

BALTIMORE CITY COMMUNITY COLLEGE



NURSING PROGRAMS

NURSING STUDENT HANDBOOK

School of Nursing and Health Professions

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The Associate Degree Nursing Program is accredited by:

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**The Associate Degree Nursing Program
and
The Practical Nursing Certificate Program approved by:**

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BALTIMORE CITY COMMUNITY COLLEGE
BCCC VALUES, VISION, AND MISSION STATEMENT

Core Values:

These core values represent the most important underlying principles and beliefs that are the basis for the vision, strategies, plans, policies, and actions of Baltimore City Community College.

Integrity – Unwavering adherence to a strict moral and ethical standard.

Respect – Showing genuine concern and regard for the dignity of others while practicing civility, accepting, appreciating, and supporting individual differences.

Diversity – Recognizing, accepting, appreciating, and supporting individual differences and lifestyles.

Teaching – Impacting knowledge skills, and values that are essential to the success of the individual and growth of the community.

Learning – Gaining knowledge, skills, and understanding that are useful to the individual and college community by promoting intellectual curiosity.

Excellence – Providing excellent teaching, student services, customer services and community engagement.

Leadership – Empowering, nurturing, and inspiring individuals to be leaders in their own sphere.

Professionalism – Adhering to the highest standard of customer service.

Vision:

Baltimore City Community College is an innovator in providing quality career pathways and educational opportunities for a diverse population of learners to exceed the challenges of an ever-changing competitive workforce and environment.

Mission:

Baltimore City Community College provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities.

Accreditation:

The Middle States Association of Colleges and Secondary Schools accredit Baltimore City Community College.

HISTORY OF THE NURSING PROGRAM

The first Associate Degree Nursing Program in the State of Maryland was established at the Baltimore Junior College (BJC) in 1965. The name of Baltimore Junior College was changed to the Community College of Baltimore (CCB) in 1967 and today is known as Baltimore City Community College (BCCC).

BCCC's Associate Degree Program is approved by the Maryland Board of Nursing (MBON) and meets the MBON's articulation requirements that allow BCCC graduates to transfer directly to baccalaureate nursing programs in the state. The curriculum is also approved by the Maryland Higher Education Commission (MHEC). The Nursing Program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN).

The Practical Nursing Program at BCCC was established in 1997 and is approved by the MBON. The curriculum is also approved by MHEC. Graduates of this program receive advance placement in statewide associate degree programs through bridge or transition courses, transfer credit, proficiency examinations and articulation for licensed practical nurses.

Graduates of the Associate Degree Nursing Program receive an Associate of Science Degree and are eligible to write the National Council of State Boards Licensing Examination (NCLEX-RN). Graduates of the Practical Nursing Program receive a certificate and are eligible to write the National Council of State Boards Licensing Examination (NCLEX-PN).

Graduates of both programs care for clients with health care needs in hospitals, extended care facilities and community health care agencies.

VISION STATEMENT

The nursing program strives to offer a dynamic, quality education in nursing to a diverse population within an environment that promotes caring and the pursuit of excellence that will impact future trends in health care practice.

MISSION STATEMENT

The Baltimore City Community College nursing program provides quality affordable and accessible education based on theoretical concepts and practical experiences to prepare caring, safe and competent Associate Degree registered nurses (RN) and practical nurses (LPN). The program responds to changing needs of the health care community by providing the academic, technical and life skills needed to produce graduates who are qualified for the NCLEX and become licensed nurses.

Philosophy

As an integral component of Baltimore City Community College, the Nursing Program is committed to the mission of the College. The faculty believes that the Practical Nursing and the Associate Degree Nursing Programs of study provide the residents of Baltimore City, particularly first-generation college students, with an opportunity to prepare for knowledge-based careers. This belief supports the mission of the College by providing quality, accessible, career-based educational programs to Maryland residents, which will enhance the economy of the State of Maryland.

The Nursing faculty's philosophy expresses its beliefs about the interrelationship among nursing, nursing education, the individual, and the community. The faculty believes that nursing is a learned scientific discipline with both theoretical and practical components. The nurse functions in multifaceted roles to promote and restore health and to prevent disease. To fulfill these roles, the nurse must acquire specialized knowledge, develop critical thinking abilities, and utilize technical skills based on the biopsychosocial sciences and a growing body of nursing knowledge.

Within the discipline of nursing, entry into a level of practice whether practical nursing, associate degree nursing or baccalaureate nursing, requires different educational preparation. Levels of practice further dictate the roles and responsibilities of the nurse in providing health care. We believe that the associate degree nurse and the practical nurse are integral members of the health team who provide direct client care. The practical nurse assists with data collection, contributes to the plan of care, performs therapeutic and preventive nursing measures, and assists in evaluating the outcomes of nursing interventions of the client. The practical nurse provides safe and competent client care under the supervision of the registered nurse. The associate degree nurse provides direct nursing care to clients with common and complex nursing needs, which requires judgment and clinical decision-making.

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Nursing is accountable for nursing practice based on standards of care, scope of practice, and a code of ethics. The problem-solving methodology of the nursing process provides the basis for all nursing care. Using a holistic approach, nursing assumes an active role in providing care for a multicultural population throughout the life span. Nurses recognize the importance of a multidisciplinary approach to implementing quality care in various health care settings.

The Nursing faculty believes that institutions of higher learning should facilitate all nursing education programs. They should also provide opportunities for career mobility from the practical nurse to the associate degree nurse to the baccalaureate degree nurse and to other advanced educational degree nurses. The faculty are responsible for developing and implementing the curriculum under the direction of the Nursing Program Coordinator.

Courses in the curriculum are divided between general education and nursing. Courses in the humanities prepare the nurse to provide health care services to the whole person in a caring, compassionate manner. Courses in the biopsychosocial sciences enable the nurse to develop scientific rationales for practice. Nursing courses provide the learner with an opportunity to apply scientific and humanistic knowledge in order to foster creativity and critical thinking. The nursing process, as a problem-solving method, is taught at all levels of the curriculum.

The Nursing faculty recognizes the significance of teaching social and cultural concepts as they relate to individuals. Students are taught to identify the impact cultural issues have on health, health beliefs, and health practices when implementing appropriate nursing interventions.

Nursing theory is correlated with clinical practice through planned experiences in various health care agencies in the community. This practice prepares the student to meet the needs of consumers and to develop an acceptance of professional responsibilities. Opportunities to develop leadership and management skills are also provided in the clinical experience. We believe the teaching/learning process should foster an atmosphere for each student to acquire skills in the cognitive, psychomotor, and affective domain through the use of a variety of educational media, instructional techniques, and emerging technology. The student progresses from the care of individuals having simple nursing needs to the care of individuals with complex nursing needs.

The faculty respects the student as a person of individual dignity and worth and as a learner with the capacity for hard work and self-direction to achieve his/her full potential. We believe students place high value on being honest and trustworthy, and we recognize the students' need to understand the goals of the College and the Nursing Program and the inter-relationship of these to the students' current and future career plans. We recognize that the students need to have a voice in the educational process. They are prepared to accept

responsibility and accountability for their learning now and in the future. They are encouraged to maintain continued professional growth.

PROFESSIONAL STANDARDS & NURSING PRACTICE COMPETENCIES

The faculty of the Nursing Program of Baltimore City Community College has incorporated the American Nurses Association (ANA) Standards of Practice & Standards of Professional Performance into the curriculum. Table 1 illustrates the congruency between professional standards, course/content and learning activities in BCCC's Associate Degree Nursing Program. The philosophy of the Associate Degree Nursing Program reflects our belief that nursing education should prepare graduates to deliver safe, evidence-based, patient-centered care to diverse populations across the lifespan. Consistent with this philosophy, the program is intentionally structured to integrate the National League for Nursing (NLN) Core Competencies for Graduates of Associate Degree Nursing Programs throughout all courses, clinical experiences, and learning activities. Table 2 correlates the NLN Competencies to the end-of-program student learning outcomes and the course outcomes in the Associate Degree Nursing Program.

