, health, and practice environments are taught in the first nursing course. Subsequent courses offer greater complexity of cognitive theory, nursing skills, and attitudes.

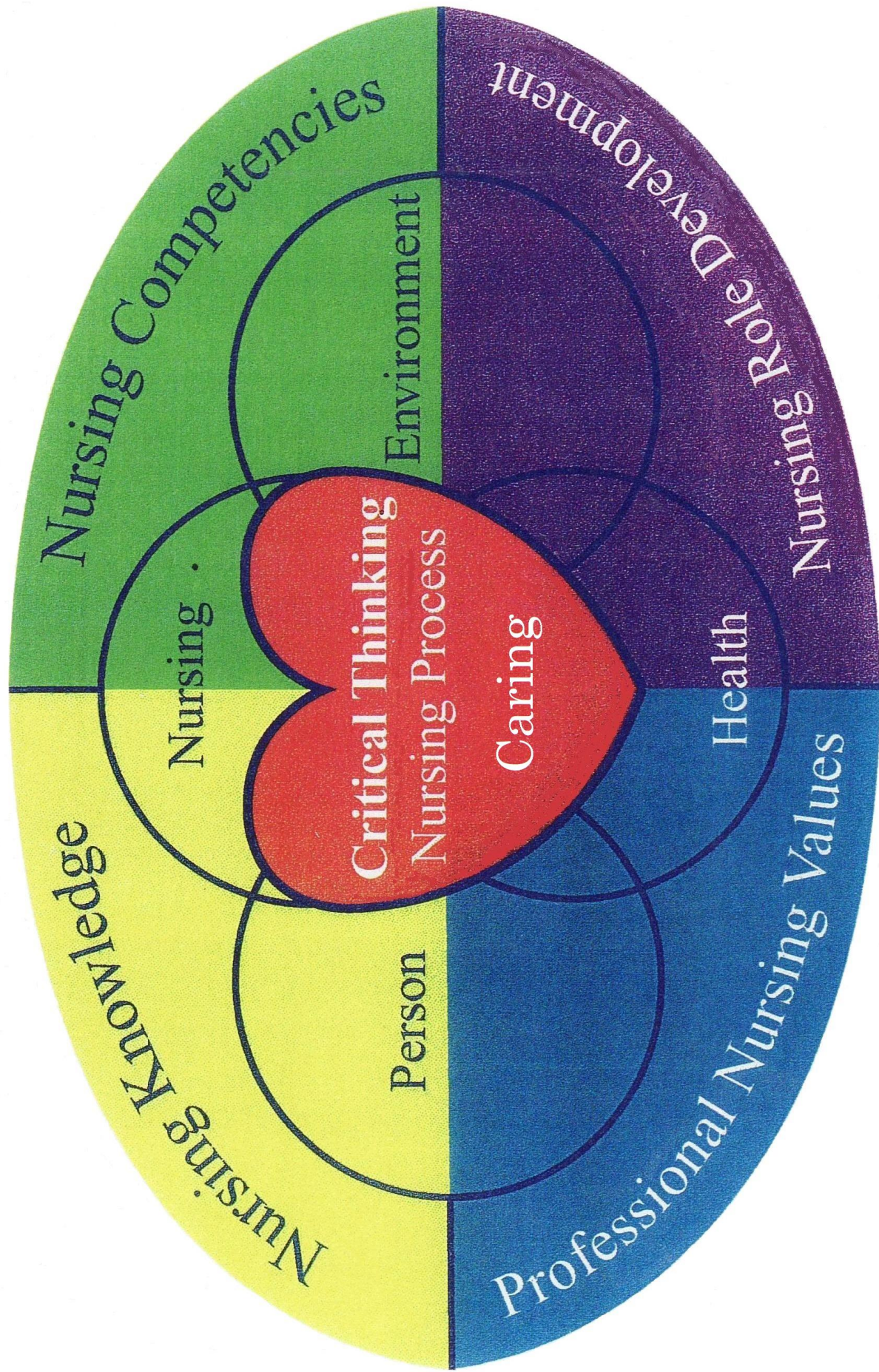
Faculty develops laboratory activities and clinical simulations to promote psychomotor learning and critical thinking in a supervised environment. Activities are designed to promote technical skill and clinical judgement, and to facilitate collaborative problem solving at increasing levels of complexity.

Partnerships with a variety of community healthcare facilities provide clinical opportunities for students to utilize the three domains of learning (cognitive, affective and psychomotor) through faculty-supervised patient care. Faculty believes that experiential clinical activities enhance students' abilities to think critically, reflect thoughtfully, and provide culturally sensitive, evidence-based nursing care to diverse populations.

This nursing curriculum is reviewed on an ongoing basis for currency and rigor. Faculty believes that innovative teaching, learning, and evaluation strategies are essential to meet the learning needs of our diverse student population. The curriculum is flexible to reflect current societal and healthcare trends and issues. Emphasis is placed on appreciation for research, utilization of evidence-based practice, and collaboration with other healthcare disciplines. The systematic evaluation plan demonstrates the ongoing evaluation of the curriculum.

Reviewed May 2020, May 2021





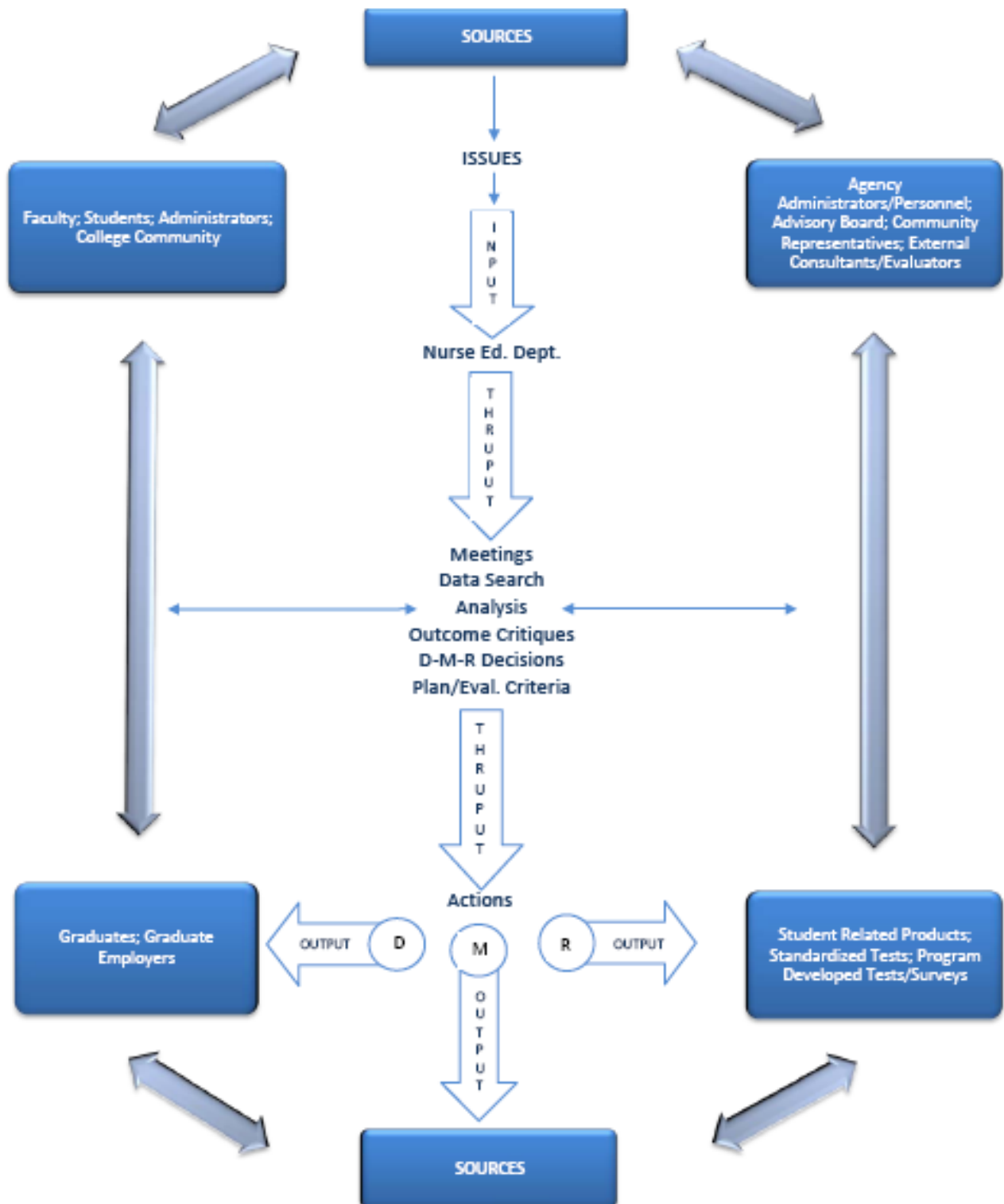
MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**Three-Year Long-Range Plan**

1. Promote evidence-based practice, nursing theory and scholarship throughout the curriculum.
2. Incorporate critical thinking and reflection within the curriculum to enhance nursing practice.
3. Integrate technology throughout the nursing program to enhance nursing education.
4. Mentor and support students, faculty and colleagues.
5. Utilize the systematic plan of evaluation as a component of ongoing assessment of our Nurse Education program.
6. Continue accreditation by Accreditation Commission for Education in Nursing (ACEN) and the Massachusetts Board of Registration in Nursing (MBORN).

Reviewed May 2020, May 2021

# MASSASOIT COMMUNITY COLLEGE PROGRAM EVALUATION SYSTEM PATHWAY



D – Data  
M – Modifications  
R – Revisit

Reviewed May 2020. May 2021





### Nurse Education - Full Time

Associate In Science

Semester	1		Credits
NURS 101	Nursing I		8 <input type="checkbox"/>
BIOL 201	Anatomy and Physiology I		4 <input type="checkbox"/>
ENGL 101	English Composition I		3 <input type="checkbox"/>
PSYC 101	General Psychology		3 <input type="checkbox"/>
18			

Semester	2		Credits
NURS 203	Nursing II		4 <input type="checkbox"/>
NURS 204	Nursing III		4 <input type="checkbox"/>
BIOL 202	Anatomy and Physiology II		4 <input type="checkbox"/>
ENGL 102	English Composition II		3 <input type="checkbox"/>
LA ---	Liberal Arts Elective		3 <input type="checkbox"/>
18			

Semester	3		Credits
NURS 301	Nursing IV		9 <input type="checkbox"/>
BIOL 231	Microbiology		4 <input type="checkbox"/>
PSYC 205	Human Growth and Development		3 <input type="checkbox"/>
16			

Semester	4		Credits
NURS 302	Nursing V		9 <input type="checkbox"/>
NURS 303	Nursing Seminar		1 <input type="checkbox"/>
SOCI 104	Principles of Sociology		3 <input type="checkbox"/>
13			



CONGRATULATIONS  
**You've Arrived!**

This academic map is a suggested semester-by-semester guide to keep you on a clear path to program completion. Your academic advisor will provide you with clear direction needed to stay on course and discuss scheduling options with you. Taking courses not reflected on this map may result in courses not counting toward the completion of your requirements.

#### About Developmental Courses

Developmental courses do not satisfy graduation requirements, but are required for those who place into them and will appear on a student's transcript. Placement into one of the following courses indicates that a student needs additional preparation before enrolling in college-level courses:

ENGL 091	Preparing for College Reading I
ENGL 092	Preparing for College Reading II
ENGL 095	Reading and Writing Seminar
ENGL 099	Introductory Writing
MATH 001-003	Preparing for College Math I-III
MATH 010	Fundamentals of Mathematics
MATH 011	Introductory Algebra
MATH 012	Intermediate Algebra
MATH 060	Math Literacy
MATH 061	Non-algebra Support
MATH 065	Integrated Preparation for College Algebra

#### KEY

Keep an eye out for these symbols, which give important information about certain courses.



These courses have no prerequisites or developmental courses required.



These courses are only offered in certain semesters.



Students must earn a minimum grade in these courses to remain in the program.



Eligible electives for this program are listed on the reverse. Watch for this symbol.

#### HELPFUL HINTS



Summer and/or Winter Session classes may be available for your program to help you finish on time. See your advisor or visit the online course search for availability.



Taking 15 credits/semester or 30 credits/year will help you stay on track to finish your degree in two years.

### Program Notes

The Massasoit Community college Nurse Education program began in 1968 and graduated its first class in 1970. Massasoit offers nursing options both part time and full time. Our program is committed to providing an education based on professional nursing standards. Most of our graduates are employed in local health care facilities. The nursing program strives to assist students in realizing their full potential. The faculty and staff value respect, caring, esteem, nurturing, and critical thinking in each other, our students, and the community.

A CORI/SORI background check will be required for all students before clinical experience. Unsatisfactory CORI status will prevent students from participating in the clinical experience.

Nursing courses have both a theory and clinical component. A student must pass both in order to successfully complete the course.

Graduates of the program are eligible to take the NCLEX Exam for Licensure for Registered Nurses.

The Nursing Program is accredited by the Accreditation Commission for Education in Nursing, Inc., 3390 Peachtree Rd. N.E., Suite 1400, Atlanta, GA 30326, Telephone: 404-975-5000, Fax: 404-975-5020.

Full approval status has been granted to the Program by the Massachusetts Board of Registration in Nursing, 239 Causeway Street, Boston, MA 02114, and telephone: 617-973-0900

A minimum grade of C+ (78) is required in all nursing courses.



**Math Competency:** All students in the nursing program must pass MATH 012 or score a 268 or higher on the computerized placement test.

**Other Electives:** Students choosing a liberal arts elective can select from the Course Elective Guide at [massasoit.edu/electives](http://massasoit.edu/electives).

Some courses may have prerequisites, which are courses that must be taken prior to a particular course. For details, log into DegreeWorks through your MyMassasoit portal.

A minimum of 65 credits and 15 courses is required for completion. The same course may not be used to satisfy two different course requirements.

### After Graduation/Completion

Massasoit has many transfer articulation agreements with partner institutions. Visit [www.massasoit.edu/transfer](http://www.massasoit.edu/transfer) for the most current list.

### Resources for Academic Success

All college phone numbers are  
508-588-9100 + extension.

#### Student Central

Admissions, financial aid, registration & payments

[massasoit.edu/studentcentral](http://massasoit.edu/studentcentral)  
[studentcentral@massasoit.mass.edu](mailto:studentcentral@massasoit.mass.edu)

Brockton | Student Center, Upper Level  
Canton | First Floor, C121

Admissions: x1411 Financial Aid: x1479  
Registrar: x1949 Student Accounts: x1507

#### Testing & Assessment

[massasoit.edu/testing](http://massasoit.edu/testing)

Brockton | Student Center, Lower Level | x1991

#### Advising, Career & Transfer Center

[massasoit.edu/act-center](http://massasoit.edu/act-center)  
[act@massasoit.edu](mailto:act@massasoit.edu)

Brockton | Student Center, Lower Level | x1461  
Canton | First Floor, C126 | x2516

#### Academic Resource Center

Tutoring & academic support services

[massasoit.edu/arc](http://massasoit.edu/arc)

Brockton | Student Center, Lower Level | x1801  
Canton | First Floor, C126 | x2516

#### Access & Disability Resources

[massasoit.edu/adr](http://massasoit.edu/adr) | x1807

#### Division Dean

Catherine Powers Ozyurt, Ed.D., GCPH, LSW  
[nursing.alliedhealth@massasoit.mass.edu](mailto:nursing.alliedhealth@massasoit.mass.edu) | x1789

#### Brockton

1 Massasoit Boulevard  
Brockton, MA 02302

#### Canton

900 Randolph Street  
Canton, MA 02021

#### Middleborough

49 Union Street  
Middleborough, MA 02346

508-588-9100  
[massasoit.edu](http://massasoit.edu)



### Nurse Education - Part Time

Associate In Science

Semester	1		Credits
NURS 212	Nursing I-E		6 <input type="checkbox"/>
BIOL 201	Anatomy and Physiology I		4 <input type="checkbox"/>
PSYC 101	General Psychology		3 <input type="checkbox"/>

13

Semester	2		Credits
NURS 214	Nursing III-E		5 <input type="checkbox"/>
BIOL 202	Anatomy and Physiology II		4 <input type="checkbox"/>
ENGL 101	English Composition I		3 <input type="checkbox"/>

12

Semester	3		Credits
NURS 213	Nursing II-E		5 <input type="checkbox"/>
ENGL 102	English Composition II		3 <input type="checkbox"/>
LA ---	Liberal Arts Elective		3 <input type="checkbox"/>

11

Semester	4		Credits
NURS 304	Nursing A		6 <input type="checkbox"/>
PSYC 205	Human Growth and Development		3 <input type="checkbox"/>

9

Semester	5		Credits
NURS 305	Nursing B		6 <input type="checkbox"/>
BIOL 231	Microbiology		4 <input type="checkbox"/>

10

Semester	6		Credits
NURS 306	Nursing C		6 <input type="checkbox"/>
NURS 307	Nursing Trends		1 <input type="checkbox"/>
SOC 104	Principles of Sociology		3 <input type="checkbox"/>

10



CONGRATULATIONS  
You've Arrived!

This academic map is a suggested semester-by-semester guide to keep you on a clear path to program completion. Your academic advisor will provide you with clear direction needed to stay on course and discuss scheduling options with you. Taking courses not reflected on this map may result in courses not counting toward the completion of your requirements.

### About Developmental Courses

Developmental courses do not satisfy graduation requirements, but are required for those who place into them and will appear on a student's transcript. Placement into one of the following courses indicates that a student needs additional preparation before enrolling in college-level courses:

ENGL 091	Preparing for College Reading I
ENGL 092	Preparing for College Reading II
ENGL 095	Reading and Writing Seminar
ENGL 099	Introductory Writing
MATH 001-003	Preparing for College Math I-III
MATH 010	Fundamentals of Mathematics
MATH 011	Introductory Algebra
MATH 012	Intermediate Algebra
MATH 060	Math Literacy
MATH 061	Non-algebra Support
MATH 065	Integrated Preparation for College Algebra

### KEY

Keep an eye out for these symbols, which give important information about certain courses.



These courses have no prerequisites or developmental courses required.



These courses are only offered in certain semesters.



Students must earn a minimum grade in these courses to remain in the program.



Eligible electives for this program are listed on the reverse. Watch for this symbol.

### HELPFUL HINTS



Summer and/or Winter Session classes may be available for your program to help you finish on time. See your advisor or visit the online course search for availability.



Taking 15 credits/semester or 30 credits/year will help you stay on track to finish your degree in two years.



### Program Notes

The Massasoit Community college Nurse Education program began in 1968 and graduated its first class in 1970. Massasoit offers nursing options both part time and full time. Our program is committed to providing an education based on professional nursing standards. Most of our graduates are employed in local health care facilities. The nursing program strives to assist students in realizing their full potential. The faculty and staff value respect, caring, esteem, nurturing, and critical thinking in each other, our students, and the community.

A CORI/SORI background check will be required for all students before clinical experience.

Nursing courses have both a theory and clinical component. A student must pass both in order to successfully complete the course.

Graduates of the program are eligible to take the NCLEX Exam for Licensure for Registered Nurses.

The Nursing Program is accredited by the Accreditation Commission for Education in Nursing, Inc., 3390 Peachtree Rd. N.E., Suite 1400, Atlanta, GA 30326, Telephone: 404-975-5000, Fax: 404-975-5020.

Full approval status has been granted to the Program by the Massachusetts Board of Registration in Nursing, 239 Causeway Street, Boston, MA 02114, and telephone: 617-973-0900

A minimum grade of C+ (78) is required in all nursing courses.



**Math Competency:** All students in the nursing program must pass MATH 012 or score a 268 or higher on the computerized placement test.

**Other Electives:** Students choosing a liberal arts elective can select from the Course Elective Guide at [massasoit.edu/electives](http://massasoit.edu/electives).

Some courses may have prerequisites, which are courses that must be taken prior to a particular course. For details, log into DegreeWorks through your MyMassasoit portal.

A minimum of 65 credits and 16 courses is required for completion. The same course may not be used to satisfy two different course requirements.

### After Graduation/Completion

Massasoit has many transfer articulation agreements with partner institutions. Visit [www.massasoit.edu/transfer](http://www.massasoit.edu/transfer) for the most current list.

### Resources for Academic Success

All college phone numbers are  
508-588-9100 + extension.

#### Student Central

Admissions, financial aid, registration & payments

[massasoit.edu/studentcentral](http://massasoit.edu/studentcentral)  
[studentcentral@massasoit.mass.edu](mailto:studentcentral@massasoit.mass.edu)

Brockton | Student Center, Upper Level  
Canton | First Floor, C121

Admissions: x1411 Financial Aid: x1479  
Registrar: x1949 Student Accounts: x1507

#### Testing & Assessment

[massasoit.edu/testing](http://massasoit.edu/testing)

Brockton | Student Center, Lower Level | x1991

#### Advising, Career & Transfer Center

[massasoit.edu/act-center](http://massasoit.edu/act-center)  
[act@massasoit.edu](mailto:act@massasoit.edu)

Brockton | Student Center, Lower Level | x1461  
Canton | First Floor, C126 | x2516

#### Academic Resource Center

Tutoring & academic support services

[massasoit.edu/arc](http://massasoit.edu/arc)

Brockton | Student Center, Lower Level | x1801  
Canton | First Floor, C126 | x2516

#### Access & Disability Resources

[massasoit.edu/adr](http://massasoit.edu/adr) | x1807

#### Division Dean

Catherine Powers Ozyurt, Ed.D., GCPE, LSW  
[nursing.alliedhealth@massasoit.mass.edu](mailto:nursing.alliedhealth@massasoit.mass.edu) | x1789

#### Brockton

1 Massasoit Boulevard  
Brockton, MA 02302

#### Canton

900 Randolph Street  
Canton, MA 02021

#### Middleborough

49 Union Street  
Middleborough, MA 02346

508-588-9100  
[massasoit.edu](http://massasoit.edu)



### LPN to Associate Degree Advanced Placement Nurse Education - Full Time

Associate in Science

Semester 1			Credits
NURS 101	Nursing I		8 <input type="checkbox"/>
BIOL 201	Anatomy and Physiology I		4 <input type="checkbox"/>
ENGL 101	English Composition I		3 <input type="checkbox"/>
PSYC 101	General Psychology		3 <input type="checkbox"/>
			18

This academic map is a suggested semester-by-semester guide to keep you on a clear path to program completion. Your academic advisor will provide you with clear direction needed to stay on course and discuss scheduling options with you. Taking courses not reflected on this map may result in courses not counting toward the completion of your requirements.

Semester 2			Credits
NURS 203	Nursing II		4 <input type="checkbox"/>
NURS 204	Nursing III		4 <input type="checkbox"/>
BIOL 202	Anatomy and Physiology II		4 <input type="checkbox"/>
ENGL 102	English Composition II		3 <input type="checkbox"/>
LA ---	Liberal Arts Elective		3 <input type="checkbox"/>
			18

#### About Developmental Courses

Developmental courses do not satisfy graduation requirements, but are required for those who place into them and will appear on a student's transcript. Placement into one of the following courses indicates that a student needs additional preparation before enrolling in college-level courses:

ENGL 091	Preparing for College Reading I
ENGL 092	Preparing for College Reading II
ENGL 095	Reading and Writing Seminar
ENGL 099	Introductory Writing
MATH 001-003	Preparing for College Math I-III
MATH 010	Fundamentals of Mathematics
MATH 011	Introductory Algebra
MATH 012	Intermediate Algebra
MATH 060	Math Literacy
MATH 061	Non-algebra Support
MATH 065	Integrated Preparation for College Algebra

Semester 3			Credits
NURS 301	Nursing IV		9 <input type="checkbox"/>
BIOL 231	Microbiology		4 <input type="checkbox"/>
PSYC 205	Human Growth and Development		3 <input type="checkbox"/>
			16

Semester 4			Credits
NURS 302	Nursing V		9 <input type="checkbox"/>
NURS 303	Nursing Seminar		1 <input type="checkbox"/>
SOCI 104	Principles of Sociology		3 <input type="checkbox"/>
			13



CONGRATULATIONS  
**You've Arrived!**

#### KEY

Keep an eye out for these symbols, which give important information about certain courses.



These courses have no prerequisites or developmental courses required.



These courses are only offered in certain semesters.



Students must earn a minimum grade in these courses to remain in the program.



Eligible electives for this program are listed on the reverse. Watch for this symbol.

#### HELPFUL HINTS



Summer and/or Winter Session classes may be available for your program to help you finish on time. See your advisor or visit the online course search for availability.



Taking 15 credits/semester or 30 credits/year will help you stay on track to finish your degree in two years.

### Program Notes

The Massasoit Community college Nurse Education program began in 1968 and graduated its first class in 1970. Massasoit offers nursing options both part time and full time. Our program is committed to providing an education based on professional nursing standards. Most of our graduates are employed in local health care facilities. The nursing program strives to assist students in realizing their full potential. The faculty and staff value respect, caring, esteem, nurturing, and critical thinking in each other, our students, and the community.

A CORI/SORI background check will be required for all students before clinical experience.

Nursing courses have both a theory and clinical component. A student must pass both in order to successfully complete the course.

Graduates of the program are eligible to take the NCLEX Exam for Licensure for Registered Nurses.

