BRISTOL COMMUNITY COLLEGE

NURSING PROGRAM

STUDENT HANDBOOK

ACADEMIC YEAR 2021-2022

Approved By:

Massachusetts Board of Registration in Nursing

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WELCOME

Dear Nursing Student,

It is our pleasure to welcome you to the Department of Nursing at Bristol Community College and congratulate you on your decision to pursue a career in nursing.

Nursing is a career choice that is both demanding and rewarding. The nursing program at Bristol Community College is designed to provide you with the knowledge, attitude, and skills for you to be successful as a registered nurse. You have made an excellent choice!

The purpose of this handbook is to acquaint you with policies specific to the Department of Nursing. You are responsible for all information contained within the official Bristol Community College Academic Catalog, the Bristol Community College Student Handbook, and other official college publications.

It is your responsibility, as a student, to become familiar with the policies of the nursing program and to comply with them, as well as all college policies. Students will be notified of any policy changes with revisions being announced and posted on the course and/or community pages and via college e-mail.

The Department of Nursing faculty and staff wish you much success as you pursue your nursing studies.

Sincerely,

Bristol Community College Nursing Faculty and Administration

THE MISSION OF BRISTOL COMMUNITY COLLEGE

Mission Statement

Bristol Community College provides an accessible, innovative and inclusive education that prepares students to navigate and succeed in our ever-changing world.

Vision Statement

Advancing a vibrant, diverse community through education, learner by learner.

Statement of Core Values

- Collaboration: we are dedicated to creating an atmosphere of professionalism, where all stakeholders can share their ideas, work together and support one another in our common goal of student success.
- Communication: we openly and honestly share information that impacts our work, include stakeholders in the decision-making process and ensure a collective approach to shared goals that relies on ongoing feedback from students, faculty, staff, and community members.
- Inclusion: we commit to fostering a diverse college community that respectfully embraces and affirms individual perspectives and identities to create an environment that promotes inclusion and equity for all.
- Innovation: we meet the challenges of today and tomorrow by creating a culture built on creativity, ingenuity and agility, where people are empowered to continuously improve our processes and perspectives to exceed community needs and expectations.
- Respect: we treat each other with kindness, assume positive intent and genuinely listen to each other to celebrate our individual differences and foster our collective strengths.
- Student Success: we strive to serve our students and support their growth, providing them with equitable access to all services, support and the tools necessary to achieve their personal, professional and educational goals.

NURSING PHILOSOPHY

The nursing program at Bristol Community College provides students with an affordable education which prepares them for careers as registered nurses. This program transforms students into associate degree nurses prepared to work and study in the global nursing community. This education also provides graduates with the opportunity to give back to their local communities which helps nurture the region's economic health and well-being.

"Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human responses, and advocacy in the care of individuals, families, communities and populations," (American Nurses Association, 2021). Persons and families exist as bio-psycho-social, spiritual beings in their respective communities. All persons have a number of similar basic human needs that can be met through homeostatic interactions with family and community members. Homeostasis is a concept in which physiological and psychological dimensions are intrinsically integrated, a view that is compatible with the notion of humans as integrated beings. By their inherent nature, persons seek a state of homeostatic equilibrium. Health represents a state of physical and emotional equilibrium in which basic needs are met in a way that satisfies the individual. This state of equilibrium is achieved and maintained through homeostatic adaptive mechanisms. Persons exist in a changing environment in which physical, emotional and social stressors may contribute to alterations in homeostasis.

The role of nursing is to support a person's adaptive mechanisms as the person seeks to maintain or regain equilibrium. Nursing, therefore, involves the diagnosis and treatment of a person's responses to actual or potential health problems. Nursing is operationalized through the nursing process to assess health status, identify patient problems related to the maintenance of homeostasis, plan and implement nursing interventions, and evaluate patient outcomes. The nursing process fosters the recognition of the social and cultural diversity of persons and families, as well as the uniqueness of needs arising from individual differences.

Nursing education is a planned program of selected, organized, evidence-based nursing, utilization of biotechnology and guided learning experiences by which an individual becomes prepared to practice the art and science of nursing. Learning is an ongoing process that results in the integration of knowledge, attitudes, skills and critical thinking to produce constructive behavioral change in the individual. It is most productive and satisfying when the student is encouraged to be actively involved throughout the learning process. Teaching involves planning, guiding, and directing activities that assist students to meet identified learning objectives. Curriculum design, teaching, and learning are most effective when structured around an organizing framework based on the concept of homeostasis and the nursing process. Students' will progress from the simple to the complex in learning to apply the nursing process in assisting individuals to maintain or regain homeostasis.

The associate degree curriculum permits the integration of general education with nursing. This provides opportunities for the learner to develop a concept of persons as bio-psycho-social, spiritual beings as well as concept of the inter-relatedness of self, others, and society.

The Associate Degree Nurse is prepared to practice in diverse roles. These roles may include direct patient care, advocacy, leadership, management, collaboration, computer literacy, and community health. Advance nursing education at the Baccalaureate, Masters, and Doctorate levels is encouraged and facilitated by articulation agreements.

PROGRAM OUTCOMES

The Bristol Community College nursing program is designed to promote achievement of the following desired graduate outcomes:

- The rate for retention and graduation of students is consistent with national norms for associate degree nursing programs.
- Graduates attain licensure to practice as registered nurses, with a passing rate for first-time NCLEX-RN examination takers that is equal to or greater than the state passing rate.
- Graduates obtain employment, within one year of graduation, as entry-level registered staff nurses in structured healthcare settings.
- Graduates fulfill the competencies of an associate degree nurse and the educational objectives of the program.
- Graduate affirm satisfaction with the program of learning and with their perceived degree of readiness for the licensure examination and for entry-level positions in nursing.

CURRICULUM

Due to the ongoing COVID-19 pandemic, please note that guidelines from federal, state, and collegiate agencies may cause changes in course delivery methods as well as laboratory, simulation, and clinical experiences.

NUR 100: Introduction to Professional Nursing

This course provides opportunities for students to explore a variety of factors and issues that influence contemporary nursing practice. These include an introduction to professional nursing practice, historical perspectives of nursing, contemporary models of nursing education and practice, health care delivery systems, and an introduction to Publication Manual of the American Psychological Association (APA) and informatics. One class hour a week. Hybrid course. Fall/Spring. Day/eHealth option.
Corequisites: NUR 101 or permission of the instructor. Students must receive a 77 (C+) or better in NUR 100 and NUR 101 to continue in the program.

Course Objectives: The student will . . .

- discuss the historical evaluation of contemporary nursing.
- define models of nursing education and practice.
- identify computer and information literacy skills required by professional nurses.
- describe current healthcare delivery systems and the roles of nursing within these systems.
- explore ethical and legal issues related to nursing practice.

NUR 101: Fundamentals of Nursing

This course focuses on basic human needs. It emphasizes the care of persons threatened by simple homeostatic deviances that interfere with basic human needs. Students are introduced to the nursing process as they develop basic nursing skills in the college and clinical laboratories. Day, evening, and weekend hours are used for clinical teaching. Students must receive a C+ (77) or better to continue in the program. Four class hours and twelve practice hours a week in hospitals and health agencies. Fall. Day/eHealth option.
Prerequisites: CSS 101, ENG 101, PSY 101, BIO 233, all with a grade of B- or better
Corequisites: NUR 100

Course Objectives: The student will . . .

- describe the theory which serves as the basis for selecting nursing interventions to assist an adult patient in maintaining the ability to meet basic needs and/or regain this ability when threatened by simple homeostatic deviances.
- apply the nursing process in assisting the patient to maintain or regain the ability to meet basic needs when threatened by simple homeostatic deviance.
- utilize accurate and clear communication to converse with clients, interact with faculty and primary nurse, and document data
- provide information to the patient by explaining the planned nursing care.
- summarize the roles and functions of members of the health team.
- practice in accordance with established legal and ethical standard.

NUR 102: Parent-Child Health Nursing

This course focuses on the developmental needs of the growing family during the child bearing and child rearing phases. It emphasizes assisting the members of the growing family to maintain the ability to meet their developmental needs and/or to regain this ability when threatened by homeostatic deviances. Students continue to use the nursing process and to develop basic nursing skills in the college and clinical laboratories. Day, evening, and weekend hours are used for clinical teaching. Four lecture and twelve practice hours a week in hospitals and health agencies. Spring; Day/eHealth option.
Prerequisites: NUR 101 with a grade of 77 (C+) or better
Corequisites: PSY 252, BIO 234

Course Objectives: The student will . . .

- describe the theory which serves as the basis for selecting nursing interventions to assist patients within the growing family in maintaining the ability to meet developmental needs and/or regaining this ability when threatened by homeostatic deviances.
- apply the nursing process in assisting patients with the growing family to maintain or regain the ability to meet developmental needs when threatened by homeostatic deviances.
- utilize verbal, nonverbal, and written communication in goal-focused interactions with members of the growing family, faculty, and agency staff.
- provide developmental needs information from standardized teaching guides as needed by patients within the growing family.
- interact with other health team members in addressing client problems.
- identify situations and policies which impact on client rights and well-being.

NUR 201: Nursing Care of the Adult I

This course focuses on the nursing care of adults with common health problems. Students apply the nursing process by identifying client problems, selecting interventions and administering care to adults experiencing homeostatic deviances in the areas of food, fluid, and oxygen balance; sexuality; and emotional equilibrium. Day, evening, and weekend hours are used for clinical teaching. Four lecture and fifteen practice hours per week in hospitals and health agencies. Fall, Day/eHealth option
Prerequisites: NUR 101 and NUR 102 with a grade of 77 (C+) or better, PSY 252
Corequisites: BIO 239

Course Objectives: The student will . . .

- describe the theory which serves as the basis for selecting nursing interventions to assist adult patients in maintaining or regarding hemostasis when threatened by common pathopsychophysiological deviances associated with food, fluid, and oxygen balance; sexuality, and emotional equilibrium.
- apply the nursing process in assisting patients to maintain or regain homeostasis when threatened by common pathpsychophysiological deviances associated with food, fluid, and oxygen balance; sexuality and emotional equilibrium.
- utilize therapeutic interactive techniques to communicate with patients and with families, significant others, and agency staff.
- provide information from standardized teaching guides as needed by an adult patient experiencing common pathopsychophysiological deviances of homeostasis.
- identify priorities of nursing care when assigned to give care to two (2) patients.
- evaluate own performance and utilizes resources and activities for learning.

NUR 202: Nursing Care of the Adult II

This course continues to address the nursing care of adults with common health problems as initiated in NUR 201. The focus is on nursing care of the adults with homeostatic deviances related to metabolic balance, activity, sensation, neurologic integrity, and emotional equilibrium. The course provides a variety of community-based learning experiences. Day, evening and weekend hours are used for clinical teaching. Four lecture hours and fifteen practice hours per week in hospitals and health agencies. Spring. Day/eHealth option.
Prerequisites: NUR 201 with a grade of 77 (C+) or better, BIO 239
Corequisites: NUR 203

Course Objectives: The student will . . .

- describe the theory which serves as the basis for selecting nursing interventions to assist adult patients in maintaining or regaining homeostasis when threatened by common pathopsychophysiological deviances associated with activity, metabolic balance, sensation, neurologic integrity, emotional equilibrium, and multiple concurrent disorders.
- apply the nursing process in assisting patients to maintain or regain homeostasis when threatened by common pathopsychophysiological deviances associated with activity, metabolic integrity, emotional equilibrium, and multiple concurrent deviances.
- utilize interviewing techniques to communicate with patients and families, faculty, agency staff, and peers.
- design and implement a short-range teaching plan for a client experiencing common pathopsychophysiological deviance of homeostasis.
- identify priorities of nursing care for a group of patients.
- serve as an advocate in support of patient's rights and well-being.

NUR 203: Trends in Nursing

This course provides opportunities for students to explore a variety of factors and issues which influence contemporary nursing practice. These include application of evidence based practice, leadership, management, and delegation concepts, role transition, community practice, and continued development into the nurse role. One lecture hour per week. Required Community Service Learning component. Spring. Day/eHealth option.
Corequisites: NUR 202. Students must receive a 77 (C+) or better in both NUR 202 and NUR 203 to continue in the program.

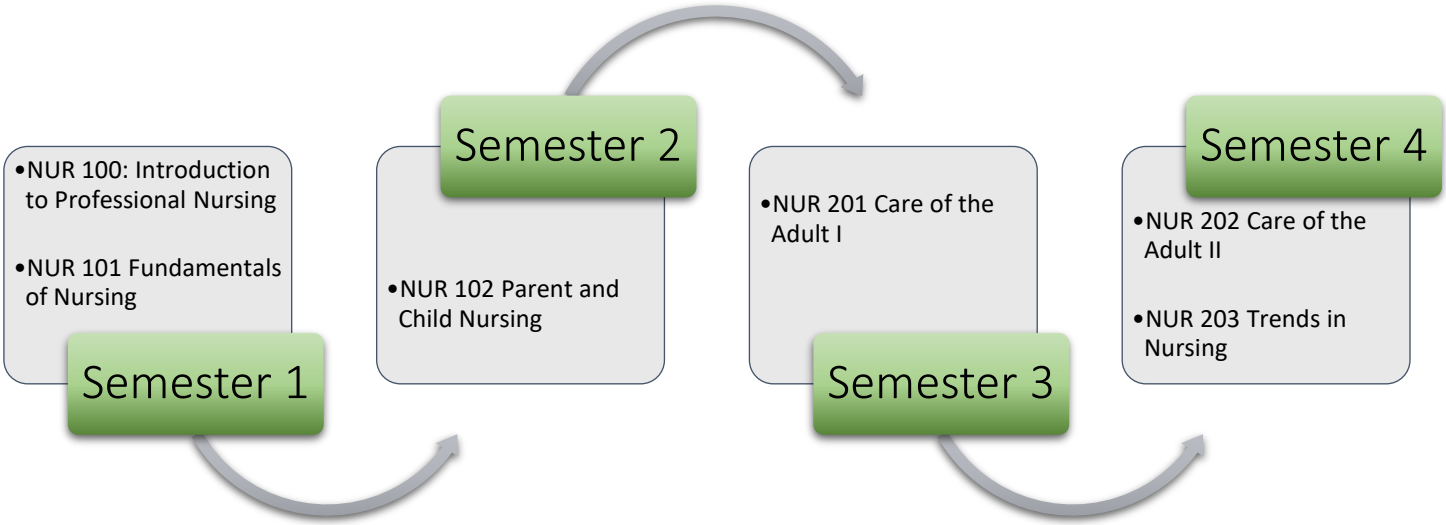
Course Objectives: The student will . . .