TABLE 1 – CONGRUENCY BETWEEN PROFESSIONAL STANDARDS, COURSE/CONTENT AND LEARNING ACTIVITIES

ANA STANDARDS OF PRACTICE & STANDARDS OF PROFESSIONAL PERFORMANCE	COURSE/CONTENT	LEARNING ACTIVITY
Assessment: The registered nurse collects pertinent data and information relative to the healthcare consumer's health or the situation.	NUR 120; NUR 122; NUR 218; NUR 222; NUR 220/ Review of course content and related to the nursing process.	Client assessment at clinical facility; History/Physical Assessment & Care-plan Assignment; engagement in campus lab/simulation; and case studies. Abnormal Body Temperature/Dyspnea Group Presentation; Engagement in Management & Delegation Learning Activity.
Diagnosis: The registered nurse analyzes the assessment data to determine actual or potential the diagnoses, problems, and issues.	NUR 120; NUR 122; NUR 218; NUR 222; NUR 220/ Review of course content and related to the nursing process.	Client assessment at clinical facility; History/Physical Assessment & Care-plan Assignment; engagement in campus lab/simulation; and case studies. Abnormal Body Temperature/Dyspnea Group Presentation Hematology Teaching Presentation.
Outcomes Identification: The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer health or the situation.	NUR 120; NUR 122; NUR 218; NUR 222; NUR 220/ Review of course content and related to the nursing process.	Client assessment at clinical facility; History/Physical Assessment & Care-plan Assignment; participation in campus lab/simulation; and case studies. Abnormal Body Temperature/Dyspnea Group Presentation Hematology Teaching Presentation.
Planning: The registered nurse develops a plan that prescribes strategies to attain expected, measurable outcomes.	NUR 120; NUR 122; NUR 218; NUR 222; NUR 220/ Review of course content and related to the nursing process.	Client assessment at clinical facility; History/Physical Assessment & Care-plan Activity; participation in campus lab/simulation; and case studies. Abnormal Body Temperature/Dyspnea Group Presentation Hematology Teaching Presentation.

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Implementation: The registered nurse Implements the identified plan. 5A: Coordination of Care: The registered nurse coordinates care delivery. 5B: Health Teaching & Health Promotion: The registered nurse employs strategies to promote health and a safe environment.	NUR 120; NUR 122; NUR 218; NUR 222; NUR 220/ Review of course content and related to the nursing process.	Client assessment at clinical facility; History/Physical Assessment & Care-plan Assignment; participation in campus lab/simulation; case studies; postpartum teaching assignment; and anticipatory guidance assignment. Abnormal Body Temperature/Dyspnea Group Presentation Hematology Teaching Presentation.
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ANA STANDARDS OF PRACTICE & STANDARDS OF PROFESSIONAL PERFORMANCE	COURSE/CONTENT	LEARNING ACTIVITY
Evaluation: The registered nurse evaluates progress toward attainment of goals and outcomes.	NUR 120; NUR 122; NUR 218; NUR 222; NUR 220/ Review of course content and related to the nursing process.	Client assessment at clinical facility; History/Physical Assessment & Care-plan Assignment; participation in campus lab/simulation; and in-class engagement activities (i.e. case studies, NCLEX-RN questions/rationales, role-play). Abnormal Body Temperature/Dyspnea Group Presentation. Hematology Presentation.
Ethics: The registered nurse practices ethically.	NUR 120; Review of the ANA Code of Ethics; patient rights; advanced directives; code status; HIPAA, and power of attorney,	Educational Global Technologies (EDGT) Ethical and Legal Issues in Nursing Modules.
Culturally Congruent Practice: The registered nurse practices in a manner that is congruent with cultural diversity and inclusion principles.	NUR 120; NUR 122; NUR 218; NUR 222; NUR 220/ NUR 120 – Class session on concepts of culture and cultural diversity in nursing.	Clinical practice within the Baltimore Metropolitan area caring for a culturally diverse population at the clinical facility. Group presentation on cultural considerations and nursing.
Communication: The registered nurse communicates effectively in all areas of practice.	NUR 120; NUR 122; NUR 218; NUR 222; NUR 220/ Communication and nurse client relationship; therapeutic milieu; and therapeutic communication.	Campus lab/simulation; mental health nursing clinical rotation; and case studies. Postpartum Teaching Assignment; Anticipatory Guidance Assignment; nurse client interaction Assignment. SBAR role play activity. Receiving and giving report to the healthcare team using SBAR during the clinical experience. Hematology Group Presentation, Care Plan Presentation Assignment.

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Collaboration: The registered nurse collaborates with healthcare consumers and other key stakeholders in the conduct of nursing practice.	NUR 120; NUR 122; NUR 218; NUR 222; NUR 220/ Discussion of the nurse's role in clinical situations	Client teaching, class discussion, collaborative activities, pre/post conference during clinical practice. Use of the electronic medical record (EMR).
Leadership: The registered nurse leads within the professional practice setting and the profession.	NUR 216 and NUR 220	Class discussion; clinical practice leadership role; and Delegation & Management Skills: Effective Delegation Nursing Modules. Engagement in Management & Delegation Activity. Evidence-Based Practice Learning Activity.

ANA STANDARDS OF PRACTICE & STANDARDS OF PROFESSIONAL PERFORMANCE	COURSE/CONTENT	LEARNING ACTIVITY
Education: The registered nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking.	NUR 120; NUR 122; NUR 218; NUR 222; NUR 220	Pre-clinical preparation; pre-simulation and campus lab preparation. Self-evaluation on the clinical evaluation tool; identifies strong points, improvement areas and identifies learning needs.
Evidence-based Practice and Research: The registered nurse integrates evidence and research findings into practice.	NUR 120; NUR 122; NUR 218; NUR 222; NUR 220/Class discussion on research and evidence-based practice in NUR 216.	Nursing interventions on all written assignments include evidence (scientific rational). Evidence Based-Practice Learning Activity.
Quality of Practice: The registered nurse contributes to quality nursing practice.	NUR 120; NUR 122; NUR 218; NUR 222; NUR 220/Content on Quality Improvement & Patient Safety	Clinical practice experience provides opportunities for students to incorporate the Patient Health and Safety Goals into the provision of safe and effective care in clinical practice.

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Professional Practice Evaluation: The registered nurse evaluates one's own and others' nursing practice.	NUR 120; NUR 122; NUR 218; NUR 222; Nur 216;NUR 220	Self-evaluation on the clinical evaluation tool; identifies strong points, improvement areas, and identifies learning needs. Completion of professional portfolio and engagement in scheduled mock interview
Resource Utilization: The registered nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, an fiscally responsible.	NUR 120; NUR 122; NUR 218; NUR 222; NUR 220/Content on delegation in NUR 220.	Client assessment at clinical facility; History/Physical Assessment & Care-plan Assignment; participation in campus lab/simulation. EDGT Management Skills: Effective Delegation Nursing Modules. Management and Delegation Learning Activity
Environmental Health: The registered nurse practices in an environmentally safe and healthy manner	NUR 120; NUR 122; NUR 218; NUR 222; NUR 220/ Content on medical asepsis, infection Control, and proper disposal of medical waste/products.	Clinical practice experience provides opportunities for students to assess the healthcare environment and use proper techniques to dispose of medical waste and reduce environmental risk factors.

TABLE 2 – CONGRUENCY BETWEEN END-OF-PROGRAM STUDENT LEARNING OUTCOMES, NATIONAL LEAGUE FOR NURSES (NLN) COMPETENCIES, AND COURSE OUTCOMES

End-of-Program SLO: (1) Utilize effective clinical decision skills to apply knowledge from the sciences, humanities, and nursing knowledge into nursing practice.				
NLN Competencies	Nursing 120	Nursing 122	Nursing 218/222	Nursing 220/216
Human Flourishing: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. Nursing Judgment: Make judgments in practice, substantiated with evidence, that integrate nursing science and knowledge to provide safe, quality care and promote optimal health outcomes.	Utilize fundamental nursing concepts to provide safe competent care to adult clients with selective common health problems.	Apply the principles learned in biophysical sciences, humanities, and previous nursing courses, as well as critical thinking strategies while using the nursing process to provide safe, competent care to clients with common health needs and/or multisystem stressors.	Integrate a family-centered care approach when providing nursing care to the Childbearing and childrearing families. Integrate concepts of mental health and mental illness when caring for clients with mental health problems.	Integrate concepts from: critical thinking, biopsychosocial and the humanities in the delivery of nursing care to adults with complex health care needs.
End-of-Program SLO: (2) Implement health promotion and disease prevention in providing health care interventions in culturally diverse populations.				