The Nursing Program is accredited by the Accreditation Commission for Education in Nursing, Inc., 3390 Peachtree Rd. N.E., Suite 1400, Atlanta, GA 30326, Telephone: 404-975-5000, Fax: 404-975-5020.

Full approval status has been granted to the Program by the Massachusetts Board of Registration in Nursing, 239 Causeway Street, Boston, MA 02114, and telephone: 617-973-0900

A minimum grade of C+ (78) is required in all nursing courses.



**Math Competency:** All students in the nursing program must pass MATH 012 or score a 268 or higher on the computerized placement test.

**Other Electives:** Students choosing a liberal arts elective can select from the Course Elective Guide at [massasoit.edu/electives](http://massasoit.edu/electives).

Some courses may have prerequisites, which are courses that must be taken prior to a particular course. For details, log into DegreeWorks through your MyMassasoit portal.

A minimum of 65 credits and 16 courses is required for completion. The same course may not be used to satisfy two different course requirements.

### After Graduation/Completion

Massasoit has many transfer articulation agreements with partner institutions. Visit [www.massasoit.edu/transfer](http://www.massasoit.edu/transfer) for the most current list.

### Resources for Academic Success

All college phone numbers are  
508-588-9100 + extension.

#### Student Central

Admissions, financial aid, registration & payments

[massasoit.edu/studentcentral](http://massasoit.edu/studentcentral)  
[studentcentral@massasoit.mass.edu](mailto:studentcentral@massasoit.mass.edu)

Brockton | Student Center, Upper Level  
Canton | First Floor, C121

Admissions: x1411 Financial Aid: x1479  
Registrar: x1949 Student Accounts: x1507

#### Testing & Assessment

[massasoit.edu/testing](http://massasoit.edu/testing)

Brockton | Student Center, Lower Level | x1991

#### Advising, Career & Transfer Center

[massasoit.edu/act-center](http://massasoit.edu/act-center)  
[act@massasoit.edu](mailto:act@massasoit.edu)

Brockton | Student Center, Lower Level | x1461  
Canton | First Floor, C126 | x2516

#### Academic Resource Center

Tutoring & academic support services

[massasoit.edu/arc](http://massasoit.edu/arc)

Brockton | Student Center, Lower Level | x1801  
Canton | First Floor, C126 | x2516

#### Access & Disability Resources

[massasoit.edu/adr](http://massasoit.edu/adr) | x1807

#### Division Dean

Catherine Powers Ozyurt, Ed.D., GCPI, LSW  
[nursing.alliedhealth@massasoit.mass.edu](mailto:nursing.alliedhealth@massasoit.mass.edu) | x1789

#### Brockton

1 Massasoit Boulevard  
Brockton, MA 02302

#### Canton

900 Randolph Street  
Canton, MA 02021

#### Middleborough

49 Union Street  
Middleborough, MA 02346

508-588-9100  
[massasoit.edu](http://massasoit.edu)



### LPN to Associate Degree Advanced Placement Nurse Education- Part Time

Associate In Science

Semester 1			Credits
NURS 212	Nursing I-E		6 <input type="checkbox"/>
BIOL 201	Anatomy and Physiology I		4 <input type="checkbox"/>
PSYC 101	General Psychology		3 <input type="checkbox"/>
			13

Semester 2			Credits
NURS 214	Nursing III-E		5 <input type="checkbox"/>
BIOL 202	Anatomy and Physiology II		4 <input type="checkbox"/>
ENGL 101	English Composition I		3 <input type="checkbox"/>
			12

Semester 3			Credits
NURS 213	Nursing II-E		5 <input type="checkbox"/>
ENGL 102	English Composition II		3 <input type="checkbox"/>
LA ---	Liberal Arts Elective		3 <input type="checkbox"/>
			11

Semester 4			Credits
NURS 304	Nursing A		6 <input type="checkbox"/>
PSYC 205	Human Growth and Development		3 <input type="checkbox"/>
			9

Semester 5			Credits
NURS 305	Nursing B		6 <input type="checkbox"/>
BIOL 231	Microbiology		4 <input type="checkbox"/>
			10

Semester 6			Credits
NURS 306	Nursing C		6 <input type="checkbox"/>
NURS 307	Nursing Trends		1 <input type="checkbox"/>
SOCI 104	Principles of Sociology		3 <input type="checkbox"/>
			10



CONGRATULATIONS  
You've Arrived!

This academic map is a suggested semester-by-semester guide to keep you on a clear path to program completion. Your academic advisor will provide you with clear direction needed to stay on course and discuss scheduling options with you. Taking courses not reflected on this map may result in courses not counting toward the completion of your requirements.

#### About Developmental Courses

Developmental courses do not satisfy graduation requirements, but are required for those who place into them and will appear on a student's transcript. Placement into one of the following courses indicates that a student needs additional preparation before enrolling in college-level courses:

ENGL 091	Preparing for College Reading I
ENGL 092	Preparing for College Reading II
ENGL 095	Reading and Writing Seminar
ENGL 099	Introductory Writing
MATH 001-003	Preparing for College Math I-III
MATH 010	Fundamentals of Mathematics
MATH 011	Introductory Algebra
MATH 012	Intermediate Algebra
MATH 060	Math Literacy
MATH 061	Non-algebra Support
MATH 065	Integrated Preparation for College Algebra

#### KEY

Keep an eye out for these symbols, which give important information about certain courses.



These courses have no prerequisites or developmental courses required.



These courses are only offered in certain semesters.



Students must earn a minimum grade in these courses to remain in the program.



Eligible electives for this program are listed on the reverse. Watch for this symbol.

#### HELPFUL HINTS



Summer and/or Winter Session classes may be available for your program to help you finish on time. See your advisor or visit the online course search for availability.



Taking 15 credits/semester or 30 credits/year will help you stay on track to finish your degree in two years.

### Program Notes

The Massasoit Community college Nurse Education program began in 1968 and graduated its first class in 1970. Massasoit offers nursing options both part time and full time. Our program is committed to providing an education based on professional nursing standards. Most of our graduates are employed in local health care facilities. The nursing program strives to assist students in realizing their full potential. The faculty and staff value respect, caring, esteem, nurturing, and critical thinking in each other, our students, and the community.

A CORI/SORI background check will be required for all students before clinical experience. Unsatisfactory CORI status will prevent students from participating in the clinical experience.

Nursing courses have both a theory and clinical component. A student must pass both in order to successfully complete the course.

Nursing I-E, II-E, and III-E: LPN students receive transfer credit for NURS 212 Nursing I, NURS 213 Nursing II, and NURS 214 Nursing III and are therefore not required to take them at Massasoit.

Graduates of the program are eligible to take the NCLEX Exam for Licensure for Registered Nurses.

The Nursing Program is accredited by the Accreditation Commission for Education in Nursing, Inc., 3390 Peachtree Rd. N.E., Suite 1400, Atlanta, GA 30326, Telephone: 404-975-5000, Fax: 404-975-5020.

Full approval status has been granted to the Program by the Massachusetts Board of Registration in Nursing, 239 Causeway Street, Boston, MA 02114, and telephone: 617-973-0900

A minimum grade of C+ (78) is required in all nursing courses.



**Math Competency:** All students in the nursing program must pass MATH012 or score a 268 or higher on the computerized placement test.

**Other Electives:** Students choosing a liberal arts elective can select from the Course Elective Guide at [massasoit.edu/electives](http://massasoit.edu/electives).

Some courses may have prerequisites, which are courses that must be taken prior to a particular course. For details, log into DegreeWorks through your MyMassasoit portal.

A minimum of 65 credits and 16 courses is required for completion. The same course may not be used to satisfy two different course requirements.

### After Graduation/Completion

Massasoit has many transfer articulation agreements with partner institutions. Visit [www.massasoit.edu/transfer](http://www.massasoit.edu/transfer) for the most current list.

### Resources for Academic Success

All college phone numbers are  
508-588-9100 + extension.

#### Student Central

Admissions, financial aid, registration & payments

[massasoit.edu/studentcentral](http://massasoit.edu/studentcentral)  
[studentcentral@massasoit.mass.edu](mailto:studentcentral@massasoit.mass.edu)

Brockton | Student Center, Upper Level  
Canton | First Floor, C121

Admissions: x1411 Financial Aid: x1479  
Registrar: x1949 Student Accounts: x1507

#### Testing & Assessment

[massasoit.edu/testing](http://massasoit.edu/testing)

Brockton | Student Center, Lower Level | x1991

#### Advising, Career & Transfer Center

[massasoit.edu/act-center](http://massasoit.edu/act-center)  
[act@massasoit.edu](mailto:act@massasoit.edu)

Brockton | Student Center, Lower Level | x1461  
Canton | First Floor, C126 | x2516

#### Academic Resource Center

Tutoring & academic support services

[massasoit.edu/arc](http://massasoit.edu/arc)

Brockton | Student Center, Lower Level | x1801  
Canton | First Floor, C126 | x2516

#### Access & Disability Resources

[massasoit.edu/adr](http://massasoit.edu/adr) | x1807

#### Division Dean

Catherine Powers Ozyurt, Ed.D., GCPH, LSW  
[nursing.alliedhealth@massasoit.mass.edu](mailto:nursing.alliedhealth@massasoit.mass.edu) | x1789

#### Brockton

1 Massasoit Boulevard  
Brockton, MA 02302

#### Canton

900 Randolph Street  
Canton, MA 02021

#### Middleborough

49 Union Street  
Middleborough, MA 02346

508-588-9100  
[massasoit.edu](http://massasoit.edu)

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**COURSE DESCRIPTIONS**

**COURSE TITLE: NURSING I**

**COURSE NUMBER: NURS101**

**COURSE DESCRIPTION:**

This course is designed to provide the foundation for nursing practice. The focus is on the nursing process, patients, and their families as community members, and the adaptations in their patterns of daily living necessary during illness. Emphasis is placed on health and hygienic practices for the nurse and patient. Content includes interpersonal relations, observations, communications, nutrition, basic pharmacology, and therapeutic measures with an introduction to critical thinking, evidence-based practice and patient teaching. This course has a lecture, lab and clinical component. A minimum grade of C+(78%) is required. Pre/Co requisites: Anatomy and Physiology I (BIOL201) and General Psychology (PSYC101).

PLACEMENT: First year- First Semester

CREDITS: 8 credits

**COURSE TITLE: NURSING II**

**COURSE NUMBER: NURS203**

**COURSE DESCRIPTION:**

This course is designed to introduce the student to the role of the nurse in the comprehensive health care of mothers and newborn infants during the childbearing phase of the lifecycle. A family centered approach applying the nursing process is the framework for health care delivery to families from diverse populations. The student is guided to integrate previously learned knowledge and skills. Content includes social and biological sciences, nutrition, pharmacology, growth and development, patient/family teaching, critical thinking and evidence-based practice. Emphasis is placed on the study of relationships and responsibilities as the family expands. This course has a lecture, lab, and clinical component. A minimum grade of C+ (78%) is required. Prerequisites: Nursing I (NURS 101), Anatomy and Physiology I (BIOL 201) and General Psychology (PSYC101). Pre/Co requisite: Anatomy and Physiology II (BIOL202)

PLACEMENT: First year – Second semester- first or second half of semester

CREDITS: 4 credits/ half semester; Seven and half week course

## **COURSE DESCRIPTIONS**

**COURSE TITLE: NURSING III**

**COURSE NUMBER: NURS204**

**COURSE DESCRIPTION:**

This course is designed to build upon the content of Nursing 101 and focuses on basic human needs when altered by common health problems. The content includes pathophysiology, pharmacology, nutrition, social sciences, nursing theory, patient teaching and evidence-based practice. The student continues to apply the nursing process in the care of patients with medical and surgical problems. The student is guided to integrate previous learning. This course has a lecture, lab, and clinical component. A minimum grade of C+ (78%) is required.

Prerequisites: Nursing I (NURS101), Anatomy and Physiology I (BIOL201) and General Psychology (PSYC101). Pre/Co requisite: Anatomy and Physiology II (BIOL202).

PLACEMENT: First year – Second semester- first or second half of semester

CREDITS: 4 credits/ half semester; Seven and half week course

**COURSE TITLE: NURSING IV**

**COURSE NUMBER: NURS301**

**COURSE DESCRIPTION:**

This course is designed to present the principles of comprehensive nursing care related to the major mental and physical health problems across the life span. The content includes pathophysiology, pharmacology, nutrition, social sciences, and nursing theory. Emphasis on patient teaching, evidence-based practice, and critical thinking continues. The nursing process is further implemented as the student learns to recognize and meet more complex nursing problems. Clinical experiences are planned in medical surgical, psychiatric, and/or pediatric community settings. The student is expected to integrate previous learned knowledge and skills. This course has a lecture, lab, and clinical component. A minimum grade of C+ (78%) is required.

Prerequisites: Anatomy & Physiology II (BIOL202), Nursing II (NURS203), Nursing III (NURS204). Pre/Co requisites: Human Growth & Development (PSYC105) and Microbiology (BIOL231) .

PLACEMENT: Second year- First Semester

CREDITS: 9 credits per semester



## **COURSE DESCRIPTIONS**

**COURSE TITLE: NURSING V**

**COURSE NUMBER: NURS302**

**COURSE DESCRIPTION:**

This course is designed to continue to present the principles of comprehensive nursing care related to major complex mental and physical health problems across the life span. The content includes pathophysiology, pharmacology, nutrition, social sciences, and nursing theory. The nursing process is further implemented as the student learns to recognize and meet more complicated health problems. Emphasis on patient teaching, evidence-based practice, and critical thinking continues. Community resources are included as a focus for continuity of care. Clinical experiences are planned in medical surgical, psychiatric, and/or pediatric community settings. The student is expected to integrate previous learned knowledge and skills. This course has a lecture, lab, and clinical component. A minimum grade of C+ (78%) is required.

Prerequisites: Nursing IV (NURS301). Corequisite: Principles of Sociology (SOCI-104).

**PLACEMENT:** Second year- Second Semester

**CREDITS:** 9 credits per semester

**COURSE TITLE: NURSING SEMINAR**

**COURSE NUMBER: NURS303**

**COURSE DESCRIPTION:**

This course is designed to present the evolution of nursing practice as it interfaces with contemporary nursing issues and problems that influence health care delivery. Contemporary issues relating to leadership and management, health care costs, nursing theory, legal and ethical concerns, cultural disparity of disease, emergency preparedness, world health problems, and health care policy are discussed. Lectures and discussion integrating previous knowledge and skills are utilized. A minimum grade of C+ (78) is required.

Prerequisite: Nursing IV (NURS301). Co-requisite: Nursing V (NUR302)

**PLACEMENT:** Senior year, second semester

**CREDITS:** 1 credit



## **COURSE DESCRIPTIONS**

**COURSE TITLE:** Special Topics Nursing

**COURSE NUMBER:** NURS400 Spec ST-Nursing

**COURSE DESCRIPTION:**

This course involves independent work on a selected topic under the direction of members of the Department of Nurse Education. Limited to 2 courses per student. Prerequisite: Approval of the Department chair and Division Dean.

CREDITS: 1

## **COURSE DESCRIPTIONS – EVENING OPTIONS**

**COURSE TITLE:** NURSING I – E

**COURSE NUMBER:** NURS212

**COURSE DESCRIPTION:**

This course is designed to provide the foundation for nursing practice stressing critical thinking, and the nursing process. Emphasis is on health, hygienic practices, and the necessary adaptations during illness. Content includes the study of interpersonal relations, safety, basic pharmacology, asepsis, and the psychomotor skills and concepts necessary for therapeutic interventions. Evidence-based practice is introduced. This course has a lecture, lab and clinical component. A minimum grade of C+ (78%) is required. Co/prerequisites: BIOL201, Anatomy and Physiology I and PSYC101 General Psychology.

CREDITS: 6 credits

**COURSE TITLE:** NURSING II – E

**COURSE NUMBER:** NURS213

**COURSE DESCRIPTION:**

This course is designed to introduce the role of the nurse in meeting the health needs of the growing family. The focus is the maternity cycle, care of the neonate, related pharmacology, and the family's expanding role. Cultural diversity and developmental needs are explored. Emphasis is placed on critical thinking skills, therapeutic interventions, related pharmacology, nutrition, family teaching, and evidence-based practice. This course has a lecture, lab and clinical component. A minimum grade of C+ (78%) is required. Prerequisites: BIOL201 Anatomy and Physiology I, NURS212 NURSING I-E, and PSYC101 General Psychology, Co-prerequisite: BIOL202 Anatomy and Physiology II

Credits: 5 credits

## **COURSE DESCRIPTIONS – EVENING OPTIONS**

**COURSE TITLE: NURSING III – E**

**COURSE NUMBER: NURS214**

**COURSE DESCRIPTION:**

Designed to build upon the content of Nursing I-E and focuses on basic human needs when altered by common health problems. The content includes pathophysiology, pharmacology, nutrition, social sciences, nursing theory, patient teaching and evidence-based practice. The student continues to apply the nursing process in the care of patients with medical and surgical problems. The student is guided to integrate previous learning. This course has a lecture, lab and clinical component. A minimum grade of C+ (78%) is required. Prerequisites: BIOL201 Anatomy and Physiology I, PSYC101 General Psychology, and NURS212 Nursing I-E. Co/prerequisite: BIOL202 Anatomy and Physiology II

Credits: 5 credits

**COURSE TITLE: NURSING A**

**COURSE NUMBER: NURS304**

**COURSE DESCRIPTION:**

This course is designed to present the role of the nurse utilizing the nursing process in providing comprehensive nursing care. Major mental and physical health problems across the life span are presented. The content includes nursing theory, pathophysiology, pharmacology, nutrition, and the social sciences. Critical thinking, evidence-based practice and teaching/learning are stressed. Clinical experiences are planned in medical-surgical, psychiatric, and/or pediatric settings. This course has a lecture, lab, and clinical component. A minimum grade of C+ (78%) is required. Prerequisites: BIOL201 Anatomy and Physiology I, PSYC101 General Psychology, and NURS212 Nursing I-E, NURS213 Nursing II-E, and NURS214 Nursing III-E are required for part-time generic students. Co/prerequisite: PSYC205 Human Growth and Development. Advanced placement students must have a current license to practice Practical Nursing in the Commonwealth of Massachusetts.

Credits: 6 credits

## **COURSE DESCRIPTIONS – EVENING OPTIONS**

### **COURSE TITLE: NURSING B**

### **COURSE NUMBER: NURS305**

#### **COURSE DESCRIPTION:**

This course is designed to present the principles of comprehensive nursing care related to the major mental and physical health problems across the life span. Students are expected to integrate previously learned knowledge and skills. The nursing process is further implemented as the student intervenes therapeutically. The course content includes nursing theory, pathophysiology, pharmacology, nutrition, and the social sciences. Emphasis on critical thinking, evidence-based practice, and teaching/learning continues. Clinical experiences are planned in medical-surgical, psychiatric, and/or pediatric settings. This course has a lecture, lab and clinical component. A minimum grade of C+ (78%) is required. Prerequisite: Nursing A (NURS304)

Credits: 6 credits

### **COURSE TITLE: NURSING C**

### **COURSE NUMBER: NURS306**

#### **COURSE DESCRIPTION:**

This course is designed to build on the knowledge and skills of the previous nursing curriculum. The nursing process is further implemented to provide a framework for comprehensive nursing care for diverse populations across their life span. The content includes nursing theory, pathophysiology, pharmacology, nutrition, and the social sciences. Critical thinking, evidence-based practice, and teaching and learning continue to be stressed. Clinical experiences are planned in medical-surgical, psychiatric, and/or pediatric settings. This course has a lecture, lab, and co/prerequisite: A minimum grade of C+ (78%) is required. Corequisite: Nursing Trends (NURS307) and Principles of Sociology (SOCI-104).

Credits: 6 credits

### **COURSE TITLE: NURSING TRENDS**

### **COURSE NUMBER: NURS307**

#### **COURSE DESCRIPTION:**

Designed to provide a survey of the challenges, issues, and problems influencing contemporary health care delivery. Nursing history and the growth of leadership and management in nursing practice are reviewed. Legal and ethical responsibilities, cultural disparity of disease, emergency preparedness, and global health problems are discussed. Lectures and discussion enhance the integration and application of previous nursing knowledge. A minimum grade of C+ (78%) is required. Corequisite: NURS306 Nursing C.

Credits: 1 credit

## Nursing Department Objectives and Assessments for the College Core Competencies

CORE COMPETENCIES OBJECTIVES	ASSESSMENTS
Communicate effectively using writing, reading, listening, and speaking skills.	Students will communicate effectively and therapeutically with patients, families, and health care team members in the coordination and delivery of patient care.
Think critically, creatively, and logically about ideas, texts, and real-world problems.	Students will apply and utilize critical thinking skills in professional areas to assess, plan, implement and evaluate a holistic plan of care across the lifespan.
Understand the role of an active citizen and participate in their communities in constructive ways that demonstrate respect for differing cultures and values.	Students will provide nursing care to diverse populations both independently and in collaboration with other health team members.
Effectively locate, analyze, and ethically apply information using technology and other resources.	Students will synthesize knowledge from biological, behavioral, social, and nursing science into the delivery of individualized, holistic and caring nursing practice.
Use quantitative concepts to evaluate, interpret, and problem-solve across disciplines.	Students will integrate consistently and independently the nursing process in coordinating a holistic care plan to meet the needs of individuals across the lifespan.
Build connections among ideas and experiences across and beyond the curriculum.	<p>Students will synthesize knowledge from biological, behavioral, social, and nursing science into the delivery of individualized holistic and caring nursing practice.</p> <p>Students will integrate professional values through collegial practice, lifelong learning, service to the community and the commitment to improvement of the profession and the healthcare system.</p>
Reviewed May 2020, May 2021	

## MASSASOIT COMMUNITY COLLEGE CORE COMPETENCIES

Graduates of Massasoit Community College will be able to:

- Communicate effectively using writing, reading, listening and speaking skills.
- Think critically, creatively, and logically about ideas, texts and real-world problems.
- Understand the role of an active citizen and participate in their communities in constructive ways that demonstrate respect for differing cultures and values.
- Effectively locate, analyze, and ethically apply information using technology and other resources.
- Use quantitative concepts to evaluate, interpret, and problem-solve across disciplines.
- Build connection among ideas and experiences above and across the curriculum.

Massasoit Community College's core competencies are arranged into eight categories.

- Written Communication
- Quantitative Literacy
- Oral Communication
- Information Literacy
- Critical and Creative Thinking
- Civic Engagement
- Integrative Learning
- Global Learning

Each of these categories includes several dimensions. These are the elements Massasoit will examine when looking at student work across the college. The LEAP VALUE rubrics will provide the initial basis for assessing these dimensions.

Written Communication	Context of and purpose of writing; content development; genre and disciplinary conventions; sources and evidence; control of syntax and mechanics
Quantitative Literacy	Interpretation; representation; calculation; application analysis; assumptions; communication
Oral Communication	Organization; language; delivery; supporting material; central message
Information Literacy	Determine the extent of information needed; access the needed information; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; access and use information ethically and legally
Critical and Creative Thinking	Explanation of issues; evidence; influence of context and assumptions; student's position; conclusion and related outcomes; acquiring competencies; taking risks; solving problems; embracing contradictions; innovative thinking; connecting; synthesizing, transforming
Civic Engagement	Diversity of communities and cultures; analysis of knowledge; civic identity and commitment; civic communications; civic action and reflection; civic contexts/structures
Integrative Learning	Connections to experience, connections to discipline; transfer; integrated communication; reflection and self-assessment
Global Learning	Global self-awareness; perspective taking; cultural diversity; personal and social responsibility; understanding global systems; applying knowledge to contemporary global contexts

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**PROGRAM TECHNICAL STANDARDS**

Nurses are entrusted with the health, safety and wellbeing of patients under their care. The practice of nursing requires keen observational skills and mental acuity. A nurse must possess the ability to heed healthcare provider orders, to respond quickly, to be alert to changes in a patients' condition and to pay careful attention to detail in the discharging of various duties, including administering medication, performing procedures, and assessing patients. Any diminution of these abilities may result in nursing errors that carry the potential for serious harm, even death. Students must remain free from chemical impairment in academic and clinical settings at all times.

Reviewed May 2020, May 2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**MISSION STATEMENT AND VALUES**

<b>MISSION STATEMENT</b>	<b>VALUES</b>
<p>The nurse education program at Massasoit Community College is a dynamic diverse learning community that supports all students in their education. The program strives to prepare Associate Degree, R.N. (A.D.) license eligible Nurses, who are technically and theoretically competent to provide safe, holistic nursing care to diverse populations across the lifespan within rapidly changing technologically advanced health care systems.</p>	<p><b>ACCOUNTABILITY</b> The quality of being responsible for one's actions</p> <p><b>NURTURING</b> Promote a culture of loving, supporting, caring, inspirational, enriching for all</p> <p><b>UNITY</b> State of harmony of being with all people</p>
<p style="text-align: center;"><b>VISION</b></p> <p>To create a culture of excellence in the art and science of nursing for students and faculty</p>	<p><b>RESPECT</b> The acknowledgment, consideration, and regard for the unique contributions of all</p>
<p style="text-align: center;"><b>VALUES</b></p> <p>A NURSE IS:</p> <ul style="list-style-type: none"> <li>Accountability</li> <li>Nurturing</li> <li>Unity</li> <li>Respect</li> <li>Success</li> <li>Excellence</li> <li>Integrity</li> <li>Safety</li> </ul> <p>“NURSING IS A WORK OF THE HEART” Charles Schulz</p>	<p><b>SUCCESS</b> Steadfast in doing something despite difficulty in achieving success</p> <p><b>EXCELLENCE</b> The state of highest quality</p> <p><b>INTEGRITY</b> The maintenance of high and consistent standards that hold up under scrutiny</p> <p><b>SAFETY</b> The state of being safe; freedom from the occurrence or risk of injury, danger, or loss</p>

Reviewed May 2020, May 2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**PROGRAM OUTCOMES/END OF PROGRAM STUDENT LEARNING OUTCOMES  
(EPSLO'S)**

The graduates of this Associate Degree program are prepared to deliver excellent nursing care in structured settings to patients with common health needs, and are eligible to take the NCLEX Examination for licensure as a registered nurse.