- analyze evidenced-based practice (EBP) guidelines.
- apply EBP guidelines to a health promotion activity.
- evaluate concepts of leadership and management.
- apply best practice delegation models to clinical situations.
- select strategies to facilitate the role transition from student to registered nurse.
- identify resources and activities for continues development in the nursing role.

EDUCATIONAL THEORY: CONSTRUCTIVISM

Nursing courses are sequenced in a way that allow the student to build on previous nursing knowledge. The faculty use Bloom's taxonomy to assess this progression on assessments within a nursing process framework.

Knowledge questions are recollection of factual material, application questions refer to learned materials used within concrete situations, and analysis questions require more critical thinking to break down the question into its parts and make clinical nursing judgments.



CLINICAL COURSES:	KNOW/COMP	APPLICATION	ANALYSIS
FALL SEM 1 NUR 101	50%	40%	10%
SPRING SEM 2 NUR 102	40%	40%	20%
FALL SEM 3 NUR 201	30%	40%	30%
SPRING SEM 4 NUR 202	15%	50%	35%

PROGRAM OPTIONS

The nursing program currently offers two delivery models: traditional or eHealth. The traditional option allows students to attend synchronous classes for the didactic portion of the program. The second option is a hybrid delivery method which allows students to receive the didactic portion via an online, asynchronous classroom. Both options include clinical assignments at a variety of healthcare settings in Southeastern Massachusetts and Rhode Island. Clinical hours may include day, evening, or weekend assignments.

The program utilizes various teaching models that engage students in active learning. Teaching learning strategies such as flipped classroom models, online practice quizzes, concept maps, simulation, service learning, discussion boards, and/or case studies are utilized in nursing courses to foster active learning (there are some examples of active learning but are not intended to be a complete listing). Research shows active learning promotes student success.

Transfers Between Options (Traditional and eHealth)

Once a student has been accepted into their choice of program delivery option, the student must remain in that option for the semester. After successful completion of a semester, a student may request a transfer to an alternate option. Option transfers will be based upon availability and require permissions from program faculty and the nursing department chair. Student transfers between options may only occur once in their duration of enrollment in the nursing program.

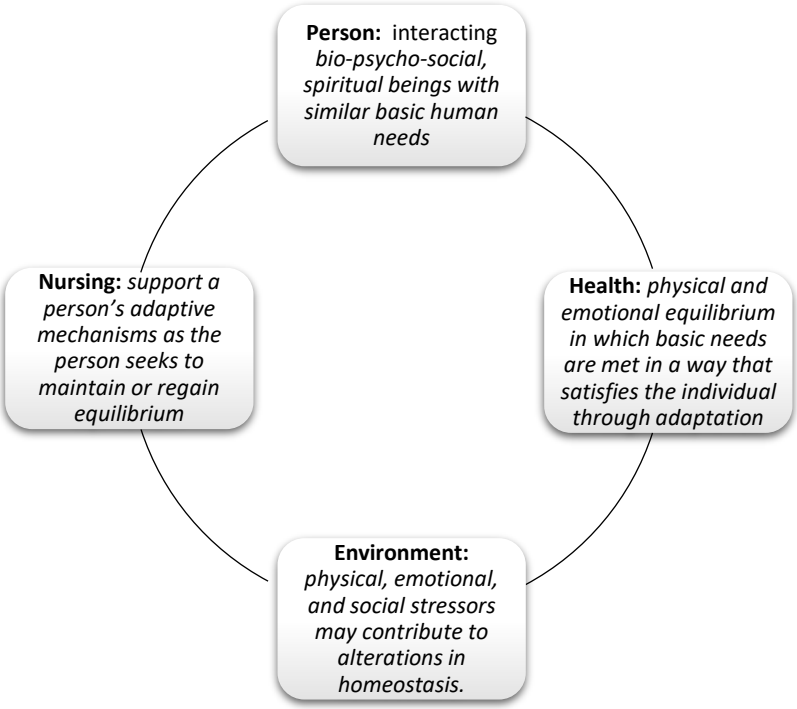
Please submit transfer requests to the department chairperson via e-mail. Subject line should state: Transfer Option Request. Please include your rationale for the request within the body of the e-mail. Deadlines for request is the date of the current course's final assessment. Transfer requests are accepted on a first come, first serve basis, based on availability. Students currently enrolled in the program are considered first for transfers.

Ratio of Clock Hours to Credit Hours of Lecture and Clinical Experiences

Theory/Lecture	1 credit = 50 minutes of didactic teaching per week
Clinical/Laboratory	1 credit = 3 practice hours per week
Study for Class/Clinical	1 credit = ***minimum*** 3 hours per credit per week

PROGRAM METAPARADIGM

A metaparadigm is a model that encompasses and describes the main concepts of a particular discipline. Bristol Community College's Nursing program describes these as end-of-program student learning outcomes as knowledge, attitudes, and skills to safely support client health in a changing environment.



END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EPSLO)

Professional Standards
Evidence Based Practice
Scientific Knowledge
Clinical Judgment
Framework
Provider of Care

1. Applies concepts and principles from nursing, the physical and behavioral/social sciences, and from general education (humanities, math, and history) in analyzing data and making judgements in the practice of nursing.

Professional Standards
Clinical Judgment
Safety
Framework
Provider of Care

2. Provides care to patients throughout the lifespan by applying the nursing process in assisting the patient to maintain or regain homeostasis when threatened by common health problems.

Professional Standards
Communication
Framework
Provider of Care

3. Utilizes verbal and nonverbal modalities to communicate with patients, families, significant others, and health team members.

Professional Standards
Patient-Centered Care
Framework
Provider of Care

4. Provides patient teaching by assessing the need for information, implementing short-range teaching plans, and evaluating the patient's response.

Professional Standards
Teamwork and Collaboration
Framework
Manager of Care

5. Manages care for a group of patients in a structured setting by prioritizing care and by utilizing the skills of other health team members.

Professional Standards
Professionalism
Leadership
Framework
Member within a Discipline

6. Functions as a member within the disciple of nursing by practicing legally and ethically and by selecting resources and activities for continued development in the nurse role.

END OF COURSE BEHAVIORS

The end-of-course behaviors represent the level of progression, as expected at the completion of each clinical course, toward achievement of end of program student learning outcomes and associated educational objectives. These behaviors are measures using the Clinical Course Evaluation Instrument (Appendices) within the framework of provider of care, manager of care, and member within a discipline.

EVALUATION METHODS

Evaluation of student achievement consists of the following:

I. ASSESSMENTS

Assessments (including quizzes, midterms, finals) are administered periodically, as per the master schedule, for each course. The percentage contributed by each assessment to the final course grade is specified in each syllabus.

Electronic Testing Policy

Due to the National Council Licensing Examination (NCLEX-RN) computerized adaptive testing format, all NUR 101, NUR 102, NUR 201, and NUR 202 assessments will be administered on campus in a proctored, computerized testing format.

Assessment Day Rules

Consistent with NCLEX-RN regulations, students will not be allowed to bring any personal belongings to their testing seats. Noise levels cannot be fully controlled during testing, therefore approved earplugs may be worn. No hats, hoods, and/or scarves may be worn. Provisions may be made prior to the assessment for religious and/or cultural apparel by contacting your faculty member.

Only the Learning Management System (LMS) assessment page is to be open during the assessment time. Only the computer's Windows calculator may be used during assessments. Talking with another student(s) once the assessment has begun is grounds for removal from and failure of the assessment, even if the student has not completed their assessment. The following items may not be accessed during testing or within the testing area (including any breaks) until you leave at the conclusion of the assigned assessment time:

- Any educational, test preparation, or study material.
- Cellular/mobile/smart phones, tablets, smart watches, MP3 players, fitness bands, jump drives, cameras, or any other electronic devices.

All breaks will count against testing time. Students must follow the NCLEX Break Procedure.
All personal items accessed in the testing environment may be inspected by the proctors. Failure to comply with the assessment day rules may result in removal from the assessment area and/or receipt of a zero for that assessment. For further explanation of consequences, please refer to Bristol Community College's Student Handbook and the Nursing Program's Academic Dishonesty policy.

Tardiness

Students should arrive promptly for scheduled assessments. Students arriving late will have whatever time is remaining to complete the assessment. Extended time will not be available to complete the assessment.

Assessment Make-Up Policy

Any student who is absent for an assessment is required to notify the nursing department chair *prior to the starting time of the assessment*. **Assessments may only be made-up for compelling reasons and will require documentation**. **Without documentation and faculty approval, the grade earned for the missed assignment will be zero.** A student's request for make-up assessments needs to be made via e-mail to the faculty mentor within eight (8) hours and will be scheduled at the faculty's discretion. Students will be allowed to make up one assessment per academic year without penalty. The year will begin at the start of NUR 101 or NUR 201, and close at the completion of NUR 102 or NUR 202. For students beginning in the program in NUR 102, the end of that course will complete their first year and NUR 201 will begin the start of their second year.

If any subsequent assessments are missed during this time period, an approved make-up assessment is scheduled. Regardless of the actual score received, the make-up assessment will be graded no higher than C+ (77). A make-up assessment will cover the same curriculum time period as the missed assessment but may differ from the original.

Assessment Review Policy

Each assessment may be reviewed until the next assessment is administered or according to the direction given at course orientation. All assessment grades are finalized prior to the administration of the next assessment. The final assessment may be reviewed, during regular school hour, up to 48 hours after the final assessment grades are posted.

II. STUDENT CLINICAL PERFORMANCE

Criteria for Satisfactory Performance

The criteria for satisfactory clinical performance are organized around end-of-course behaviors in three primary clinical competency areas for Associate Degree nurses: provider of care, manager of care, and member within the discipline of nursing and program requirements. Within each competency area specific behaviors are defined, published in the evaluation instrument, and evaluated. These behaviors are related to end-of-program student learning outcomes and associated clinical competencies and course objectives for each of the program courses.

Mandatory Behaviors

To pass the clinical portion of each course, students much achieve satisfactory evaluations on *each* of these mandatory behaviors. An evaluation of satisfactory ("S") for the objectives – noted by a check mark in the appropriate column on the evaluation instrument – indicates that the student is independent and has met the objectives at an accomplished level. Performance is safe, accurate, and proficient with minimal verbal and/or physical cues from the instructor.

Clinical Warning

A student may receive a clinical warning if the student's performance is below the standard for mandatory behaviors, including mandatory behaviors from prior courses and/or program requirements. The clinical warning serves to notify the student that their clinical performance must improve in order to achieve the clinical objectives and pass the clinical component of the course. The student will remain on clinical warning until the end of the clinical experience and removed from it if the mandatory behaviors are achieved.

Self-Evaluation Instrument

Students are required to evaluate their own clinical performance weekly, at the end of each week of their clinical experience via a self-evaluation tool. This self-evaluation is a tool for reflection and an opportunity to enhance knowledge through self-direction, self-assessment, and self-management. Faculty read and comment on each student's self-evaluation in writing.

Formative and Summative Evaluation

Throughout the semester, the clinical objectives are evaluated periodically, with each behavior graded as satisfactory (met) indicating that the student is making expected progress toward competency or unsatisfactory (unmet). Not observed is indicated by a N/O.

At the end of the semester, faculty evaluates the performance of each student through end-of-course behaviors per the clinical evaluation tool and may include a narrative summary. Students are scheduled for a final appointment to review their final clinical evaluation with their clinical faculty. Students have the opportunity to respond to the evaluation summary in writing.

At the final evaluation point, students receive a grade of satisfactory (as explained above) or unsatisfactory, indicating that performance is not safe or skilled when performed alone (i.e. the student requires continuous cuing and tends to focus on the technical skill of nursing and their own anxiety rather on patient needs). If a student is evaluated as unsatisfactory on any of the mandatory behaviors in the final evaluation, the student receives an overall unsatisfactory clinical grade, fails the course, and is withdrawn from the program.

III. OTHER

Other methods of evaluation are used in simulation, and the seminar courses NUR 100 and NUR 203. These include, but are not limited to, various simulations, observations, discussion board posts, case studies, research papers, and service-learning projects. Please consult the syllabi for details and specifics for each course.

GRADING

Please note the grading policy is different than that of the college. **To pass a nursing course, a student must attain a classroom grade for the semester of C+ (77) or better and a satisfactory clinical grade.** Grades are not rounded. Transcripts will reflect the associated letter grade.

Grades

A+ 97-100	A 93-96	A- 90-92	F 0-59
B+ 87-89	B 83-86	B- 80-82	
C+ 77-79	C 73-76	C- 70-72	
D+ 67-69	D 63-66	D- 60-62	

A minimum course grade of C+ (77) indicates that a student is meeting all mandatory clinical behaviors required for progression to the next course in nursing and/or graduation. The GPA is calculated per college policy.

Midterm

As per the college catalog, faculty report mid-semester grades for all students who are not meeting program requirements to the Registrar and Connections Center as an F. Students are notified of their grade by the college and are offered advisement through the Connections Center. Students who are on a clinical warning and not currently meeting their clinical objectives at midterm will be assigned a midterm grade of "F" with the registrar's office.

Clinical Failures Grading

A student who is not meeting all mandatory clinical behaviors will receive a course grade of F. A student who is not meeting all mandatory clinical behaviors due to negligent or unsafe performance will receive a course grade of F.

Dismissal

The faculty reserves the right to dismiss from the clinical setting or program at any time a student whose performance is not within established nursing practice standards of safe care.

Withdrawal Policy from Nursing Program

Students are responsible to withdraw officially if they stop attending any or all classes. Withdrawals are accepted until the tenth week of classes or its equivalent. Students may withdraw online in access Bristol Community College, in person at any Enrollment Center, and via their college e-mail to enrollmentservices@bristolcc.edu. E-mail requests must come from the student's Bristol Community College e-mail address and must include the student's name, Bristol Community College ID number, and course information (CRN and/or course and section number). E-mail from non-college accounts will not be accepted. Students using financial aid to satisfy charges may be required to return some or all funds received. Failure to comply may result in ineligibility to receive future financial assistance at any institution, collections, and intercept of income tax refunds. Students withdrawing after the third week of the semester are not entitled to a refund or reduction of charges. Contact the Enrollment Center at 774-357-2590 if you have any questions. In addition to the procedure set forth in the college catalogue, a student withdrawing from the Nursing Program should arrange for an exit interview with the Nursing Department Chairperson to discuss options.

READMISSION POLICY

Criteria for Readmission and Advanced Placement in the Nursing Program

Applicants seeking readmission to a previously "failed" or "withdrawn" nursing course must apply to the Office of Admission. Applicants must also demonstrate compliance with program requirements, including successfully passing another CORI/SORI and randomized drug screening.