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NLN Competencies	Nursing 120	Nursing 122	Nursing 218/222	Nursing 220/216
Human Flourishing: Demonstrate respect and support for the dignity, integrity, self-determination, and personal growth of patients across diverse populations. Spirit of Inquiry: Examine evidence that underlies clinical practice to challenge the status quo and question underlying assumptions.	Utilize fundamental nursing concepts to provide safe competent care to adult clients with selective common health problems.	Apply the principles learned in biophysical sciences, humanities, and previous nursing courses, as well as critical thinking strategies while using the nursing process to provide safe, competent care to clients with common health needs and/or multisystem stressors.	Integrate a family-centered care approach when providing nursing care to the Childbearing and childrearing families. Integrate concepts of mental health and mental illness when caring for clients with mental health problems.	Integrate concepts from: critical thinking, biopsychosocial and the humanities in the delivery of nursing care to adults with complex health care needs.

End-of-Program SLO: (3) Utilize nursing knowledge and evidence-based practice to enhance health and well-being that are consistent with ethical, legal, and regulatory principles.

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NLN Competencies	Nursing 120	Nursing 122	Nursing 218/222	Nursing 220/216
Nursing Judgment: Use evidence-based knowledge and critical thinking to deliver safe, high-quality care within legal and ethical frameworks. Professional Identity: Implement one's role as a nurse in ways that reflect integrity, responsibility, and adherence to ethical and legal standards.	Use evidence-based nursing procedures or skills in providing effective care to improve client outcomes. Provide nursing care to clients in selected health care settings utilizing evidence base practice.	Perform a basic physical exam and manage the care of more than one client with common health needs and/or multisystem stressors, under supervision.	Integrate evidence-based research when providing nursing care to childbearing and childrearing families. Provide nursing care to clients with mental health problems utilizing evidence-based practice.	Manage the nursing care of multiple adult clients with complex health care needs. Prioritize the nursing care delivered to clients with complex health care needs. Apply concepts of leadership, delegation and management... Apply the principles & concepts of leadership and delegation to professional nursing practice.
End-of-Program SLO: (4) Demonstrate usage of information management technology when communicating to interprofessionals in providing client care.				

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NLN Competencies	Nursing 120	Nursing 122	Nursing 218/222	Nursing 220/216
Nursing Judgment: Integrate current technologies and informatics to support decision-making and quality improvement in patient care. Professional Identity: Collaborate and communicate effectively within interprofessional teams to promote safe, coordinated care.	Utilize information technology to improve effectiveness of nursing care, enhance safety, and improve client outcomes.	Utilize educational/computer technology to augment learning, theoretical knowledge and technical skills.	Utilize information technology when providing nursing care to childbearing and childrearing families. Utilize information technology in planning and implementing care for clients with mental health problems.	Utilize technology to access and retrieve information related to client education and nursing practice for adult client with complex health care needs.
End-of-Program SLO: (5) Demonstrate professional, legal, and ethical accountability within the scope and standards of practice.				
Professional Identity: Take personal responsibility for lifelong learning and adherence to professional standards. Spirit of Inquiry: Engage in reflective practice and ongoing self-assessment to improve clinical	Nursing 120	Nursing 122	Nursing 218/222	Nursing 220/216

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competence and nursing practice.				
	Utilize fundamental nursing concepts to provide safe competent care to adult clients with selective common health problems.	Providing ethical, safe and compassionate care to culturally diverse health care population, using critical thinking strategies as well as the nursing process.	Provide safe and competent nursing care to the childbearing and childrearing families. Implement nursing care based on ethical and legal principles that reflect current standards of practice.	Provide safe and competent nursing care within the ethical and legal parameters of nursing for adult clients with complex health care needs. Apply legal and ethical principles as it relates to professional nursing.

NURSING CURRICULUM OVERVIEW

Within nursing courses, you will develop skills or abilities in social interaction, problem solving, and valuing in decision –making at the advanced levels. Both clinical experiences and class content are designed to assist you, the learner, to apply abilities with individuals, families, and groups across the developmental span and in a variety of health care settings. Clinical practice necessitates that you care for a variety of individuals in various settings. The practice experiences are designed so that you have the diverse experiences in meeting the health care needs of individuals, families and groups in contemporary society. For BCCC nursing students, clinical experiences occur in the Nursing Resource Center, acute care, extended care and community health settings beginning in the first year of the curriculum.

END OF PROGRAM STUDENT LEARNING OUTCOMES

Consistent with the philosophy, the curriculum is designed so that graduates of the **Associate Degree Nursing** Program at Baltimore City Community College will be able to:

1. Utilize effective clinical decision skills to apply knowledge from the sciences, humanities, and nursing knowledge into nursing practice.
2. Implement health promotion and disease prevention in providing health care interventions in culturally diverse populations.
3. Utilize nursing knowledge and evidence-based practice to enhance health and well-being that are consistent with ethical, legal, and regulatory principles.
4. Demonstrate usage of information management technology when communicating to interprofessionals in providing client care.
5. Demonstrate professional, legal, and ethical accountability within the scope and standards of nursing practice.

EDUCATIONAL PLAN - ASSOCIATE DEGREE NURSING

The Educational Plan for the Associate Degree Nursing program is a tool for students to successfully navigate their academic course work through completion at the College. The plan is designed to be used by students, faculty, and staff. The Education Plan includes: (1) description of the program, (2) program prerequisites, (3) course requirements, (4) pre-requisites for students in developmental courses (5) nursing program selective admission criteria and process. The Educational Plan also serves as the official advising tool used by academic advisors for future course selection and degree audits.

ASSOCIATE DEGREE IN NURSING – M016

Associate of Science (AS)

(Program Admission is based on the Selective Admission Process)

The Associate of Science Degree in Nursing is a two-year program that prepares graduates to take the licensing examination, (NCLEX-RN) to become Registered Nurses (RN). The RN works in a team relationship with other healthcare professionals to provide care for clients in a variety of healthcare settings. The program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
Pre-Program Entry					
PRE 100	Preparation for Academic Achievement	1	None		
BIO 202	Anatomy and Physiology I	4	BIO 101 or BIO 102		
BIO 203	Anatomy and Physiology II	4	BIO 202		
BIO 212	Microbiology	4	6-8 credits in biology and/or chemistry		
Semester Credits		13			
Complete Application to Associate Degree Nursing Program – see the “Nursing Program Selective Admission Criteria and Process” @ http://www.bccc.edu/Page/1612					
1st Semester					
ENG 101	English Writing	3	ENG 82 or RENG 92		
NUR 111	Calculation of Medications in Nursing	1	PRE 100; Min. of grade “C” in BIO 202, BIO 203, BIO 212		
NUR 120	Introduction to Nursing Practice	8	Same as NUR 111		
PSY 101	Introductory Psychology	3	ENG 82 or RENG 92		
Semester Credits		15			
2nd Semester					
NUR 122	Medical-Surgical Nursing of Adults I	8	PRE 100; Min. of grade “C” in BIO 202, BIO 203, BIO 212; NUR 111; NUR 120		
PSY 104	Developmental Psychology	3	PSY 101		
SOC 101	Introduction to Sociology	3	ENG 82 or RENG 92		
Semester Credits		14			
3rd Semester					
NUR 218	Maternal and Child Health Nursing	6	PRE 100, ENG 101, PSY 101, SOC 101, PSY 104; Min. of grade “C” in BIO 202, BIO 203, BIO 212; NUR 111; NUR 120, and NUR 122		
NUR 222	Care of the Client with Mental Health Problems	4	Same as NUR 218		
SP 101	Fundamentals of Speech Communication	3	ENG 82 or RENG 92		
Semester Credits		13			
4th Semester					
NUR 220	Medical-Surgical Nursing of Adults II	8	PRE 100, ENG 101, PSY 101, SOC 101, PSY 104; Min. of grade “C” in BIO 202, BIO 203, BIO 212; NUR 111; NUR 120, or NUR 122, NUR 218, NUR 222		
NUR 216	Perspectives and Issues in Nursing	1	Same as NUR 220		
MAT 107	Modern Elementary Statistics	3	MAT 82 or MAT 87 or MAT 92; ENG 82 or RENG 92		
ENG-Elective	General Education: Literature Elective	3	Depends on course chosen		
Semester		15			
PROGRAM TOTAL		70			

Pre-Requisites for Students in Developmental Courses

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
RENG 90	Intensive Program Writing	4 hrs.	Placement Test		
RENG 91	Composition Skills I	4 hrs.	Placement Test or RENG 90		
RENG 92	Composition Skills II	4 hrs.	Placement Test or RENG 91		
MAT 80	Arithmetic	3 hrs.	Placement Test		
MAT 86/ MAT 87M	Integrated Pre-Algebra and Introductory Algebra Integrated Elementary and Intermediate Algebra	5 hrs.	Placement Test or MAT 80 Students who complete MAT 80 with an A or B within a one-year period; Students who recently (within one year) failed and need to repeat MAT 91; students whose ACUPLACER placement score on Elementary Algebra falls within the range 52-62.		
MAT 91	Elementary Algebra	4 hrs.	Placement Test or MAT 80		
MAT 92	Intermediate Algebra	4 hrs.	Placement Test or MAT 91		



Nursing Program Selective Admission Criteria and Process

(Effective starting with the Spring 2016 entering class)

Listed below are the requirements that must be completed by all students seeking admission into the Associate Degree Nursing and Practical Nursing Certificate Programs.