**Critical thinking is a multi-faceted process that includes the application of analytical reasoning, reflection and rational problem solving skills, using verifiable information and clinical judgment in order to choose among existing alternative solutions to clinical problems.\*** At the completion of the Nurse Education Program at Massasoit Community College, the graduate will utilize critical thinking to:

COMPETENCIES	EPSLO's
Nursing Process	Integrate consistently and independently the nursing process in coordinating a holistic care plan to meet the needs of individuals across the life span.
Teaching & Learning	Incorporate teaching/learning concepts into nursing practice.
Technical Skills	Perform technical skills and competencies necessary for entry into professional practice in accordance with current policies, procedures, and evidence-based practice.
Roles & Responsibilities	Integrate professional values through collegial practice, lifelong learning, service to the community, and the commitment to improvement of the profession and the health care system.
Knowledge Base	Synthesize knowledge from biological, behavioral, social, and nursing science into the delivery of individualized, holistic and caring nursing practice.
Communication	Communicate effectively and therapeutically with patients, families, and health care team members in the coordination and delivery of patient care.
Diversity	Provide nursing care to diverse populations both independently and in collaboration with other health team members.

\*Adapted from PEW Commission, ADN Competencies and QSEN  
Reviewed May 2020, May 2021



## LEVEL EDUCATION OBJECTIVES

\*Nursing II and III are parallel courses

\*\*Pediatric and Psychiatric Content are integrated into Nursing IV and V

Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>NURSING PROCESS</b>	<p><b>Utilize the nursing process with guidance as a framework for nursing care.</b></p> <p>Assess basic human needs of the adult patient.</p> <p>Collect and record assessment data on clinical work sheet.</p> <p>Formulate nursing diagnoses using PES (problem, etiology, signs and symptoms/defining characteristics) format.</p> <p>Identify measurable expected patient outcomes.</p> <p>Identify a plan of care to meet basic human needs.</p> <p>Implement nursing interventions in response to identified needs.</p>	<p><b>Utilize the nursing process as a framework for nursing care in the Maternity setting.</b></p> <p>Perform nursing assessments to identify the needs of the childbearing family.</p> <p>Utilize data from the patient records in patient assessment &amp; evaluation.</p> <p>Prioritize a nursing diagnosis utilizing the PES formula based on assessment data.</p> <p>Identify individualized patient outcomes.</p> <p>Develop an individualized plan of care.</p> <p>Implement selected interventions consistent with the plan of care.</p>	<p><b>Utilize the nursing process as a framework for nursing care in the medical-surgical setting.</b></p> <p>Perform nursing assessment to identify the needs of the adult patient.</p> <p>Utilize data from the patient records in patient assessment &amp; evaluation.</p> <p>Prioritize nursing diagnoses, utilizing PES format based on assessment data.</p> <p>Identify individualized patient outcomes.</p> <p>Develop an individualized plan of care.</p> <p>Implement selected interventions consistent with the plan of care.</p>	<p><b>Utilize consistently the nursing process in providing care to individuals across the lifespan.</b></p> <p>Assess the needs of the patient based upon an increased knowledge base.</p> <p>Analyze all available assessment data.</p> <p>Utilize data from the patient records in patient assessment &amp; evaluation.</p> <p>Prioritize Nursing Diagnoses in collaboration with health care team.</p> <p>Evaluate patient outcome criteria.</p> <p>Evaluate a care plan to meet the needs of patient.</p>	<p><b>Integrate consistently and independently the nursing process in coordinating a holistic care plan to meet the needs of individuals across the life span.</b></p> <p>Prioritize patient needs in collaboration with the health care team.</p> <p>Synthesize all available assessment data.</p> <p>Prioritize Nursing Diagnoses independently.</p> <p>Revise patient outcome criteria as needed.</p> <p>Revise a care plan as needed.</p> <p>Implement selected interventions consistent with the plan of care.</p>

Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>NURSING PROCESS (continued)</b>	Evaluate patient response to nursing interventions.	Evaluate outcome achievement and patient response to interventions.	Evaluate outcome achievement and patient response to interventions.	<p>Implement selected interventions consistent with the plan of care.</p> <p>Evaluate interventions consistent with plan of care.</p> <p>Analyze patient care outcomes based on patient's response to nursing interventions.</p>	<p>Revise nursing interventions as needed.</p> <p>Re-evaluate patient care outcomes based on nursing and collaborative nursing actions.</p>

Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>TEACHING AND LEARNING</b>	<b>Teach principles of basic health promotion and maintenance with guidance.</b>	<b>Teach principles of health promotion, maintenance and disease prevention related to maternal/infant health with guidance.</b>	<b>Teach principles of health promotion, maintenance and disease management with guidance.</b>	<b>Teach principles of health promotion, maintenance and disease management to patients and families.</b>	<b>Incorporate teaching/learning concepts into nursing practice.</b>
	<p>Describe the three domains of learning.</p> <p>Identify the purposes of patient teaching.</p> <p>Identify the principles of effective teaching.</p> <p>Describe the teaching learning process.</p> <p>Identify factors that interfere with learning.</p> <p>Identify methods to evaluate learning.</p> <p>Assess the knowledge level of patient.</p> <p>Discuss selected aspects of discharge planning with instructor.</p>	<p>Assess patient knowledge and understanding of self-care and infant care.</p> <p>Identify knowledge deficits.</p> <p>Teach components of a plan specific to an individual patient's knowledge and needs.</p> <p>Participate in teaching discharge instructions to patient and family.</p> <p>Evaluate patient &amp; family's understanding of discharge instructions.</p> <p>Identify services available to patient within the agency and community.</p>	<p>Assess patient's knowledge level related to medical diagnosis and treatment plan (medication, diet, diagnosis &amp; treatments).</p> <p>Identify knowledge deficits.</p> <p>Teach components of a plan specific to the individual patient's learning needs.</p> <p>Identify discharge teaching needs.</p> <p>Identify teaching resources available to patients within the healthcare facility.</p> <p>Participate in selected discharge teaching.</p>	<p>Assess the patient's knowledge related to understanding of health status and basic teaching.</p> <p>Identify services available to patients within the health care agency prior to discharge.</p> <p>Individualize standardized teaching plans to meet patient learning needs.</p> <p>Validate assessment findings related to knowledge level with instructor and other members of the health care team.</p> <p>Validate discharge plan and instructions with the patient.</p>	<p>Assess the patient's knowledge related to understanding of health status and basic teaching.</p> <p>Identifies biopsychosocial, cultural, and economic factors, which may influence the patient's post discharge needs.</p> <p>Individualizes standardized teaching plans to meet patient learning needs.</p> <p>Address patient knowledge deficits in preparation for discharge.</p> <p>Validates discharge plan and instructions with patient.</p>

<p><b>TEACHING AND LEARNING</b> <b>(continued)</b></p>			<p>Evaluate patient &amp;/or significant other understanding of discharge instructions.</p>	<p>Reinforces need for compliance with treatment plans.</p> <p>Document discharge teaching.</p>	<p>Collaboratively prepare the necessary agency/universal forms to communicate with other agencies or providers regarding the ongoing nursing and/or health care needs of the patient.</p> <p>Document patient/significant other's level of understanding related to the discharge plan.</p> <p>Identify biopsychosocial, cultural, and economic factors which may influence the support services necessary to meet the patient's post-discharge needs.</p>
--	--	--	---	---	---

Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>TECHNICAL SKILLS</b>	<p><b>Demonstrate beginning proficiency in the performance of basic nursing skills in the college laboratory and/or clinical agency.</b></p> <p>Physical Assessment G tubes NG tubes for meds and nutrition Standard Precautions Safety &amp; Comfort Measures Hygiene Bed making Range of motion Body mechanics Positioning Transfer techniques Bandages and binders Protective restraints Vital signs Pulse oximetry Specimen collection Medication Calculations Medication Administration Mixing medications in one syringe</p>	<p><b>Demonstrate increasing proficiency in the performance of previously learned nursing skills and initiation of skills involved in maternal/newborn care.</b></p> <p>Physical Assessment Surgical asepsis in maternity setting  Safety and security for newborn and family  Maternal-fetal well-being surveillance Fetal monitoring Newborn Assessment Labor and delivery support  Physical and psychosocial assessment: maternal post vaginal/cesarean delivery  Newborn Care: cord care, bath, diapering, circ care, positioning, NIPS pain assessment  Breast and formula feeding</p>	<p><b>Demonstrate increasing proficiency in the performance of previously learned nursing skills and initiation of more advanced skills.</b></p> <p>Physical Assessment IV Therapy: - Assemble, prime and change various tubing - use of saline lock, assessment and management of peripheral IV site, introduction to IV pump  Push and secondary meds  Care of G tubes Naso-gastric suction  Identification of purpose and function of Central line versus peripheral lines</p>	<p><b>Demonstrate increasing proficiency in the performance of more advanced nursing skills according to accepted standards.</b></p> <p>Physical Assessment  Tracheo-broncho suction  Tracheostomy care  Implement IV Therapy - IV Pumps, push, secondary meds - IV Push medications - Blood Admin - TPN / PPN / Central Lines, Peripheral and central line dressing  Chest tubes and chest drainage system  - Advanced oxygen delivery systems</p>	<p><b>Perform technical skills and competencies necessary for entry into professional practice in accordance with current policies, procedures, and evidence-based practice.</b></p> <p>Physical Assessment  Three-way Foley  Bladder irrigations  Ostomy care  Insertion of NG tubes and suction</p>

Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>TECHNICAL SKILLS</b> <b>(continued)</b>	Medical Asepsis Surgical Asepsis Dressings  - Insulin Therapy  Elimination: Urinary catheterization & removal, foley care and enemas Insulin Therapy Glucometer	Saline lock			

Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>ROLES AND RESPONSIBILITIES</b>	<p><b>Identify personal professional values and expectations in nursing role with guidance.</b></p> <p>Briefly describe the scope of practice of the Associate Degree Registered Nurse.</p> <p>Identify the role of the student nurse.</p> <p>Recognize the historical influence on nursing as defined by course content.</p> <p>Identify the ANA Code of Ethics, Standards of Practice, Patient Bill of Rights, and the Nurse Practice Act.</p> <p>Maintain confidentiality of information related to health care.</p> <p>Identify safety measures in nursing care.</p>	<p><b>Integrate personal and professional values and expectations in nursing role with guidance.</b></p> <p>Adhere to the ANA Code of Ethics, Standards of Practice, AWHONN Standards, Patient Bill of Rights, and the Nurse Practice Act.</p> <p>Adhere to the Standards, Policies, and procedures of the clinical facility.</p> <p>Collaborate with other members of the contemporary health team.</p> <p>Demonstrate professional behavior in the classroom and clinical settings.</p> <p>Assume accountability in all areas of practice.</p> <p>Maintain confidentiality of information related to patient care.</p>	<p><b>Integrate personal and professional values and expectations in nursing role with guidance.</b></p> <p>Adhere to the ANA Code of ethics, ANA Standards of Practice, Patient Bill of Rights, and State Nurse Practice Act.</p> <p>Adhere to standards, policies and procedures of the clinical facility.</p> <p>Demonstrate professional behavior in classroom and clinical setting.</p> <p>Identify own personal and professional learning needs.</p> <p>Modify behavior and nursing care based on self and instructor evaluations.</p> <p>Assume accountability in all aspects of nursing care.</p>	<p><b>Integrate consistently personal and professional expectations in the nursing role.</b></p> <p>Follow the ANA Code of Ethics, Standards of Practice, Patient Bill of Rights, and the Nurse Practice Act</p> <p>Adhere to the Standards, Policies, and Procedures of the clinical facility</p> <p>Demonstrates awareness of multiple roles of the registered nurse.</p> <p>Demonstrates professional behavior regarding: attendance/punctuality and attitude/appearance.</p>	<p><b>Integrate professional values through collegial practice, lifelong learning, service to the community, and the commitment to improvement of the profession and the health care system.</b></p> <p>Follows the ANA Code of Ethics and Standards of Practice, Patient Bill of rights, and the Nurse Practice Act.</p> <p>Adheres to the standards, policies, and procedures of the clinical facility.</p> <p>Demonstrates awareness of multiple roles of the registered nurse.</p> <p>Demonstrates professional behavior regarding: attendance/punctuality and attitude/appearance.</p>

Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>ROLES AND RESPONSIBILITIES (continued)</b>	<p>Demonstrate professional behavior in the classroom and clinical settings.</p> <p>Identify need for accountability in all areas of practice</p> <p>Modify behavior and nursing care based on self and instructor's evaluation.</p>	<p>Implement safety measures in all aspects of nursing care.</p> <p>Identify personal and professional learning needs.</p> <p>Modify behavior and nursing care based on self and instructor's evaluation.</p> <p>Incorporate legal and ethical concepts into professional role.</p>	<p>Implement safety measures in all aspects of nursing care.</p> <p>Maintain confidentiality of information</p> <p>Collaborate with selective members of the health care team.</p>	<p>Understand leadership styles, management theory, delegation of authority roles and activities of the Registered Nurse</p> <p>Integrate legal and ethical concepts into person and professional practice</p> <p>Demonstrate accountability in all areas of practice</p> <p>Assumes accountability for one's own patient assignment.</p> <p>Maintain confidentiality of information related to patient</p> <p>Implement safety measures in all aspects of nursing independently</p>	<p>Analyze the historical events which influenced the development of modern nursing</p> <p>Compare and contrast the legal rights and responsibilities of the nurse</p> <p>Identify characteristics of a profession</p> <p>Explain the relevance of the political process to nursing</p> <p>Define ethical principles used in decision making</p> <p>Identify contributing factors to liability suits</p> <p>Articulate interventions to implement changes in health care</p> <p>Describe the nurse's role in preparing and responding bioterrorism and disaster</p>



Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>ROLES AND RESPONSIBILITIES</b> (continued)				<p>Demonstrate ability to identify and address learning needs</p> <p>Modify behavior and nursing care based on self and instructor's evaluation</p> <p>Document and communicate patient data effectively</p> <p>Demonstrate appropriate nursing judgment.</p>	<p>Describe the functions of the major nursing organizations</p> <p>Recognize the need for continuing education</p>

## LEGAL AND ETHICAL

Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V	Seminar
Accountability Patient Bill of Rights ANA Code of Ethics and Standards of Practice Nurse Practice Act Primary ethical principles Student rights Principles of law: civil and criminal action, judicial process Delegation Malpractice Insurance Professional Licensure Patient Self-Determination Act Living will Health Care Proxy Living wills Code status Health Information Portability and Privacy Act Good Samaritan Laws Incident/Unusual occurrence report Federal and State regulation of Medication Elder Abuse	Adhere to the ANA Code of Ethics, Standards of Practice, AWHONN Standards, Patient Bill of Rights, and the Nurse Practice Act: Scope of Practice  Adhere to the Standards, Policies, and procedures of the clinical facility.  Informed consent, emancipated minor  Reproductive rights: Supreme Court decisions, State Statutes	Domestic violence  ANA Standards of Care  Managed Care	Pedi-Child abuse  Legal aspects of Section-12 psych  Right to free speech, Due Process, treatment  Least restrictive environment  Informed consent for mind altering drugs	Reinforce content as appropriate to clinical experiences.	Code of Ethics Professional Standards CEU requirements Nurse Practice Act Legal definition of Nursing Licensing Laws Delegation of Duties Reporter of abuse Ethical principles & decision making ethics committees Legal rights and responsibilities Negligence torts Malpractice torts Malpractice Malpractice Insurance Legislation regarding collective bargaining Euthanasia Code status

**\*Above content is part of roles & responsibilities as well as knowledge base**

Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>KNOWLEDGE BASE</b>	<b>Begin to integrate nursing theory and applied sciences into nursing practice with guidance.</b> Profession of Nursing Nursing History Health/Illness Continuum Hygiene Bandaging Bed making Positioning Body Mechanics ROM Mobility Medical Asepsis Inflammation Heat/cold Therapy Safety Restraints Vital Signs Rest/Sleep Nursing Process Documentation/Reporting Communication Critical Thinking Legal & Ethical Pharmacology Dosage Calculations Elimination Pre- and Post-Operative Care Surgical Asepsis	<b>Integrate nursing theory and applied sciences into nursing practice.</b>  Historical developments, and modern trends and issues in maternity care  Family concepts related to the childbearing family  Identify the collaborative team including advanced practice nurses providing care for the family  Community resources for the family  Statistics in maternal and child health  Conception and fetal growth  Fetal circulation and fetal transition to extrauterine life	<b>Integrate nursing theory and applied sciences into nursing practice.</b>  Introduction to Med-Surg Principles of care (QSEN) Quality, Safety, Education in Nursing  National Patient Safety Goals for acute care hospitals  Academy of Med-Surg Nursing Standard  Intravenous Therapy Parenteral Fluids Fluids & electrolytes Acid Base Balance Peripheral and Central lines  MS Assessment Musculoskeletal Disorders Sprains Strains Spasms Dislocations/Fractures	<b>Integrate nursing theory and applied sciences into nursing practice in a variety of health care settings.</b>  Psychiatric Nursing: Introduction Principles and practice Across the Lifespan  Introduction to psychotropic meds  Community Mental Health  Recovery Model  DSM-V  Commitment & Use of Restraint Criterion for Hospitalization  Cultural & Legal issues of Psychiatric Nursing  Hospitalization Voluntary Involuntary Section XII	<b>Synthesize knowledge from biological, behavioral, social and nursing science into the delivery of individualized, holistic and caring nursing practice.</b>  Integrate Principles & Practice of Psychiatric Nursing Across the Lifespan  Psychiatric Nursing:  Understands Indication for Psychotropic Medications  Neurocognitive Disorders Impaired Cognition Dementias Delirium  Psychopharmacology  Legal Issues  Community Mental Health Issues Schizophrenia

Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>KNOWLEDGE BASE</b> <b>(continued)</b>	Physical Assessment Pain Management Spirituality Diversity Diabetes – part one Oxygenation QSEN National patient Safety Goals  Aging Process Teaching/Learning Loss, Grief and Dying Nutrition Acute/Chronic Illness Diagnostic and Screening Tests Chest x-ray Blood tests Urine tests Lumbar puncture A1C Stool tests Cultures  Oxygen Therapy  <b>Psychosocial Nursing</b> Lifespan Developmental Theories – Erickson/ Maslow Self-Concept Stress and Coping Stress Management Conflict Resolution	The normal newborn Physical assessment Basic routine care Nursing interventions Newborn testing Nutrition: Formula and Breastfeeding Pregnancy in special population groups: Adolescent Advanced Maternal Age Pregnancy and Disability Abuse During Pregnancy Pregnancy and Infection/ Addictions  Conception and sexuality: Planned and unplanned pregnancies, reproductive choices, STD's, infertility  Genetics/Counseling  Human Sexuality  Normal Pregnancy: Physical and psychological changes	Treatments for Musculoskeletal Disorders Cast Care Traction CPM Machine Isometric and triceps muscle exercises Arthroplasty  Compartment Syndrome Fat embolus  Cardiac Assessment Cardiovascular Disorders Hypertension Angina Pectoris Myocardial Infarction Ablation Shock Diabetes  CHF PVD Arterial Venous Amputations Ventricular Assist Device ABG's Pacemaker Defibrillator/ cardioverter machine AICD	Mood Disorders Mania Depression Suicide  Safety & Management of Psychiatric Milieu  Crisis Intervention Violence Sexual assault, PTSD & Trauma Suicide Mood Disorders Somatoform & Dissociative Disorders  Anxiety Disorders Anxiety Levels Defenses  Substance Abuse  Crisis theory Intervention	Eating Disorders Personality & Maladaptive Coping Disorders The Aging Individual Neurocognitive Disorders Substance Abuse & Addictive Related Disorders

Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>KNOWLEDGE BASE (continued)</b>		<p>Prenatal care, health teaching, nutrition Preparation for childbirth Maternal/Fetal Surveillance</p> <p>Normal labor and delivery: nursing assessment and interventions of the maternal/fetal unit. Fetal monitoring</p> <p>Anesthesia/analgesia in labor and delivery</p> <p>Postpartum nursing: vaginal/cesarean delivery: assessment and interventions</p> <p>Parent and infant bonding</p> <p>Pharmacology in Maternity and women's health, and newborn nursing</p> <p>Infections that impact the pregnant woman, fetus, and newborn</p>	<p>Heart failure Pulmonary edema Heart disease in pregnancy Cardiac surgery Non-congenital Cardiac</p> <p>Fluid Balance: Dehydration Parenteral fluids Diets/Nutrition Cardiac Medications Heart Transplant Cardiac Rehabilitation Hyperalimentation</p> <p>Peripheral Vascular Disorder: Buerger's Disease Raynaud's Disease Aneurysm/ Embolism Thrombophlebitis Deep vein thrombosis Varicose Veins Amputations Venous Insufficiency</p>	<p>Respiratory system: Acute &amp; chronic sinusitis Pneumonia Atelectasis Pleurisy &amp; pleural Effusion TB Emphysema Chronic bronchitis Asthma ARDS Mechanical Ventilation Chest Trauma Trach care &amp; Suctioning Occupation Lung Disease Thoracic Surgery Chest Tubes</p> <p>Anemias Lymphoma Myeloma</p> <p>Blood Products and Administration Cancer: Theory/Research Treatment Lung Chemotherapy Radiation Therapy</p>	<p>Renal Assessment Infections of the urinary tract: Cystitis Pyelonephritis Acute/Chronic Nephrotic Syn. Obstructions</p> <p>Glomerulonephritis Calculi Hydronephrosis Tumors Cancer Chronic Ileal Conduit Kidney Transplant/organ transplant Urethral conditions Acute and Chronic Renal failure</p> <p>Neuro Assessment Sensorineural System: Increased ICP LOC TIA CVA Tumors Seizures Trauma</p>

Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>KNOWLEDGE BASE (continued)</b>		<p>At Risk Pregnancy:  Hyperemesis  Gravidarum  Abortion/Miscarriage  Ectopic pregnancy  Hydatidiform mole  Hypertensive states  of pregnancy  Cardiac Disease  Blood incompatibility  Diabetes  Anemias</p> <p>Complications of labor:  Dysfunctional labor  Induction of labor  Preterm labor  Hemorrhagic  Disorders  Malpresentation  Multiple pregnancy  Obstetrical  Emergencies</p> <p>Operative obstetrics  Complications of the  postpartum period:  Hemorrhage  Infections  Thromboembolic  Issues  Postpartum Affective  Disorders</p>	<p><b>N.B. The following  concepts are integrated  into each unit:  Nursing III, IV and V,  Pharmacology,  nutrition, lab data,  diagnostic studies,  changes across the  lifespan, patient health  promotion and  community resources.</b></p>	<p>AICD  Ventricular Assist  Cardiac Surgery  Valvular Surgery  CABG  Cardiac transplant</p> <p>Arrhythmias  Part I and Part 2  Heart block  EKG &amp; telemetry  Ablation  Septic shock</p> <p>Endocrine  Disorders:  Thyroid  Parathyroid  Adrenal  Pituitary</p> <p>Hyperalimentation  Septic Shock</p> <p>Eye &amp; Ear</p>	<p>Cranial Nerve Disorders  Spinal Cord Injury  Guillain-Barre  Parkinson's Disease  Multiple Sclerosis  Myasthenia Gravis</p> <p>Substance Abuse</p> <p>Integumentary System:  Infections  Bites  Burns  Skin cancer</p> <p>GI System:  GI Assessment  Cirrhosis  Hepatic Failure  Cancers  Biliary Conditions  Intestinal  Obstruction  Peptic Ulcer  GERD  Surgery  Ostomy  Pancreatitis  IBS – Crohns  Hepatitis  Gastric Bariatric</p>

Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>KNOWLEDGE BASE (continued)</b>		<p>At-risk newborn</p> <p>Gestational age</p> <p>Discrepancy</p> <p>Respiratory distress syndrome</p> <p>Infants of diabetic Mothers</p> <p>Congenital anomalies</p> <p>Neonatal asphyxia</p> <p>Hyperbilirubinemia</p> <p>Neonatal sepsis</p> <p>Drug/alcohol dependency</p> <p>Home care during the childbearing cycle</p> <p>Patient and family educational needs</p> <p>Grief and loss during the childbearing cycle</p>	<p>Pacemaker</p> <p>Defibrillator/ cardioverter machine</p> <p>AICD</p> <p>Heart failure</p> <p>Pulmonary edema</p> <p>Heart disease in pregnancy</p> <p>Cardiac surgery</p> <p>Non-congenital Cardiac</p> <p>Fluid Balance:</p> <p>Dehydration</p> <p>Parenteral fluids</p> <p>Diets/Nutrition</p> <p>Cardiac Medications</p> <p>Heart Transplant</p> <p>Cardiac Rehabilitation</p> <p>Hyperalimentation</p> <p>Peripheral Vascular Disorder:</p> <p>Buerger's Disease</p> <p>Raynaud's Disease</p> <p>Aneurysm/ Embolism</p> <p>Thrombophlebitis</p> <p>Deep vein thrombosis</p> <p>Varicose Veins</p> <p>Amputations</p> <p>Venous Insufficiency</p>	<p>Pediatric Nursing:</p> <p>Introduction:</p> <p>Physical Assessment</p> <p>Well child</p> <p>Maintenance</p> <p>Play</p> <p>Abuse &amp; neglect</p> <p>Failure to thrive</p> <p>Community Health</p> <p>Respiratory</p> <p>Infections:</p> <p>Nasopharyngitis</p> <p>Tonsillitis</p> <p>Adenoiditis</p> <p>RSV Pertussis</p> <p>Pneumonia</p> <p>Cardiac Surgery, CABG, valves, Arrhythmias</p> <p>Blood administration</p> <p>Croup Syndromes:</p> <p>Laryngitis</p> <p>Laryngotracheal-Bronchitis</p> <p>Epiglottitis</p>	<p>Reproductive System:</p> <p>Male</p> <p>Female</p> <p>Organ Donation (New England Donor Services)</p> <p>Arthritis</p> <p>Lupus</p> <p>Gout</p> <p>Scleroderma</p> <p>Immune System</p> <p>HIV</p> <p>Infections – Lyme, Rocky Mountain spotted fever</p> <p>Emergent Care/ Triage</p> <p>Pediatric Nursing:</p> <p>Urinary Tract Infections</p> <p>Altered voiding patterns</p> <p>Structural defects</p> <p>Functional disorders</p> <p>Fluid balance</p> <p>Sensory-neuro-muscular system</p>

Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>KNOWLEDGE BASE (continued)</b>			<b>N.B. The following concepts are integrated into each unit: Nursing III, IV and V, Pharmacology, nutrition, lab data, diagnostic studies, changes across the lifespan, patient health promotion and community resources.</b>	<p>Esophageal cancer with thoracic surgery</p> <p>Infection of the lower airway:</p> <ul style="list-style-type: none"> <li>Bronchitis</li> <li>Bronchiolitis</li> </ul> <p>Pulmonary dysfunction caused by noninfectious irritants</p> <ul style="list-style-type: none"> <li>Foreign bodies</li> <li>Aspiration</li> <li>Asthma</li> <li>Cystic Fibrosis</li> </ul> <p>Congenital Heart Disease/rheumatic heart disease, Kawasaki</p> <p>Sickle Cell Anemia</p> <p>Thalassemia</p> <p>Leukemias:</p> <ul style="list-style-type: none"> <li>ALL</li> <li>AML</li> <li>ANL</li> </ul> <p>Pediatric Endocrine Disorders</p> <p>Immunizations</p> <p>Common childhood infections</p>	<p>Structural abnormalities of the CNS:</p> <ul style="list-style-type: none"> <li>Craniosynostosis</li> <li>Hydrocephalus</li> <li>Neural tube Defects</li> <li>AVM</li> </ul> <p>Skin Assessment pedi</p> <p>Pediatric Ortho CHD</p> <p>Legg Perthes Disease</p> <p>Concussion</p> <p>Seizures</p> <p>Infections</p> <p>Injuries</p> <p>Motor dysfunction</p> <ul style="list-style-type: none"> <li>Cognitive Alterations</li> </ul> <p>GI system:</p> <ul style="list-style-type: none"> <li>Cleft lip/palate</li> <li>Hypertrophic pyloric Stenosis</li> </ul>



Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>KNOWLEDGE BASE (continued)</b>		<p>At-risk newborn</p> <p>Gestational age</p> <p>Discrepancy</p> <p>Respiratory distress syndrome</p> <p>Infants of diabetic Mothers</p> <p>Congenital anomalies</p> <p>Neonatal asphyxia</p> <p>Hyperbilirubinemia</p> <p>Neonatal sepsis</p> <p>Drug/alcohol dependency</p> <p>Home care during the childbearing cycle</p> <p>Patient and family educational needs</p> <p>Grief and loss during the childbearing cycle</p>			<p>Tracheoesophageal</p> <p>Fistula</p> <p>Esophageal atresias</p> <p>Hirschsprung's</p> <p>Anal rectal</p> <p>Malformations</p> <p>Immune System:</p> <p>Rheumatologic</p> <p>Autoimmune</p> <p>Inflammatory</p> <p>Disorders</p> <p>Hepatitis</p> <p>Integumentary System:</p> <p>Infections</p> <p>Burns</p> <p>Demonstrate utilization of critical thinking skills.</p> <p>Incorporate evidence-based practice and patient safety standards into nursing care delivered.</p> <p>Recognize the need for lifelong learning in nursing.</p>

Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>COMMUNICATION</b>	<p><b>Identify effective and therapeutic communication with patients, families, faculty and health care team members.</b></p> <p>Describe communication theory.</p> <p>State phases and characteristics of a therapeutic nurse-patient relationship.</p> <p>Distinguish between therapeutic and non-therapeutic techniques.</p> <p>Recognize responsive communication dimensions.</p> <p>Communicate essential information to faculty members, peers and health care team members, with guidance.</p> <p>Document basic nursing care according to agency policy.</p>	<p><b>Engage in effective and therapeutic communication with patients, families, faculty and health care team members during the childbearing cycle.</b></p> <p>Apply communication theory</p> <p>Demonstrate effective communication skills with the patient and family.</p> <p>Utilize effective therapeutic communication techniques.</p> <p>Develop therapeutic relationships with families.</p> <p>Incorporate responsive communication dimensions.</p> <p>Communicate essential information to faculty, peers and health care team members.</p>	<p><b>Engage in effective and therapeutic communication with patients, families, faculty, and health care team members.</b></p> <p>Apply communication theory.</p> <p>Demonstrate effective communication skills with the patient &amp; family.</p> <p>Utilize effective therapeutic communication techniques.</p> <p>Incorporate responsive communication dimensions.</p> <p>Communicate essential information to faculty, peers and health care team members.</p> <p>Accurately documents nursing care in accordance with agency protocols.</p>	<p><b>Engage consistently in effective and therapeutic communication with patients, families, faculty, and health care team members in a variety of settings.</b></p> <p>Assess complex psychosocial needs</p> <p>Individualize communication strategies</p> <p>Apply developmental theory</p> <p>Devise coping and support strategies</p> <p>Analyze outcomes of collaborative problem solving</p> <p>Maintain open communication with instructor and staff regarding patient information.</p>	<p><b>Communicate effectively and therapeutically with patients, families and health team members in the coordination and delivery of patient care</b></p> <p>Identify dysfunctional relationships</p> <p>Evaluate therapeutic impasses</p> <p>Modify patterns of impaired communications</p> <p>Evaluate disorganized and/or distorted thought process</p> <p>Maintain open communication with instructor and staff regarding patient information.</p> <p>Communicate and document patient care data accurately and consistent with the agencies policies and procedures.</p>

Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>COMMUNICATION (continued)</b>		Accurately document nursing care in accordance with agency policies.		<p>Communicate and document patient care data accurately and consistent with the agencies policies and procedures.</p> <p>Demonstrate the use of therapeutic communication techniques with patients.</p> <p><b>Utilize communication for effective health care relations</b></p> <p>Identify conflict resolution techniques under supervision</p> <p>Evaluate effectiveness of communication.</p>	<p><b>Utilize communication for effective health care relations</b></p> <p>Demonstrate the use of therapeutic communication techniques with patients.</p> <p>Evaluate conflict resolution techniques under supervision</p> <p>Evaluate communication effectiveness</p>

Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>DIVERSITY OUTCOMES</b>	<p><b>Identify diverse needs of patients with assistance from instructor.</b></p> <p>Recognize personal values related to cultural differences</p> <p>Explore the meaning of health and illness in different cultures</p> <p>Identify transcultural concepts and ethnocentrism</p> <p>Perform a diversity assessment</p> <p>Identify differences among cultural groups in:</p> <ul style="list-style-type: none"> <li>Language</li> <li>Food and eating</li> <li>Personal space</li> <li>Time</li> <li>Family attitudes and dynamics</li> <li>Gender role</li> <li>Emotional expression</li> <li>Pain reactions</li> <li>Mental health</li> <li>Health behaviors</li> </ul>	<p><b>Provide nursing care to, and with, diverse childbearing families with guidance.</b></p> <p>Cultural practices related to the childbearing family during:</p> <ul style="list-style-type: none"> <li>- ante-natal</li> <li>- pregnancy</li> <li>- labor and delivery</li> <li>- postpartum</li> <li>- care and feeding of the newborn</li> <li>- home visitation</li> </ul> <p>Assessment factors related to ethnicity:</p> <ul style="list-style-type: none"> <li>- morbidity and mortality rates</li> <li>- domestic violence</li> <li>- food beliefs</li> <li>- genetic disorders</li> </ul> <p>Identify socio-cultural influences that affect:</p> <ul style="list-style-type: none"> <li>- reproductive choices</li> <li>- childbirth practices</li> <li>- women's health</li> <li>- expression of feelings, pain, grief and mourning</li> </ul>	<p><b>Provide nursing care to, and with, diverse populations in the medical-surgical setting with guidance.</b></p> <p>Identify assessment factors influenced by ethnicity:</p> <ul style="list-style-type: none"> <li>- Susceptibility to disease</li> <li>- Biological variations</li> <li>- Assessment techniques</li> <li>- Drug actions – responses</li> <li>- Expression of pain</li> </ul> <p>Discuss cultural practices related to:</p> <ul style="list-style-type: none"> <li>- Visiting regulations</li> <li>- Modesty</li> <li>- Food beliefs and preferences</li> <li>- Conflict resolution</li> <li>- Violence</li> <li>- Health care compliance</li> <li>- Health care system culture</li> </ul>	<p><b>Provide nursing care to diverse populations in a variety of health care environments.</b></p> <p>Identify dimensions of the patient's diversity affecting nursing care delivery.</p> <p>Demographic indices of disease conditions</p> <p>Compliance to health care directions and education</p> <p>Culture of poverty</p> <p>Mental Illness</p> <ul style="list-style-type: none"> <li>Relevance of culture</li> <li>Stigma</li> </ul> <p>Hopelessness</p> <p>Chronic Mental Illness</p> <ul style="list-style-type: none"> <li>Inclusion vs. Exclusion</li> </ul> <p>Veterans</p> <ul style="list-style-type: none"> <li>Needs, problems</li> <li>Service or non-service connected disability</li> </ul>	<p><b>Provide nursing care to diverse populations both independently and in collaboration with other health care team members.</b></p> <p>Identify dimensions of the patient's diversity affecting nursing care delivery.</p> <p>Understand demographic indices of disease conditions</p> <p>Nutritional needs and cultural/ethnic eating habits</p> <p>Cultural role change in families</p> <ul style="list-style-type: none"> <li>HIV</li> <li>Substance abuse</li> </ul> <p>Dementia</p> <ul style="list-style-type: none"> <li>Needs, Problems</li> <li>Impact</li> <li>Social policy</li> </ul>

Area	Nursing I	Nursing II	Nursing III	Nursing IV	Nursing V
<b>DIVERSITY OUTCOMES (continued)</b>		Apply knowledge to plan interventions that are non-judgmental, non-discriminatory and sensitive to patient diversity.	Apply knowledge to plan interventions that are non-judgmental, non-discriminatory and sensitive to patient diversity.	<p>Differentiate cultural variations among groups of children</p> <p>Recognize pertinent sub cultural influences</p> <ul style="list-style-type: none"> <li>Ethnicity</li> <li>Social <ul style="list-style-type: none"> <li>class/occupation</li> </ul> </li> <li>Poverty/affluence</li> <li>Housing, <ul style="list-style-type: none"> <li>Homelessness</li> </ul> </li> <li>Migrant families</li> <li>Religion</li> <li>Education</li> <li>Peer</li> <li>Biculturalism/ <ul style="list-style-type: none"> <li>Multiculturalism</li> </ul> </li> </ul> <p>Identify cultural/ethnic variations in assessing the growth expectations of selected groups</p> <ul style="list-style-type: none"> <li>Alternative family structures</li> <li>Ethnic diversity</li> <li>Cultural diversity</li> <li>Special needs</li> <li>Growth patterns of divergent groups</li> </ul>	

### LEVEL EDUCATION OBJECTIVES – NURSING I-E, II-E, AND III-E

Area	Nursing I-E	Nursing III-E	Nursing II-E
<b>NURSING PROCESS</b>	<p><b>Utilize the nursing process with guidance as a framework for nursing care.</b></p> <p>Assess the basic needs of the adult patient utilizing Functional Health Patterns.</p> <p>Collect assessment data on clinical prep sheet.</p> <p>Formulate nursing diagnoses using PES (problem, etiology, signs and symptoms/defining characteristic) format.</p> <p>Identify measurable expected patient outcomes.</p> <p>Identify individualized interventions.</p> <p>Implement nursing interventions in response to identified needs.</p> <p>Evaluate outcome achievement and patient response to nursing interventions.</p>	<p><b>Utilize the nursing process as a framework for nursing care in the medical-surgical setting.</b></p> <p>Perform a nursing assessment utilizing functional health patterns to identify the needs of the patient.</p> <p>Utilize data from patient records in patient assessment &amp; evaluation.</p> <p>Formulate nursing diagnoses, utilizing PES format based on assessment data.</p> <p>Identify realistic and measurable expected patient outcomes.</p> <p>Organize an individualized plan of care.</p> <p>Implement selected interventions consistent with the plan of care. Evaluate outcomes achievement and patient response to interventions.</p> <p>Recommend revisions to the care plan as needed.</p>	<p><b>Utilize the nursing process as a framework for nursing care in the Maternity setting.</b></p> <p>Perform nursing assessments utilizing the functional health patterns to assess the needs of the childbearing family.</p> <p>Utilize data from the patient's records.</p> <p>Formulate a nursing diagnosis utilizing the PES formula based on assessment data.</p> <p>Identify realistic and measurable patient outcome.</p> <p>Implement selected interventions consistent with the plan of care. Utilize the nursing process as a framework for nursing care in the Maternity setting.</p> <p>Organize an individual plan of care.</p> <p>Implement selected interventions consistent with the plan of care.</p>

Area	Nursing I-E	Nursing III-E	Nursing II-E
<b>TEACHING AND LEARNING</b>	<p><b>Identify principles of basic health promotion.</b></p> <p>Identify the purposes of patient teaching.</p> <p>Describe the three domains of learning.</p> <p>Identify the principles of effective teaching.</p> <p>Describe the teaching learning process.</p> <p>Identify factors that interfere with learning.</p> <p>Identify methods to evaluate learning.</p> <p>Assess the knowledge level of patient.</p>	<p><b>Teach principles of basic health promotion and maintenance with guidance.</b></p> <p>Discuss selected aspects of discharge planning with instructor. Identify knowledge deficits.</p> <p>Teach components of a plan specific to the individual patient's learning needs.</p> <p>Identify discharge-teaching needs.</p> <p>Identify teaching resources available to patients within the healthcare facility.</p> <p>Participate in selected discharge teaching.</p> <p>Evaluate patient and/or significant other understanding of discharge instructions.</p>	<p><b>Teach principles of health promotion, maintenance and disease prevention related to maternal/infant health with guidance.</b></p> <p>Assess patient / family knowledge and understanding of self-care and infant care.</p> <p>Identify knowledge deficits.</p> <p>Teach components of a plan specific to an individual patient's knowledge and needs.</p> <p>Participate in teaching discharge instructions to patient and family.</p> <p>Evaluate patient and family's understanding of discharge instructions.</p> <p>Identify services available to patient within the agency and community.</p>

Area	Nursing I-E	Nursing III-E	Nursing II-E
<b>KNOWLEDGE BASE</b>	<b>Begin to integrate nursing theory and applied sciences into nursing practice.</b>  Profession of Nursing Nursing History Health/Illness Continuum Hygiene Bandaging Bed making Positioning Body Mechanics ROJM Mobility and Immobility Infection Control Safety Restraints Vital Signs Pulse Oximetry Nursing Process Recording/Reporting Communication Legal and Ethical Medication administration Pharmacology Elimination Surgical Asepsis Physical Assessment Ethnicity/Culture	<b>Integrate nursing theory and applied sciences into nursing practice.</b>  Bio-psycho-socio-cultural-spiritual needs/Maslow Health care system trends Community based health care Critical thinking Pain Management Rest and sleep Inflammation Heat and cold Intravenous Administration and Therapy Fluids and electrolytes Acid Base Balance Aging Process Domestic Abuse Legal Issues Pre and post operative care Peer and health team member collaboration Screening tests: x-ray, blood, urine Lumbar puncture Nursing Process Discharge Planning Musculoskeletal Disorders Springs Strains Spasms Dislocations Fractures	<b>Integrate nursing theory and applied sciences into nursing practice.</b>  Historical developments, and modern trends and issues in maternity care  Family concepts related to the childbearing family  Identify concepts related to the childbearing family  Identify the collaborative tem including advanced practice nurses providing care for the family  Community resources for the family Statistics in maternal and child health  Lifespan developmental theories  Statistics in maternal and child health  Nutritional needs for the growing family and world nutritional issues Substance Abuse Conception and fetal growth Human sexuality  Fetal circulation and fetal transition to extrauterine life The normal newborn Physical assessment Basic routine care



Area	Nursing I-E	Nursing III-E	Nursing II-E
<b>KNOWLEDGE BASE (continued)</b>		Treatments for Musculoskeletal Disorders Cast Care Traction CPM Machine Isometric and triceps muscle exercises Compartment Syndrome Cardiovascular Disorders Hypertension Angina Pectoris Myocardial Infarction Arrhythmias EKG and telemetry Ablation Pacemaker Defibrillator/ cardioverter machine AICD Heart failure Pulmonary edema Heart disease in pregnancy Cardiac surgery Non-congenital Cardiac Diets/Nutrition Cardiac medications Heart medications Heart Transplant Cardiac Rehabilitation	Nursing interventions Newborn testing Pregnancy in special population groups: Adolescent Advanced Maternal Age Pregnancy and Disability Abuse During Pregnancy Pregnancy and Infection/Addictions STDs Human Sexuality Across the Lifespan Conception and sexuality: Planned and unplanned pregnancies, reproductive choices Genetics Infertility Stress and coping Normal Pregnancy Physical and psychological changes Prenatal care Health teaching Nutrition Preparation for Childbirth Maternal/Fetal Surveillance Normal Labor and delivery: Assessment & interventions of the maternal/fetal unit Fetal monitoring Anesthesia/analgesia in labor & Delivery Postpartum nursing Vaginal/Cesarean delivery Assessment & interventions Parent & infant bonding

Area	Nursing I-E	Nursing III-E	Nursing II-E
<b>KNOWLEDGE BASE (continued)</b>		<p>Peripheral Vascular Disorder  Buerger's Disease  Raynaud's Disease  Aneurysm/Embolism  Thrombophlebitis  Deep vein thrombosis  Varicose Veins  Amputations  Venous insufficiency</p> <p><b>N.B. The following concepts are integrated into each unit: Nursing III-E, A, B, and C. Pharmacology, nutrition, lab data, diagnostic studies, changes across the lifespan, patient health promotion and community.</b></p> <p>Spirituality &amp; culture</p>	<p>Pharmacology  Infections impacting the pregnant woman, fetus &amp; newborn</p> <p>At Risk pregnancy:  Hyperemesis Gravidarum  Abortion/miscarriage  Ectopic pregnancy  Hydatidiform mole  Hypertensive states of pregnancy  Cardiac disease  Blood incompatibility  Diabetes  Anemias</p> <p>Complications of Labor:  Dysfunctional labor  Induction of labor  Preterm labor  Hemorrhagic disorders  Malpresentation  Multiple pregnancy  Obstetrical Emergencies  Operative obstetrics  Educational needs of patient &amp; family</p>

Area	Nursing I-E	Nursing III-E	Nursing II-E
<b>TECHNICAL SKILLS</b>	<p><b>Demonstrate beginning proficiency in the performance of basic nursing skills in the college laboratory and/or clinical agency.</b></p> <p>Physical Assessment Standard Precautions Safety &amp; Comfort Measures Hygiene Bed making Range of motion Body mechanics Positioning Transfer techniques Bandages and binders Protective restraints Vital signs Pulse oximetry Specimen collection Medication Calculations Medication Administration Medical Asepsis Surgical Asepsis Dressings Elimination: Urinary catheterization &amp; removal, foley care and enemas</p>	<p><b>Demonstrate increasing proficiency in the performance of previously learned nursing skills and initiation of more advanced skills.</b></p> <p>Physical Assessment  IV Therapy  IV Pump  Crutch walking  Amputation, residual limbs and prosthesis care  Heart sounds  Neurovascular peripheral assessment  Nursing process interview  Mixing medications in one syringe (insulin)</p>	<p><b>Demonstrate increasing proficiency in the performance of previously learned nursing skills and initiation of skills involved in maternal/newborn care.</b></p> <p>Surgical asepsis in maternity setting  Safety and security for newborn and family  Maternal-fetal well-being surveillance Fetal monitoring  Labor and delivery support  Physical and psychosocial assessment: maternal post vaginal/cesarean delivery  Epidural Analgesia/anesthesia/PCA  Newborn Care: cord care, bath, diapering, circ care, positioning, NIPS, NAS, pain assessment Breast and formula feeding</p>

Area	Nursing I-E	Nursing III-E	Nursing II-E
<b>ROLES AND RESPONSIBILITIES</b>	<p><b>Identify personal and professional values and expectations in nursing role with guidance.</b></p> <p>Briefly describe the scope of practice of the Associate Degree Registered Nurse.</p> <p>Identify the role of the student nurse.</p> <p>Recognize the historical influence on nursing as defined by course content.</p> <p>Identify the ANA Code of Ethics, Standards of Practice, Patient Bill of Rights, and the Nurse Practice Act.</p> <p>Maintain confidentiality of information related to health care.</p> <p>Identify safety measures in nursing care.</p> <p>Demonstrate professional behavior in the classroom and clinical settings.</p> <p>Identify need for accountability in all areas of practice.</p> <p>Modify behavior and nursing care based on self and instructor's evaluation.</p>	<p><b>Integrate personal and professional values and expectations in nursing role with guidance.</b></p> <p>Adhere to the ANA Code of ethics, ANA Standards of Practice, Patient Bill of Rights, and State Nurse Practice Act.</p> <p>Adhere to standards, policies and procedures of the clinical facility.</p> <p>Demonstrate professional behavior in classroom and clinical setting.</p> <p>Identify own personal and professional learning needs.</p> <p>Modify behavior and nursing care based on self and instructor evaluations.</p> <p>Assume accountability in all aspects of nursing care.</p> <p>Implement safety measures in all aspects of nursing care.</p> <p>Maintain confidentiality of information.</p> <p>Collaborate with selective members of the health care team.</p>	<p><b>Integrate personal and professional values and expectations in nursing role with guidance.</b></p> <p>Adhere to the ANA Code of Ethics, Standards of Practice, AWHONN Standards, Patient Bill of Rights, and the Nurse Practice Act.</p> <p>Adhere to the Standards, Policies, and procedures of the clinical facility.</p> <p>Collaborate with other members of the contemporary health team.</p> <p>Demonstrate professional behavior in the classroom and clinical settings.</p> <p>Assume accountability in all areas of practice.</p> <p>Maintain confidentiality of information related to patient care.</p> <p>Implement safety measures in all aspects of nursing care.</p> <p>Identify personal and professional learning needs.</p> <p>Modify behavior and nursing care based on self and instructor's evaluation.</p> <p>Incorporate legal and ethical concepts into professional role.</p>

Area	Nursing I-E	Nursing III-E	Nursing II-E
<b>LEGAL &amp; ETHICAL</b>	Accountability Patient Bill of Rights ANA Code of Ethics and Standards of Practice Nurse Practice Act Primary ethical principles Student rights Principles of law: civil and criminal action, judicial process Delegation Malpractice Insurance Professional Licensure Patient Self-Determination Act Living will Health Care Proxy Living wills Code status Health Information Portability and Privacy Act Good Samaritan Laws Incident/Unusual occurrence report Federal and State regulation of Medication	Domestic violence  ANA Standards of Care  Managed Care  Elder Abuse	Adhere to the ANA Code of Ethics, Standards of Practice, AWHONN Standards, Patient Bill of Rights, and the Nurse Practice Act: Scope of Practice  Adhere to the Standards, Policies, and procedures of the clinical facility.  Informed consent, emancipated minor  Reproductive rights: Supreme Court decisions, State Statutes