The recommended deadline for application for readmission to the Nursing Program is:
October 1st for the Spring semester
April 1st for the Fall semester

Applicants must adhere to deadlines for submitting application for readmission to qualify for available spaces for NUR 102, 201, and 202. Applicants who do not meet deadlines will lose priority consideration for readmission.

Applicants who have been out of the Bristol Community College nursing program for three (3) years or less are considered for readmission. Applicants may be readmitted once to the program, including those students who have withdrawn. Applicants will be prioritized per the criteria listed below. Category is designated as a letter.

Those who withdraw or fail on the same date and within the same category will be, prioritized according to nursing grade average, at time of exit with highest grade having highest priority. Students who fail or withdraw during the first semester of freshman year only are not assigned a readmission category. These students are selected according to the college's admission criteria.

CATEGORIES FOR READMISSION

Applicants are considered for readmission as follows:

Category	Applicants who . . .
A	have completed the previous nursing course with a C+ (77) grade or better and did not enroll in the next consecutive course and/or stepped out for military leave and/or has veteran status.
B	withdrew from a nursing course with a C+ (77) average or better, meeting clinical objectives, and stepped out for military leave and/or has veteran status.
C	withdrew from a nursing course with a C+ (77) average or better, meeting clinical objectives and stepped out for medical leave (with documentation)
D	have successfully completed the LPN-to-RN Bridge course.
E	have successfully completed the LPN Challenge of Fundamentals of Nursing course.
F	withdrew from a nursing course with a C+ (77) average or better and were meeting the clinical objectives.
G	were unable to enroll in a nursing course because of failure to meet pre- or co-requisites for the course.
H	seek admission as a transfer student having attained a B- or better in all prior approved nursing courses.
I	withdrew from a nursing course before the date designated by the college for withdrawal as per the college academic calendar, with less than a C average and meeting clinical objectives OR withdrew from a nursing course with a C+ (77) average or better and were not meeting the clinical objectives.
J	withdrew from a nursing course with less than a C average meeting clinical objectives and stepped out for medical leave with documentation.
K	failed with a C (less than 77) or lower grade but were meeting clinical objectives.
L	withdrew with a C+ (77) average or better and had received a clinical warning during one previous course.
M	withdrew with less than a C+ (77) average and had received a clinical warning during one previous course.
N	withdrew with a C+ (77) average or better and were on clinical warning.
O	withdrew with less than a C (less than 77) average and were on clinical warning.
P	withdrew with a C+ (77) average or better and received clinical warnings in more than one course.
Q	withdrew with less than a C (less than 77) average and received clinical warnings in more than one course.
R	failed a nursing course with a C (less than 77) grade and had received a clinical warning prior to the semesters end.
S	failed a nursing course with a C (less than 77) grade and had received a clinical warning in one previous course.
T	failed a nursing course with a C (less than 77) grade and received an unsatisfactory clinical grade at semester end.
U	deemed unsafe in clinical or violated the nursing code of ethics.

Experience has shown that no system of categorization can cover every possible case. Therefore, the faculty reserve the right to categorize in a manner consistent with the present system, any case for which no category presently exists.

ACADEMIC INTEGRITY

Academic integrity is the keystone of teaching, learning, and assessment. Bristol Community College is committed to promoting and supporting this ideal. All students, faculty, staff, and administrators are expected to maintain a high standard of academic honesty and integrity.

The administrators at Bristol Community College also share in demonstrating and ensuring academic honesty and integrity. While recognizing that academic freedom is a fundamental right of higher education, it must be supported by academic integrity and honesty. For that reason, the College will not tolerate academic dishonesty or negligence and had established policies and procedures to ensure academic honesty and integrity are maintained and supported.

Academic Dishonesty Policy

A college community must be established on a foundation of truth and academic integrity. Bristol Community College has an obligation not only to promote these high standards of academic honesty, but also to address academic dishonesty. Academic dishonesty is demonstrated by cheating, plagiarism, and facilitating academic dishonesty.

Cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, assessments, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of quizzes, assessments, tests, examinations, or other academic material belonging to a member of the College faculty or staff. Cheating shall also include the use of, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; taking credit for work done by another person or doing work for which another person will receive credit; and/or copying or purchasing other's work or arranging for others to do work under a false name.

Plagiarism includes, but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. This would also include the material that is obtained from the computer.

Facilitating Academic Dishonesty applies to students who allow their work to be used by other students or who otherwise aid others in academic dishonesty are violating academic integrity.

Evaluating and Reporting

When a faculty member has reason to believe, and evidence to document, that a student is being academically dishonest, the faculty member may handle the matter at the course level. You may also want to discuss the issue with your department chair and/or division Dean.

If the faculty member wants to document and report an incident of academic dishonesty, the faculty member is responsible to initiate the following steps:

- Consult with the department chair and/or divisional Dean.
- Arrange for a meeting with the student to advise the student of the allegations, to present the evidence, and to make the student aware of the consequences.
- Allow the student to present evidence of innocence, explain extenuating circumstances, and/or provide relevant information.
- Report the incident to your divisional Dean using the Academic Dishonesty Report. The Dean will send a copy of the report to the Vice President of Academic Affairs who will keep it on file until the student graduates. A copy of the report and a letter explaining the due process procedures will be sent to the student.

Academic Penalties

If the faculty member determines that the student did commit an act of academic dishonesty, the faculty member has the authority to impose any of the following:

- Verbal or written warning.
- Failing grade in the quiz/assessment/exam, paper, or other assignments. A grade of zero is recommended.
- Revision of work.
- Reduction in grade.
- Withdrawal from course.
- Failing grade in course.

Academic Negligence

Academic negligence is demonstrated by failure to do assigned work or by excessive absences. A student guilty of academic negligence may be dropped from a course with a grade of "F" by the faculty member.

Due Process

The above action does not negate the students right to due process in accordance with the college grievance process. Any student who believes their rights have been violated should follow the chain of communication per the Bristol Community College Grievance Policy.

http://www.bristolcc.edu/about/policiesdisclosureslegalstatements/studentrights/studentcomplaints/

CODE OF ETHICS

The American Nurses Association (ANA) Code of Ethics for Nurses

All practitioners function under specific legal and ethical guidelines. Bristol Community College nursing program is guided by the following quoted provisions of the American Nursing Association Code of Ethics for Nurses (2015).

- The nurse practices with compassion, respect for the inherent dignity, worth, and unique attributes of every person.
- The nurse's primary commitment is to the patient, whether and individual, family, group, community, or population.
- The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
- The nurse has authority, accountability, and responsibility for nursing practice; making decisions; and take action consistent with the obligation to promote health and provide optimal care.
- The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
- The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe quality healthcare.
- The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
- The nurse collaborates with other health professionals and the public to promote human rights, promote health diplomacy, and reduce health disparities.
- The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate social justice into nursing and health policy.
- The nurse participates in the professions effort to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing.

Students shall familiarize themselves with the American Nurses Association Code of Ethics for Nurses with Interpretive Statements and shall adhere to the standards of professional behavior defined within this code. Students should conduct themselves as representatives of Bristol Community College and the nursing profession.

Review the ANA Code of Ethics for Nurses at
http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html

PROFESSIONAL CONDUCT

Clinical Agencies

Students will be assigned to a variety of experiences in numerous agencies throughout the region. **The program does not accept any clinical agency requests. Only religious or military obligations preclude the assignment. Notify the department chair immediately and provide documentation from the respective institutions.**

Students from Bristol Community College are essentially guests in these agencies for whose presence there is a predetermined purpose. This purpose should be accomplished with a minimum of disruption to the host agency or to its personnel. The presence of Bristol Community college students should result in positive gains for the agency as well as for the students.

Student responsibilities and requirements when attending clinical agencies:

- Promptness is expected of all students reporting for clinical experiences. Assigned simulation and laboratory times are also considered a clinical experience. Promptness means at least five (5) minutes before assigned time unless otherwise specified.
- If necessary to congregate in groups while in clinical areas, be certain that the group does not become noisy, does not loiter, nor does it occupy space needed by the agency personnel to perform their ordinary duties.
- Students are responsible for their own transportation to all clinical assignments. Parking spaces at clinical agencies is limited. Students may find it convenient to use a carpool system in order to avoid competing for the few available spaces. Observe the parking rules of the agency; avoid infringing on space designated for hospital staff.
- Instructors will discuss the lines of communication appropriate to each clinical agency. Adherence to the channels will create a harmonious environment and will additionally enhance your learning opportunities.
- The Bristol Community College no smoking policy extends to clinical hours. The no smoking policy extends to marijuana and vaping.
- All general rules of the agency (example: dining room hours) are to be observed. When in doubt, do not hesitate to bring questions to the instructor.
- Written preparation for clinical assignments must be completed and validated by the instructor before giving nursing care. Failure to do so may result in the student being dismissed for the day.

Program Requirements

Each clinical evaluation form contains a section labeled "Program Requirements." There behaviors represent measures of professional competency and are required of all students in all nursing courses.

Specific program requirements are as follows:

- Attends all required clinical actives.
- Reports to the correct place at the specified time.
- Adheres to specified procedure for reporting absences or tardiness (described in clinical orientation).
- Initiates conference concerning make-up experience immediately upon return from absences.
- Submits written assignments at specified times.
- Adheres to the uniform policy.

Attendance

Students are expected to attend ALL regularly scheduled classes and skills laboratories. Attendance will be recorded in all classes. The student's attendance record is maintained for reference purposes. It is standard practice for prospective employers to request an evaluation of the job applicant's attendance record. Please refer to the syllabus for further information particular to your course.

In order to meet the course objectives, clinical attendance is mandatory. One absence can be made up by the use of alternate experiences planned with the clinical instructor to meet the clinical objective. Any student identified as not meeting clinical objectives due to absences will be presented to the department. Full faculty will determine if a make-up experience is possible to meet the objectives.

During clinical orientation, faculty will explain the policy for reporting clinical absence. Students are required to notify their clinical instructor of any clinical absence before, or within one hour of the planned start of the experience. We realize at certain times absence may be unavoidable. The student is responsible for the content missed during the absence.

All requirements must be met prior to semester end. Any student who has not made up a clinical absence will be considered as not meeting the course objectives and will receive an "unmet" performance evaluation at the semesters end.

Electronic Devices

There will be no cell phones, pagers, earphones, or other electronic devices allowed during assessments, other than an approved calculator. No earphones will be allowed during class. Only electronic devices approved for the utilization of course material or note taking will be allowed during face-to-face lectures.

Intellectual Property

Students may not record, photograph, or reproduce intellectual property without permission from the individual faculty. Assessment reviews may not be recorded.

Civility

In order to create an effective learning environment, and to teach and reinforce effective employment behavior, student classroom and clinical behavior will mirror what would be expected within the work environment. Students are expected to comply fully with the College Rules and Regulations outlined in the Bristol Community College Student Handbook.

Disruptive behavior such as the following in unacceptable: engaging in side conversations during class, using a cell phone, using inappropriate language (cursing), threatening violence, engaging in physical or verbal abuse, or any other activity that would be considered inappropriate in the workplace.

Civility and professional behavior also extend to the online environment and social media, including Facebook Instagram, SnapChat, TikTok, etc. Please review the National Council of State Boards of Nursing Social Media Policy white paper entitled A Nurses Guide to Social Media and associated video. These are posted to the nursing community page. The student is required to sign the social media attestation yearly.

Proper network etiquette, referred to as "netiquette," is also a required expectation. Proper netiquette includes respectful and thoughtful electronic communications. When sending e-mails, a brief explanatory subject line should be included. E-mails should be written in a professional manner, and address the recipient as Dr., Professor, etc. Classroom discussion board postings must also be respectful and professional. The use of all uppercase letters is discouraged as this suggests anger or yelling. View the Bristol Community College Netiquette Practice Guidelines at http://dl.bristolcc.edu/wiki/images/a/a6/Netiquette.pdf.

Creating a negative culture is also a violation of civility as it disrupts the teaching-learning environment. Gossip, rumors, slanderous and/or derogatory communication are not attributes of professionalism which is an essential nursing competency. It is expected that respectful lines of communication amongst students and faculty be used to resolve conflicts, to clarify, and to verify.

Violations of civility may be referred to the Vice President of Student Services for appropriate disciplinary action or may result in dismissal from the course/program. The faculty reserve the right to dismiss students based upon violation of civility since any violation is considered evidence of failed professional competency.

UNIFORM REGULATIONS

- A clean, pressed uniform is required daily. Uniforms are to be worn during all laboratory and clinical experiences unless otherwise specified.
- It is required that the uniform be freshly laundered before each wearing.
- Any make-up should be subtle in color and applied lightly. Heavy make-up or extreme colors are inappropriate.
- Hair must be under control at all times and not extreme in style or color. Hair should be styled to be off the collar. Plastic hair clips and white or neutral color bands are allowed.
- Students should be neatly barbered.
- Fingernails should be manicured and short. Nail polish is not allowed. The Centers for Disease Control (CDC) and The Joint Commission (TJC) regulations do not allow artificial nails, wraps, extenders, etc.
- One pair of small stud earrings (one in each lobe) is permitted. No other visible body jewelry or piercings will be allowed. No facial or tongue piercings are permitted per CDC and TJC regulations.
- Shoes should be designed to provide good support and kept clean and polished at all times. Open-back and open-toed shoes are not allowed. All white, leather-like athletic shoes are acceptable.
- All fragrances (perfumes, lotions, aftershave) are not allowed.
- No rings, with the exception of a plain, metal wedding band, will be worn.
- Sweaters and lab coats are never to be worn when providing direct patient care. Lab coats are not to be worn when out in public.
- Visible tattoos should be covered per agency protocol.
- Agency identification badges should be worn as directed. These must be returned per agency policy.
- No cellular phones, pagers, etc. are to be carried while in the clinical setting.
- Students are required to adhere to the agency dress code policies.
- All students are required to purchase a designated Bristol Community College Nursing Program uniform. Uniforms are worn only in Bristol clinical agencies. A Bristol Community College Nursing patch is to be attached on the left sleeve of the top. Lab coats are optional.

- Wear a name pin when in uniform, with laboratory coat, or when designated by faculty. Students must use their legal name for all hospital and/or facility related documents, including the name pin. The pin is to be ordered at the time you are measured for uniforms, and should be lettered as follows:

Jordan P., Student Nurse
Bristol Community College

- White nylons or white socks may be worn with pants. White shoes or all white leather-like athletic shoes may be worn. Clean, plain, short-sleeved white T-shirts may be worn under the uniform top. No logos may be visible.

- All students must be equipped with:

    - Black pen (erasable and/or felt pens are not allowed)
    - Bandage scissors
    - Watch with a second hand
    - Small writing pad for notes
    - Protective eyewear
    - Stethoscope
    - Blood pressure cuff
    - Pen light

- Laboratory Supplies

    - First year students may be required to purchase a NursePak, available in the bookstore.