Prerequisites for admission into the nursing program include:

1. All required developmental coursework (math, reading and writing sequence).
2. Pre 100: Preparation for Academic Achievement.
3. Completion of BIO 202, BIO 203 and BIO 212.
4. A grade of "C" or better must be achieved in all science courses. Science courses must be completed within five (5) years of starting the nursing program. A science course can only be repeated once within 5 years.
5. Minimum G.P.A. of 2.5 or greater.
6. All students must have resident BCCC courses (minimum 6 credits).
7. All students must take the current Test of Essential Academic Skills (TEAS). The TEAS must be completed within one (1) year prior to the start of the nursing program.
8. All students must meet the college's computer literacy requirement.
9. All students must attend an information session.

Application Availability

1. The application for the spring semester (Associate Degree Nursing Program) will be placed on the nursing web site the second Friday in September.
2. The application for the fall semester (Associate Degree Nursing Program) will be placed on the nursing web site the first Monday in February.
3. The application for the fall semester (Practical Nursing Certificate Program) will be placed on the nursing web site the first Monday in March.
4. The application for the summer semester (LPN Advanced Placement) will be placed on the nursing web site the first Monday in April.

Application Deadlines

1. The Associate Degree Nursing Program application deadline for the spring semester will be the last Friday in October.
2. The Associate Degree Nursing Program application deadline for the fall semester will be the last Friday in February.
3. The Practical Nursing Certificate Program application deadline for the fall semester is the last Friday in May.
4. The License Practical Nurse Advanced Placement application deadline for the summer semester is the last Friday in May.

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Selection Process

The application for those students who meet the prerequisites for eligibility for admission is ranked by the number of selection points he/she receives in descending order until all the seats are filled. If there is a tie in selection points, students who have been previously qualified and not accepted will receive priority if the student reapplies.

Point System

TEAS Placement

Exemplary	= 4 points
Advance	= 3 points
Proficient	= 2 points
Basic	= 1 points
Developmental	= 0 points

Overall GPA at time of admission

4.00	= 4 points
3.5 to 3.99	= 3 points
3.0 to 3.49	= 2 points
2.5 to 2.99	= 1 points
Below 2.5	= 0 points

GPA in Science Courses (Bio 202; Bio 203; Bio 212)

4.00	= 4 points
3.5 to 3.99	= 3 points
3.0 to 3.49	= 2 points
2.5 to 2.99	= 1 point
Below 2.5	= 0 points

The applications will be ranked from highest to lowest points. The applicant(s) with the highest score will be offered admission, followed by the next highest score until all seats are filled.

Applicants are notified of the admission decision. Notification letters include:

- Qualified, accepted
- Qualified, not accepted (no seats available)
- Not qualified, not accepted

Students who were qualified, but not accepted will be notified should a seat become available before the start of the semester.

Students who were qualified, but not accepted before the start of the semester and students who deferred their seat must re-apply and are re-ranked.

BCCC reserves the right to modify the above process and point designations at any time in the student's enrollment. The outlined point system should not be deemed an irrevocable contract between Nursing students and Baltimore City Community College.

YOUR APPLICATION WILL NOT BE PROCESSED IF YOU APPLY TO BOTH PROGRAMS.

LICENSED PRACTICAL NURSE - to - ASSOCIATE DEGREE IN NURSING OPTION
Associate of Science (AS)

Licensed Practical Nurses (LPNs) may challenge by examination, first-semester nursing (NUR) courses. The first semester courses that may be challenged are NUR 111 and NUR 120. The LPN who meets all the College and Nursing admission requirements and passes the challenge exams will enter the second semester of the Associate Degree Nursing Program.

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
Pre-Program Entry					
PRE 100	Preparation for Academic Achievement	1	None		
BIO 202	Anatomy and Physiology I	4	BIO 101 or BIO 102		
BIO 203	Anatomy and Physiology II	4	BIO 202		
BIO 212	Microbiology	4	6-8 credits in biology and/or chemistry		
ENG 101	English Writing	3	ENG 82 or RENG 92		
PSY 101	Introductory Psychology	3	ENG 82 or RENG 92		
Credits		19			
Complete Application to LPN - to - Associate Degree Nursing Program – see the “LPN to ADN Admission Criteria and Process” @ http://www.bccc.edu/Page/1859					
NUR 111	Calculation of Medications in Nursing	1	PRE 100; Min. of grade “C” in BIO 202, BIO 203, BIO 212	Summer	Credit-by-Exam
NUR 120	Introduction to Nursing Practice	8	Same as NUR 111	Summer	Credit-by-Exam
Credits		9			
2nd Semester					
NUR 122	Medical-Surgical Nursing of Adults 1	8	PRE 100; Min. of grade “C” in BIO 202, BIO 203, BIO 212; NUR 111; NUR 120		
PSY 104	Developmental Psychology	3	PSY 101		
SOC 101	Introduction to Sociology	3	ENG 82 or RENG 92		
Semester Credits		14			
3rd Semester					
NUR 218	Maternal and Child Health Nursing	6	PRE 100, ENG 101, PSY 101, SOC 101, PSY 104; Min. of grade “C” in BIO 202, BIO 203, BIO 212; NUR 111; NUR 120, or NUR 122		
NUR 222	Care of the Client with Mental Health Problems	4	Same as NUR 218		
SP 101	Fundamentals of Speech Communication	3	ENG 82 or RENG 92		
Semester Credits		13			
4th Semester					
NUR 220	Medical-Surgical Nursing of Adults II	8	PRE 100, ENG 101, PSY 101, SOC 101, PSY 104; Min. of grade “C” in BIO 202, BIO 203, BIO 212; NUR 111; NUR 120, or NUR 122, NUR 218, NUR 222		
NUR 216	Perspectives and Issues in Nursing	1	Same as NUR 220		
MAT 107	Modern Elementary Statistics	3	MAT 82 or MAT 87 or MAT 92; ENG 82 or RENG 92		
ENG-Elective	General Education: Literature Elective	3	Depends on course chosen		
Semester		15			
Program Total		70			

PRACTICAL NURSING OVERVIEW

Practical nursing education, which is offered within the framework of a community college, is designed as a complete formal education for entry into practical nursing practice. We believe that the college-level curriculum, leading to a certificate in practical nursing, prepares a theory-based practitioner who is competent to assume the role of a practical nurse. Practical nursing education, offered in a college setting, easily facilitates career mobility. Practical nursing programs within the organizational structure of an associate nursing program provide students with a curriculum developed from a conceptual framework with specific educational outcomes. Faculty beliefs regarding curriculum development and implementation of the Practical Nursing Program are consistent with those of the Associate Degree Nursing Program.