Area	Nursing I-E	Nursing III-E	Nursing II-E
<b>COMMUNICATION</b>	<p><b>Identify effective and therapeutic communication with patients, families, faculty and health care team members.</b></p> <p>Describe communication theory.</p> <p>State phases and characteristics of a therapeutic nurse-patient relationship.</p> <p>Distinguish between therapeutic and non-therapeutic techniques.</p> <p>Recognize responsive communication dimensions.</p> <p>Communicate essential information to faculty members, peers and health care team members, with guidance.</p> <p>Document basic nursing care according to agency policy.</p>	<p><b>Engage in effective and therapeutic communication with patients, families, faculty and health care team members.</b></p> <p>Apply communication theory.</p> <p>Demonstrate effective communication skills with the patient &amp; family.</p> <p>Utilize effective therapeutic communication techniques.</p> <p>Incorporate responsive communication dimensions.</p> <p>Communicate essential information to faculty, peers and health care team members.</p> <p>Accurately documents nursing care in accordance with agency protocols.</p>	<p><b>Engage in effective and therapeutic communication with patients, families, faculty and health care team members during the childbearing cycle.</b></p> <p>Apply communication theory</p> <p>Demonstrate effective communication skills with the patient and family.</p> <p>Utilize effective therapeutic communication techniques.</p> <p>Develop therapeutic relationships with families.</p> <p>Incorporate responsive communication dimensions.</p> <p>Communicate essential information to faculty, peers and health care team members.</p> <p>Accurately document nursing care in accordance with agency policies.</p>

Area	Nursing I-E	Nursing III-E	Nursing II-E
<b>DIVERSITY</b>	<p><b>Identify diverse needs of patients with assistance from instructor.</b></p> <p>Recognize personal values related to cultural differences</p> <p>Explore the meaning of health and illness in different cultures</p> <p>Identify transcultural concepts and ethnocentrism</p> <p>Perform a diversity assessment</p> <p>Identify differences among cultural groups in:</p> <ul style="list-style-type: none"> <li>Language</li> <li>Food and eating</li> <li>Personal space</li> <li>Time</li> <li>Family attitudes and dynamics</li> <li>Gender role</li> <li>Emotional expression</li> <li>Pain reactions</li> <li>Mental health</li> <li>Health behaviors</li> </ul>	<p><b>Provide nursing care to, and with, diverse populations in the medical-surgical setting with guidance.</b></p> <p>Identify assessment factors influenced by ethnicity:</p> <ul style="list-style-type: none"> <li>- Susceptibility to disease</li> <li>- Biological variations</li> <li>- Assessment techniques</li> <li>- Drug actions – responses</li> <li>- Expression of pain</li> </ul> <p>Discuss cultural practices related to:</p> <ul style="list-style-type: none"> <li>- Visiting regulations</li> <li>- Modesty</li> <li>- Food beliefs and preferences</li> <li>- Conflict resolution</li> <li>- Violence</li> <li>- Health care compliance</li> <li>- Health care system culture</li> </ul> <p>Apply knowledge to plan interventions that are non-judgmental, non-discriminatory and sensitive to patient diversity.</p>	<p><b>Provide nursing care to, and with, diverse childbearing families with guidance.</b></p> <p>Cultural practices related to the childbearing family during:</p> <ul style="list-style-type: none"> <li>- ante-natal</li> <li>- pregnancy</li> <li>- labor and delivery</li> <li>- postpartum</li> <li>- care and feeding of the newborn</li> <li>- home visitation</li> </ul> <p>Assessment factors related to ethnicity:</p> <ul style="list-style-type: none"> <li>- morbidity and mortality rates</li> <li>- domestic violence</li> <li>- food beliefs</li> <li>- genetic disorders</li> </ul> <p>Identify socio-cultural influences that affect:</p> <ul style="list-style-type: none"> <li>- reproductive choices</li> <li>- childbirth practices</li> <li>- women's health</li> <li>- expression of feelings, pain, grief and mourning</li> </ul> <p>Apply knowledge to plan interventions that are non-judgmental, non-discriminatory and sensitive to patient diversity.</p>

## LEVEL EDUCATION OBJECTIVES – NURSING A, B, C AND NURSING TRENDS

Area	Nursing A	Nursing B	Nursing C
<b>NURSING PROCESS</b>	<p><b>Utilize consistently the nursing process in providing care to individuals across the lifespan.</b></p> <p>Perform a nursing assessment using functional health patterns to assess the needs of the patient based upon the student's knowledge base.</p> <p>Formulate Nursing Diagnoses, with guidance.</p> <p>Establish the patient's outcome criteria with guidance.</p> <p>Formulate an appropriate plan of care with guidance.</p> <p>Implement appropriate interventions consistent with the plan of care with guidance.</p> <p>Evaluate patient response to interventions with guidance and modify the required plan of care.</p>	<p><b>Utilize consistently the nursing process in providing care to individuals across the lifespan.</b></p> <p>Assess the needs of the patient based upon an increased knowledge base.</p> <p>Continue to formulate and prioritize Nursing Diagnoses in collaboration with health care team.</p> <p>Establish and evaluate patient's outcome criteria with guidance.</p> <p>Construct an appropriate plan of care.</p> <p>Identify and develop appropriate interventions consistent with plan of care.</p> <p>Evaluate patient care outcomes based on nursing action.</p>	<p><b>Integrate consistently and independently the nursing process in coordinating a holistic care plan to meet the needs of individuals across the life span.</b></p> <p>Assess and prioritize patient needs in collaboration with the health care team.</p> <p>Independently formulate and prioritize Nursing Diagnoses.</p> <p>Establish, evaluate and revise patient outcome criteria.</p> <p>Construct and individualize the nursing care plan.</p> <p>Independently develop and evaluate selected nursing interventions.</p> <p>Evaluate patient care outcomes based on independently and collaborative nursing actions.</p>



Area	Nursing A	Nursing B	Nursing C
<b>TEACHING AND LEARNING</b>	<p><b>Teach principles of health promotion, maintenance and disease management to patients and families.</b></p> <p>Assess the knowledge level of the patient as it related to the diagnosed treatment plan (medication, diet, related treatments).</p> <p>Validate assessment findings related to knowledge levels with instructor &amp; other allied health team members.</p> <p>Observe the implementation of designed teaching.</p> <p>Identify &amp; observe discharge instructions necessary to meet patient needs.</p>	<p><b>Teach principles of health promotion, maintenance and disease management to patients and families.</b></p> <p>Validate assessment findings related to knowledge levels with other members of the health care team.</p> <p>Validate patient discharge instructions. Document discharge teaching.</p> <p>Identify services available to patients within the health care agency prior to discharge.</p> <p>Individualize standardized teaching plans to meet patient learning needs. Reinforce need for compliance to treatment plans.</p> <p>Reinforce need for compliance to treatment plans.</p>	<p><b>Incorporate teaching/learning concepts into nursing practice.</b></p> <p>Address patient knowledge deficits in preparation or discharge.</p> <p>Document patient/significant other's level of understanding related to the discharge plan.</p> <p>Collaboratively prepare the necessary agency/universal forms to communicate with other agencies or providers regarding the ongoing nursing and/or health care needs of the patient.</p> <p>Identify bio-psychosocial, cultural and economic factors which may influence the support services necessary to meet the patient's post-discharge needs.</p>

Area	Nursing A	Nursing B	Nursing C
<b>TECHNICAL SKILLS</b>	<p><b>Demonstrate increasing proficiency in the advanced performance of more advanced nursing skills according to accepted standards.</b></p> <p>Physical Assessment</p> <p>Pulse Oximetry</p> <p>IV Therapy</p> <p>Heart sounds</p> <p>Assess breath sounds</p> <p>Fluid status/edema assessment</p> <p>Trach suctioning</p> <p>Trach Care</p> <p>Chest Tubes</p> <p>Tracheo-broncho suction</p>	<p><b>Demonstrate increasing proficiency in the performance of more advanced nursing skills according to accepted standards.</b></p> <p>Physical Assessment / Diabetic Assessment</p> <p>Blood glucose monitoring techniques, Accucheck, etc.</p> <p>Implement IV Therapy</p> <ul style="list-style-type: none"> <li>- Insulin therapy</li> <li>- Heparin lock</li> <li>- Central lines</li> <li>- C.V.P.</li> <li>- T.P.N.</li> <li>- Central line dressings</li> <li>- Assemble and change various tubing</li> </ul> <p>Care of G-tubes</p> <p>Naso-gastric suction</p>	<p><b>Perform technical skills and competencies necessary for entry into professional practice in accordance with current policies, procedures, and evidence-based practice.</b></p> <p>Physical Assessment</p> <p>Ostomy care</p> <p>Three-way foley</p> <p>Bladder irrigation</p>

Area	Nursing A	Nursing B	Nursing C	Nursing Trends
<b>ROLES AND RESPONSIBILITIES</b>	<p><b>Integrate consistently personal and professional expectations in the nursing role with guidance.</b></p> <p>Follow the ANA Code of Ethics, Standards of practice, Patient Bill of Right, and the Nurse Practice Act.</p> <p>Adhere to the Standards, Policies, and Procedures of the clinical facility with guidance from the instructor.</p>	<p><b>Integrate consistently personal and professional expectations in the nursing role.</b></p> <p>Follow the ANA Code of Ethics, Standards of practice, Patient Bill of Right, and the Nurse Practice Act.</p> <p>Adhere to the Standards, Policies and Procedures of the clinical facility with guidance from the instructor.</p>	<p><b>Integrate professional values through collegial practice, lifelong learning, service to the community and the commitment to improvement of the profession and the health care system.</b></p> <p>Follow the ANA Code of Ethics, Standards of practice, Patient Bill of Right, and the Nurse Practice Act.</p> <p>Adhere to the Standards, Policies and Procedures of the clinical facility with guidance from the instructor.</p>	<p><b>Demonstrate professional values through collegial practice, lifelong learning, service to the community and the commitment to improvement of the profession and the health care system.</b></p> <p>Review the ANA Code of Ethics and Standards of Practice</p> <p>Identify the historical events which influenced the development of modern nursing.</p> <p>Compare and contrast the legal rights and responsibilities of the nurse.</p>

Area	Nursing A	Nursing B	Nursing C	Nursing Trends
<b>ROLES AND RESPONSIBILITIES</b>	<p>Demonstrate awareness of the multiple roles of the registered nurse.</p> <p>Demonstrate professional behavior in the classroom and clinical settings.</p> <p>Demonstrate accountability in all areas of practice.</p> <p>Maintain confidentiality of information related to patient care.</p> <p>Implement safety measures in all aspects of nursing care.</p> <p>Follows 244 CMR 9.00 Standards of Conduct</p>	<p>Demonstrate awareness of the multiple roles of the registered nurse.</p> <p>Demonstrate professional behavior in the classroom and clinical settings.</p> <p>Demonstrate accountability in all areas of practice.</p> <p>Maintain confidentiality of information related to patient care.</p> <p>Implement safety measures in all aspects of nursing care.</p> <p>Follows 244 CMR 9.00 Standards of Conduct</p> <p>Demonstrate accountability for own learning.</p> <p>Modify behavior and nursing care based on self and instructor's evaluation.</p> <p>Demonstrates increasing skill in documentation and communication.</p>	<p>Understand leadership styles, management theory, delegation of authority roles and activities of the Registered Nurse.</p> <p>Integrate legal and ethical concepts into person and professional practice.</p> <p>Demonstrate accountability in all areas of practice.</p> <p>Maintain confidentiality of information related to patient care.</p> <p>Independently implement safety measures in all aspects of nursing care.</p> <p>Follows 244 CMR 9.00 Standards of Conduct</p> <p>Demonstrates ability to identify and address learning needs.</p> <p>Modify behavior and nursing care based on self and instructor's evaluation.</p> <p>Effectively documents and communicates pertinent data.</p>	<p>Identify characteristics of a profession.</p> <p>Explain the relevance of the political process to nursing.</p> <p>Define ethical principles used in decision making.</p> <p>Identify contributing factors to liability suits.</p> <p>Articulate interventions to implement changes in health care.</p> <p>Describe the nurse's role in preparing for bioterrorism.</p> <p>Describe the functions of the major nursing organizations.</p> <p>Recognize the need for continuing education.</p>

Area	Nursing A	Nursing B	Nursing C
<b>KNOWLEDGE BASE</b>	<p><b>Integrate nursing theory and applied sciences into nursing practice in a variety of healthcare settings.</b></p> <p>Delegation and Leadership</p> <p>Respiratory system  Acute  Tracheobronchitis  Pneumonia  Lung Abscess  Pleurisy  Emphysema  COPD  Lung cancer  Trauma  Acute respiratory failure  Oxygen therapy  Blood gases  Ventilators  Trach care and suctioning  Occupational lung  TB  Thoracic surgery  Water seal drainage</p> <p>Pediatric nursing:  Assessment of the newborn  Child abuse</p> <p>Respiratory Infections:  Nasopharyngitis  Tonsillitis</p>	<p><b>Integrate nursing theory and applied sciences into nursing practice in a variety of healthcare settings.</b></p> <p>EKG</p> <p>Dehydration  Parenteral fluids  Blood products  Hyperalbuminemia</p> <p>Shock  Septic shock  Eye &amp; Ear</p> <p>Endocrine Disorders:  Diabetes Mellitus  Thyroid  Parathyroid  Adrenal  Pituitary</p> <p>Pediatric Nursing:  Well child  Play  Abuse &amp; neglect  Failure to thrive</p> <p>Cardiac Conditions  (Congenital Heart)</p> <p>Reproductive System:  Beginning of the renal system</p>	<p><b>Synthesize knowledge from biological, behavioral, social and nursing science into the delivery of individualized, holistic and caring nursing practice.</b></p> <p>Renal system (continued)</p> <p>Obstructions:  Calculi  Hydronephrosis  Tumors  Cancer  Chronic Ileal conduit</p> <p>Kidney transplant</p> <p>Urethral conditions</p> <p>Acute and chronic Renal failure  Dialysis</p> <p>Sensorineural System: Adult &amp; Child  Structural abnormalities  Increased intracranial pressure  Levels of consciousness  Transischemic attack</p> <p>CVA  Tumors  Seizures  Trauma  Cranial nerve disorders  Peripheral Neuropathies</p>

Area	Nursing A	Nursing B	Nursing C
<b>KNOWLEDGE BASE (continued)</b>	Adenoiditis RSV Pertussis Croup Syndromes Laryngotracheobronchitis Epiglottitis  Structure of the personality  Oncology  Anxiety Defense Mechanisms  Affective Disorders Suicide  Introduction to Anemias Thalessemia Leukemias Sickle Cell anemia  Lymphoma Myeloma	Infections Cystitis Pyelonephritis Glomerulonephritis Nephrotic Syndrome  Personality Disorders  Cardiac Surgery CABG Valvular surgery Transplant	Guillain-Barre Syndrome Parkinson's disease Multiple Sclerosis Myasthenia Gravis  GI System: Adult and Child Cirrhosis Hepatic Failure Viral Hepatitis Biliary Conditions Cholelithiasis Pancreatitis Structural problems Immune System: HIV Autoimmune Inflammatory Rheumatic Integumentary System  Organ donation Tissue Harvesting Legal Issues  Crisis

Area	Nursing A	Nursing B	Nursing C	Nursing Trends
<b>LEGAL AND ETHICAL</b>	ANA Code of ethics & Standards of Care Code of ethics Managed Care Standards of Practice Pedi-Child abuse Patient Bill of Rights Legal aspects of Sec. 12 - psych Nurse Practice Act Living Will Code Status	Pedi-abuse 51A  Right to free speech, due process, treatment  Psychiatric facilities: Least restrictive Environment  Informed consent	Reinforce content as appropriate to clinical experiences	Code of Ethics Professional Standards CEU requirements Nurse Practice Act Legal definition of Nursing Licensing Laws Delegation of Duties Reporter of abuse Ethical principles & Decision making Ethics committees Legal rights and Responsibilities Negligence torts Malpractice torts Malpractice Malpractice Insurance Legislation regarding collective bargaining Euthanasia Code status

Area	Nursing A	Nursing B	Nursing C
<b>COMMUNICATION</b>	<p><b>Engage consistently in effective and therapeutic communication with patients, families, faculty, and health care team members in a variety of settings.</b></p> <p>Apply communication theory Develop therapeutic relationships under supervision</p> <p>Demonstrate increased skill in the use of therapeutic techniques</p> <p>Incorporate responsive communication dimensions</p> <p>Identify communication as a medium for effective health care relations</p> <p>Identify conflict resolution process</p> <p>Communication essential information to health team members</p> <p>Engage in therapeutic communication with health care partners</p>	<p><b>Engage consistently in effective and therapeutic communication with patients, families, faculty, and health care team members in a variety of settings.</b></p> <p>Assess complex psychosocial needs</p> <p>Individualize communication strategies</p> <p>Apply developmental theory</p> <p>Devise coping and support strategies</p> <p>Apply developmental theory</p> <p>Devise coping and support strategies</p> <p>Analyze outcomes of collaborative problem solving</p> <p>Utilize communication for effective health care relations</p> <p>Identify conflict resolution techniques under supervision</p> <p>Identify communication effectiveness</p>	<p><b>Consistently communicate effectively and therapeutically with patients, families and health team members in the coordination and delivery of patient care</b></p> <p>Identify dysfunctional relationships</p> <p>Evaluate therapeutic impasses</p> <p>Modify patterns of impaired communication</p> <p>Evaluate disorganized and/or distorted thought process</p> <p>Utilize communication for effective health care relations</p> <p>Evaluate conflict resolution techniques under supervision</p> <p>Evaluate communication effectiveness</p>



Area	Nursing A	Nursing B	Nursing C
<b>DIVERSITY OUTCOMES</b>	<p><b>Provide nursing care to diverse populations in a variety of health care environments.</b></p> <p>Assessment factors influence by ethnicity:</p> <ul style="list-style-type: none"> <li>- Susceptibility to disease</li> <li>- Biological variations</li> <li>- Assessment techniques</li> <li>- Drug actions – responses</li> <li>- Expression of pain</li> </ul> <p>Cultural practices related to:</p> <ul style="list-style-type: none"> <li>Visiting regulations</li> <li>Modesty</li> <li>Food beliefs and preferences</li> <li>Conflict resolution</li> <li>Violence</li> <li>Health care compliance</li> <li>Health care system</li> <li>Culture</li> </ul>	<p><b>Provide nursing care to diverse populations in a variety of health care environments.</b></p> <p>Demographic indices of disease conditions</p> <p>Compliance to health care directions and education</p> <p>Culture of poverty</p> <p>Mental Illness</p> <ul style="list-style-type: none"> <li>Relevance of culture</li> <li>Independent and Interdependent</li> <li>Stigma helplessness</li> <li>Hopelessness</li> </ul> <p>Chronic Mental Illness</p> <ul style="list-style-type: none"> <li>Inclusion vs. Exclusion</li> <li>Homelessness</li> <li>Sub-cultural influences</li> <li>Models of disease and mental illness</li> </ul>	<p><b>Provide nursing care to diverse populations both independently and in collaboration with other health care team members.</b></p> <p>Demographic indices of disease conditions</p> <p>Violence</p> <p>Nutritional needs and cultural/ethnic eating habits</p> <p>Cultural role change in families</p> <ul style="list-style-type: none"> <li>HIV</li> <li>Substance abuse</li> </ul> <p>Dementia</p> <ul style="list-style-type: none"> <li>Needs, Problems</li> <li>Impact</li> <li>Social policy</li> </ul> <p>Mental illness and practice</p> <ul style="list-style-type: none"> <li>Idioms of distress</li> <li>Explanatory models</li> <li>Seeking help</li> <li>Healing options</li> </ul>

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**METHODS OF INSTRUCTION**

Class lecture (in-person and/or hybrid), discussions, and case studies

Audio-visual materials

Assigned Readings

Clinical Instruction

Pre and Post Clinical Conferences

Clinical Enhancement Experiences

Individual Conferences

Clinical Worksheets

Nursing Process Exercises

Nursing Research and Presentation

Teaching and Learning Projects

College Laboratory

Simulation Labs

Study Guides and Manuals

Web based seminars and learning tools

Library and internet resources

ATI

Reflective Journaling

Reviewed May 2020, May 2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**METHOD OF EVALUATION**

Examinations  
Observation of technical Skills  
Self-Evaluation  
Written Assignments  
Clinical Evaluation

**GRADING**

The course grade shall consist of two parts: theory and clinical practice. Clinical performance will be evaluated periodically with a written evaluation completed at the end of the rotation. The clinical grade will be recorded as pass/fail. The theory grade will be determined from the results of written examinations. The theory grade will be computed when:

1. All required written assignments are completed satisfactorily.
2. The student meets the minimum competencies of the clinical experience.
3. The student has completed all lab assignments.
4. The student successfully passes the semester specialty clinical experience (psychiatric / pediatric).

**LETTER GRADES EQUIVALENT FOR NURSING COURSES**

NUMERICAL GRADES	LETTER GRADE
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
Below 60	F

Revised 3/19, 5/2021

**PROGRESSION**

A satisfactory quality point average must be maintained in accordance with the College Policies as outlined in the catalogue. A minimum grade of 78 (C+) must be achieved in all nursing courses to continue in the Nurse Education Program.

NURS101, NURS203 and NURS204 are sequential prerequisites to NURS301. NURS301 is prerequisite to NURS302 and NURS303.

**\*\* Part-time nursing courses are taken in a sequential order: PT Evening LPN-RN Nursing A, B & C. PT Evening Generic Program I-E, III-E, II-E, Nursing A, B, C.**

Proposed 10/2011 & accepted/ Reviewed May 2020. Reviewed May 2021

## MASSASOIT COMMUNITY COLLEGE POLICIES

### **COLLEGE POLICIES**

#### **Academic Dishonesty**

Academic Dishonesty is defined in the Student Code of Conduct to include cheating, falsification of information, working on assignments with classmates without permission, plagiarism, purchasing or submitting assignments from others, or theft of materials. If there is information that academic dishonesty occurred, a faculty member may choose to take action as outlined in the course syllabus, including issuing a failing grade for the assignment or the course. Students may also be referred to the Dean of Students Office for disciplinary action under the Student Code of Conduct. If the student believes that there is substantial evidence of error or injustice associated with a failing grade issued because of academic dishonesty, the student may file a grievance under the Grade Appeal Process.

Where the issuance of a failing grade by a faculty member for academic dishonesty will result in a student's dismissal from a program (for example in nursing and other health care programs), the charge of academic dishonesty shall be directly referred to the Dean of Students Office for administration under the Student Code of Conduct.

#### **Classroom Behavior**

Students are expected to choose behavior that does not interfere with the learning of others. In order to assure that all students have the opportunity to fulfill their educational goals, students are prohibited from engaging in substantially disruptive behavior. Substantially disruptive behavior as defined by the Massasoit Student Code of Conduct. includes, but it not limited to: shouting down a speaker; disrupting a faculty member's instruction such that it impedes the learning process; failure to comply with a College Official's appropriate directives or instructions; threats of harm; harassing conduct; fights or violent behavior; or conduct that places health or safety at risk. Substantial disruption or interference does not include conduct that is protected under the First Amendment. Such behavior in the classroom will result, minimally, in a request to leave class and a referral to the Dean of Students.

#### **Alcohol And Drug Policy**

Please see the Massasoit Community College Student Handbook for the [Alcohol and Drug Policy](#)

MASSASOIT COMMUNITY COLLEGE  
**POLICIES**

**COLLEGE POLICIES (continued)**

**ID Policy**

All students must have a Massasoit Student ID on their person when on the premises of Massasoit Community College and at clinical sites. The Brockton and Canton Student Life Offices issue photo IDs to all students during regular office hours. The ID is required for use as a library card, admittance to athletic facilities, to sell used books to the College bookstore and to receive discounts or free admission to events sponsored by the College. Students requiring a replacement ID will be charged. Please see Massasoit Community College [Student Handbook](#)

**PARKING**

Massasoit maintains parking lots at all three locations for student, faculty, staff, and visitor parking. Lots designated for faculty/staff and visitor parking are posted. All other lots are open for general usage during the day and evening. Parking violations may result in citations issued by Campus Police or local police officers. These tickets are administered by local municipal officials. All students, faculty, and staff are required to have a parking sticker. Parking stickers can be obtained at the Campus Police Stations on the Brockton and Canton Campuses. Refer to [Student Handbook - Massasoit Community College](#)

Reviewed May 2020, May 2021

## MASSASOIT COMMUNITY COLLEGE

### POLICIES

#### **COLLEGE POLICIES (continued)**

##### **Affirmative Action, Equal Opportunity, and Sexual Harassment**

Massasoit Community College prohibits discriminatory harassment and sexual harassment, including sexual violence. Inquiries or complaints concerning *discrimination, harassment, retaliation, or sexual violence* shall be referred to the Chief Diversity Officer & Title IX Coordinator, Yolanda Dennis, Office of Diversity and Inclusion, 508-588-9100, x1309, Brockton Campus, Administration Building, Room 219, [ydennis@massasoit.mass.edu](mailto:ydennis@massasoit.mass.edu), or the Associate Dean of Students & Deputy Title IX Coordinator, Joe DiMaria, 508-588-9100, x1417, Brockton Campus, Student Center Building, Room 208, [jdimaria@massasoit.mass.edu](mailto:jdimaria@massasoit.mass.edu). A complaint can also be filed online at [www.massasoit.edu/report](http://www.massasoit.edu/report). For more information about Title IX, visit [www.massasoit.edu/title-ix](http://www.massasoit.edu/title-ix).