    - Second year students may be required to purchase Add-On NursePak, available in the bookstore.

REQUIREMENTS FOR CONTINUED ENROLLMENT

Nursing students will be placed in a variety of health care settings. Each agency has requirements which the student must fulfill before they are allowed placement. This list may include, but is not limited to, the following: physical examination, immunizations, agency-specific orientation, CORI, SORI, and drug screening. Progression and mandatory clinical placements in the nursing program are contingent on meeting all agency requirements. If a student is denied placement by the agency for any reason, including a positive drug screen or CORI report, the nursing program is not responsible for providing alternative clinical placements.

Failure to meet the following moral and/or legal requirements of that agency will mean the clinical objectives of the course cannot be met and the student will automatically receive a failing grade of F and be dismissed from the program.

CONTINUED PROGRAM ENROLLMENT IS CONTINGENT UPON ONGOING FULFILLMENT OF THE FOLLOWING REQUIREMENTS I-VII

I. Good Moral Character

Per the Good Moral Character (GMC) policy of the Massachusetts Board of Registration in Nursing, 2013: "GMC must be demonstrated by reliable evidence of good conduct." Examples of such include:

- honesty,
- trustworthiness,
- integrity,
- accountability,
- reliability,
- distinguishing between right and wrong,
- avoidance of aggression to self and others,
- taking responsibility for one's own actions and similar attributes found relevant by the Board.

"The absence of the attributes of GMC is most often demonstrated by certain conduct. Such conduct includes hostile or destructive conduct to another or to self and conduct that demonstrates a disregard for the welfare, safety or rights of another or disregard for honesty, integrity, or trustworthiness. Examples of such conduct include the conduct underlying certain criminal convictions and disciplinary actions taken by a licensure/certification body in another jurisdiction."

To be eligible for licensure in Massachusetts, graduates must complete all program requirements for graduation, present satisfactory evidence of "Good Moral Character" as defined by the Massachusetts Board of Registration in Nursing, located at https://www.mass.gov/service-details/good-moral-character-requirements-for-nursing-licensure, and pay the required licensure fees. An applicant who has been convicted of a crime should obtain from the program a copy of the Board of Registration information sheet for applicants with

previous court records. Eligibility for licensure is decided by the Massachusetts Board of Registration in Nursing. Any student who has been convicted of a crime, or has a case that is "pending" is advised to seek information from the nursing program and from the Massachusetts Board of Registration in Nursing.

II. Criminal Offender Record Information (CORI) and Sexual Offender Registry Information (SORI)

As a prerequisite for clinical placement in the nursing program, all students must undergo a Criminal Offender Record Information (CORI) check and a Sex Offender Registry Information (SORI) check. These checks are required due to potential unsupervised contact with children, the disabled, or the elderly during a clinical experience. Students found to have certain criminal convictions or pending criminal actions will be presumed ineligible for clinical placement. Progression and mandatory clinical placements are contingent on a "no report" CORI check result. Clinical agencies may independently perform CORI checks on students and do not have to accept a student with a CORI report indicating that an offense exists. The nursing program is not responsible for alternative clinical placements for students who cannot be placed in an agency related to a CORI offense report. Students have an obligation to inform the Associate Dean of Nursing if any legal issues arise, while in the program, that are reportable to a CORI.

The College is authorized by the Commonwealth's Department of Criminal Justice Information Services pursuant to Massachusetts General Laws, Chapter 6, Sections 167-178B, to access CORI records. Sex offender checks shall be performed pursuant to Massachusetts General Laws, Chapter 6, Sections 178C-178P. For more information, please see https://www.mass.gov/service-details/good-moral-character-requirements-for-nursing-licensure.

For more information regarding the College's CORI/SORI check process, please contact the Human Resources Department at 508-678-2811, ext. 2194.

III. Health Requirements

Upon Admissions or Readmission/First Year Student Requirements:

A physical examination, hepatitis B immunization (3-part or 2-part series), hepatitis titer, Mantoux test, influenza and other immunizations as required by the Department of Public Health are mandatory **prior to** entering the nursing program.

All verification of admission health requirements are required by **June 1st** for traditional students starting in a Fall semester, by **August 1st** for LPN Bridge and Fall readmission students, and by the Friday **prior** to the first day of classes for LPN Challenge and Spring readmission students. This will be submitted via e-mail to AllOne Health. Students who do not meet the health requirements or submit the required forms by the deadline will lose their admission seat.

All attestation sheets located in the Appendices section of this handbook (Nursing Handbook, Functional Abilities, Social Media, and Nursing Arts Lab) should be submitted yearly to the Nursing Office in C109 by **July 1st**.

All Students (First and Second Year and Readmission Requirements)

ALL nursing students are required to have yearly tests for tuberculosis (Mantoux test). Students must test free from TB. Documentation must be submitted to AllOne by **September 1st**.

ALL nursing students are required to have a year influenza vaccine* by September 1st. Documentation must be submitted to AllOne by **September 1st**.

**Note: Students who do not submit the above forms by the deadline will not be able to start clinical and may lose their placement in the nursing program.*

IV. Professional Liability Insurance

All students enrolled in the nursing program will be required to carry the College's professional liability coverage. This fee is reflected on your tuition bill must be paid through Student Accounts.

V. CPR Certification

All students must be trained in Basic Life Support for Healthcare Providers (BLS) by the American Heart Association. Any student who is admitted to NUR 101 or readmitted to NUR 102, 201, or 202 must present, on entry to the course, evidence of BLS training that is valid until the completion of the program. A valid CPR card must be submitted to AllOne Health by **June 1st** for enrolled students starting in a Fall semester, by **August 1st** for LPN Bridge and Fall readmission students, and by the Friday **prior** to the first day of classes for LPN Challenge and Spring readmission students. Note: the only acceptable BLS preparation is the American Heart Association course for Healthcare Providers.

VI. Drug Screening

This random drug screening will assess for the presence of drugs including, but not limited to, barbiturates, cocaine, and marijuana, and must be administered under a chain of custody by a qualified and certified laboratory. Once the student's date for screening is chosen, the student has 48 hours to comply.

Please be advised that despite Massachusetts law that permits the use of medical marijuana and the possession, use, distribution, and cultivation of marijuana in limited amounts, any possession, use, distribution, or cultivation of marijuana remains prohibited under College policy pursuant to federal law. Further, any student who tests positive for marijuana will be ineligible for clinical placement. Please refer to the College's Student Handbook for the College's complete Marijuana Policy.

All drug screening results will be sent to the Vice President of Human Resources and Affirmative Action, in a sealed envelope marked "confidential." Students will only be notified of their results if positive by the designated person from Human Resources.

The screening is done twice during the program, or as needed during the semester. Any student admitted or readmitted to the program must submit the drug screen form and pay the drug screening fee. Appointments for drug screening will be made by designated Bristol Community College staff.

VII. Functional Abilities

Nursing is a practice discipline, with cognitive, sensory, affective, and psychomotor performance requirements. The functional eligibility requirements for participation in the nursing program are essential for the delivery of optimal and safe patient care and are consistent with the Massachusetts 244 CMR 3.02 Nurse Practice Act found at https://www.mass.gov/doc/244-cmr-board-of-registration-in-nursing-244-cmr-300-registered-nurse-and-licensed-practical/download. Students enrolled in the nursing program should be prepared to meet the standards established by the following physical and mental criteria. All students must complete an attestation form verifying they meet this criteria at the beginning of each year (Appendix). If a student experiences an

injury or change in this criteria within the year, a new attestation form is required to re-enter the clinical setting as well as a note from a healthcare provider granting clearance.

Criterion: Analytical and Critical Thinking

The ability to understand, apply, analyze, and evaluate information. Examples include:

- Comprehend written, verbal, and electronic information in English.
- Assess the patient's psychological, physiological, and social status.
- Interpret cause-effect relationships in clinical situations.
- Plan and prioritize nursing care.
- Evaluate patient outcomes.
- Calculate math for safe medication administration.

Criterion: Communication

The ability to effectively interact with others using verbal, non-verbal, written, and electronic communication. Examples include:

- Speak, comprehend, read, write, and type in English in a clear and understandable manner.
- Establish and maintain effective working relations with peers, faculty, patients and families, and healthcare teams.
- Respect social, cultural, ethnic, and gender differences.
- Correctly convey and interpret body language.
- Observe, assess, and recognize facial expression and emotion needed to detect and interpret data.
- Negotiate interpersonal conflict(s).
- Teach and convey information in an accurate and effective manner.
- Convey information to others verbally, in writing, and/or electronically in an accurate, timely, professional and comprehensive manner.

Criterion: Emotional Stability

The ability to monitor one's own emotions and assume responsibility and accountability for one's own actions. Examples include:

- Emotional stability/maturity to accept constructive feedback.
- Support patients during times of stress.
- Adapt to changing situations and emergency conditions while maintaining emotional control.
- Cope with strong emotions and physical outburst of patients while remaining calm.
- Focus attention on patient needs despite distractions, interruptions, and multiple demands.
- Accept constructive feedback and accept responsibility for one's own actions.
- Ability to work effectively under stressful conditions.

Criterion: Physical Ability

The ability to demonstrate physical agility and swiftness of movement, and perform gross and fine motor skills.

- The ability to sustain physical endurance necessary to provide safe and effective nursing care.

Examples:

- Perform cardiopulmonary resuscitation (CPR).
- Move in confined spaces.
- Maintain balance in multiple positions.
- Reach below waist and above shoulders.
- Mobility of the neck and back to permit sitting and standing and the agility to bend at the waist and squat, using proper body mechanics, to perform a variety of patient care activities.
- Climb and descend stairs.
- Provide safe and therapeutic positioning and transferring of patients.
- Transfer patients who may require physical assistance.
- Move quickly in emergency situations in patient care settings.
- Stand/walk for extended periods without rest.
- Push, pull, lift, or support a minimum of 25 pounds without assistance.
- Use of manual dexterity to provide patient care, manipulate and operate equipment, and prepare and administer medications.
- Grasp, pinch, squeeze, and manipulate fine equipment.

Criterion: Sensory Ability

The ability to accurately perform auditory, visual, tactile, and olfactory assessments necessary to monitor and determine health needs.

Examples:

- Hear and understand monitoring devices, alarms, and emergency signals.
- Hear and understand spoken words and faint voices.
- Hear and understand faint body sounds (e.g. heartbeats, blood pressure, lung and abdominal sounds).
- Accurately prepare and administer oral, injectable, and intravenous medications.
- Visual acuity sufficient to reading fine print on medication labels and equipment.
- Assess a patient within a distance of 10 feet by way of visual, olfactory, or aural acuity.
- Use depth perception adequately.
- Palpate during physical exam (e.g. pulses, temperature, masses, lesions, etc.).
- Detect body odors.
- Detect smoke, gases, or noxious smells.

DISABILITY SERVICES

Bristol Community College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Office of Disability Services coordinates and providers accommodations for students with documented disabilities at the Fall River, New Bedford, and Attleboro campuses. OSD Learning Specialists coordinate accommodations and support services to promote equal access to education and college life.

Students must register with the Office of Disability Services each semester in order to activate accommodations. Requests for services should be made at least two weeks in advance. However, note that some accommodations require additional time. Please allow up to six weeks for the arrangement of interpreting services. Accommodations are based on the individual and require medical and/or diagnostic documentation.

Students may contact the Office of Disability Services to arrange for appropriate accommodations by calling 508-678-2811 (Fall River extension 2955; New Bedford extension 4011) or by stopping by L109. You may also contact the Office of Disability Services online at http://www.bristolcc.edu/students/disabilityservices/

EARLY ALERT/CARE TEAM

Early Alert is an intervention system designed to help faculty and staff identify and provide support and interventions to students who are experiencing challenges and/or are at risk of failing. If you are facing challenges that may affect your performance in the course, we urge you to contact your professor or nursing advisor, if you are comfortable doing so. This will enable us to make a referral to Bristol's Early Alert/CARE Team that can provide many available resources to you. The CARE Team (Concern-Assessment-Referral-Evaluation) will reach out and connect with identified students of concern, as appropriate. Your well-being and success is our top priority.

OCCUPATIONAL HAZARD

All students may be exposed to occupational hazards unknown to them in the clinical setting. Therefore it is the students' responsibility to communicate any situations that warrant alternative clinical experiences. Confidentiality and privacy rights will be maintained. Students who know they are pregnant or immunosuppressed should communicate this fact to their instructors at the beginning of each rotation. Once informed, the instructor will approach the appropriate personnel regarding institutional protocol for pregnant or immunocompromised individuals in the area to which the student has been assigned. If a student must be excluded from an area or experience based on institutional protocol the instructor will meet with the student to design a mutually acceptable experience that meets clinical objectives. During a rotation, when entering any new areas such as the operating room, emergency room, radiology, oncology, etc. students should inform the person in charge about their pregnancy and/or immunosuppression.

This policy is based on the following premise:

- Most students do not know they are pregnant for the first month of pregnancy.
- The majority of students are of childbearing age.
- Risk of hazard for a short-term contact may not be the same as that of a hospital employee assigned to a specific area for a long period of time.
- The hazard may be of equal significance to males as to females.
- Students may be immunosuppressed for a variety of reasons.

It was found through a review of policy in the area hospitals that the only mechanism for protection of pregnant women from occupational hazards is through verbal, informed consent except in the radiology department where an "Occupations Exposure to Embryo/Fetus" form is voluntarily used to declare pregnancy.

Nursing Education Transfer Compact

The NETC is a positive and pragmatic strategy towards the goal for 66% baccalaureate prepared nurses by 2020 that acknowledges the vital place of the Associate Degree Nursing program within the state. In doing so, the credibility and value of Bristol Community College nursing program is directly supported. The overall outcome of this compact will promote opportunity and diversity in the nursing profession while underscoring the need for need graduates of Bristol Community College to further their education. It is expected that program outcomes will also be sustained through this seamless transition.

The Bristol Community College nursing program is a participant of the Nursing Education Transfer Compact (NETC).

Nursing Compact Agreement: Final Motion

Nursing Education Transfer Policy: Executive Summary

The Nursing Education Transfer Compact has five goals:

1. Create a seamless, cost-effective, timely and transparent pathway for students to progress from community college Associate Degree in Nursing (ADN) programs to the Bachelor of Science in Nursing (BSN) degree at a state university of UMass.
2. Make the process of transferring credits from the AND to the BSN transparent for students and administrators and mitigate the need for inter-campus articulation agreements between public two- and four-year nursing programs.
3. Reduce the overall time for transfer students to complete the BSN.
4. Eliminate any unnecessary duplication of coursework, thereby reducing costs from students.
5. Rationalize curriculum pathways among the community colleges and state universities and UMass to clarify course selection.