Consistent with the philosophy, the curriculum is designed so that graduates of the **Practical Nursing Certificate** Program at BCCC are able to:

1. Identify deviations from normal health in clients of all age groups in providing nursing care.
2. Apply principles from the biological and behavioral sciences to make client care decisions under the prescribed standards of practice.
3. Provide safe, effective nursing care to a multicultural client population within the scope of practice for practical nursing.
4. Contribute to the nursing process in meeting clients' needs and establishing priority of care.
5. Perform basic therapeutic and preventive nursing measures by following the prescribed plan of care while functioning under the direction of a registered nurse.
6. Collaborate with health team members in instructing clients for health maintenance in varied health care settings.
7. Communicate effectively with clients, their significant others, and the health team to establish effective interpersonal relationships.
8. Provide direction to unlicensed health care personnel while maintaining ethical and legal standards.
9. Participate in activities that promote continued educational and professional growth and development.

EDUCATIONAL PLAN – PRACTICAL NURSING CERTIFICATE

The Educational Plan for the Practical Nursing Certificate program is a tool for students to successfully navigate their academic course work through completion at the College. The plan is designed to be used by students, faculty, and staff. The Education Plan includes: (1) description of the program, (2) program prerequisites, (3) course requirements, (4) pre-requisites for students in developmental courses (5) nursing program selective admission criteria and process. The Educational Plan also serves as the official advising tool used by academic advisors for future course selection and degree audits.

PRACTICAL NURSING CERTIFICATE***Practical Nursing – M216******(Program Admission is based on the Selective Admission Process)***

The Practical Nursing Certificate is a one-year program that prepares graduates to take the licensing examination, (NCLEX-PN). Prospective students may select the program either on admission to the College, or after completing core courses: NUR 111: Calculation of Medication in Nursing, and NUR 120: Introduction to Nursing Practice. Licensed Practical Nurses function under the direction and supervision of a Registered Nurse, and/or a primary care provider, to provide care for clients in a variety of healthcare settings. The LPN works in a team relationship with other healthcare providers. The program is approved by the Maryland Board of Nursing (MBON).

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
Pre-Requisites					
PRE 100	Preparation for Academic Achievement	1	None		
	Computer Literacy Test (Test out of CLT 100)	0			
	Biology Placement Exam (Test out of BIO 101)	0			
BIO 202	Anatomy and Physiology I	4	BIO 101 or BIO 102		
BIO 203	Anatomy and Physiology II	4	BIO 202		
BIO 212	Microbiology	4	6-8 credits in biology and/or chemistry		
	Prerequisite Total	13			
1st Semester					

Complete Application to Practical Nursing Certificate Program – see the “Nursing Program Selective Admission Criteria and Process” @ <http://www.bccc.edu/Page/1612>

ENG 101	English Writing	3	ENG 82 or RENG 92		
NUR 111	Calculation of Medications in Nursing	1	PRE 100, min. grade of “C” in BIO 202, BIO 203, BIO 212		
NUR 120	Introduction to Nursing Practice	8	PRE 100, min. grade of “C” in BIO 202, BIO 203, BIO 212		
PSY 101	Introductory Psychology	3	ENG 82 or RENG 92		
	Semester Credits	15			
2nd Semester					
PNUR 101	Adult Health Nursing I	5	PRE 100, ENG 101, PSY 101, min. grade of “C” in BIO 202, BIO 203, BIO 212, NUR 111, NUR 120		
PNUR 105	Adult Health Nursing II	5	PRE 100, ENG 101, PSY 101, min. grade of “C” in BIO 202, BIO 203, BIO 212, NUR 111, NUR 120, PNUR 101		
	Semester Credits	10			
3rd Semester					
PNUR 110	Nursing in Child-Bearing and Child-Rearing Families	6	PRE 100, ENG 101, PSY 101, min. grade of “C” in BIO 202, BIO 203, BIO 212, NUR 111, NUR 120, PNUR 101, PNUR 105		
PNUR 115	Seminar in Practical Nursing Issues	1	PRE 100, ENG 101, PSY 101, min. grade of “C” in BIO 202, BIO 203, BIO 212, NUR 111, NUR 120, PNUR 101, PNUR 105		
	Semester Credits	7			
PROGRAM TOTAL		45			

POLICIES, PROCEDURES, & REQUIREMENTS

NURSING PROGRAM

PROGRAM REQUIREMENTS

All students, including transfers from other colleges and those with higher degrees, must meet the established admission criteria. Attendance in the clinical laboratory and completion of assignments in the on-campus skills laboratory, when given, is mandatory.

Students are informed of required skill performance for each course at the beginning of the semester. Those who do not reach the specified satisfactory skill performance level will not pass the course. It is expected that students will be able to demonstrate knowledge, skills, and abilities learned from previous nursing and non-nursing courses. If a student is unable to accurately perform skills learned in a course previously taken, the student will receive an unsatisfactory for this skill and may receive an unsatisfactory for the nursing course in which the student is enrolled. Students may be required to participate in pre-clinical skill review session(s).

The demands of the program necessitate many hours of planned study of the theoretical content and practice of skills. Students are required to spend a minimum of one hour each week per course utilizing available resources to enhance their understanding of the content.

Students are advised against working; however, if a student must work, the student should make every effort to limit their working time to no more than 16 hours per week. Students are encouraged to take advantage of support services which will enhance their likelihood of success.

Transportation to and from clinical must be provided by the student. There is no guarantee that assigned clinical sites will be scheduled within a specific timeframe, or that a student will be assigned to a specific hospital.

Each student must have a physical examination, all immunizations **must** be current including COVID-19 vaccinations and have an annual negative TB test or chest x-ray prior to the first day of the semester. All students are required to **CARRY THEIR OWN HEALTH INSURANCE** as the nursing program cannot be financially responsible for student injuries. Should there be any specific requirements for a clinical site, students will be notified.

At the beginning of the Fall semester, each student must have a seasonal flu vaccination; tetanus vaccination; measles-mumps-rubella or MMR; a positive varicella titer or varicella immunization protocol; and a hepatitis B positive titer, hepatitis vaccination, or a signed declination statement. The

only acceptable documented evidence of immunization is the actual lab report. Students **must** be fully vaccinated against COVID-19 and have all CDC recommended boosters.

Students who fail to complete the physical examination and immunization requirements **will not** be allowed to attend clinical, which will result in course failure.

Each student must have a current cardiopulmonary resuscitation (CPR) certification. The **ONLY** acceptable CPR certification is Basic Life Support (BLS) for Health Professionals (**American Heart Association ONLY**). **No other card will BE ACCEPTED!!!**

Each student is required to submit to an annual criminal background check and drug screening, using the agency identified by the Nursing Program. The costs of the background checks and drug screens are the responsibility of the student. Failure to comply with this requirement will result in the student's inability to participate in clinical practice. Failure to participate in the clinical practice portion of any nursing course for any reason will result in a failing grade (F) for that nursing course. Students who are unable to participate in clinical for any reason (i.e. positive criminal background or drug test, failure to pass clinical course dosage examination) may be administratively withdrawn from their nursing course(s).

Students must have taken all prerequisite courses as outlined in the catalog. Faculty will verify transcripts from the preceding semester. Any student who does not meet the prerequisite requirements will be withdrawn from the course(s) or dismissed from the program.

Students are expected to arrive on time and be prepared to participate in classroom and clinical learning activities. Attendance is very important and strongly associated with student success. At the discretion of faculty, students who arrive to class 10 minutes or more after the start time may not be allowed to enter. The instructor may allow late arriving students to enter at break, if applicable.

PROFESSIONAL CONDUCT

The nursing student is entering a profession guided by humanitarian principles. Characteristics expected to be exhibited while caring for clients include compassion, empathy, courtesy, and kindness. The nursing student is expected to strive for knowledge and skill in order to ease the suffering and promote wellness in the client to whom she/he is providing care.

The appearance of the nursing student influences how the client perceives the

care she/he will receive. The nursing student must be neat and well-groomed at all times, paying particular attention to personal hygiene. Odors are particularly upsetting to the sick. Therefore, strong perfumes are to be avoided, and deodorants and mouthwash are to be used as needed.

One component of providing good nursing care is accurate, legible and grammatically correct documentation. The reference that will be used is A Writer's Reference by Diana Hacker. This reference will be used for all written work submitted for course requirements and legal documentation associated with client care.

To promote professional decorum in the client care setting, students will address faculty and other health care workers by appropriate titles. Faculty may address students by their given name when not in the clinical setting. Students may address each other by their given name.

Personal information gained during the course of clinical practice is to be held in confidence. Confidentiality of all such information is expected and essential for nursing practice. All students are required to sign the Nursing Program's confidentiality statement as well as follow the HIPPA guidelines established by the assigned clinical agency. In addition, conversations of a personal nature, particularly those involving aspects of client care, are to be avoided in public areas, such as elevators and dining rooms.