##### **Sexual Harassment Policy/Harassment Policy**

Sexual harassment is any verbal, non-verbal, or physical behavior of a sexual nature that has the effect of interfering with a student's education status or creating an intimidating, hostile, or offensive environment. Sexual harassment of a student, employee of the college or a clinical instructor is unlawful, impermissible and intolerable. It is against the policy of Massasoit Community College for any member of the College community to harass sexually another student of the College or a student to harass or be harassed by an employee of the College or by a clinical education employee. The College is committed to providing a working and educational environment that is free from any and all forms of abusive, harassing or coercive behavior and conduct. [College Policies & Procedures - Massasoit Community College](#)

Please refer to the [Student Handbook - Massasoit Community College](#).

**Coronavirus Vaccination Requirement**  
**Massasoit Community College Division of Nursing and Allied Health**  
**Students enrolled in Clinical Programs**  
**August 23, 2021**

We have recently been informed by our clinical site partners that they are developing criteria requiring nursing and allied health students to be fully vaccinated for the Coronavirus. Since our clinical site partners have the autonomy to set their own requirements and exemption policies, we are strongly recommending that students become fully vaccinated before the start of the Fall semester, including those who intend to request a religious or medical exemption, as they may not be eligible for clinical placement. With the recent approval of the Pfizer-BioNTech COVID-19 Vaccine on August 23, 2021, clinical sites have issued vaccine requirements.

Failure to complete the clinical placement experience will result in your inability to continue in your chosen nursing and allied health program and result in academic failure. Consequently, students enrolled in programs in which clinical site placements are required for program completion, should take immediate steps to get vaccinated as soon as possible and submit a copy of their immunization record or vaccination card to the student CastleBranch account portal in order to complete the required vaccination and documentation process prior to the start of the Fall 2021 semester.

It is important to note that in the interest of health and safety issues related to COVID and the recent FDA approval of the Pfizer-BioNTech COVID-19 Vaccine on August 23, 2021, many of our clinical site partners are requiring their employees to be vaccinated as well. Indeed, the College is encouraging all students, faculty and staff to get vaccinated.

To assist you in obtaining the COVID vaccination please visit  
Mass.gov website: <https://vaxfinder.mass.gov/>

For questions regarding submitting vaccine records contact Kathleen O'Neil  
[koneil9@massasoit.mass.edu](mailto:koneil9@massasoit.mass.edu).

For questions regarding health compliance, please contact your Nursing/Allied Health Program Director

Please note, due to the evolving nature of the Coronavirus situation, this policy is subject to change and requirements for clinical placement are subject to updates.

08/23/2021 CAP

## **Covid-19 Updates**

Massasoit Community College provides current information to all students and employees during the Covid-19 pandemic on the following Website: [https://massasoit.edu/covid-19-related-information/ Returning to Campus - Massasoit Community College](https://massasoit.edu/covid-19-related-information/Returning%20to%20Campus%20-%20Massasoit%20Community%20College)

Those who have been on campus and are either diagnosed with COVID-19 or who have come in direct contact with a confirmed case of COVID-19 are required to complete [this form COVID-19 Reporting Form \(maxient.com\)](#). If you have been diagnosed with COVID-19 or have come in direct contact with a confirmed case of COVID-19, please do not come to campus.

***Please note that all COVID-19 guidance is subject to change based on current public health guidance.***



MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**NURSING DEPARTMENT POLICIES**

**Attendance Policy**

The faculty believes attendance is a professional accountability issue and the responsibility of the student. **It is expected that students will attend all regularly scheduled classes, clinical and laboratory sessions.** It is the student's responsibility to notify faculty prior to class, clinical, or lab of any absence. The program adheres to the college "[Attendance & Discipline Policies](#)" outlined in the Massasoit Community College Student Handbook.

The faculty has determined that classroom attendance is crucial in order for students to fully comprehend the theoretical component of the Nursing curriculum. It is essential for safe and effective functioning in the clinical area. The student is responsible for all material presented in class. **It is the student's responsibility to sign the attendance sheet each day in class.**

In addition, the faculty has determined regular attendance in clinical is essential to completing required course objectives. If the student has any clinical absences during the semester, he/she will be required to complete a **mandatory** clinical make-up experience.

It is the responsibility of the student to notify the clinical instructor AND administrative assistant prior to any clinical absence.

**A "no show, no call" to clinical will result in a clinical warning and may result in clinical failure.**

**If it is determined by the faculty team that a student will be unable to meet course objectives due to clinical and/or classroom absences, as outlined in the preceding policy, he/she will be counseled accordingly. If a pattern of absence develops or excessive absences exist, the appropriate course team(s) as well as the Nursing Department will make a recommendation for the student to be dismissed from the program.**

Massasoit Community College student (picture) ID must be worn to class, clinical, and lab.

It is the responsibility of the student who has missed class time hours to contact the appropriate faculty to determine a class make-up plan. Class absences and tardiness must be called in to the administrative assistant prior to the beginning of class.

Hyperlink [https://massasoit.edu/about/college-policies/attendance-discipline/Attendance & Discipline - Massasoit Community College](https://massasoit.edu/about/college-policies/attendance-discipline/Attendance%20&%20Discipline-Massasoit%20Community%20College)

## NURSE EDUCATION DEPARTMENT

### **Academic Honesty and Exam Security**

The nursing faculty strongly believe Academic Honesty and examination security are essential to maintain the integrity of the entire community college, the nurse education program, course content, student-faculty relations and very importantly, student morale.

Academic dishonesty also includes, but is not limited to, **students giving or receiving aid during examination** or in completing laboratory assignments unless given explicit instructions by the instructor. This also includes **discussion of examination content with or among individuals who have not taken the examination.**

The following classroom guidelines will apply:

- Grades will be posted at a time and format determined by the team.
- The option for make-up examinations is not guaranteed. It is the student's professional responsibility to be present for all assignments and examinations. The team will make the final decision if a make-up examination opportunity will be granted.
- Absences must be called in to the administrative assistant on the day of or prior to the day of the examination. Additional exam time will be allotted for tardiness at the discretion of the team.
- Students taking a make-up examination may receive a different test.
- Students will be expected to take the make-up examination upon their return to school, and at the discretion of the team.
- No instructor or student will discuss any test content until all students have taken the examination.
- Exam review will be conducted at the discretion of the team leader and when all students have taken the exam. The integrity of the exam will be maintained.
- No personal belongings at desk during examinations, which will include hats, watches, phones, and calculators. All exam materials will be supplied.
- No food, drink or access to personal items or electronic devices is allowed during the exam.
- Faculty proctors will supply all testing material including pencils, highlighters, calculators and scratch paper.
- All exam materials will be collected at the conclusion of the exam. No testing materials may leave the exam room.
- Students are not allowed to communicate with any other examinee during the exam. If you have a question or a problem, raise your hand and alert the proctor.
- Seating assignments are at the discretion of the faculty proctor.
- Faculty members will actively proctor the testing room (s).
- Wearing of hats, coats, sweaters, or other attire deemed inappropriate by the faculty proctor are not permitted in the exam room.
- Students are not permitted to memorize, discuss, or share questions in any way during or after the exam. This includes after the conclusion of the exam.
- A student may be granted permission to use the restroom during the exam. However, note the following:
  - Time missed during the exam for a restroom break is lost and cannot be made up.
  - All testing materials will be turned in to the proctor prior to leaving the exam room.
  - Students must sign in and out of the exam room when taking a restroom break.
  - A proctor must be available to escort the student to the restroom.
- **Due to the current Covid-19 pandemic, all examinations will be given online using ATI and Proctorio platforms. Please refer to course syllabi for online examination requirements.**

Rev May 2021

- NURSE EDUCATION DEPARTMENT

### Academic Honesty and Exam Security (continued)

Students should refer to the "[Academic Honesty](#)" in the college student handbook which states, "When academic dishonesty is suspected, a faculty member may choose to issue a failing grade." Revised May 2020, May 2021

### Dress Code

The first impression made upon others is visual. Therefore, the image of the professional nurse is enhanced by proper appearance. If the nurse looks neat and competent, she/he is more likely to be seen as competent by superiors, co-workers, and the patients who depend upon her/him. In the interest of professionalism and to be in compliance with the rules of most health institutions, the following dress code is to be followed by Massasoit Nursing students.

1. Business casual will be strongly encouraged to be worn on college campus unless otherwise directed.
2. Uniforms must be worn to clinical agencies except for designated agencies, which require business casual attire.
3. The uniform consists of:  
Green scrub top with school insignia on the left upper sleeve and green scrub pants to be purchased from the campus bookstore. Students may wear white scrub jacket with school insignia in the clinical area. Sweaters cannot be worn on clinical units.

White Shoes - Shoes should be clean and in good repair. Appropriate footwear is ALL WHITE leather shoes or sneakers with white hosiery or socks. No open back clogs.

Name pin, college photo ID, watch with sweep second hand, scissors, Kelly clamp, stethoscope, goggles and a black ball point pen. All parts of the uniform should be clean, in good repair and fit properly.

4. Hair must be clean, controlled above the collar, and away from the face.
5. Male students must keep any facial hair well- groomed and in compliance with OSHA standards. (See <https://www.cdc.gov/niosh/npptl/pdfs/FacialHairWmask11282017-508.pdf>).
6. Make-up should be minimal and tastefully applied.
7. Fingernails should be clean and at an appropriate length. No nail polish or **artificial nails**.
8. No jewelry except one pair of small studs may be worn **in ears only**. A plain wedding band is acceptable.
9. No gum chewing is allowed in the clinical agency.
10. Personal hygiene must effectively manage body odors.
11. Personal hygiene products must be fragrance free; no cologne or perfume should be used.
12. No visible tattoos or piercing in the clinical setting.

## NURSE EDUCATION DEPARTMENT

### **Conduct**

Practice in a clinical agency is designed to be a rehearsal for the professional role. The student is expected to meet the same standards of conduct required when joining the work force. These include punctuality and satisfactory attendance, completion of assigned duties, honesty, responsibility for one's actions and acceptance of agency policies. A professional respects and protects the right of others and maintains confidentiality with respect to information acquired while providing service.

Revised 5/2020, 5/2021

### **MASSASOIT COMMUNITY COLLEGE EXPECTATIONS**

#### **Student Code of Conduct**

Introduction Massasoit Community College recognizes that all students, as members of the college community, enjoy the freedom of speech and assembly, freedom of association, freedom of the press, right of petition and the right of due process. These rights do not come without responsibilities and respect for others in the College community. Attendance at the College is a privilege and not a right, and enrollment carries with it obligations in regard to conduct, both in and out of class. Students are responsible for knowing and understanding the contents of this Code. Students are responsible for abiding by the laws governing the College and are expected to observe standards of conduct set by the College.

#### **Learning Outcomes**

The College expects its students to act in a mature and responsible manner. Respect for the rights of others, openness to new and challenging ideas, civility and courtesy are examples of this expectation. The Code of Conduct process is intended to be an educational process that supports the mission of the College. This policy is therefore intended to promote personal responsibility, integrity and ethical decision making. Students who participate in this process should achieve the following learning outcomes:

- Understand how the Code supports the goals and mission of the College;
- Understand the possible impact of their choices on their academic and personal success;
- Accept personal responsibility for the choices and decisions made and the impact of their behavior on the College community
- Reflect on their ethical obligations as a student in the College community;
- Recognize the value of the student conduct process as an educational opportunity; and
- Identify ways to address their behavior so it does not negatively impact their educational goals or the community in the future.

#### **Application of the Code of Conduct**

The Code of Conduct shall be used to address student disciplinary offenses as referenced in this policy. The Code of Conduct applies to student conduct, which occurs at the College, in any of its facilities, on any of its grounds or at any College related activity regardless of location.

Under certain circumstances, the Code may also apply to off-campus conduct. Each student shall be responsible for their conduct from the time of admission through the actual awarding of a degree, before classes begin and after classes end, and during periods between terms of actual enrollment. The Code of Conduct shall apply to a student's conduct even if the student withdraws from the College while a discipline matter is pending. [student-handbook.pdf](https://www.massasoit.edu/student-handbook.pdf)

([massasoit.edu](https://www.massasoit.edu))

May 2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**Student Code of Conduct and Guidelines**

All students are responsible for complying with the rules, regulations, policies, and procedures contained in the Student Code of Conduct.

Students, faculty, and staff to encourage appropriate behavior conducive to a good educational environment devised this list:

1. Be courteous and respectful to everyone.
2. Be honest.
3. Respect campus property.
4. Actively participate in your education: attend classes, be on time, and be prepared.
5. Listen while the professor and fellow classmates are speaking.
6. Turn off all electronic devices in classrooms, labs and library.
7. Refrain from using profanity and degrading language.
8. Refrain from yelling in corridors, cafeteria, and student lounge.
9. Abide by the College's Smoking Policy.
10. Be responsible for your choices and actions.

**How we conduct ourselves has an impact on others, let's make it a positive one!**

The first impression is a lasting impression...be sure you leave a positive one!

Reviewed and revised 4/19  
Reviewed 5/2020; 5/2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**Policy on Student Cell Phone Use and Social Media Devices**

The purpose of this policy is to promote the safety and privacy of students, faculty, staff and patients. The following are the policies for usage of social media devices for clinical experience and in the classroom. Students and faculty members must comply with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Education Rights and Privacy Act (FERPA) when using social media.

No students may post, release, or otherwise disclose photos, identifiable case descriptions, images or records related to the educational or clinical activities of school via social networking sites (e.g., Facebook, Twitter, YouTube, Instagram, etc.), non-educational blogs, message boards, internet websites, personal emails, or any other than standard professional means of query and/or dissemination. NO student may post statements about Massasoit Community College faculty, staff or students that are defamatory, obscene, threatening or harassing.

Failure to comply with this policy may be a violation of legal, professional and ethical obligations. Violations will result in dismissal from the program.

Refer to: [Student Handbook - Massasoit Community College](#)

**Failure to use professional judgment will result in disciplinary action.**

1. The personal electronic device volume should be set to vibrate or turned off during class and clinical.
2. Cell phone conversations or texting are not allowed in class or in clinical.
3. In an emergency situation, cell phone use is allowed.
4. Cell phones or personal electronic devices are not allowed during an exam or test review.
5. Cell phones may not be used as calculators during an exam.

Any violation of this policy may result in removal from classroom or clinical, a letter of warning from the Department Chair, and/or dismissal from the program for unprofessional behavior.

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**Appropriate Use of Social Media Policy**

National Council of State Boards of Nursing has video regarding social media – A Nurses Guide to the Use of Social Media. This can be found at [https://www.ncsbn.org/ncsbn\\_socialmedia.pdf](https://www.ncsbn.org/ncsbn_socialmedia.pdf)

To assist nurses and nursing students in appropriately using social and electronic media, the National Council of State Boards of Nursing, adapted from *White Paper: A Nurse's Guide to the Use of Social Media* (2011), has identified the following guidelines:

1. Nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
2. Nurses are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, nurses are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.
3. 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.
4. 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.
5. Do not refer to patients in a disparaging manner, even if the patient is not identified.
6. 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 having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between professional and personal relationship.
7. Be aware and comply with college, program and agency policies regarding use of their computers, cameras and other electronic devices.
8. The use of personal devices at the college/agency are addressed in the student handbook.
9. Do not make disparaging remarks about peers, faculty or staff. Do not make any threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic, bullying or offensive comments.
10. Do not post content on any site or otherwise speak on behalf of the program, college or agency unless authorized to do so. You must follow all applicable policies.

Any violation of this policy will result in a letter of warning from the Department chair and/or dismissal from the program for unprofessional behavior. Infractions of these policies and/or activities or any other policies and/or activities deemed unprofessional or non-conducive to proper patient care may result in disciplinary action, removal from the clinical site, and/or dismissal from the program.

Reference: [https://www.ncsbn.org/Social\\_Media.pdf](https://www.ncsbn.org/Social_Media.pdf)  
[Social\\_Media.pdf \(ncsbn.org\)](https://www.ncsbn.org/Social_Media.pdf)

Revised 4/19; Reviewed 5/2020; 5/2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**Use of Social Media by Nurse's and Massasoit Nursing Students**

Adapted From Massachusetts Board of Registration in Nursing July 2012 News

Web-based communication platforms and applications such as e-mail, text messaging, personal blogs, online chat rooms, network forums, and photo and video-sharing sites are playing an increasingly prominent role in health care. Nurses as well as health care providers as well as health care organizations and professional nursing associations use Facebook®, LinkedIn®, Twitter, and other forms of social and electronic media to promote patient and consumer health and education, enhance communication with patients, foster collaborative relationships and facilitate continuing professional education. The below regulations are required of nursing students enrolled in the Massasoit Community College Nurse Education Program.

Social and electronic media, whether for a professional or personal purpose, every nurse licensed by the Massachusetts Board of Registration in Nursing (Board), must consider professional practice concepts that include, but are not limited to: privacy, confidentiality, dignity, respect, professional boundaries, and trust of the profession. The Board reminds all licensed nurses that they should be aware of and consider and comply with the boards regulations whenever using social and electronic media. These regulations require a nurse to:

1. Safeguard a patient's dignity and right to privacy (244 CMR 9.03 [17] *Patient dignity and privacy*).
2. Safeguard patient information from any person or entity, or both not entitled to such information and to share appropriate information, only as required by law or for the protection of the patient (244 CMR 9.03 [16] *Patient confidential information*).
3. Establish and observe professional boundaries with respect to any patient with whom he or she has a nurse/patient relationship and to continue to observe professional boundaries with his or her former patients who may be vulnerable by virtue of emotional status, age, illness, or cognitive ability (244 CMR 9.03 [24] *Professional boundaries*).
4. Comply with M.G.L. c. 112 §§ 74-81C, as well as with any other laws and regulations related to licensure and practice. This includes the Health Insurance Portability and Accountability Act (HIPAA) and the Massachusetts Fair Information Practices Act (FIPA) and their corresponding regulations as applicable to health care providers and other federal and state laws concerning the protection of confidential or personal information (244 CMR 9.03[6]: *Compliance with Laws and Regulations Related to Nursing*).
5. Engage in the practice of nursing in accordance with accepted standards of practice. (244 CMR 9.03 [5]: *Adherence to Standards of Nursing Practice*).
6. Be responsible and accountable for his or her nursing judgments, actions, and competency (244 CMR 9.03 [9] *Responsibility and Accountability*).

Reference: <https://www.mass.gov/doc/july-2012-edition-1/download>  
[B \(mass.gov\)](https://www.mass.gov/doc/july-2012-edition-1/download)

Reviewed 5/2020; 5/2021



MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**Policy on Audio-Taping, Photos and Videos**

1. Audio and/or videotaping of faculty lectures may be done only with the permission of the individual faculty member.
2. Audio and/or videotaping is only for the personal use of the student.
3. Audio and/or video recording of lectures may not be posted on the Internet.
4. Prior to pictures, audio and/or videos taken in the lab or classroom the individual must have the permission from the lab instructor or the faculty member as well as permission from people that may be in the pictures or other recording equipment.
5. Pictures and/or videos recordings in the clinical area are forbidden for legal reasons.
6. Pictures and/or videos of faculty are allowed only with their permission.

Any violation of this policy will result in a letter of warning from the Department Chair and/or dismissal from the program for unprofessional behavior. Infractions of these policies and/or activities or any other policies and/or activities deemed unprofessional or non-conducive to proper patient care may result in disciplinary action, removal from the clinical site, and/or dismissal from the program.

Reviewed 5/2020; 5/2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

### Advanced Placement

Based on the mutual concerns for the needs of the Licensed Practical Nurse who is pursuing an **Associate Degree in Nursing** leading to licensure as a Registered Nurse, and in an effort to provide a mobility program that builds on past learning experiences and eliminates unnecessary duplication of instruction, the **Advanced Placement option for Licensed Practical Nurses** has been developed. There are two options: day and evening. The day option is two (2) semesters to completion and the evening option is three (3) semesters to complete.

The Nursing program is accredited by Accreditation Commission for Education in Nursing, Inc., 3343 Peachtree Rd. N.E., Suite 850, Atlanta, GA 30326, Telephone: 404-975-5000, Fax: 404-975-5020. Legal authority is granted and oversight provided by the Massachusetts Board of Registration in Nursing, 239 Causeway St., Boston, MA 02114, 617-727-9961.

Course Required	Course Transferred	Credits Awarded
NURSING I (Fundamentals of Nursing)	NURS101	8
NURSING II (Maternity)	NURS203	4
NURSING III (Intro. to Med-Surg Nursing)	NURS204	4

### Admission Requirements for Advanced Placement Option

All LPN applicants are placed on a Waiting List upon receipt of an application in the Admissions Office and admitted based upon the date the application is received and all criteria are met. While on the waiting list, students should complete the following:

#### All Advanced Placement Applicants Must:

1. File an application through the Admissions Office and submit all required documents including an official copy of the high school transcript or GED Certificate, an official transcript from the school of practical nursing, and all official transcript(s) from college(s) previously attended.
2. Complete all FIRST YEAR NON-NURSING COURSE REQUIREMENTS (as appropriate) (See program requirements.)  
**Priority consideration will be given to applicants completing prerequisites with a B or better.**
3. Hold current licensure as an LPN in Massachusetts.

## NURSE EDUCATION DEPARTMENT

### Program Requirements-Advanced Placement

Applicants for the Advanced Placement Option must meet all College Admission requirements as outlined. **All first-year non-nursing course requirements must be completed.**

**Microbiology and Human Growth and Development must be taken prior to or concurrently with the Nursing IV course in the first semester of the second year.**

When all requirements as outlined have been met, the College will award a maximum of sixteen (16) credits in Nursing. Refer to [Advanced Placement - Massasoit Community College](#)

### Program Requirements-All Nursing Options

Admission is contingent upon submission of documentation indicating that health requirements have been met, as required by all nursing students accepted into all nursing program options.

#### Upon acceptance into the program, students must complete the following:

1. Physical exam with physician's statement that applicant is able to participate fully in learning experiences required in the program.
2. Tuberculosis screening – negative, (Mantoux or Chest X-Ray) required within the year.
3. Immunizations:
  - a. Tetanus (within 10 years) Tdap preferred
  - b. Measles, Mumps, Rubella (MMR). Must have evidence of two (2) doses of live measles vaccine or titer drawn with documentation of results.
  - c. Hepatitis B Vaccine Series and titers are required
  - d. Chicken Pox Screening. Must have evidence of two (2) varicella vaccines and titer
  - e. Annual Influenza Vaccine is recommended by September 15<sup>th</sup>
  - f. Covid-19 Vaccine is recommended. (Please note most clinical sites are requiring Covid vaccination).

Refer to Health forms in Nurse Education Department Student Handbook

Refer to [105 CMR 220.00: Immunization of students before admission to school | Mass.gov](#)

Students will be provided with directions to create CastleBranch account for health record tracking and maintenance.

4. **C.O.R.I. (Criminal Offender Record Information)** checks will be done on all those admitted. Unsatisfactory C.O.R.I. status will prohibit participation in clinical experience. Therefore, program requirements cannot be completed.

**Note:** If you have ever been convicted by a court of law or an open case with DCF (Department of Children and Families), your record will be subject to review by the Commonwealth of Massachusetts Board of Registration in Nursing upon application for the Registered Nurse Licensure Examination.

5. **CPR Certification** -All students admitted into the Nursing Program must submit verification of completing the Healthcare Provider CPR Certification Course prior to beginning clinical in the Fall of each year.

Revised May 2020; May 2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**POLICY ON MATH COMPETENCY RELATED TO DOSAGE CALCULATIONS**

Certain math skills are basic to nursing. These skills are essential when calculating medication dosages and intravenous drip rates to ensure the delivery of safe nursing care.

A dosage calculation test will be administered at the beginning of selected courses. Students must achieve the passing criteria as a prerequisite to administering medications in the clinical setting.

A dosage calculation test including fractions, decimals, conversions, and dosage calculations will be administered. Freshman students must pass with ninety percent (90%) or better. Sophomore students must pass with a score of 100%.

Students who are unsuccessful in achieving the passing criteria will be required to attend tutoring sessions at the ARC on their own time. Student will be given 3 attempts to successfully pass exam. During this interim, students will not be allowed to administer medications in the clinical area. **After third attempt if not successful in passing exam, students will receive a clinical failure for the course.**

Reviewed and revised May 2020; May 2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**POLICY ON INCOMPLETE GRADES IN NURSING COURSES**

Each nursing course must be completed with a minimum grade of 78 (C+) prior to progression to the next level of nursing, i.e. Nursing I must be satisfactorily completed before the student can take Nursing II and/or Nursing III.

If the student receives a grade of INCOMPLETE for the semester, that grade must be completed before the student can take the next level nursing course. Each level of nursing is a prerequisite to the next level of nursing. Students who do not make up the incomplete prior to the beginning of the next level nursing course may have until the next semester in which to complete the grade. Students who do not make up the incomplete prior to the next nursing course must withdraw from the nursing program. Incomplete grades that are not resolved will automatically change to an F as defined by the college policy.

When the incomplete is made up, the student will then need to reapply to the Nursing Program, through the Admissions Office, in order to enroll in the next higher-level course. See readmission guidelines below.