To facilitate these goals, the Nursing Education Transfer Compact has seven primary attributes:

1. BORN-approved ADN degree programs require a maximum of 72 credits.
2. All courses earned as part of BORN-approved public ADN degree program will transfer, without time restriction*, as a body of knowledge and practical experience that is prerequisite to NCLEX licensure, to any upper-division nursing program at a state university or the Universities of Massachusetts.
3. The 34-credit MassTransfer General Education Block may be completed at the community college and these credits will transfer to address the general education requirements of any upper-division nursing program at a state university or UMass.
    a. Community Colleges must indicate the completion status of the MassTransfer General Education Block on the transcripts of students seeking to enroll in an upper division nursing program.
    b. At the discretion of the receiving institution, two courses may be required to fulfill the general education requirements.*
4. A maximum total of 128 credits will be required to earn the RN-BSN degree, unless additional specific course work in the major is required of all RN-to-BSN students at the receiving institution.
5. The post-transfer course work required for completion of the RN-to-BSN degree includes: upper-division nursing courses, related major courses and any electives that may be needed to meet minimum degree and residency requirements of the receiving institution.

6. The minimum GPA for admission to the BSN program is determined by each public higher education institution. Students who meet the institutions minimum GPA and have a GPA of 2.75 or higher receive the following benefits:
    a. No application fee
    b. No application essay
    c. Preferential admission to the RN/BSN program based on availability
7. A prior bachelor's degree earned from a regionally accredited public 4-year institution qualifies as meeting the general education requirements in a BSN program at a state university or UMass nursing program (University of Massachusetts Donahue Institute, 2015, p. 3-4)

Program Articulations

Articulation agreements are in place with institutions that offer a Bachelor of Science Degree in Nursing

- University of Massachusetts at Dartmouth: Dartmouth, MA
- Fitchburg State University: Fitchburg, MA
- Framingham State University: Framingham, MA
- Laboure College: Dorchester, MA
- Curry College: Milton, MA
- Chamberlain University: Township, NJ
- Emmanuel College: Boston, MA
- Rivier University: Nashua, NH
- Salve Regina University: Newport, RI
- Southern New Hampshire University: Manchester, NH

More information is available from the Bristol Community College Nursing Associate Dean and Program Chair, the Bristol Community College Transfer coordinator, and the college website.

APPENDICES SECTION: FORMS

Clinical Evaluation Tool: NUR 101

Clinical Evaluation Tool: NUR 102

Clinical Evaluation Tool: NUR 201

Clinical Evaluation Tool: NUR 202

Clinical Warning Form

Student Withdrawal Form

Functional Abilities Essential for Nursing Practice Attestation Form

Report of Physical Examination

Incident Report Form

Handbook Attestation Form

Social Media Attestation Form

Waiver of Liability Form

Nursing Arts Laboratory Attestation Form

Clinical Lab Formative Evaluation Tool

BRISTOL COMMUNITY COLLEGE

NUR 101 Clinical Evaluation

Name _____ Semester/Year _____

Clinical Facility _____ Faculty _____

Through the NUR 101 End-of-Course Behaviors, students demonstrate achievement of student learning outcomes and associated course objectives and role competencies. To earn a satisfactory (S) clinical grade in NUR 101, a student must demonstrate satisfactory performance in all mandatory behaviors as described in the NUR 101 Clinical Evaluation Form and must maintain satisfactory performance in all mandatory behaviors and in all program requirements. A student who does not meet the specified criteria for satisfactory clinical performance will receive an unsatisfactory evaluation.

Provider of Care			
Role competency: Evidence Base Practice; Scientific Knowledge, Critical Thinking ; Clinical Reasoning; Safety, Communication, Patient Centered Care			
Assessing health status and patient responses	Met	Unmet	N/O
Initial data collection is complete before care is to be given, utilizing a faculty-designed tool.			
Assesses patient's overt verbal communications by listening attentively and accurately interpreting messages.			
Assesses obvious covert (nonverbal) communications of patient by observing behavior, interpreting messages, and validating with faculty.			
Identifies overt situations in which a patient needs information to meet basic needs.			
Collects additional data related to patient's health status and responses from family, significant others, health team members,			
Collects additional data related to patient's ability to meet basic needs from chart, nursing care plan, and Kardex.			
Reviews written and electronic: chart, nursing care plan			
Assesses written communications of faculty and primary nurse by accurately reading and interpreting messages.			
Assesses obvious covert (nonverbal) communications of faculty and primary nurse by observing behavior, interpreting messages, and validating with faculty.			
Records on a data base and verbally communicates patient assessments accurately and promptly.			
Utilizes correct written formats and clear verbal communications to accurately and promptly describe patient assessments.			

Analyzing collected data and formulating nursing diagnoses.	Met	Unmet	N/O
Analyzes and interprets data using knowledge base and additional resources such as related literature.			
Analyzes and interprets collected data relating to ability to meet basic needs utilizing knowledge base, course materials (i.e. texts, handouts, etc.), and materials from co-			
Identifies patient's unmet basic needs			
Identifies unmet basic needs of patients when threatened by simple homeostatic deviances.			
Planning nursing care	**Met**	**Unmet**	**N/O**
Designs an individual nursing care plan, which is based on, identified nursing diagnoses, reflecting the patient's physiological, psychosociocultural, ethical, and developmental needs and strengths.			
Plans nursing interventions, which are evidenced based, on established nursing practice standards and protocols as well as patient preference.			
Describes nursing interventions, which address actual nursing diagnoses of patients threatened by simple homeostatic deviances.			
Interventions are based on established nursing practice standards as described in course materials.			
Intervention are supported by scientific rationales.			
Interventions are designed for the adult's developmental level.			
Establishes priorities of care based on Maslow's Hierarchy of Need.			
Assists the patient, family, significant others and health team members to formulate patient-centered goals of care which are directed toward maintaining or restoring homeostasis.			
Identifies short-term, nurse-centered goals of planned interventions directed toward maintaining homeostasis.			
Implementing the plan of care	**Met**	**Unmet**	**N/O**
Provides care based on identified priorities and established nursing practice standards and/or protocols.			
Implements the nursing care plan, following validation with faculty, by giving safe nursing care, which is based on, established nursing practice standards.			
Organizes care by anticipating and collecting needed equipment and supplies.			
Provides care, which maintains and promotes the physical and psychological safety of the patient.			
Implements basic physical and psychological safety measures in accordance with established standards of care.			

Participates in the implementation of medical regimens by preparing and assisting the patient undergoing diagnostic and/or therapeutic procedures and providing follow-up care.			
Assists the patient to maintain or regain the ability to meet the following basic needs: oxygenation, hydration, nutrition, involuntary regulation, elimination, safety, comfort, activity, communication, sensation, self-esteem, independence, and hygiene.			
Prevents, detects, and/or treats the predictable untoward physiological and psychological responses of patients with simple homeostatic deviances, under faculty direction.			
Participates within the policies of the clinical facility, regarding emergencies.			
Initiates basic life support measures when changes in the patient's health status or responses indicate a threat to life.			
Participates, as described in the clinical orientation, within the policies of the clinical facility regarding emergencies.			
Communicates with patients, families, significant others, and health team members within the organizational and professional framework while maintaining patient confidentiality			
Implements verbal and nonverbal communication modalities when interacting with patients, families, significant others, and health team members			
Introduces self.			
Converses with patients regarding care-related activities.			
Reports clearly and accurately to faculty and primary nurse.			
Communicates interventions and evaluation accurately using verbal, written, and electronic means, according to organizational framework.			
Utilizes correct written formats and clear verbal communications to accurately and promptly describe interventions and evaluations.			
Implements teaching approaches distinctive to patient's language, culture, as well as patient's cognitive and developmental levels.			
Explains planned nursing care clearly and simply to the patient.			
Collaborates with other health team members to formulate plans for the implementation of therapeutic regimens and for discharge.			
Observes interactions between patient and other health team members.			
Evaluating the plan of care	**Met**	**Unmet**	**N/O**
Evaluates effectiveness of NCP and appropriateness of priorities for **each** patient.			

Evaluates the effectiveness of the nursing care plan by assessing overt behaviors and changes, which indicate patient responses to planned interventions.			
Evaluates the effectiveness of the nursing care plan by validating assessment with faculty.			
Participates with patient, families, and significant others, and health team members to evaluate progress toward achievement of patient-centered goals			
Evaluates the relevance of the identified short-term, nurse-centered goals of planned interventions.			
Revises NCP and priorities for each patient based on changes in patient's health status or responses.			
Revises planned interventions, after validation with faculty, based on the assessed changes in patient's health status or responses.			
Manager of Care			
Role Competency: Teamwork and Collaboration			
Is accountable for nursing care given by self and/or delegated to other health team members.			
Describes the scope of practice of an associate degree nurse and of a nursing student.			
Defines concept of accountability.			
Accepts accountability for the delivery of nursing care to assigned patient.			
Uses established lines of communication with the clinical faculty to accomplish goals related to the delivery of patient care.			
Uses the established lines of communication within the clinical facility, as described in clinical orientation, to accomplish goals related to the delivery of patient care.			
Seeks assistance from other members of the health care team in addressing patient problems that are beyond her/his knowledge and experience or scope of practice.			
Summarizes roles and functions of members of health team.			
Maximizes the use of resources in the management of patient care.			
Collects the equipment and supplies needed to provide care in a cost-effective manner.			
Interacts with other members of the health team in a collegial manner.			
Participates in group activities involving peers and faculty by listening attentively and contributing to the discussion.			
Member Within the Discipline of Nursing			
Role Competency: Professionalism, Leadership			

Practices in accordance with established legal and ethical standards.			
Practices in accordance with established HIPAA laws .			
Protects patient's privacy and confidentiality as described in the patient's Bill of Rights and HIPAA.			
Identifies patient's rights and acts as patient advocate.			
Provides care, which protects patient's rights as described in the patient's Bill of Rights.			
Participates in self-evaluation and selects resources and activities for continued development of own nursing practice.			
Examines own performance to identify strengths and areas for continued development.			
Utilizes resources and activities for learning selected from among those made available and/or suggested by faculty or college.			
Participates within the policies of the clinical agency to provide care for patients.			
Conforms to the policies and/or procedures of the clinical facility for providing care to patients.			
Advocates for the modification of policies and nursing protocols, which may be detrimental to patient well-being.			
Utilizes the agency's resource manuals, which govern standards of care.			
Participates within a delegated and structured role in research activities.			
Program Requirements	**Met**	**Unmet**	**N/O**
Attends all required clinical activities.			
Reports to the correct place at the specified time.			
Adheres to specified procedure for reporting absences or tardiness.			
Initiates conference concerning make-up experience immediately upon return from absence.			
Submits written assignments at specified times.			
Prepares NCP before preconference and revises NCP as specified in nursing process class			
Completes and submits observation guides.			
Prepares for clinical conferences as directed.			
Participates verbally in group activities.			

Adheres to uniform regulations as specified in Nursing Student Handbook.			
Demonstrates courtesy and self-control in interactions with others.			
Conforms to principles of veracity and academic honesty.			
Maintains code of conduct according to Bristol Community College student handbook.			
Demonstrates knowledge of math functions and conversions necessary to safely administer medications by successfully passing the Drug Dosage Calculation assessment within three (3) attempts.			

Summary of Clinical Performance

Strengths

Areas for Continued Development

Student response/comment (optional):

I have read the clinical evaluation: Student/Date_____

A satisfactory clinical performance indicates that the student has met all the mandatory clinical behaviors of the course.

Satisfactory_____ Unsatisfactory _____

Faculty /Date _____

BRISTOL COMMUNITY COLLEGE

NUR 102 Clinical Evaluation

Name _____ Semester/Year _____

Clinical Facility _____ Faculty _____

Through the NUR 102 End-of-Course Behaviors, students demonstrate achievement of student learning outcomes and associated course objectives and role competencies. To earn a satisfactory (S) clinical grade in NUR 102, a student must demonstrate satisfactory performance in all mandatory behaviors as described in the NUR 102 Clinical Evaluation Form and must maintain satisfactory performance in all mandatory behaviors and in all program requirements. A student who does not meet the specified criteria for satisfactory clinical performance will receive an unsatisfactory evaluation.

Provider of Care			
Role competency: Evidence Base Practice; Scientific Knowledge, Critical Thinking ; Clinical Reasoning; Safety, Communication, Patient Centered Care			
Assessing health status and patient responses	**Met**	**Unmet**	**N/O**
Assesses patient to obtain data related to her/his health status and responses including verbal and nonverbal communications, and need for information.			
Assesses patients to collect data related to present and past health status and responses as they affect the ability of patients within the growing family to meet developmental needs.			
Assesses patient's overt verbal communications by listening attentively and accurately interpreting messages.			
Assesses obvious covert (nonverbal) communications of patients by observing behaviors, interpreting messages, and validating with faculty.			
Identifies overt situations in which a patient within the growing family needs information to meet developmental needs.			
Assesses patients to collect data related to present and past health status and responses as they affect the ability of patients within the growing family to meet developmental needs. Initial data collection is done on the day before care is to be given (pediatric component) or on the day care is to be given (maternity component), utilizing a faculty designed tool.			
Collects additional data related to patient's health status and responses from family, significant others, health team members, health agency records, and other available resources.			
Collects additional data related to the ability of patients within the growing family to meet developmental needs. Collects this data from chart, nursing care plan, Kardex, family, and health team members.			
Reviews written and electronic: chart, nursing care plan, and Kardex before giving care and at intervals designated by faculty.			
Assesses written communications of faculty and primary nurse by accurately reading and interpreting messages.			