Students who are familiar with clients in the assigned agency should inform the instructor and request permission prior to visiting. Visiting in uniform may convey College representation and must be avoided unless extenuating circumstances prevail. The instructor will determine when such visiting is appropriate. The student must also inform the faculty if the client or the client's family is known by the student. This information must be imparted prior to the student administering care to the client.

Clients should be identified by initials in written communication, such as Nursing Care Plans.

Students who demonstrate unprofessional behavior in the classroom, clinical setting, or campus labs **will receive an F grade** in the nursing course in which the student is enrolled and **will be dismissed** from the Nursing Program. **Unprofessional behavior** includes, but is not limited to: (1) use of abusive language and behavior to peers, staff, and clients; (2) failure to request and/or accept instruction from clinical staff [nursing faculty or appropriate hospital staff]; (3) failure to maintain confidentiality of the client's record; (4) participation in activities that are generally described as cheating; (5) falsifying client's record; and (6) providing unsafe and illegal nursing care actions.

STUDENT CODE OF CONDUCT

Baltimore City Community College (BCCC) is a diverse community of students, faculty and staff. We recognize the importance of a Student Code of Conduct that promotes the growth and development of its members, guides actions, and defines sanctions that will be imposed if rules and regulations are violated for the benefit of the community at large, the Student Code of Conduct limits certain behaviors and activities. Therefore, any student whose conduct violates this Student Code of Conduct (the Code) will be subject to disciplinary action as detailed in the Code.

Please refer to the following site for the online version of the Student Code of Conduct

<https://www.bccc.edu/cms/lib/MD02000050/Centricity/Domain/2137/THE%20STUDENT%20CODE%20OF%20CONDUCT%2021-22%20AJW.pdf>

Nursing Program Policy Concerning Dishonest Practices of Students

Students who participate in any process related to the fraudulent transfer of knowledge, whether receiving or giving knowledge, **will be denied** the privilege of continuing in the Nursing Program and **will receive an F grade** in the nursing course.

Members of the nursing profession must be trustworthy and demonstrate this trustworthiness to the client in their care.

In addition, the falsification of reports and documents is recognized as a basis for revocation of the Registered Nurse (RN) License or Practical Nursing License.

Commission of a Felony

Any nursing graduate who has been convicted of a felony may be denied a Registered Nurse (RN) or Practical Nurse (PN) License. If students have questions about prior convictions, they should contact the Maryland Board of Nursing at 410-585-1900. The Maryland Application for Exam of RN/LPN License requires that all graduates answer the question, “Have you ever been arrested for, charged with OR convicted of a misdemeanor or a felony? If you answered YES to any of the questions above, a complete explanation and court documents showing the OUTCOME of your case(s) must be submitted for review. Your application is not complete until these documents are submitted.” Examples of a felony are selling drugs, murder, and grand larceny. Criminal background checks may be required by the clinical facility. Students will be responsible for incurring the cost of a background check. Notification of a conviction for felonies must be submitted to the Nursing Program Coordinator/Administrator.

Grievances/Chain of Command

The College has established procedures for student grievances related to all academic matters. Grievances arising from student-faculty relationships should be resolved between the student and the faculty member. If this fails to resolve the grievance, the student should consult the Nursing Program Coordinator. The coordinator will apply current policies or refer the issue to the full faculty. The issue will be placed on the agenda for the next scheduled faculty meeting. The decision rendered by the faculty will hold for the Program. If there is still no resolution of the grievance, the student should seek the assistance of the Associate Dean of the School of Nursing and Health Professions, then the Dean of the School of Nursing and Health Professions, and lastly, the Vice-President for Academic Affairs. Additional grievance steps may be used by following the College-wide grievance policy.

Nursing Program Progression Policy

1. A "C" or better grade in each nursing course and a satisfactory grade in the clinical laboratory portion of the nursing course is required for a student to continue in the Nursing Program, or to graduate from the Nursing Program.
2. All students must participate in program testing upon entry, at the end of each course, and at the end of each nursing program (PN and ADN). Testing dates will be determined and published by the Nursing Program Coordinator. Program testing costs may be incurred by the student.
3. Each student must participate in the pre-clinical skills review sessions prior to the beginning of class as scheduled. Pre-clinical skills review sessions are required of students entering the second, third, and fourth semesters of the ADN (RN) program and the second through third semesters of the PN program.
4. Remediation activities/materials must be completed by the published deadlines. Materials should be turned in to the instructor in the course(s) in which the student is enrolled for either the fall or spring semester. All materials are due on the first day of class. Failure to turn in remediation materials will activate the following: Inability to attend clinical or campus lab until remediation materials have been submitted. For each day of clinical and campus lab missed, the student will receive an unsatisfactory grade for the clinical day.
5. A student must pass a dosage calculations test with a minimum of 90% accuracy during each nursing course taken after passing Nursing 111. This is necessary to achieve a passing grade in the course in which he or she is enrolled. If the dosage calculations test is not passed on the first attempt, the student will be given one other opportunity to pass a similar test before a failing grade is recorded. Any student who does not achieve a minimum score of 90 by the second attempt may withdraw or be withdrawn from the nursing course(s) by the Nurse Administrator.
6. A student must complete the Nursing Program within five semesters after admission to the first nursing course.

7. A student in the Nursing Program who achieves less than a "C" grade in a nursing course, or who has officially withdrawn, or has been withdrawn by an instructor from a nursing course, must complete an "Application for Readmission" and submit it by the posted deadline. Should a student not be readmitted for the requested semester, a new readmission application must be submitted with the next desired admission date. Students may apply for readmission twice during their matriculation through the program. After submission of two readmission applications, a student must wait five years from the initial entry into the nursing program and may apply as a new student. Each application will then be considered by the Nursing Readmission Committee which will report to the Program Coordinator.

Grading Scale

Letter Grade Interpretation

A = 90-100

B = 82-89

C = 75-81

D = 65-74

F = 64 or Below

If the student satisfactorily passes the clinical practice requirements, the final course grade will be the grade earned for the theoretical portion of the course.

The following policies are in effect for the final grade in the nursing courses:

- (1) A final course grade of 75 or better must be achieved in order to pass the clinical nursing courses. For Nursing 111, final course grade of 90 or better must be achieved. Grades **will not** be rounded up or curved. A retake of an exam or quiz is **not permitted**, except for in the Nursing 111 course.
- (2) Clinical performance and dosage examination are calculated as pass or fail. To pass a clinical nursing course, the student must achieve a 75 average in theory and a satisfactory final clinical evaluation grade.
- (3) To receive an "I" grade as a final grade in the courses, the student must have completed all course requirements and assignments with only one exception, the Comprehensive Examination. Arrangements to make-up the Comprehensive Examination will follow College-wide guidelines. Only in situations of extreme circumstance will an "I" grade be given.

Nursing Program Readmission Policy

Readmission to the nursing program is **not** guaranteed. The Nursing Readmission Committee will consider all classroom and clinical performance evaluations and grades at the time of withdrawal or unsuccessful completion of the course in determining whether to grant permission to repeat any nursing course. Behavior exhibited by the student in the classroom, clinical setting,

Nursing Media Center, Nursing Skills Laboratory, and/or the College campus will also be considered in the readmission process.

Criteria for Readmission Consideration (all criteria must be met to be considered for readmission)

- A. Completed readmission application submitted by the deadline.
- B. Current Student Inquiry Report (SIR).
- C. Grade Point Average of 2.0.
- D. Recommendation from full-time faculty **and** Nurse Administrator approval.
- E. Students who receive a nursing course grade of F are ineligible for readmission.

Procedure for Readmission

The Nursing Readmission Committee will:

- A. Review the completed readmission application and the submission date.
- B. Review the current Unofficial Transcript.
- C. Discuss the following items to determine eligibility for readmission for each applicant:
 - ♦ Nursing Course Grades
 - ♦ Clinical Performance Evaluation
 - ♦ Faculty Recommendations
 - ♦ Grade Point Average
 - ♦ Behavior exhibited in the Program
- D. Rank each applicant according to the items listed above.