**Incomplete Grades**

Given by the instructor if at least a majority of the course work has been completed. In this event, the student is required to contact the instructor as soon as possible, no later than 30 days after the semester, to determine how the work will be made up. The grade of Incomplete will remain open through the following semester (summer sessions excluded) at which time, if not changed by the instructor, the grade of Incomplete becomes a Failure.

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**READMISSION POLICY AND GUIDELINES**

Nursing students who fail a nursing course may seek readmission to the nursing program. Students who fail a nursing course must withdraw from the nursing program. Students who have two nursing course *failures* are not eligible for **readmission** into the program. Students who have two nursing course *withdrawals* are not eligible for **readmission** into the program. Students who fail the clinical component due to *safety* issues related to the clinical evaluation tool will not be allowed to seek readmission into the MCC nursing program.

- Failure / withdrawal from the Nursing 101 or Nursing I-E, the student must apply for entry into the nursing program with all other applicants (see selective admissions policy). [Selective Admissions - Massasoit Community College](#)
- Failure/withdrawal for nursing courses beyond Nursing 101 or Nursing I -E, applications for readmission must be completed no later than April 1, for the fall semester, and November 1, for the spring semester, or as determined by the Admissions Department.
- Students who fail two nursing courses are ineligible for readmission to the nursing program.
- If more than three years have elapsed since the student failed, withdrew, or has not continued in the program the student is ineligible for readmission to the program.
- The Associate Dean of Nursing or designee will review all requests for readmission.
- Readmission depends upon space availability.

The return of the student is also based upon the student's completion of the following:

1. Submit a letter explaining why the student was unsuccessful in their previous attempt, and what has changed to allow the student to be successful this time.
2. Submit a detailed plan of academic readiness describing what remediation has been completed during the student's absence from the program and outline a strategy of how the student plans to be successful if readmitted to the program of remediation.
3. The student must demonstrate theoretical knowledge and skill competency through prescribed remedial activities by faculty.
4. The student must purchase or obtain current required textbooks and any additional supplies for the course which is being repeated.

Reviewed May 2013, Approved 6/7/13  
Revised 4/19, 5/2020, 5/2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**EDUCATIONAL MOBILITY POLICY**

The purpose of this policy is to guide the nursing student from one level of nursing education to another level. This policy acknowledges a student's previous educational achievements and seeks to avoid repetition of course work.

The Massasoit Community College Nurse Education Program offers opportunities for non-nursing applicants to achieve an associate degree in nursing and become eligible for the NCLEX-RN. The College also provides a full-time and part-time option for licensed practical nurses (LPN) to be accepted into the second half of the program. The LPN student receives advanced placement into the nursing program based upon the LPN education and license. LPN applicants must complete the same application requirements as non-nursing applicants.

1. LPN applicants must have evidence of successful completion from a **Board-approved** School of Practical Nursing.
2. LPN applicants must hold a current **unrestricted** Massachusetts LPN license.
3. LPN full-time students will be given credit for Nursing I, Nursing II and Nursing III upon successful completion of the nursing program.
4. LPN part-time students will be given credit for Nursing I - E, Nursing II – E and Nursing III – E upon successful completion of the nursing program.

Massasoit Community College has a special **Memorandum of Understanding (MOU)** with Curry College. This agreement provides for a smooth transition into the **Curry College RN-BSN** Program with the added benefit of a reduced tuition and the availability to take the Curry College courses at Massasoit Community College.

Massasoit Community College has many other articulation agreements.

[Student Handbook - Massasoit Community College](#)

Massasoit and Curry College Partner to Offer Bachelor's Degree Program in Nursing in  
Brockton - Massasoit Community College

Proposed and Accepted May 2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**TRANSFER POLICY**

The Nurse Education Department at Massasoit Community College may accept in transfer beginning nursing level courses only that are compatible with MCC's Fundamentals of Nursing Course. The transfer of course credits must have a clinical component that takes place at a health care agency. Criteria are reviewed for acceptance by the Program Administrator, and/or Department Chair and/or Nursing Faculty.

- The Nurse Education Department does not permit course exemption for any nursing courses.
- Admission to the program is on a space available basis.
- If more than two years have elapsed since a student successfully completed a nursing class, transfer will not be considered.
- Application deadline is November 1
- Submission of official transcripts that include the course grade and credits.
- Students must have achieved a B- or higher in the nursing courses with a passing clinical component.
- Submission of the transferred course syllabus for review by Program Administrator, Department Chair and Nursing Faculty. The course will be reviewed for comparable class, lab and clinical credit hours.
- Only college level course credits will be accepted.
- Course must be from a regionally accredited college.
- Course must be from an accredited nursing program.
- Course must be from a state Board-approved school of nursing program.

The applicant must submit a complete application for entry into the nursing program by November 1<sup>st</sup> (TEAS test results, demonstration of pre-requisites and official transcripts, etc.).

Approved 4/18

Reviewed and revised 4/19, 5/2020, revised 5/2021

[Student Handbook - Massasoit Community College](#)



MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**POLICY ON FAILURE OF A NURSING COURSE**

The passing grade in all nursing courses is 78 (C+). Students who did not achieve 78 (C+) will not be able to continue in the program. Nursing grades include theory and clinical practice. Clinical practice grades are “Pass-Fail.” Students must “Pass” clinical practice and receive a minimum grade of 78 (C+) in nursing theory in order to take the next level nursing course. Students must pass the semester specialty clinical rotations in order to pass the course. Each level of nursing is a prerequisite to the next level.

Students who fail any non-co-requisite nursing course (Nursing II and III) cannot continue in the Nursing Program at the College. If they wish to stay at the College and take non-nursing courses, they must change their program of study through the Registrar’s Office. If a student is eligible to repeat a nursing course, see the Policy on Nursing Readmission.

Students who fail two nursing courses will not be readmitted to the nursing program. Students who fail will receive written notification and will be encouraged to meet with the Nursing Department Chair or designee.

Any time that a student is judged to be a danger to themselves, patients, other students or professionals while in the clinical area by his/her instructor, that instructor will temporarily terminate the student’s clinical experience pending careful review by the appropriate team with the Nursing Department Chairperson or designee. Further action, up to and including dismissal from the Nursing Program will be determined by the course team in consultation with the Nursing Department Chairperson or designee and Division Dean. Students will have the right to appeal the decision through the department and/or Division Dean. The student grievance procedure is also available as an avenue of appeal.

**GRADE APPEALS**

The Grade Appeal process is available to students who believe their final grade in a course is the subject of a) an error and/or b) an injustice. Students considering a formal appeal must consult the college’s Grade Appeals Officer before submitting their appeal. More details about this process, as well as contact information for the Grade Appeals Officer, can be found at [Student Appeals Requests - Massasoit Community College](#).

**POLICY ON WITHDRAWAL FROM A NURSING COURSE**

A nursing student is permitted to withdraw from a nursing course. It is strongly recommended that the student meet with their faculty advisor and / or Program Administrator prior to making a decision to withdraw.

- If a student chooses to withdraw from a nursing course, the student must follow the timing for withdrawal according to the College. The student will then receive a “W” indicating withdrawal for the nursing course.
- When a student withdraws from a nursing course, that student must withdraw from the nursing program. If a student withdraws from a nursing course, except Nursing 101 or Nursing I-E, the student is referred to the Readmission Policy.

Reviewed and revised May 2011, April 2019, May 2020, May 2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**NON-NURSING PROGRAM COURSE APPEALS  
COURSE SUBSTITUTION POLICY**

**APPEALS COMMITTEE PURPOSE**

The Appeals Committee will recommend decisions on student appeals that are disputed by the Division Dean and Program Administrator. The Appeals Committee will also be charged with reviewing reoccurring appeals within programs and making recommendations to department chairs and division deans on potential corrections to program requirements, courses, and curricula. In addition, the committee will be charged with compiling data on the number of appeals that are submitted and courses that are appealed for review and analysis.

[Student Appeals Requests - Massasoit Community College](#)

[student-Code-of-Conduct.pdf \(massasoit.edu\)](#)

Reviewed 5/2020; 5/2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**STUDENT SAFETY AND PUBLIC HEALTH EMERGENCY**

All students enrolled in the Massasoit Community College Nurse Education Program may be exposed to certain health risks during program activities. Risks as a result of exposure to certain chemicals, anesthetic and pharmaceutical agents, radiation, or zoonotic diseases may be heightened for students with certain medical conditions including asthma, chronic obstructive pulmonary disease (COPD), or pregnancy. Students are encouraged to discuss potential health risks with their medical provider.

Students seeking accommodations for any reason, including as a result of a medical condition, should contact Access & Disability Resources at [adr@massasoit.mass.edu](mailto:adr@massasoit.mass.edu).”

In the event of a public health emergency (e.g. COVID-19), faculty, in consultation with Massasoit Community College Administration, Dean of Nursing and Allied Health, Program Administrator, and clinical agency administrators, may develop or modify appropriate policies and procedures relating to student safety and prevention of exposure to disease.

All nursing students are required to be fit-tested for N95 Respirator Masks. N95 Respirator Masks, goggles and/or face shields, and use of personal protective equipment (PPE) are required for participation in clinical experiences. The N95 Respirator Mask and a face shield will be provided by Massasoit Community College. Students are expected to comply with PPE guidelines outlined by the College and clinical agencies. Failure to comply with these requirements, may result in removal from clinical agency, and/or potential disciplinary action up to and including clinical failure for course or dismissal from program.

Students will be provided with appropriate notice of any new or modified policies or procedures, consistent with the requirements of this Nurse Education Student Handbook.

New May 2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT  
**CLINICAL AGENCY REQUIREMENTS**

### **MEDICAL INSURANCE**

Students must provide documentation of health care insurance. Medical insurance is available through the College's Group Plan for a reasonable cost. Prior to the beginning of each semester, the student must provide the Program Director with a copy of his or her health insurance card. Failure to do so will prevent the student from attending his or her clinical assignment. For further information: [STUDENT HEALTH INSURANCE](#)

If you do not have your own health insurance and you are taking 9 credits or more per semester you may obtain health insurance through the school. If you have your own health insurance coverage, then this fee must be waived. Waivers may be submitted through Banner Self-Service accessed through the student's My Massasoit account.

### **IMMUNIZATIONS**

Chapter 76, Section 15C (Immunization of college health science students) of the General Laws of Massachusetts requires all **full-time students** (those taking 12 credit hours or more) and all students on a VISA provide proof of immunization for: **measles, mumps, and rubella; tetanus, diphtheria, and pertussis (Tdap); hepatitis B; and Varicella**. Refer to [School Immunizations | Mass.gov](#). Refer to [105 CMR 220.00: Immunization of students before admission to school | Mass.gov](#). Refer to [244 CMR 6 \(mass.gov\)](#). CastleBranch is used for health records maintenance and immunizations tracking. Students will be provided with directions to create CastleBranch account. Refer to Health Forms in Nurse Education Department Student Handbook for more information.

### **OTHER HEALTHCARE REQUIREMENTS**

Annual Flu Vaccine is required per clinical agency partner requirements. Covid-19 Vaccine is recommended. Please note that most clinical agencies are requiring Covid vaccination. All other health requirements must be met prior to attending clinical. Students are mandated to abide by the Massachusetts Department of Public Health, and clinical agency screening and immunization requirements. Students will be excluded from clinical agencies and class if health requirements and agency requirements are not completed.

### **DRUG TESTING**

Be aware that some clinical agencies may require drug testing for students assigned to those clinical agencies.

### **CORI CHECKS**

CORI checks will be done on all students annually and more frequently in some cases based on clinical placements. As part of the agency requirement, fingerprinting is required for all students going to clinical at the VA Hospital. Fingerprinting will be required at various clinical agencies at an additional cost to the student.

### **CPR CERTIFICATION**

The student admitted into the Nurse Education Program must submit verification of an American Heart Association or the equivalent American Red Cross course completion of a Healthcare Provider CPR Course. All students admitted must maintain a current CPR card while in the program.

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**HAZARDOUS MATERIALS POLICY**

To comply with federal regulations issued by the Occupational Safety and Health Administration regarding hazardous communication, all Nurse Education students will complete the computerized clinical placement orientation modules.

Students should report a spill of a hazardous chemical to the appropriate department personnel and should **not** be involved with the clean-up of the spill.

If a student is known or suspected to have been exposed to a hazardous material, and is in need of medical attention, the student will follow the protocol of the clinical agency. [The student will then follow the Allied health Division's *Exposure Incident Management Protocol* as to the follow-up.]

Program officials should be notified **immediately** and an incident report must be completed by the clinical instructor, signed by the student and then mailed or faxed to the Department Chairperson.

Revised 5/16

Reviewed 5/2020, 5/2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**POLICY ON CLINICAL EMERGENCIES/ INCIDENCE  
(STUDENT)**

1. In the event of an emergency, illness, accident, or hazardous exposure involving a student, the clinical instructor or designee should make sure the student is sent to the hospital emergency department, or designated healthcare facility for appropriate evaluation. The hospital/healthcare facility will provide access to emergency care for students, but bears no responsibility for costs incurred. The College also bears no responsibility for the cost incurred.
2. If a student refuses to seek medical treatment, this should be documented and signed by the student.
3. The Nurse Education Department at Massasoit Community College must be informed in writing by the clinical faculty.
4. Incident report (see Appendix).

**STUDENT SAFETY POLICY FOR EBOLA PATIENT CARE**

Students in the Nursing Education, Respiratory Care, Medical Imaging, Dental Assisting, Medical Assisting and Phlebotomy Programs are matriculated in pre-licensure and pre-certification programs. Care of patients suspected or diagnosed with the Ebola virus is out of the scope of practice of these students. No student or faculty member within the Nurse Education, Medical Imaging, Respiratory Care, Dental Assisting, Medical Assisting and Phlebotomy Programs of Massasoit Community College should directly participate in the diagnostic testing or care of a patient with suspected or actual contamination with the Ebola virus.

Revised 5/11

Reviewed 4/19, 5/2020; 5/2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**LATEX SENSITIVITY & ALLERGY POLICY**

Latex products may be encountered in the medical environment. Allergic responses to latex can range from irritation and allergic contact dermatitis to the possibility of life-threatening anaphylactic shock. These guidelines have been established at Massasoit Community College to provide information to potential allied health and nursing program applicants/students who are sensitive to latex. It is the student's responsibility to self-disclose this allergy.

Latex free environments may not be available in either clinical or academic settings. Therefore, an individual with a latex allergy/sensitivity wearing alternative vinyl or nitrile gloves is still exposed to latex residue of others working in the area or to latex present in the equipment, models and mannequins. Although latex gloves are the most prominent source of latex allergen, many other products contain latex including, but not limited to:

- Blood pressure cuffs, medication vials, syringe connectors and wound drains
- Stethoscopes, catheters, respirators, and goggles
- Oral and nasal airways, surgical masks, and electrode pads
- Endotracheal tubes, syringes, IV tubing, and tourniquets

Any student who has or develops symptoms consistent with latex allergy/sensitivity is advised to consult a qualified allergist for evaluation prior to enrollment in the Nurse Education Program. If a student is already admitted to a health science program, he/she must consult a qualified allergist for evaluation of latex allergies should signs and symptoms develop. All such evaluations are at the student's expense. If it is determined that a student suffers from a latex sensitivity/allergy and the student desires an academic adjustment, including auxiliary aids or service, or reasonable accommodation due to this condition, the student must contact the College's Disability Counselor.

As with all matters related to one's health, the utmost precautions should be taken by the student to reduce the risk of exposure and allergic reactions. This may include the carrying of an epi-pen by the individual or other precautions as advised by the student's health care provider. It is the responsibility of the student with a latex sensitivity to understand and acknowledge the risks associated with continued exposure to latex during a clinical education, fieldwork, and healthcare career, even when reasonable accommodations are made and to regularly consult with his/her health care provider.

In an effort to minimize the presence of latex in the lab facilities, Massasoit Community College will provide latex-free and powder-free gloves in all College lab facilities. Should a clinical agency site NOT provide latex-free gloves, the College will provide latex-free gloves for clinical use. Additionally, the College is taking the following steps to minimize latex in its lab facilities: *1) replacement of all gloves in use by faculty and students with nitrile or vinyl gloves and; 2) future purchasing of latex-safe supplies and equipment whenever possible.*

As with all students in the Nurse Education Program, a student with a latex sensitivity or allergy is required to satisfactorily complete all requirements and technical standards of the program to which they have been accepted.

Developed: February 3, 2010; Reviewed 5/2020, 5/2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**GRADUATION REQUIREMENTS**

**The Nurse Education Department adheres to the Graduation policy from Massasoit Community College**

For more graduation requirement go to the Massasoit website,  
[Graduation Information - Massasoit Community College](#)

[Student Handbook - Massasoit Community College](#)

In order to graduate from the Massasoit Community College Nurse Education Program, the student must:

1. Complete all courses within the curriculum.
2. Complete all the nursing courses with a grade of “78” (C+) or higher.
3. Complete all required clinical/simulation and lab hours.
4. Discharge all financial obligations to the college.
5. Submit the Intent to Graduate form to the Registrar during the prescribed time in the last semester of your final year.

**DEGREE EVALUATION**

In the second to last semester, before meeting with an advisor, the students should perform a degree evaluation through Degree works. This should be done before registration for final semester courses to ensure that the student is aware of all of the graduation requirements that remain.

**DIRECTIONS FOR DEGREE EVALUATION**

The student can access their transcript and perform a degree evaluation through Degree works on college website. This tool identifies all program requirements you have met and not met (by applying your transcript to degree requirements for that specific program). Scroll through the entire document for a full report. The courses that have not been met will indicate 'NO' in red. The courses met will say 'YES'.

**GRADUATION INFORMATION / INTENT TO GRADUATE**

In order for a student to graduate, the "[Intent to Graduate form](#)" must be completed and submitted to the Registrar's Office. Students must complete the form and submit it so that a review of the student's transcript will be completed. A letter will then be sent to the student indicating what courses need to be completed in order to graduate.



MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**NCLEX-CAT APPLICATION PROCESS**

Applicant must:

1. Be a graduate of a school approved by the Board of Registration in Nursing
2. Pay the application fee
3. Declare a misdemeanor or felony conviction
4. C.O.R.I (Criminal Offender Record Information) checks will be done on all NCLEX applicants.
5. Applicant must apply on-line to [www.vue.com/nclex](http://www.vue.com/nclex) to sit for state board examination (NCLEX)

**If you have ever been convicted of a misdemeanor or a felony in a court of law or have an open case with the Department of Children and Families (DCF), your record will be subject to review by the Commonwealth of Massachusetts Board of Registration in Nursing upon application for the registered nurse licensure examination.**

Reviewed and Revised May 2020, May 2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**STANDARDS OF CONDUCT**

244 CMR: BOARD OF REGISTRATION IN NURSING  
244 CMR 9.00: STANDARDS OF CONDUCT

Nursing Students are expected to be familiar with and abide by the 244 CMR 9.00: Standards of Conduct as outlined by the Commonwealth of Massachusetts Board of Registration in Nursing. Refer to [244 CMR 9.00: Standards of conduct for nurses | Mass.gov](#)

**ARTICULATION AGREEMENTS**

Massasoit Community College and the Nurse Education Department maintain formal articulation agreements with:

Curry College – Memorandum of Understanding (MOU)  
Emmanuel College  
Salve Regina University  
Southern New Hampshire University  
University of Massachusetts/Boston

**INFORMAL AGREEMENTS**

Fisher College  
Laboure College  
Regis College  
University of Massachusetts/Dartmouth  
Framingham State College  
Simmons College  
Worcester State College  
University of Rhode Island  
University of Wisconsin On-line

Reviewed 5/2020, 5/2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**NURSE CLUB**

Open to Nurse Education majors. The purpose is to lend support to each other, raise funds for student activities and involvement in community service work.

The students in each class are encouraged to hold elections for class officers annually. The elected positions are: President, Vice President, Secretary and Treasurer. They also elect a faculty person from their respective team to serve as advisor to their club.

Each class forms a club with a Constitution and works with The Student Life Office.

Officers are responsible for representing their class in communication systems and planning class projects.

Students also elect Representatives for their respective teams. The representatives act as liaisons between students and faculty at Team, Department and Curriculum Meetings. Membership on these committees gives students a voice in curriculum content as well as provides opportunity to discuss other issues as they arise.

Nursing students are also encouraged to participate in college activities such as Student Senate and Committees.

Reviewed 5/2020; Revised 5/2021

## MASSASOIT COMMUNITY COLLEGE

### **COLLEGE RESOURCES**

#### **Access & Disability Resources and Accommodations**

The office of Access & Disability Resources (ADR) is committed to ensuring that students with disabilities have equal, effective, and meaningful access to all academic programs, community events, goods, and services provided by the college in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Students with disabilities interested in establishing eligibility for services and/or academic accommodations will need to voluntarily disclose their disability to ADR (a confidential process), submit qualifying documentation and complete an Intake meeting to determine accommodations. Once accommodations are determined, the student will need to inform their professor of their accommodations by providing the professor with a copy of an Accommodation Letter (provided by ADR) for the current semester. Students can contact ADR at 508-588-9100 x1807 or by email at [adr@massasoit.mass.edu](mailto:adr@massasoit.mass.edu) or visit [www.massasoit.edu/adr](http://www.massasoit.edu/adr) for more information.

#### **Basic Needs**

If a student is experiencing challenges meeting their basic needs, including food or housing insecurity, there are many campus and community resources in place that can provide support. To connect with assistance, please contact Sean Dadsetan-Foley, the Director of Basic Needs Security, at [sdadsetan@massasoit.mass.edu](mailto:sdadsetan@massasoit.mass.edu).

### **COURSE MATTERS**

#### **Course Withdrawals**

Students may initiate a formal withdrawal from a course or the College through the 13th week of the semester. (Please see the [Academic Calendar](#) for specific dates.)

A grade of “W” will be recorded on the student’s transcript after the official withdrawal procedure has been completed. Students are encouraged to speak to their advisor before withdrawing from any course. Please be advised that ceasing to attend a class may result in an administrative withdrawal or a failing grade. If a student stops attending classes but does not formally withdraw, the student will receive a failure (F) in any course involved. Failures are averaged into the GPA for all students.

#### **Disclaimer for Possible Course Syllabus and/or Course Topical Change required by Health Indicators**

This course syllabus, course topical and teaching format (for those with in-person class meeting times) may change based on public health guidance.