Assesses obvious covert (nonverbal) communications of family, faculty, and primary nurse by observing behaviors, interpreting messages, and validating with faculty.			
Records on a database and verbally communicates patient assessments accurately and promptly.			
Utilizes correct written formats and clear verbal communications to accurately and promptly describe patient assessments.			
Analyzing collected data and formulating nursing diagnoses.	**Met**	**Unmet**	**N/O**
Analyzes and interprets data using knowledge base and additional resources such as related literature.			
Analyzes and interprets collected data relating to ability to meet developmental needs utilizing knowledge base, course materials (i.e. texts, handouts, etc.), and materials from pre- and co-requisite courses.			
Identifies patient's unmet basic needs.			
Identifies unmet developmental needs of patients within the growing family when threatened by homeostatic deviances.			
Formulates a list of statements describing unmet needs as at risk for, and actual health problems/nursing diagnoses.			
Formulates a list of statements describing actual and potential nursing diagnoses of patients within the growing family when threatened by homeostatic deviances.			
Planning nursing care	**Met**	**Unmet**	**N/O**
Designs an individual nursing care plan, which is based on identified nursing diagnoses, reflecting the patient's physiological, psychosociocultural, ethical, and developmental needs and strengths.			
Plans nursing interventions, which are evidenced based, on established nursing practice standards and protocols as well as patient preference.			
Describes nursing interventions, which address actual nursing diagnoses of patients threatened by simple homeostatic deviances.			
Interventions are based on established nursing practice standards as described in course materials.			
Intervention are supported by scientific rationales.			
Interventions are designed for the child's or adult's developmental level.			
Establishes priorities of care based on Maslow's Hierarchy of Needs.			
Selects the four highest priorities of care based on Maslow's Hierarchy of Needs.			
Assists the patient, family, significant others and health team members to formulate patient-centered goals of care which are directed toward maintaining or restoring homeostasis.			
Identifies short-term, nurse-centered goals of planned interventions directed toward maintaining homeostasis.			
Utilizes standardized teaching guides to provide basic and developmental needs information to patients within the growing family.			
Implementing the plan of care	**Met**	**Unmet**	**N/O**

Provides care based on identified priorities and established nursing practice standards and/or protocols.			
Implements the nursing care plan, following validation with faculty, by giving safe nursing care, which is based on, established nursing practice standards.			
Organizes care of up to two (2) patients to complete assignment within specified time.			
Provides care which maintains and promotes the physical and psychological safety of the patient			
Practices, explains, and demonstrates principles of accident prevention using anticipatory guidance when caring for patients within the growing family.			
Participates in the implementation of medical regimens by preparing and assisting the patient undergoing diagnostic and/or therapeutic procedures and providing follow-up care.			
Assists the patient to maintain or regain the ability to meet the following basic needs: oxygenation, hydration, nutrition, involuntary regulation, elimination, safety, comfort, activity, communication, sensation, self-esteem, independence, and hygiene.			
Assists patients within the growing family, under faculty direction, to maintain or regain the ability to meet developmental needs when threatened by homeostatic deviances.			
Prevents, detects, and/or treats the predictable untoward physiological and psychological responses of patients within the growing family, under faculty direction.			
Initiates basic life support measures when changes in the patient's health status or responses indicate a threat to life.			
Participates, as described in the clinical orientation, within the policies of the clinical facility regarding emergencies.			
Communicates with patients, families, significant others, and health team members within the organizational and professional framework while maintaining patient confidentiality.			
Implements verbal and nonverbal communication modalities when interacting with patients, families, significant others, and health team members.			
Communicates interventions and evaluation accurately using verbal, written, and electronic means, according to organizational framework.			
Utilizes correct written formats and clear verbal communications to accurately and promptly describe interventions and evaluations.			
Implements teaching approaches distinctive to patient's language, culture, as well as patient's cognitive and developmental levels.			
Implements teaching approaches (explanation and demonstration), which are selected to meet the levels of development and understanding of the patient within the growing family (child or adult).			
Collaborates with other health team members to formulate plans for the implementation of therapeutic regimens and for discharge.			
Identifies areas of patient care that require the expertise of other health team members.			

Evaluating the plan of care	Met	Unmet	N/O
Evaluates effectiveness of NCP and appropriateness of priorities for each patient.			
Evaluates the effectiveness of the nursing care plan by assessing overt behaviors and changes, which indicate patient responses to planned interventions.			
Evaluates the effectiveness of the nursing care plan by validating assessment with faculty.			
Participates with patient, families, and significant others, and health team members to evaluate progress toward achievement of patient-centered goals			
Evaluates the relevance of the identified short-term, nurse-centered goals of planned interventions.			
Revises NCP and priorities for each patient based on changes in patient's health status or responses.			
Revises planned interventions, after validation with faculty, based on the assessed changes in patient's health status or responses.			
Revises nursing diagnosis list and priorities based on assessed changes.			
Manager of Care			
Role Competency: Teamwork and Collaboration			
Identifies priorities of nursing care for a group of patients.			
Identifies priorities of nursing care when assigned to give care for one (1) – two (2) patients.			
Delegates aspects of nursing care to other nursing personnel according to their educational preparation and ensures that personnel have the necessary skills to meet the identified care priorities.			
Delegates selected aspects of nursing care to peers when caring for one (1) to two (2) patients within the growing family.			
Is accountable for nursing care given by self and/or delegated to other health team members.			
Describes the scope of practice of an associate degree nurse and of a nursing student as it applies to the growing family.			
Accepts accountability for the delivery of nursing care to assigned patients.			
Uses the established lines of communication within the clinical facility, as described in clinical orientation, to accomplish goals related to the delivery of patient care.			
Under faculty direction, seeks assistance from other members of the healthcare team in addressing patient problems that are beyond her/his knowledge and experience or scope of practice.			
Maximizes the use of resources in the management of patient care.			
Collects the equipment and supplies needed to provide care in cost-effective manner.			
Interacts with other members of the health team in a collegial manner.			

Participates in interactions involving patients within the growing family and other health team members by listening attentively and responding to questions.			
Member Within the Discipline of Nursing			
Role Competency: Professionalism, Leadership			
Practices in accordance with established legal, ethical, and regulatory frameworks and professional nursing standards.			
Identifies patient's rights and acts as patient advocate.			
Practices in accordance with established HIPAA laws .			
Protects patient's privacy and confidentiality as described in the patient's Bill of Rights and HIPAA.			
Identifies situations in which patient's rights may be threatened and reports to faculty.			
Participates in self-evaluation and selects resources and activities for continued development of own nursing practice.			
Examines own performance to identify strengths and areas for continued development.			
Utilizes resources and activities for learning selected from among those made available and/or suggested by faculty or college.			
Seeks out opportunities in the laboratory (class and clinical) to develop course-specific knowledge and skills.			
Conforms to the policies and/or procedures of the clinical facility for providing care to patients within the growing family.			
Advocates for the modification of policies and nursing protocols, which may be detrimental to patient well-being.			
Identifies situations in which policies/protocols appear to be potentially detrimental to patient's well-being and reports these to faculty.			
Participates within a delegated and structured role in research activities.			
Identifies research as a component of nursing practice.			
Program Requirements	**Met**	**Unmet**	**N/O**
Attends all required clinical activities.			
Reports to the correct place at the specified time.			
Adheres to specified procedure for reporting absences or tardiness.			
Initiates conference concerning make-up experience immediately upon return from absence.			
Submits written assignments at specified times.			

Prepares NCP before preconference and revises NCP as specified in nursing process class.			
Completes and submits observation guides.			
Prepares for clinical conferences as directed.			
Participates verbally in group activities.			
Adheres to uniform regulations as specified in Nursing Student Handbook.			
Demonstrates courtesy and self-control in interactions with others.			
Conforms to principles of veracity and academic honesty.			
Maintains code of conduct according to Bristol Community College student handbook.			
Demonstrates knowledge of math functions and conversions necessary to safely administer medications by successfully passing the Drug Dosage Calculation assessment within three (3) attempts.			

Summary of Clinical Performance

Strengths

Areas for Continued Development

Student response/comment (optional):

I have read the clinical evaluation: Student/Date_____

A satisfactory clinical performance indicates that the student has met all the mandatory clinical behaviors of the course.

Satisfactory_____ Unsatisfactory _____

Faculty /Date _____

BRISTOL COMMUNITY COLLEGE

NUR 201 Clinical Evaluation

Name _____ Semester/Year _____

Clinical Facility _____ Faculty _____

Through the NUR 201 End-of-Course Behaviors, students demonstrate achievement of student learning outcomes and associated course objectives and role competencies. To earn a satisfactory (S) clinical grade in NUR 201, a student must demonstrate satisfactory performance in all mandatory behaviors as described in the NUR 201 Clinical Evaluation Form and must maintain satisfactory performance in all mandatory behaviors and in all program requirements. A student who does not meet the specified criteria for satisfactory clinical performance will receive an unsatisfactory evaluation.

Provider of Care			
Role competency: Evidence Base Practice; Scientific Knowledge, Critical Thinking ; Clinical Reasoning; Safety, Communication, Patient Centered Care			
Assessing health status and patient responses	**Met**	**Unmet**	**N/O**
Assesses patient to obtain data related to her/his health status and responses including verbal and non-verbal communications, and need for information.			
Assesses patient to collect date related to present and past health status and responses as they affect the patient's ability to maintain or regain homeostasis when threatened by pathopsychophysiological deviances.			
Assesses patient's overt and covert, verbal and non-verbal communications by observing behaviors, listening attentively, and accurately interpreting the messages.			
Identifies overt situations in which a patient needs information to maintain or regain homeostasis when threatened by pathopsychophysiological deviances of homeostasis.			
Collects additional data related to patient's health status and responses from family, significant others, health team members, health agency records, and other available resources.			
Reviews written and electronic: chart, nursing care plan, and Kardex before giving care and at intervals designated by faculty.			
Assesses written communications of faculty and primary nurse by accurately reading and interpreting messages.			
Assesses overt and covert, verbal and nonverbal communications of family, significant others, faculty, and health team members by listening attentively and accurately interpreting the messages.			
Records on a database and verbally communicates patient assessments accurately and promptly.			
Utilizes correct written formats and clear verbal communications regarding assessments.			
Analyzing collected data and formulating nursing diagnoses.	**Met**	**Unmet**	**N/O**

Analyzes and interprets data using knowledge base and additional resources such as related literature.			
Analyzes and interprets collected data relating to ability to maintain or regain homeostasis when threatened by pathopsychophysiological deviances utilizing knowledge base, course materials and materials from pre- and co-requisite courses.			
Identifies patient's unmet basic needs.			
Identifies unmet basic needs of patients when threatened by pathopsychophysiological deviances associated with food, fluid, and oxygen balance; sexuality; and emotional equilibrium.			
Formulates a list of statements describing unmet needs as at risk for and actual health problems/nursing diagnoses.			
Formulates a list of statements describing actual and potential nursing diagnoses of patients when threatened by pathopsychophysiological deviances of homeostasis associated with food, fluid, and oxygen balance; sexuality; and emotional equilibrium.			
Planning nursing care	**Met**	**Unmet**	**N/O**
Designs an individual nursing care plan, which is based on, identified nursing diagnoses, reflecting the patient's physiological, psychosociocultural, ethical, and developmental needs and strengths.			
Plans nursing interventions, which are evidenced based, on established nursing practice standards and protocols as well as patient preference.			
Describes nursing interventions, which address actual nursing diagnoses of patients threatened by simple homeostatic deviances.			
Interventions are based on established nursing practice standards as described in course materials.			
Interventions are supported by scientific rationales.			
Interventions are designed for the child's or adult's developmental level.			
Establishes priorities of care based on Maslow's Hierarchy of Needs.			
Selects the four highest priorities of care based on Maslow's Hierarchy of Needs.			
Assists the patient, family, significant others and health team members to formulate patient-centered goals of care which are directed toward maintaining or restoring homeostasis.			
Assists the patient to formulate short-term, patient-centered goals of care directed toward maintaining or restoring homeostasis.			
Utilizes standardized teaching guides to provide information as needed by an adult patient experiencing a pathopsychophysiological deviance of homeostasis.			
Implementing the plan of care	**Met**	**Unmet**	**N/O**
Provides care to patients throughout the lifespan by implementing the nursing care plan.			

Provides care based on identified priorities and established nursing practice standards and/or protocols.			
Implements the nursing care plan, following validation with faculty, by giving safe nursing care which is based on identified priorities and established nursing practice.			
Organizes care for up to two (2) patients to complete assignment within specified time.			
Provides care, which maintains and promotes the physical and psychological safety of the patient.			
Utilizes therapeutic interactive techniques to maintain and promote safety psychological safety by to patient.			
Participates in the implementation of medical regimens by preparing and assisting the patient undergoing diagnostic and/or therapeutic procedures and providing follow-up care.			
Assists the patient to maintain or regain the ability to meet the following basic needs: oxygenation, hydration, nutrition, involuntary regulation, elimination, safety, comfort, activity, communication, sensation, self-esteem, independence, and hygiene.			
Participates, in collaboration with faculty, in the implementation of medical regimens for patients having pathopsychophysiological deviances associated with food, fluid, and oxygen balance; sexuality; and emotional equilibrium.			
Prevents, detects, and/or treats the predictable untoward physiological and psychological responses of patients experiencing pathopsychophysiological deviances of homeostasis associated with food, fluid, and oxygen balance; sexuality; and emotional equilibrium, in collaboration with faculty.			
Initiates basic life support measures when changes in the patient's health status or responses indicate a threat to life.			
Participates, as described in the clinical orientation, within the policies of the clinical facility regarding emergencies.			
Communicates with patients, families, significant others, and health team members within the organizational and professional framework while maintaining patient confidentiality.			
Implements verbal and nonverbal communication modalities when interacting with patients, families, significant others, and health team members.			
Uses therapeutic interactive techniques to establish and maintain communications with patients experiencing pathopsychophysiological deviances of homeostasis and with families, significant others, faculty, agency staff.			
Communicates interventions and evaluation accurately using verbal, written, and electronic means, according to organizational framework.			
Utilizes correct written format and clear verbal communications to accurately and promptly describe interventions and evaluations.			
Communicates patient's needs through intra and interagency referrals.			

Initiates intra and interagency referrals by reporting identified need to faculty.			
Implements teaching approaches distinctive to patient's language, culture, as well as patient's cognitive and developmental levels.			
Implements teaching approaches (explanation and demonstration) which are selected to meet the levels of development and understanding of the patient.			
Utilizes services of other health team members when providing care for two (2) patients.			
Interacts with other health team members who are involved in providing care to patients.			
Identifies need for additional services.			
Validates perceptions with faculty.			
Initiates referral through established channels.			
Evaluating the plan of care	**Met**	**Unmet**	**N/O**
Evaluates effectiveness of NCP and appropriateness of priorities for each patient.			
Assesses patient overt and covert behavior and changes which indicate patient responses to planned interventions.			
Validates assessment with faculty.			
Participates with patient, families, and significant others, and health team members to evaluate progress toward achievement of patient-centered goals.			
Assists patient to evaluate the relevance of the short-term, patient-centered goals of care.			
Revises NCP and priorities for each patient based on changes in patient's health status or responses.			
Revises planned interventions, after validation with faculty, based on the assessed changes in patient's health status or responses.			
Revises nursing diagnosis list and priorities bases on assessed changes.			
Manager of Care			
Role Competency: Teamwork and Collaboration			
identifies priorities of nursing care for a group of patients.			
Identifies priorities of nursing care when assigned to give care to two (2) patients.			
Delegates aspects of nursing care to other nursing personnel according to their educational preparation and ensures that personnel have the necessary skills to meet the identified care priorities.			