Applicants will be notified in writing (using student's BCCC email address) of the committee's decision regarding readmission status. This notification will be sent prior to the semester in which the applicant is seeking re-entry into the program.

- Applicants must have an overall GPA of at least 2.0 to be considered for readmission.
- A nursing student may repeat **only** one nursing course during their matriculation through the BCCC nursing program.
- Once a student takes any assessment measure within a course, it is considered an attempt in that course. Withdrawal from a course after taking any assessment measure is considered an attempt for that course.
- Readmission to nursing courses is granted on a space available basis. Readmission to any nursing course **is not** guaranteed, even if all qualifications are met.
- Applicants who are ineligible for readmission will be sent a letter, denying their readmission.
- Applicants who are ineligible for readmission may appeal the decision.

- Applicants are only permitted to appeal **once** during their matriculation through the BCCC nursing program. A letter of appeal must be submitted by the applicant to the Program Coordinator, requesting to present his/her case to the faculty. The applicant **must** meet the conditions related to “special circumstances” which include:
 - Passing the course at the time of withdrawal or occurrence of special circumstances.
 - Experience one of the following (**documentation required at time of the appeal**):
 - Catastrophic illness resulting in hospitalization
 - Catastrophic illness resulting in hospitalization of an immediate family member (spouse and/or children only)
 - Catastrophic life events, i.e., house fire, severe flooding, etc.
 - Death of an immediate family memberOnce the case has been presented, the faculty will render a decision which will be communicated to the applicant by the Program Coordinator/Nurse Administrator.
- A student who has been dismissed from the Nursing Program due to failure at any level may apply for readmission as a new student after a lapse of five (5) years from the date of dismissal and must begin at the entry level. At the time of acceptance for re-entry, the student must have met all current requirements.
- A student may **not** apply to more than one nursing program option during an admission cycle (i.e., PN and ADN program). Students who apply to more than one program will be denied admission into both programs.
- A student is permitted to re-apply to ADN/PN nursing program no more than two (2) times.
- In addition to the above policies, nursing students must meet the requirements of all other College policies as outlined in the BCCC Catalog and BCCC Student Handbook.
- **Students are urged to pay their tuition and fees on time. Failure to not do so will result in being dropped from class rolls. Program faculty cannot intervene on behalf of students when bills have not been paid.**

Nursing Program Completion Requirements

To successfully complete the nursing program and qualify for graduation and eligibility for application to the NCLEX-RN® or NCLEX-PN® licensure examination, students must complete all required nursing and general education coursework, clinical requirements, and program expectations as outlined in the Nursing Student Handbook and individual course syllabi.

The nursing curriculum incorporates a variety of activities designed to support student readiness for professional nursing practice and successful preparation for the NCLEX-RN® or NCLEX-PN® licensure examination.

Program completion requirements include the following:

- 1. Successful Completion of Coursework and Clinical Requirements**

Students must successfully complete all required nursing and general education courses and achieve satisfactory performance in all clinical components of the curriculum.

- 2. Participation in NCLEX Preparation Activities**

Students are expected to participate in NCLEX preparation activities incorporated throughout the curriculum, which may include standardized assessments, comprehensive review activities, case studies, clinical judgment exercises, evidence-based practice assignments, and faculty-guided remediation activities.

- 3. Standardized Assessments**

Standardized assessments may be utilized as one component of course evaluation and NCLEX preparation. Requirements related to standardized assessments, grading, and remediation activities are outlined in individual course syllabi. Standardized assessments are not used as the sole determinant for progression, graduation, or eligibility for application to the licensure examination.

- 4. NCLEX Review Activities**

Students are required to participate in college-sponsored or faculty-approved NCLEX review activities designed to support preparation for licensure examination success.

- 5. Criminal History Records Check**

Students must complete all criminal background check and fingerprinting requirements as required by the Maryland Board of Nursing (MBON) for licensure eligibility. Documentation of completion must be submitted to the Nursing Program Coordinator/Administrator or designee.

6. Exit Interview and Program Clearance

Prospective graduates may be required to participate in an exit interview and complete all program and institutional clearance requirements prior to graduation and release of eligibility for licensure application processing.

7. Graduates Delaying Licensure Examination

Graduates who delay taking the NCLEX-RN® or NCLEX-PN® licensure examination following program completion are encouraged to participate in additional NCLEX preparation and review activities to support examination readiness and success.

NOTE: Remember that all fees owed to the College must be paid before release of degree and/or transcript.

All the activities listed under Program Completion Requirements **must** be completed before the graduate's name is sent to the Maryland Board of Nursing as an eligible candidate to write the licensure examination.

SOCIAL MEDIA/NETWORKING POLICY

The use of social networking by students and health care professionals should be done with careful consideration. Students are encouraged to post responsibly and maintain professional behavior at all times. Examples of social media include and are not limited to: Networking sites such as Facebook, Myspace, LinkedIn as well as video and photo sharing sites such as Instagram, YouTube Blogs, discussion boards, and online forums such as Twitter/X, and Pinterest.

As both a professional ethics and legal requirement, students are expected to maintain patient confidentiality/HIPPA. Due to the public nature of social networking sites, privacy and professionalism may potentially be compromised. Students may not post anything that compromises patient confidentiality. This includes, but is not limited to, names, references to the clinical site or clinical staff, pictures of any part of the patient's body, and any information that may identify the patient. Students should refrain from posting any comments about their clinical experience, site, clinical instructor, patients, or any other staff member on their personal social networking profile.

To avoid any potential biases, students are **STRONGLY** discouraged from initiating or accepting friend requests from anyone associated with the academic faculty or clinical experience. This includes but is not limited to clinical instructors, professional staff, patients, and/or family members. This allows students to be evaluated solely on clinical performance and not on personal information from social networking sites.

If a nursing faculty member has given permission, students can use video, photography, and/or audio recording of lectures and lab presentations on campus for personal use to study. Lectures and labs presented by guests at BCCC will not be recorded by students unless the presenter has given permission. ***Students are prohibited from reproducing or posting materials as well as any pictures/images from academic and clinical courses without the written permission of the person presenting the***

information or represented. Compliance with copyright laws, HIPPA, and BCCC plagiarism policy must be adhered to. The Nursing Program at Baltimore City Community College has a social networking page on Facebook; however, in addition to the policies above, all postings on this network should be for professional purposes only.

Failure to comply with the policy stated above may result in the student being removed from the course, clinical site, and/or program immediately.

CLASSROOM POLICIES

COURSE CANVAS SITE

Important information is placed on the college's Learning Management System site (Canvas). Students should check the Canvas site for announcements and course handouts prior to class and clinical days for information that is pertinent.

Exam/Testing Procedures

All students **must** take the program exams when they are scheduled.

Quizzes and exams will start on time, based on the time listed in the class schedule. Students who arrive late **will not** be given additional time to complete an exam or quiz. Late arriving students for an exam will use the following guideline: The exam will begin with the arrival of the student and will end at the normal scheduled ending time.

Quizzes will be given to late arriving students; however, a student arriving with **less than 5 minutes** to complete the quiz **will not** be given a quiz. A grade zero (0) will be recorded for that specific quiz grade. Quizzes **cannot** be made up under any circumstance. The quiz and/or exam may contain information from the prerequisite courses. Prerequisite courses include Computer Literacy, Preparation for Academic Achievement, Anatomy and Physiology I & II, Microbiology, General Psychology, Developmental Psychology, Sociology, Basic Math and Algebra, as well as any successfully completed nursing courses. Each student is held accountable for any course information previously taught.

Students have **48 hours** from the date the grade is posted to contest/appeal/challenge an exam/quiz grade in writing. The faculty will respond within **five** school days after receiving the students' challenge. After **five** days from the date the grade is posted, the quiz/exam grade becomes the grade of record and will be placed in the course grade book. This same procedure will be followed for any contested/challenged written course work.

In the event a student has an excused absence, examinations **must** be made up the next class day. Otherwise, the grade for that examination will be automatically recorded as a zero (0). It is the student's responsibility to contact the instructor and request the time and date for the make-up. The instructor will administer a different examination covering the same content on all make-up

examinations. Students **must take** the final comprehensive exam for each nursing course, regardless of their course grade prior to the examination.

Students may not keep quiz/exam papers, scrap papers, or answer sheets from tests or any testing materials. Any students keeping the above items will automatically receive a grade of zero (0) for that particular quiz or exam.