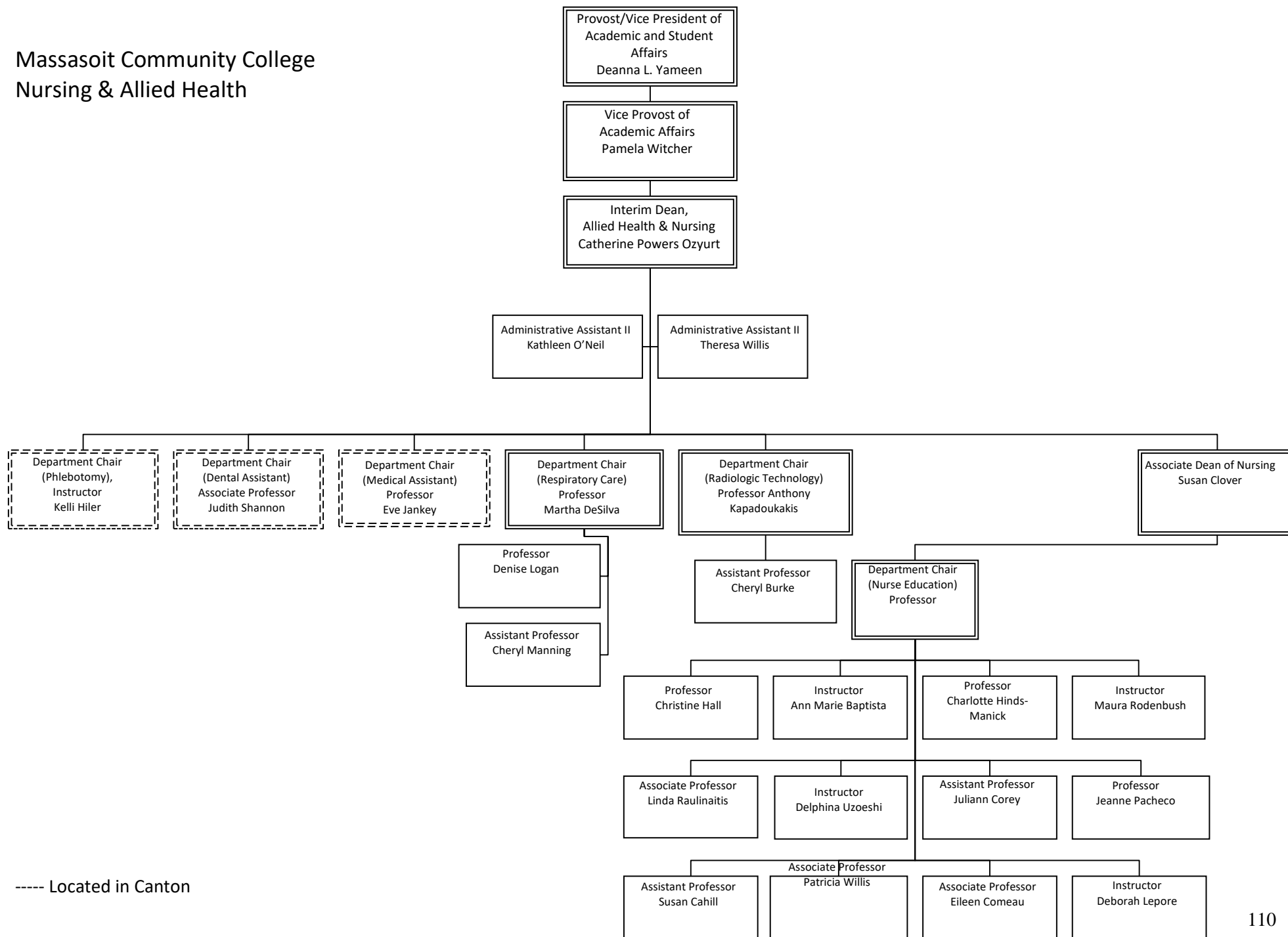
# MASSASOIT COMMUNITY COLLEGE

## NURSING STUDENT RESOURCES

ACADEMIC DIFFICULTY	CLINICAL DIFFICULTY	PERSONAL DIFFICULTY	SUBSTANCE ABUSE
<p>Pre-Test Self-Diagnostic Profile</p> <p>Meetings (as appropriate)</p> <p><b>Academic Advisor</b> <i>Team Discussion</i> <i>Department Chairperson</i></p> <p>Referral to ARC For services</p> <p><b>Group Study Skills</b> <i>Test Taking Skills</i> <i>Test Anxiety</i> <i>Management</i></p> <p><b>Tutoring</b> ARC STAFF TUTORS</p> <p><b>Math Group</b> <i>Nursing Group</i> <i>Individual</i> PEER TUTORS</p> <p><b>Group</b> <i>Individual (Theory)</i></p> <p>Referral to Counseling Center</p>	<p>Meetings: (as appropriate)</p> <p>Clinical Instructor <i>Team Discussion</i> <i>Academic Advisor</i></p> <p><b>Department Chairperson</b></p> <p>Tutoring</p> <p><b>Laboratory</b> <i>Instructors</i> <i>Laboratory referrals</i></p>	<p>Referral to Dean of Student Office for referral to Counseling Center</p> <p><b>Group</b></p> <p><i>Individual</i></p> <p>Women's Center Seminars</p> <p><b>Self-Esteem Issues</b></p> <p><i>Victims of Violence</i></p> <p>Peer Support Group</p>	<p>Intervention and Follow-Up According to Department Policy and College Guidelines</p> <p>Meetings (as appropriate)</p> <p><b>Faculty</b></p> <p><i>Department Chairperson</i></p> <p><i>Division Dean</i></p> <p>Referral to Counseling Department and Human Services</p>

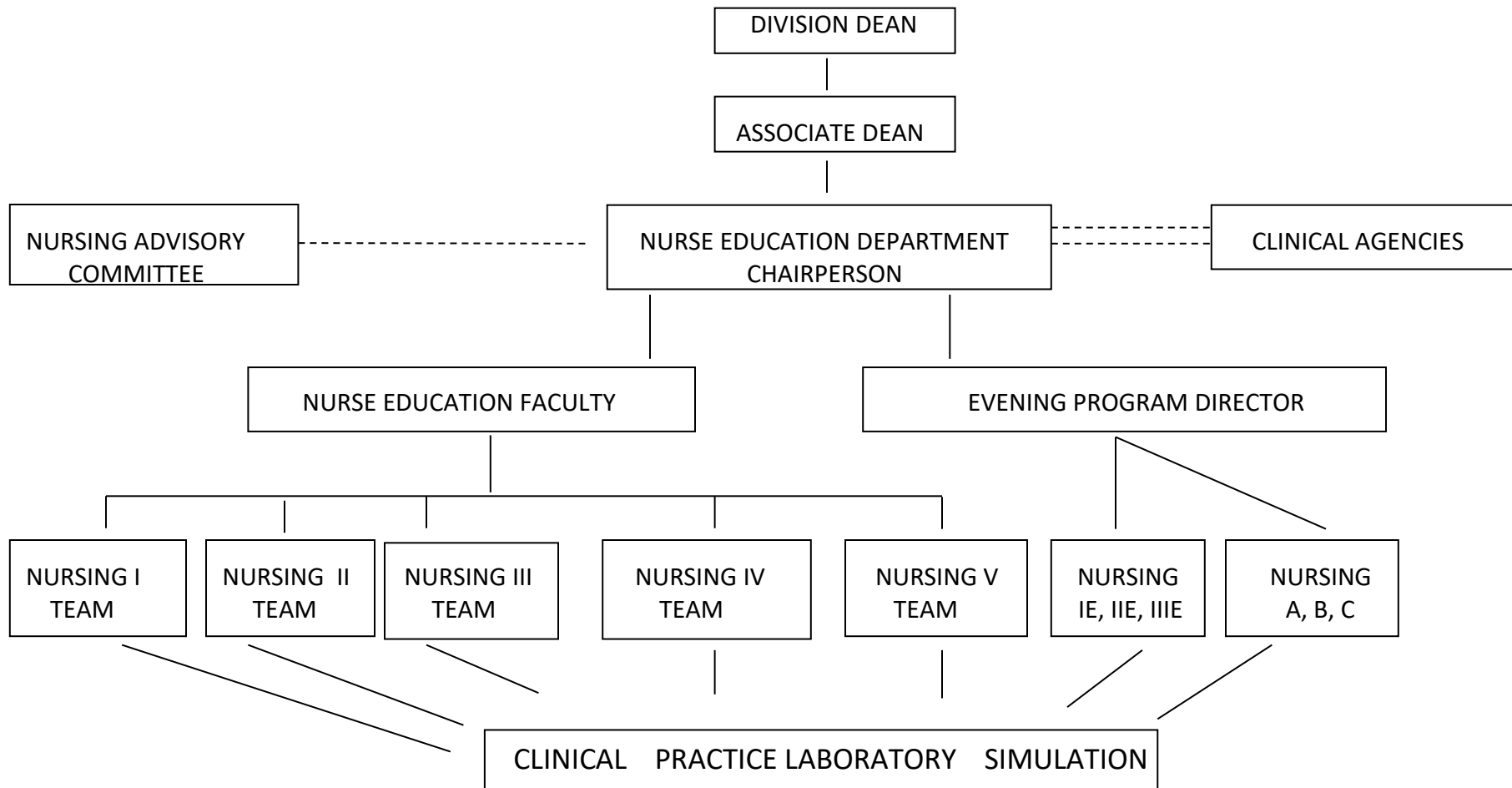
LANGUAGE DIFFICULTY	PHYSICAL DIFFICULTY	FINANCIAL DIFFICULTY
<p>ESL Support</p> <p>Referral to the ARC</p>	<p>Meetings: (as appropriate)</p> <p><b>Faculty</b> <i>Department Chairperson</i></p> <p><i>Disabilities College Representative</i></p> <p><i>MD Note With Recommendations And Limitations</i></p> <p><i>Adaptive Equipment Required</i></p>	<p>Referral to Financial Aid Office</p> <p>Meetings: (as appropriate)</p> <p><b>Department Chairperson</b> <i>Dean of Students</i></p>

# Massasoit Community College Nursing & Allied Health



----- Located in Canton

Massasoit Community College  
ORGANIZATIONAL CHART OF NURSE EDUCATION DEPARTMENT – DAY & EVENING OPTIONS



**LEGEND**

- Direct Responsibility
- - - - - Advisory Relationship
- - - - - Contractual Cooperative
- ..... Cooperative Relationship

Reviewed 5/2020; Revised 5/2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**INTERIM DEAN OF NURSING & ALLIED HEALTH**

Catherine Powers-Ozyurt, EdD, GCPH, LSW

**ASSOCIATE DEAN OF NURSE EDUCATION**

Susan Clover, MS, RN, ACM

**FACULTY**

Annmarie Baptista, MSN, RN

Susan Cahill, MS, RN, CCRN

Eileen Comeau, MSN, RN, ANP-C, APRN-BC

Juliann Corey, MSN, RN

Deborah Lepore, MSN, RN, CEN

Christine Hall, MSN, RN

Charlotte Hinds-Manick, Ed.S, MS, RN

Jeanne Pacheco, DNP, MSN, RN

Linda Raulinaitis, MS, RN

Maura Rodenbush, MS, RN

Delphina Uzoeshi, MSN, RN

Patricia Willis, Ph.D., RN



## MASSASOIT COMMUNITY COLLEGE

### MASSASOIT COMMUNITY COLLEGE SCHOOL CANCELLATION POLICY

1. If mandatory college closing (classes cancelled) is required prior to the start of scheduled clinical, the student will not be required to attend clinical for the duration of the cancellation.
2. If mandatory college closing (classes cancelled) during the day, after the student has arrived at the clinical site, the student is required to complete the assigned procedures prior to leaving the site. The student must ensure patient safety is not compromised and documentation is completed.
3. If mandatory college closing (classes cancelled) is required, and is more than one day during a semester, the student may have to make up hours/time in order to fulfill program requirements.
4. If classes are not cancelled, but there is questionable weather, the student will use their own discretion as to their ability to travel safely to and from clinical site. Should the student decide that travel is not prudent, they are to follow the program's attendance policy regarding absence from clinical.

### CANCELLATION OF CLASSES

To view school cancellations, visit the Massasoit website [www.massasoit.edu](http://www.massasoit.edu). When cancellation of school and classes is necessary due to inclement weather, announcements will be made at approximately 6:00 a.m. on the following radio & TV stations: WPLM FM (99.1), WCTK FM (98.1), WRKO-AM (680), WBZ-AM (1030), WBZ-TV (Ch. 4), WHDH-TV (Ch. 7), NECN (Ch. 8), WFXT-TV (Ch. 25).

**\*\* Note that each campus may be independent of the other in regard to class cancellations in an emergency situation. Evening school cancellations are broadcast over the same stations beginning at approximately 3:00 p.m. It is a possibility that day classes are cancelled and evening classes are not.**

***Please do not call the College.***

For individual class cancellations while school is in session, and class room changes please view digital monitors located in each building on the Brockton Campus and on the Canton Campus in the student commons, outside the ARC.

Please see the Massasoit Community College [Student Handbook](#)

**You may also sign up for emergency and weather notifications and receive text message notifications or email notifications of school closures or delays. To sign up for rave alert notifications go to: [www.getrave.com/login/massasoit](http://www.getrave.com/login/massasoit)**

**State of Emergency – A State of Emergency Declaration by the Governor automatically cancels all events, classes and closes the college.**

Reviewed May 2020, May 2021

# **APPENDIX**

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**CLINICAL WAIVER FORM**

I, \_\_\_\_\_ (student name), a student at Massasoit Community College enrolled in the Nurse Education Program, understand and agree that I am fully responsible for the cost of any physical, emotional or property injury resulting from my transportation, safe conduct, to and from the clinical agency for/or my participation in clinical activities and thus, will no way hold the college or faculty/staff members responsible for any injuries and/or losses incurred during transit, or while participating in any clinical activities including, but not limited to medical and dental expenses incurred as a result of my participation in this program.

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Reviewed May 2020, May 2021

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**MEDICAL INFORMATION RELEASE FORM**

Clinical education centers require medical information on all students prior to attending orientation and clinical experience. This information will remain in strict confidence.

I, \_\_\_\_\_ give permission to Massasoit Community College Nurse Education Program to release my medical information to my new clinical education center.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Address

\_\_\_\_\_

DIVISION OF NURSING AND ALLIED HEALTH  
NURSE EDUCATION DEPARTMENT

**SIGNIFICANT INCIDENT REPORT**

STUDENT'S NAME \_\_\_\_\_ DATE OF INCIDENT \_\_\_\_\_

CLINICAL INSTRUCTOR \_\_\_\_\_ SITE \_\_\_\_\_

Please use this form to document any significant incident occurring in the Student's Clinical Experience. Incidents may be **positive or negative**. These reports will be kept confidential as part of the student's file.

\_\_\_\_\_  
Written Description of Incident:

\_\_\_\_\_  
I have had the opportunity to read and discuss this report.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

**COMMENTS:**

Revised 7/14

Reviewed 5/2020, May 2021

**NURSE EDUCATION DEPARTMENT  
MASSASOIT COMMUNITY COLLEGE- BROCKTON, MA 02302  
REPORT OF MEDICAL HISTORY**

LAST NAME (Print)	FIRST NAME (Print)	MIDDLE NAME (Print)	DATE OF BIRTH
HOME ADDRESS (Number & Street)	CITY OR TOWN	STATE	ZIP CODE
STUDENT TELEPHONE: _____		SEX: M F (circle one)	

TO THE MEDICAL PROVIDER:	IMMUNIZATION	DATES AND RESULTS
<p><b><u>Specific Requirements:</u></b> Massachusetts Immunization Law requires that all college students born after December 31, 1956 and <b>any student majoring in a health science</b> (nursing, medical technology, etc) submit documented evidence of immunization against measles, mumps, rubella (two shots), diphtheria and tetanus to complete registration for classes. Clinical Affiliates also require documented tuberculosis testing and documented evidence of immunization against Hepatitis B. Also, a positive titer against varicella (or the two shots).</p> <p>All clinical providers require evidence of an influenza vaccine to be submitted separately after August 1, 2021.</p> <p><b>1. Mantoux - TB (Tuberculosis)</b> One of the following completed within the past 12 months is required:</p> <ul style="list-style-type: none"> <li>1 step TB skin test</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>If positive results, submit: <ul style="list-style-type: none"> <li>A clear chest x-ray (lab report required) within the past 2 years <b>AND</b>,</li> <li>Completed symptom sheet</li> </ul> </li> </ul> <p>The renewal date will be set for 1 year.</p> <p>Upon renewal, one of the following is required:</p> <ul style="list-style-type: none"> <li>1 step TB skin test OR</li> <li>If PREVIOUS positive results, submit completed symptom sheet.</li> </ul> <p><b>2. Tetanus, Diphtheria &amp; Pertussis (TDaP)</b> Submit documentation of a Tetanus, Diphtheria &amp; Pertussis (TDaP) vaccination, administered within the past 10 years. The renewal date will be set for 10 years from the date administered.</p> <p><b>3. Measles, Mumps &amp; Rubella (MMR)</b>  BOTH of the following are required:</p>	<p><b>1. Mantoux (PPD)- on admission</b>  <b>X-ray must be within 2 years</b></p> <hr/> <p><b>2. Tetanus within 10 years</b> (see left side for directions) <b>T-DAP preferred</b></p> <hr/> <p><b>3. Measles/Mumps/Rubella (MMR)</b>  Physician's certification <u>two</u> (2) doses of MMR vaccine or positive titer.  <b><u>INCLUDE LAB REPORT</u></b></p> <hr/> <p><b>4. Hepatitis B- Record of 3 vaccines; then you must have a titer done and show the lab results. If you have not converted, you will need to start the series over.</b>  Titer required &gt;10mIU/mL</p>	<p style="text-align: right;">month/day/year</p> <p><b>Date implanted</b> ____/____/____ <b>Date read:</b> ____/____/____ <b>Results:</b> ____/____/____ <b>Report must be attached and written here</b></p> <p>Positive PPD – need chest X-ray month/day/year <b>Date of x-ray:</b> ____/____/____ <b>X-ray report must be attached</b></p> <hr/> <p><b>Dates of Tetanus</b> month/day/year ____/____/____</p> <p><b>A booster must be given if more than 10 years</b></p> <hr/> <p style="text-align: right;">month/day/year</p> <p><b>MMR (1<sup>st</sup>)</b> ____/____/____ <b>MMR (2<sup>nd</sup>)</b> ____/____/____ <b>Measles (only)</b> ____/____/____ <b>Mumps (only)</b> ____/____/____ <b>Rubella (only)</b> ____/____/____ <b>Date of titer:</b> ____/____/____ <b>Report must be attached</b></p> <hr/> <p style="text-align: right;">month/day/year</p> <p><b>Date #1</b> ____/____/____ <b>Date # 2</b> ____/____/____ <b>Date #3</b> ____/____/____ <b>Date of titer:</b> ____/____/____ <b>Report must be attached</b></p>

<ul style="list-style-type: none"> <li>2 vaccinations, or a positive antibody titer (lab report required)</li> </ul> <p>If your titer was negative or equivocal, new alerts will be created for you to receive 1 booster vaccine (administered after your titer), and provide a 2nd titer.</p> <p><b>4. Hepatitis B</b></p> <p>BOTH of the following are required:</p> <ul style="list-style-type: none"> <li>3 vaccinations, or a positive antibody titer (lab report required)</li> </ul> <p>If your series is in process, submit where you are in the series, and new alerts will be created for you to complete the series and titer.</p> <p>If your titer was negative or equivocal, new alerts will be created for you to repeat the series and provide a 2nd titer.</p> <p><b>5. Varicella (Chicken Pox)</b></p> <p>BOTH of the following are required:</p> <ul style="list-style-type: none"> <li>2 vaccinations, or a positive antibody titer (lab report required)</li> </ul> <p>If your titer was negative or equivocal, new alerts will be created for you to receive 1 booster vaccine (administered after your titer), and provide a 2nd titer.</p>	<p><b>5. Varicella (chickenpox) or positive titer</b> Non-immunity requires 2 vaccines</p> <p><b>TITER REQUIRED</b></p> <p><b><u>INCLUDE LAB REPORT</u></b></p>	<p>Enclose lab sheet showing titer or month/day/year</p> <p><b>Varicella #1</b> ____/____/____</p> <p><b>Varicella #2</b> ____/____/____</p> <p><b>Date of Titer:</b> ____/____/____</p>
---	---	--

\_\_\_\_\_  
PHYSICIAN'S NAME (PRINT)

\_\_\_\_\_  
ADDRESS

\_\_\_\_\_  
PHYSICIAN'S SIGNATURE  
Revised 02/2010  
Reviewed 6/21

\_\_\_\_\_  
DATE

\_\_\_\_\_  
PHONE NUMBER

**NURSE EDUCATION DEPARTMENT  
MASSASOIT COMMUNITY COLLEGE- BROCKTON, MA 02302  
REPORT OF MEDICAL HISTORY**

LAST NAME (Print)	FIRST NAME (Print)	MIDDLE	DATE OF BIRTH
-------------------	--------------------	--------	---------------

To THE **EXAMINING PHYSICIAN**: Please review the student's history and complete the physician's form. Please comment on all positive answers. **THIS STUDENT HAS BEEN ACCEPTED TO THE NURSE EDUCATION PROGRAM** pending your statement that the student **is physically qualified to participate fully, with reasonable accommodations**, to successfully complete the program.

**Are there abnormalities of the following systems? Describe fully. Use an additional sheet if needed:**

SYSTEMS	YES	NO	PHYSICIAN'S COMMENTS
1. Head, Ears, Nose, & Throat			
2. Respiratory			
3. Cardiovascular			
4. Gastrointestinal			
5. Hernia			
6. Eyes			
7. Genitourinary			
8. Musculoskeletal			
9. Metabolic/Endocrine			
10. Neuropsychiatric			
11. Skin			
12. Allergies			

Is there loss or seriously impaired function of any organ?

Yes \_\_\_\_\_

No \_\_\_\_\_

Have you any general comments?

Yes \_\_\_\_\_

No \_\_\_\_\_

Comments: \_\_\_\_\_

Are there any limitations for physical activity?

Yes \_\_\_\_\_

No \_\_\_\_\_

(Performance and Clinical Tasks)

Explain: \_\_\_\_\_

Do you have any recommendations regarding this student?

Yes \_\_\_\_\_

No \_\_\_\_\_

Comments: \_\_\_\_\_

Reviewed 4/21



MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**CONFIDENTIALITY AGREEMENT**

Massasoit Community College and its affiliates have a legal and ethical responsibility to safeguard the privacy of all patients and to protect the confidentiality of their health information. Additionally, Massasoit Community College and its affiliates must assure the confidentiality of its patient, fiscal, research, computer systems, management and other business information. In the course of my assignment at a H.C.O. organization/practice, I may come into the possession of confidential information. In addition, my personal access code (User ID and Password) used to access computer systems is also an integral aspect of this confidential information.

By signing this document, I understand the following:

1. Access to confidential information without a patient care/business need-to-know in order to perform my job – whether or not that information is inappropriately shared – is a violation of this policy. I agree not to disclose confidential or proprietary patient care and/or business information to outsiders (including family or friends) or to other employees who do not have a need-to-know.
2. I agree not to discuss confidential patient, fiscal, research, computer systems, management and other business information, where others can overhear the conversation, e.g., in hallways on elevators, in the cafeterias, on the shuttle buses, on public transportation, at restaurants, at social events. It is not acceptable to discuss clinical information in public areas even if a patient's name is not used. This can raise doubts with patients and visitors about our respect for their privacy.
3. I agree not to make inquiries for other personnel who do not have proper authority.
4. I know that I am responsible for information that is accessed with my password. I am responsible for every action that is made while using that password. Thus, I agree not to willingly inform another person of my computer password or knowingly use another person's computer password instead of my own.
5. I agree not to make any unauthorized transmissions, inquiries, modifications, or purging of data in the system. Such unauthorized transmissions include, but are not limited to, removing and/or transferring data from the computer systems to unauthorized locations, e.g., home.
6. I agree to log off a workstation prior to leaving it unattended. I know that if I do not log off a computer and someone else accesses confidential information while a computer is logged on with my password, I am responsible for the information that is accessed.

Our clinical sites have the ability to track and monitor access to on-line records and reserves the right to do so. It can be verified that those who accessed records did so appropriately.

I have read the above special agreement and agree to make only authorized entries for inquiry and changes into the system and to keep all information described above confidential. I understand that violation of this agreement may result in corrective action, up to and including termination or suspension from the clinical site. I understand that in order for any User ID and/or Password to be issued to me, this form must be completed.

---

Signature

---

Date

---

Print Name

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**AGREEMENT TO PROGRAM RESPONSIBILITIES**

I have received and reviewed the materials in the student handbook with respect to the MASSASOIT COMMUNITY COLLEGE NURSE EDUCATION PROGRAM. I understand the nature of the Program and my responsibilities as a student in the Program.

**Student Name: (print)** \_\_\_\_\_ **Date:** \_\_\_\_\_

Academic Calendar for Fall 2021 and Spring 2022

Philosophy of Nursing

Conceptual Framework

Critical Thinking Nursing Process

Three-Year Long-Range Plan

Program Evaluation System Pathway

Academic Map - Requirement Sheet Day Program

Academic Map - Requirement Sheet Part-time Evening Program

Academic Map - Requirement Sheet Full-time LPN-RN Program

Academic Map - Requirement Sheet Part-time LPN-RN Program

Nursing Department Descriptions for Day and Evening Courses

Nursing Dept. Objectives and Assessments for College Core Competencies

Massasoit Community College Core Competencies

Program Technical Standards

Mission Statement and Goals

Program Outcomes / EPSLO's

Level Education Objectives for Day and Evening Programs

Methods of Instruction

Method of Evaluation

College Policies—Academic Dishonesty, Classroom Behavior, Alcohol and Drug Policy

ID & Parking Policy

Affirmative Action, Sexual Harassment Policy

Corona Vaccination Requirement

Covid19 Update

Nursing Department Policies – Attendance

Academic Honesty and Exam Security

Dress Code

Conduct – Expectations, Student Code of Conduct and Guidelines

Policy on Student Cell Phone Use and Social Media.

Appropriate Use of Social Media

Policy on Taping - Audio, Video and Photos

Advanced Placement

Program Requirements – Advanced Placement

Policy on Math Competency – Dosage & Calculations

Policy on Incomplete Grades

Readmission Policy and Guidelines

Educational Mobility Policy

**Student Initial:** \_\_\_\_\_ **Date:** \_\_\_\_\_

p. 1 of 2 \_\_\_\_\_

MASSASOIT COMMUNITY COLLEGE  
NURSE EDUCATION DEPARTMENT

**AGREEMENT TO PROGRAM RESPONSIBILITIES**  
(continued)

Transfer Policy  
Policy on Failure of Nursing, Grade Appeal, Withdrawal  
Appeals Committee Purpose  
Student Safety and Public Health Emergency  
Hazardous Materials & Policy on Clinical Emergencies/Incidents  
Policy on Clinical Emergencies - Student Safety Policy for Ebola Patient Care  
Latex Sensitivity and Allergy Policy  
Graduation Requirements - Degree Evaluation, Intent to Graduate  
NCLEX-CAT Application Process  
Standards of Conduct  
Nurse Club  
College Resources – Access & Disability, Basic Needs, Course  
    Withdrawals, Disclaiming for Syllabus and/or Course Topical Change  
    Required by Health Indicators  
Nursing Student Resources  
MCC Organizational Chart  
Nursing Department Organizational Chart  
Nursing Department Administration & Faculty  
Massasoit Community College School Cancellation Policy  
Appendix  
Clinical Waiver Form  
Medical Release  
Significant Incident Report  
Report of Medical History  
Confidentiality Agreement  
Student Participation in Nursing Department, Team Meetings, Student Government and College  
Governance.  
Agreement to Program Responsibilities

I have received and reviewed the materials in the student handbook with respect to the MASSASOIT  
COMMUNITY COLLEGE NURSE EDUCATION PROGRAM. I understand the nature of the Program and  
my responsibilities as a student in the Program.

Student's Signature: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Please Print)

This form (when signed) will be filed in the student's academic record.

Reviewed 5/2020, 5/2021