Delegates selects aspects of nursing care to peers when caring for two (2) Patients			
Is accountable for nursing care given by self and/or delegated to other health team members			
Accepts accountability for selected aspects of nursing care delegated to peers when caring for two (2) patients.			
Uses established lines of communication with the clinical faculty to accomplish goals related to the delivery of patient care.			
Uses established lines of communication within the clinical facility, as described in clinical orientation, to accomplish goals related to the delivery of patient care.			
Seeks assistance from other members of the healthcare team in addressing patient problems that are beyond her/his knowledge and experience or scope of practice			
In collaboration with faculty, seeks assistance from other members of the health-care team in addressing patient problems that are beyond her/his knowledge and experience or scope of practice.			
Maximizes the use of resources in the management of patient care.			
Collects the equipment and supplies needed to provide care in a cost-effective manner.			
Interacts with other members of the health team in a collegial manner.			
Participates in interactions involving patients and other health team members by listening attentively and providing needed clarification.			
Member Within the Discipline of Nursing			
Role Competency: Professionalism, Leadership			
Practices in accordance with established legal, ethical, and regulatory frameworks and professional nursing standards.			
Describes the ethical concepts of autonomy and informed consent.			
Identifies patient's rights and acts as patient advocate.			
Practices in accordance with established HIPAA laws .			
Protects patient's privacy and confidentiality as described in the patient's Bill of Rights and HIPAA			
Identifies situations in which patient's rights may be threatened and reports to faculty.			
Participates in self-evaluation and selects resources and activities for continued development of own nursing practice.			
Evaluates own performance to identify strengths and areas for continued development.			
Utilizes resources and activities for learning selected from among those made available and/or suggested by faculty or college.			
Seeks out opportunities in the laboratory (class and clinical) to develop course-specific knowledge and skills.			

Participates within the policies of the clinical agency to provide care for patients.			
Conforms to the policies and/or procedures of the clinical facility for providing care to patients.			
Advocates for the modification of policies and nursing protocols, which may be detrimental to patient well-being.			
Identifies situations in which policies/protocols appear to be potentially detrimental to patient's well-being, reports these to faculty, and collaborates with faculty to propose a course of action.			
Participates within a delegated and structured role in research activities.			
Identifies research as a component of nursing practice.			
Program Requirements	**Met**	**Unmet**	**N/O**
Attends all required clinical activities.			
Reports to the correct place at the specified time.			
Adheres to specified procedure for reporting absences or tardiness.			
Initiates conference concerning make-up experience immediately upon return from absence.			
Submits written assignments at specified times.			
Attends all required clinical activities.			
Reports to the correct place at the specified time.			
Prepares NCP before preconference and revises NCP as specified in nursing process class.			
Completes and submits observation guides.			
Prepares for clinical conferences as directed.			
Completes critical thinking guides in writing.			
Participates verbally in group activities.			
Demonstrates courtesy and self-control in interactions with others.			
Conforms to principles of veracity and academic honesty.			
Maintains code of conduct according to Bristol Community College student			
Demonstrates knowledge of math functions and conversions necessary to safely administer medications.			

Summary of Clinical Performance

Strengths

Areas for Continued Development

Student response/comment (optional):

I have read the clinical evaluation: Student/Date_____

A satisfactory clinical performance indicates that the student has met all the mandatory clinical behaviors of the course.

Satisfactory_____ **Unsatisfactory** _____

Faculty /Date _____

BRISTOL COMMUNITY COLLEGE

NUR 202 Clinical Evaluation

Name _____ Semester/Year _____

Clinical Facility _____ Faculty _____

Through the NUR 202 End-of-Course Behaviors, students demonstrate achievement of student learning outcomes and associated course objectives and role competencies. To earn a satisfactory (S) clinical grade in NUR 202, a student must demonstrate satisfactory performance in all mandatory behaviors as described in the NUR 202 Clinical Evaluation Form and must maintain satisfactory performance in all mandatory behaviors and in all program requirements. A student who does not meet the specified criteria for satisfactory clinical performance will receive an unsatisfactory evaluation.

Provider of Care			
Role competency: Evidence Base Practice; Scientific Knowledge, Critical Thinking ; Clinical Reasoning; Safety, Communication, Patient Centered Care			
Assessing health status and patient responses	**Met**	**Unmet**	**N/O**
Assesses patient to obtain data related to her/his health status and responses including verbal and non-verbal communications, and need for information.			
Assesses patient to collect data related to present and past health status and responses as they affect the patient's ability to maintain or regain homeostasis when threatened by pathopsychophysiological deviances.			
Assesses patient's overt and covert, verbal and nonverbal communications by observing behaviors, listening attentively and accurately interpreting the messages.			
Identifies overt and covert situations in which a patient needs information to maintain or regain homeostasis when threatened by pathopsychophysiological deviances of homeostasis.			
Collects additional data related to patient's health status and responses from family, significant others, health team members, health agency records, and other available resources.			
Collects additional data related to the patient's ability to maintain or regain homeostasis when threatened by pathopsychophysiological deviances. Collects data from chart, nursing care plan, Kardex, family, and health team members.			
Reviews written and electronic: chart, nursing care plan, and Kardex before giving care and at intervals designated by faculty.			
Assesses overt and covert, verbal and nonverbal communications of family, significant others, faculty, and health team members by listening attentively and accurately interpreting the messages.			
Records on a data base and verbally communicates patient assessments accurately and promptly.			
Utilizes correct written formats and clear verbal communications regarding assessments			
Analyzing collected data and formulating nursing diagnoses.	**Met**	**Unmet**	**N/O**

Analyzes and interprets data using knowledge base and additional resources such as related literature.			
Analyzes and interprets collected data relating to ability to maintain or regain homeostasis when threatened by pathopsychophysiological deviances utilizing knowledge base, course materials (i.e. texts, handouts, etc.), and materials from pre- and co-requisite courses.			
Identifies patient's unmet basic needs.			
Identifies unmet basic needs of patients when threatened by pathopsychophysiological deviances associated with activity, metabolic balance, sensation, neurologic integrity, emotional equilibrium, and multiple homeostatic deviances.			
Formulates a list of statements describing unmet needs as at risk for and actual health problems/ nursing diagnoses.			
Formulates a list of statements describing actual and potential nursing diagnoses of patients when threatened by pathopsychophysiological deviances of homeostasis associated with activity, metabolic balance, sensation, neurologic integrity, emotional equilibrium, and multiple homeostatic deviances.			
Planning nursing care	**Met**	**Unmet**	**N/O**
Designs an individual nursing care plan, which is based on, identified nursing diagnoses, reflecting the patient's physiological, psychosociocultural, ethical, and developmental needs and strengths.			
Plans nursing interventions, which are evidenced based, on established nursing practice standards and protocols as well as patient preference.			
Formulates nursing interventions, which address actual and potential nursing diagnoses of patients threatened by pathopsychophysiological deviances of activity, metabolic balance, sensation, neurologic integrity, emotional equilibrium, and multiple homeostatic deviances.			
Interventions are based on established nursing practice standards as described in course materials.			
Interventions are supported by scientific rationales.			
Interventions are designed for the adult's developmental level.			
Interventions are based on patient preference.			
Establishes priorities of care based on the basic human needs.			
Selects the four highest priorities of care based on the basic human needs of man.			
Assists the patient, family, significant others, and health team members to formulate patient-centered short- and long-term, patient-centered goals of care directed toward maintaining or restoring homeostasis.			
Designs short-range teaching plans which are based on the established patient-centered goals.			

Designs a short-range teaching plan for an adult patient experiencing a pathopsychophysiological deviance of homeostasis.			
Implementing the plan of care	**Met**	**Unmet**	**N/O**
Provides care to patients throughout the lifespan by implementing the nursing care plan.			
Provides care based on identified priorities and established nursing practice standards and/or protocols.			
Implements the nursing care plan, following validation with faculty, by giving safe nursing care which is based on identified priorities and established nursing practice			
Organizes care of up to three (3) patients to complete assignment within specified time.			
Provides care, which maintains and promotes the physical and psychological safety of the patient.			
Utilizes therapeutic interactive techniques to maintain and promote psychological safety of patients.			
Participates in the implementation of medical regimens by preparing and assisting the patient undergoing diagnostic and/or therapeutic procedures and providing follow-up care.			
Participates, in collaboration with faculty and/or primary nurse, in the implementation of medical regimens for patients having pathopsychophysiological deviances associated with activity, metabolic balance, sensation, neurologic integrity, emotional equilibrium, and multiple homeostatic deviances.			
Assists the patient to maintain or regain the ability to meet the following basic needs: oxygenation, hydration, nutrition, involuntary regulation, elimination, safety, comfort, activity, communication, sensation, self-esteem, independence, and hygiene.			
Assists patients, in collaboration with faculty and/or the primary nurse, to maintain or regain homeostasis when threatened by pathopsychophysiological deviances associated with activity, metabolic balance, sensation, neurologic integrity, emotional equilibrium, and multiple homeostatic deviances.			
Prevents, detects, and/or treats the predictable untoward physiological and psychological responses of patients experiencing pathopsychophysiological deviances of homeostasis associated with activity, metabolic balance, sensation, neurologic integrity, emotional equilibrium, and multiple homeostatic deviances, in collaboration with faculty and/or the primary nurse.			
Participates within the policies of the clinical facility regarding emergencies.			
Initiates basic life support measures when changes in the patient's health status or responses indicate a threat to life.			
Participates, as described in the clinical orientation, within the policies of the clinical facility regarding emergencies.			

Communicates with patients, families, significant others, and health team members within the organizational and professional framework while maintaining patient confidentiality.			
Implements verbal and nonverbal communication modalities when interacting with patients, families, significant others, and health team members.			
Utilizes interviewing techniques to establish and maintain communications with patients experiencing pathopsychophysiological deviances of homeostasis and with families, significant others, faculty, agency staff, peers.			
Communicates interventions and evaluation accurately using verbal, written, and electronic means, according to organizational framework.			
Utilizes correct written formats and clear verbal communications to accurately and promptly describe interventions and evaluations.			
Communicates patient's needs through intra and interagency referrals.			
Initiates intra and interagency referrals by reporting identified need to faculty and/or the primary nurse.			
Implements teaching approaches distinctive to patient's language, culture, as well as patient's cognitive and developmental levels.			
Implements teaching approaches (explanation and demonstration), which are selected to meet the levels of development and understanding of the patient.			
Collaborates with other health team members to formulate plans for the implementation of therapeutic regimens and for discharge.			
Utilizes the services of other health team members when providing care for up to three (3) patients.			
interacts with other health team members who are involved in providing care to patients.			
Identifies need for additional services.			
Validates perceptions with faculty and/or the primary nurse.			
Initiates referral through established channels.			
Evaluating the plan of care	**Met**	**Unmet**	**N/O**
Evaluates effectiveness of NCP and appropriateness of priorities for each patient.			
By assessing overt and covert behaviors and changes which indicate patient responses to planned interventions and evaluations.			
By validating assessment with faculty and/or the primary nurse.			

Participates with patient, families, and significant others, and health team members to evaluate progress toward achievement of patient-centered goals.			
Assists the patient, family, significant others, and health team members to evaluate the relevance of the short and long-term, patient-centered goals of care.			
Revises planned interventions, after validation with faculty and/or the primary nurse, based on the assessed changes in patient's health status or responses.			
Revises NCP and priorities for each patient based on changes in patient's health status or responses			
Revises nursing diagnosis list and priorities based on assessed changes.			
Manager of Care			
Role Competency: Teamwork and Collaboration			
Identifies priorities of nursing care when assigned to give care to a group of up to three (3) patients.			
Identifies priorities when assigned to act as a leader for a group of students who are caring for up to 12 patients			
Delegates aspects of nursing care to other nursing personnel according to their educational preparation and ensures that personnel have the necessary skills to meet the identified care priorities.			
Delegates selected aspects of nursing care to peers when caring for a group of patients.			
Is accountable for nursing care given by self and/or delegated to other health team members			
Accepts accountability for selected aspects of nursing care delegated to peers when caring for a group of patients.			
Assists nursing personnel who are less prepared to develop skills in providing nursing care, which is within their scope of practice.			
Identifies instances where care given by less prepared nursing personnel does not meet identified priorities and reports to faculty.			
Uses established lines of communication with the clinical faculty to accomplish goals related to the delivery of patient care.			
Uses established lines of communication within the clinical facility, as described in clinical orientation, to accomplish goals related to the delivery of patient care.			
Provides for continuity of care by communicating patient needs through the use of interagency referrals.			
Prepares an interagency referral that communicates patient needs.			
Seeks assistance from other members of the health care team in addressing patient problems that are beyond her/his knowledge and experience or scope of practice.			

In collaboration with faculty and/or primary nurse, seeks assistance from other members of the health care team in addressing patient problems that are beyond her/his knowledge and experience or scope of practice.			
Maximizes the use of resources in the management of patient care.			
Collects the equipment and supplies needed to provide care in a cost-effective manner.			
Interacts with other members of the health team in a collegial manner.			
Initiates, in collaboration with faculty and/or primary nurse, interactions with other health team members to share data and address patient care problems.			
Member Within the Discipline of Nursing			
Role Competency: Professionalism, Leadership			
Practices in accordance with established legal, ethical, and regulatory frameworks and professional nursing standards.			
Describes the ethical concept of nonmaleficence.			
Identifies patient's rights and acts as patient advocate.			
Practices in accordance with established HIPAA laws .			
Protects patient's privacy and confidentiality as described in the patient's Bill of Rights and HIPAA.			
Identifies situations in which patient's rights may be threatened and reports to faculty.			
Participates in self-evaluation and selects resources and activities for continued development of own nursing practice.			
Evaluates own performance to identify strengths and areas for continued development.			
Utilizes resources and activities for learning selected from among those made available and/or suggested by faculty or college.			
Seeks out opportunities in the laboratory (class and clinical) to develop course-specific knowledge and skills.			
Participates within the policies of the clinical agency to provide care for patients.			
Conforms to the policies and/or procedures of the clinical facility for providing care to patients.			
Advocates for the modification of policies and nursing protocols, which may be detrimental to patient well-being.			
Identifies situations in which policies/protocols appear to be potentially detrimental to patient's well-being, reports these to faculty, and collaborates with faculty to propose a course of action.			
Participates within a delegated and structured role in research activities.			
Identifies research as a component of nursing practice.			
Program Requirements	**Met**	**Unmet**	**N/O**

Attends all required clinical activities.			
Reports to the correct place at the specified time.			
Adheres to specified procedure for reporting absences or tardiness.			
Initiates conference concerning make-up experience immediately upon return from absence.			
Submits written assignments at specified times.			
Attends all required clinical activities.			
Reports to the correct place at the specified time.			
Completes and submits observation guides.			
Prepares for clinical conferences as directed.			
Completes critical thinking guides in writing.			
Participates verbally in group activities.			
Demonstrates courtesy and self-control in interactions with others.			
Conforms to principles of veracity and academic honesty.			
Maintains code of conduct according to Bristol Community College student handbook.			
Demonstrates knowledge of math functions and conversions necessary to safely administer medications.			

Summary of Clinical Performance

Strengths

Areas for Continued Development

Student response/comment (optional):

I have read the clinical evaluation: Student/Date_____

A satisfactory clinical performance indicates that the student has met all the mandatory clinical behaviors of the course.

Satisfactory_____ Unsatisfactory _____

Faculty /Date _____

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Nursing Program: Clinical Warning

Date_____ Student_____ Instructor_____	**Areas of Clinical Warning** Clinical Evaluation-NUR (check one) 101 ☐ 102 ☐ 201 ☐ 202 ☐ 203 ☐ Section: eHealth ☐ traditional ☐

Objectives not met in the following areas:

Provider of Care ☐

Manager of Care ☐

Member within the Discipline of Nursing ☐

Program Requirements ☐

* Please attach Student Evaluation Form. Indicate unmet objectives
See Student Handbook, End of Course Behaviors

I. Provider of Care

_____
_____
_____
_____
_____

II. Manager of Care

_____
_____
_____
_____
_____

III. Member within the Discipline of Nursing

_____
_____
_____
_____
_____

IV. Program Requirements

_____
_____
_____
_____
_____

Clinical Warning Instrument and Recommendations for Improvement *(find pink copy in office file)*
The student will:

Guidelines and recommendations to enable the student to meet clinical objectives:

Student comments: (optional)

Signatures

Date: _____

Student: _____

Instructor: _____ Observer: _____

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NURSING PROGRAM
STUDENT WITHDRAWAL FORM *(use yellow form in office file)*

Student's name _____ ID #_____

Date of Withdrawal _____Course NUR _____Section_____

Exit Interview/Date_____Faculty Member_____

Comments:_____

_____

_____

_____

_____

_____

_____

_____

_____

Reason for Withdrawal_____

_____

_____

_____

Category for Readmission:

_____

_____

Comments regarding readmission:

____ Student must reapply to the program via the Office of Admissions.

____ Student is not eligible for readmission.

_____ _____

Student's signature Department Chairperson Signature

_____ _____

Date Date

Bristol Community College Nursing Program's Student Functional Abilities Policy

Nursing is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. The functional eligibility requirements for participation in the nursing program are essential for the delivery of optimal and safe patient care and are consistent with the Massachusetts Nurse Practice Act 244 CMR 3.00 **(**http://www.mass.gov/eohhs/docs/dph/regs/244cmr003.pdf).

Criteria	Definition	Examples
Analytical and Critical Thinking	The ability to understand, apply, analyze and evaluate information.	Comprehend written, verbal, and electronic information in English. Assess the patient's psychological, physiological, and social status. Interpret cause-effect relationships in clinical situations. Plan and prioritize nursing care. Evaluate patient outcomes. Calculate math for safe medication administration.
Communication	The ability to effectively interact with others using verbal, non-verbal, written, and electronic communication.	Speak, comprehend, read, write, and type in English in a clear and understandable manner. Establish and maintain effective working relations with peers, faculty, patients, family and health care teams. Respect social, cultural, ethnic, and gender differences. Correctly convey and interpret body language. Observe, assess and recognize facial expression and emotion needed to detect and interpret data. Negotiate interpersonal conflict/s. Teach and convey information in an accurate and effective manner.

		Convey information to others verbally, in writing and/or electronically in an accurate, timely, professional and comprehensive manner.
Emotional Stability	The ability to monitor one's own emotions and assume responsibility and accountability for one's own actions.	Emotional stability/maturity to accept constructive feedback. Support patients during times of stress. Adapt to changing situations and emergency conditions while maintaining emotional control. Cope with strong emotions and physical outbursts of patients while remaining calm. Focus attention on patient needs despite distractions, interruptions and multiple demands. Accept constructive feedback and accept responsibility for one's own actions. Ability to work effectively under stressful conditions.
Physical Ability	The ability to demonstrate physical agility and swiftness of movement, and perform gross and fine motor skills. The ability to sustain physical endurance necessary to provide safe and effective care.	Perform cardiopulmonary resuscitation. Move in confined spaces. Maintain balance in multiple positions. Reach below waist and above shoulders. Mobility of the neck and back to permit sitting and standing and the agility to bend at the waist and squat, using proper body mechanics, to perform a variety of patient care activities. Climb and descend stairs. Provide safe and therapeutic positioning and transferring of patients. Transfer patients who may require physical assistance.

		Move quickly in emergency situations in patient care setting. Stand/walk for extended periods without rest Push, pull, lift or support a minimum of 25 pounds without assistance. Use of manual dexterity to provide patient care, manipulate and operate equipment and prepare and administer medications. Grasp, pinch, squeeze, and manipulate fine equipment.
Sensory ability	The ability to accurately perform auditory, visual, tactile, and olfactory assessments necessary to monitor and determine health needs.	Hear and understand monitoring devices, alarms, and emergency signals. Hear and understand spoken words and faint voices. Hear and understand faint body sounds (e.g., heartbeats, blood pressure, and abdominal sounds). Accurately prepare and administer oral, injection, and intravenous medications. Visual acuity sufficient to reading fine print on a medication labels and equipment. Assess a patient within a distance of 10 feet by way of visual, olfaction, or aurally acuity. Use depth perception adequately. Palpate during physical exam (e.g., pulses, temperature, masses, lesions, etc.). Detect body odors. Detect smoke, gases, or noxious smells

As a nursing student at Bristol Community College, I attest that I meet the cognitive, sensory, affective, and psychomotor performance requirements for the nursing program, and if anything changes in my cognitive, sensory, affective, and psychomotor abilities, I will promptly notify the Nursing Program Director. Please refer to the policy in the Bristol Community College Nursing Program Student Handbook for details.

Student Name (printed): _____

Student Signature: _____ **Date: _____**

BRISTOL COMMUNITY COLLEGE

REPORT OF PHYSICAL EXAMINATION

TO THE EXAMINING PHYSICIAN: This student has been accepted into a program in the Division of Health Sciences at Bristol Community College. Please review the student's medical history and complete this form. Explanation of positive findings is essential. This information is strictly for the use of Health Services and will not be released without the student's written consent. When the form and lab data are completed, please forward to the following address:

BRISTOL COMMUNITY COLLEGE

Student Health Services - E 104

777 Elsbree Street

Fall River, MA 02720

Fax: 508-730-3286, Phone: 774.357.2232 Email: healthservices@bristolcc.edu

Student Name:	**Date of Birth:**	**Age:**
Student ID #:	**Date of Exam:**	

Please indicate your academic program by placing an ☒ in the appropriate checkbox.

- ☐ **Central Sterile Tech**
- ☐ **Clinical Lab Science**
- ☐ **Dental Hygiene**
- ☐ **Healthcare Information**
- ☐ **Medical Assisting**
- ☐ **Medical Coding**
- ☒ **Nursing**
- ☐ **Occupational Therapy**
- ☐ **Phlebotomy**

Blood Pressure: _____	**Height: _____feet _____inches**
Vision (corrected): L _____ R _____	**Weight: _____**

Are there any abnormalities of the following systems? Describe fully.			**Are there any acute or chronic health care problems?**		
	Yes	**No**		**Yes**	**No**
1. Head, E.E.N.T.			**1. Allergy**		
2. Respiratory			**2. Hepatitis**		
3. Cardiovascular			**3. Epilepsy**		
4. Gastrointestinal			**4. Diabetes**		
5. Hernia			**5. Headaches**		
6. Eyes			**6. Dizziness or fainting**		
7. Genitourinary			**7. Injuries**		
8. Musculoskeletal			**8. Back Problems**		
9. Metabolic/Endocrine			**9. Special Diet**		
10. Neuropsychiatric					
11. Skin					
Does the individual have any physical limitations which would interfere with meeting the requirements of a Health Sciences program? Yes ☐ No ☐			**Does the individual have any emotional or psychiatric conditions which would interfere with meeting the requirements of a Health Sciences program? Yes ☐ No ☐**		
Comments and reasonable accommodation required, if any:			**Comments and reasonable accommodation required, if any:**		

STUDENT NAME: _____

Is the individual on any medications?

Yes ☐ **No** ☐

Name of medication(s): _____

_____

_____

_____

Reason for medication(s): _____

_____

_____

_____

_____

C) TUBERCULIN 2 Step test or Blood test - Required Annually

1- Step: Date: _____ *Signature*

Results: ☐ **Positive** ☐ **Negative**

2- Step: Date: _____ *Signature*

Results: ☐ **Positive** ☐ **Negative**

Blood Test results: **Date:**

All positive reactions must have a chest x-ray and physician evaluation to rule out or determine the need for therapy.

Chest x-ray results: **Date:**

REQUIRED IMMUNIZATIONS

A) MEASLES, MUMPS, RUBELLA			**D) HEPATITIS B (positive)** Titre – Required	
MMR (2 doses required) *OR*	**1**	**2**	**Hepatitis B 1st dose**	**Date:**
MMR Titre (positive)	**Date:**		**Hepatitis B 2nd dose**	**Date:**
B) VARICELLA (CHICKEN POX) (HISTORY OF DISEASE NOT ACCEPTABLE)			**Hepatitis B 3rd dose**	**Date:**
a) Varicella Titre (positive) *OR*	**Date:**		**E) MENINGOCOCCAL (age 16-21)**	**Date:**
b) Varicella vaccine (2 doses required)	**1**	**2**	**F) TETANUS (TD) or TDAP (within 10 years)**	**Date:**
LABORATORY EVIDENCE OF IMMUNITY (POSITIVE TITRE) MUST BE SUBMITTED FOR IMMUNIZATIONS NOT VERIFIED.			**G) INFLUENZA VACCINE – Required Annually** **DUE OCTOBER 1** **Date:**	

In my opinion this student is physically capable of performing the activities required by his/her enrollment in a Health Sciences Program.

Physician's signature:	***Date:***	
Physician's name:	**Address/City/State/Zip**	**Telephone:**

By signing below, I grant Bristol Student Health Services permission to share my immunization records with my clinical placement supervisors, as necessary. I understand that I may receive a copy of my records upon graduation. I understand that the original files will be kept on record for three (3) years and then destroyed and that an electronic copy will be kept indefinitely.

Student Signature: **Date:**

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Nursing Program

Bristol Community College INCIDENT REPORT FORM (use green form in office file)

Name of student: _____ ID:_____

Course: NUR _____ Section _____ Semester _____ Year _____

Student Description of Incident:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Faculty Comment and Plan for Remediation:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Student Signature_____ Date

Faculty Signature_____ Date

Program Director Signature:_____ Date

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NURSING PROGRAM

Handbook Attestation Form

I have access to the Bristol Community College Nursing Program Student Handbook and have reviewed its contents. I understand that I am responsible for all the information found in this student handbook

Signature: _____

Student Name: (print) _____ ID_____

Date: _____

BRISTOL COMMUNITY COLLEGE
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NURSING PROGRAM

Social Media Attestation Form

I have access to the Social Media Information and have reviewed its contents. I recognize the significance of these practices and as such am accountable for any infractions.

Signature: _____

Student Name: (print) _____ ID_____

Date: _____

ACKNOWLEDGMENT OF RISK AND CONSENT FORM/WAIVER OF LIABILITY

_____ Community College

Section I *(To be completed by the faculty member or field trip leader)*

Class/Organization:

Faculty Member/Field Trip Leader:

Activity Date (s):

Equipment Needed: Supplied by participant: _____

Supplied by Leader: _____

Activity to be undertaken includes:

Inherent risks and dangers associated with this activity:

Section II *(To be read and completed by the student or, if student is under 18 years of age by a parent or legal guardian))*

I acknowledge that I am seeking to participate in the voluntary activity ("activity") described above. I further state that I am at least eighteen (18) years of age, fully competent to sign this Agreement, and am voluntarily seeking to participate in this activity (or in the case of students under the age of 18, I further state that I am the parent or legal guardian of the student identified below and am legally authorized to sign this form on behalf of the student who is voluntarily seeking to participate in this activity). I understand that by signing this document I am representing that I understand all its terms and conditions and fully intend to be bound by the same. I also understand that I may wish to consult with an attorney prior to signing this document.

I acknowledge that there may be certain dangers, hazards, and risks associated with my participation in this activity and I have reviewed the list of inherent risks and dangers provided above. I further acknowledge and understand that all risks cannot be prevented. In light of the risks associated with this activity, I have consulted with my physician and/or health care provider to discuss whether my participation in the activity is appropriate given my current physical and mental health. Accordingly, I represent that I am physically and mentally able, with or without accommodation, to participate in this activity, and am capable of using the equipment, if any, associated therewith.

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NURSING PROGRAM

Nursing Arts Lab (NAL) Attestation Form

I have access to the Bristol Community College Nursing Arts Lab (NAL) Handbook and have reviewed its contents. I understand that I am responsible for all the information found in this handbook.

Signature: _____

Student Name (PRINT): _____

ID: _____

Date: _____

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Clinical Lab Formative Evaluation Tool (from Clinical Evaluation Tool)

Student Name: _____Semester:_____ Simulation: _____

Role: Provider of Care:	**Met**	**NI**	**N/A**	**Comments**
Accurate Assessments				
Accurate Skill Performance				
Accurate Documentation				
Shift Reporting (SBAR Method)				
Role: Provider of Care	**Met**	**NI**	**N/A**	**Comments**
Develop Nursing Diagnosis				
Role: Provider of Care	**Met**	**NI**	**N/A**	**Comments**
Prioritizing Care				
Role: Provider of Care	**Met**	**NI**	**N/A**	**Comments**
Implement Plan of Care				
Role: Manager of Care	**Met**	**NI**	**N/A**	**Comments**
Collaboration with Health Care Team				
Time Management				
Role: Member Within a Discipline	**Met**	**NI**	**N/A**	**Comments**
Nurse as Leader				
Nurse as Educator				
Nurse as Researcher				
Professionalism (program requirements)				

NI=needs improvement

Clinical Lab Faculty Signature: _____ Date:_____
Student Signature: _____ Date: _____
Student comments:_____
_____
_____

REFERENCES

American Nurses Association. (2021). What is nursing? Retrieved from https://www.nursingworld.org/practice-policy/scope-of-practice/

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