If a student attempts to keep any testing materials, he/she is subject to academic dismissal based on BCCC's Student Code of Ethics.

Each student is required to complete nursing achievement exam(s) at the end of each clinical nursing course. The student's score on the achievement test(s) will be compared to BCCC's acceptable standard (passing score), as determined by the Nursing Program. Supplemental instruction/activities will be given to each student whose score falls below the acceptable standard. Documentation that verifies completion of supplemental instruction/activities and a deadline for submission of documentation will be provided by each clinical nursing course. Each student is required to purchase access to the Computerized Testing Package depending upon the program in which the student is enrolled. Documentation of this purchase is required. Specific details regarding the purchase and use of this software will be provided by each nursing course. A student who does not purchase access will not be allowed to progress in the Nursing Program and cannot register for the next nursing course.

Unit exams are scheduled throughout each semester. Refer to the specific course schedule for specific dates and content included in each exam.

All nursing students must complete unit/final exams within those specified time frames.

Special test accommodations will be provided for those with an accommodations plan in place through Baltimore City Community College's Coordinator for Students with Disabilities. It is the responsibility of the student to provide faculty with an updated plan each semester.

Grades will be posted within five days of the exam.

Testing Protocol Policy

Book bags, pocketbooks, notes, and books must be placed in the front of the room. Nothing is allowed to be at the side of the chair during testing.

All electronic devices including smart watches (other than the device being used for exams) will be turned OFF and secured in a designated location during testing.

Nursing Student Handbook

Cell phones **must** be turned off (not on vibrate) and placed in the book bag/pocketbook. These items **CANNOT** be with you during testing.

Students are not allowed to wear coats, baseball caps, brimmed hats, or hoods during testing. No papers, other than scratch paper distributed by the faculty/proctor are allowed on the students' desk or around the student in any way during testing. Ears must be fully visible during exams. Earbuds and headphones are prohibited. Baseball caps, hats with brims, or shirts/jackets with hoods are **strictly prohibited**.

No bathroom breaks will be allowed during testing, except in dire emergencies. Students should go to the bathroom before testing begins.

No food or drinks are to be consumed during testing. The only exception is for those students who have documented medical conditions, i.e., diabetes. Students **must** notify the instructor if they are going to be late or absent for the test.

If a student must be absent for an exam, appropriate documentation (i.e., court subpoena, illness) of the reason for the absence **must** be presented. An alternate exam will be given the next class day.

Faculty will only respond to questions related to technical issues. If any technical issues arise during your exam, raise your hand and the faculty/proctor will come over to assist.

If a student is using a personal computer for testing, the student is responsible for ensuring their device is fully charged prior to the start of the exam.

Students **must** return all testing materials to faculty. Failure to do this will result in a grade of zero (0) for that test.

Students are expected not to cheat in any way. Baltimore City Community College's Nursing Program has a strict no cheating policy. Any student suspected by the proctor of cheating, collusion, or other acts that would damage the integrity of the assessment or institution, will be asked to immediately end their exam. This will result in a zero (0) on the exam and/or additional disciplinary action. If caught cheating the School of Nursing and the college have outlined specific consequences in the BCCC Student Handbook and the BCCC Code of Student Conduct.

If a student requires any special accommodation during testing, documentation **must** be obtained from the Disability Support Services

Center (DSSC). Quizzes/exams may be given in the Testing Center or DSSC.

Virtual Exams (only when classes are not held face-to-face)

Nursing exams may be taken off campus utilizing remote proctoring (in response to the global pandemic). Students will need their testing device to take the exam and a second device (desktop, cellphone, etc.) to login into Zoom. The use of Zoom and the need to download and upload the exam will require internet access. Students will also be required to have a dry erase board, with dry erase marker and eraser.

If there is an issue with the exam or the student needs to be excused from the room, please send the proctor/faculty a chat message in Zoom.

Any student suspected by the proctor of cheating, collusion or other acts that would damage the integrity of the assessment or institution, will be asked to immediately end and submit their assignment. This will result in a zero (0) on the exam and/or additional disciplinary action.

The student is responsible for ensuring the testing device and second device are fully charged prior to starting the exam.

Students **must** be in a location where they won't be interrupted for the duration of the exam.

Students **must** clear their desk or workspace of all external materials not permitted - books, papers, other devices.

To enhance visualization for the Zoom proctor/faculty, students **must** do the following:

- Ears must be fully visible. Earbuds and headphones are strictly prohibited.
- **NO** coats, baseball caps, hats with brims, or shirts/jackets with hoods
- Ensure the Zoom device is on a firm surface (a desk or table).
- Do NOT have the computer on your lap, a bed, or surface where the device (or you) is likely to move
- If using a built-in webcam for Zoom, avoid readjusting the tilt of the screen after the webcam setup is complete
- Take the exam in a well-lit room, avoiding backlighting (such as sitting with your back to a window).
- The faculty/proctor must be able to always visualize the students' testing area.

Respondus Lockdown Browser (LDB) Policy

Nursing courses that provide online examination assessments must use the custom browser that provides secure online testing by locking down a user's computer while they are taking an online quiz or examination via CANVAS. This browser is called Respondus Lockdown Browser (LDB). It is an anti-cheating application used to protect the integrity of online examinations and quizzes.

The Lockdown Browser:

- creates a proctored environment.
- disables browser menu and toolbar options, except for Back, Forward, refresh and stop.
- displays assessments full-screen and cannot be minimized.
- prevents students from exiting the quiz or examination until submitting it for grading.
- prevents access to other URLs or other applications including email, messaging tools, screen-sharing, virtual machines etc.
- prevents students from printing, using print screen, screen capture functions, copying, or. pasting to or from a quiz or examination.
- disables the Right-click menu options, function keys, browser menu and toolbar options except for Back, Forward, Refresh and Stop

Remember that the Lockdown Browser will prevent students from accessing other websites or applications; students will be unable to exit the exam until all questions are completed and submitted.

CALCULATOR USE DURING TESTING

1. For face-to-face sessions, you will be issued a calculator at the beginning of the exam.
2. The calculator number must be written on the exam. If the calculator number is not written on the exam, the exam will not be collected.
3. The calculator must be returned with the exam and the Scan-Tron. As stated in the testing policy, "*Students must return all testing materials to faculty. Failure to do this will result in a grade of zero (0) for that test*".
4. Only calculators provided by the School of Nursing and Health Professions may be used for testing. The lending or sharing of calculators during an exam is not permitted.

Guidelines for all Concept Reviews (online or face-to-face)

The purpose of concept review is to enhance student learning. It is not to debate the validity of questions. Students will not see exam questions again, rather faculty will review concepts from the exams based on class performance.

During concept review, students are asked to consider all possible factors contributing to their exam score (e.g., knowledge base, study strategies, test-taking skills, reading comprehension, time management, etc.).

If students require further clarification on a concept after concept review, they are encouraged to schedule a meeting with the faculty member who taught the content in question.

Students have **48 hours** from the date the grade is posted to contest/appeal/challenge an exam/quiz grade. All requests **must** be in writing.

College Policy Regarding Scheduling Academic Assignments on Religious Observance Dates

Academic programs and services of Baltimore City Community College shall be available to all qualified students who have been admitted to its programs, regardless of their religious beliefs. Students shall not be penalized because of observances of their religious holidays and shall be allowed, whenever feasible, to make up academic assignments that are missed due to such absences within a reasonable time.

Implementation Plan for Policy Regarding Scheduling Academic Assignments on Religious Observance Dates

1. The student must submit in writing the request for accommodation for observance of religious holiday(s) to the course coordinator within one week of semester start.
2. The student must meet with the course coordinator to plan make-up(s) for academic assignments missed during observance of religious holiday(s).
3. The course coordinator must present the letter of request and the make-up plan for academic assignment(s) missed during observance of religious holiday(s) to the Program Coordinator/Administrator.
4. If not feasible during the semester, academic assignments that require additional clinical days on the clinical unit will need approval by the
5. Program Coordinator/Administrator and the clinical agency.
6. A letter outlining the plan for academic assignment(s) missed during observance of religious holiday(s) will be sent to student.

CLINICAL POLICIES

CLINICAL PRACTICE GUIDELINES

The Maryland Nurse Practice Act prohibits nursing students from caring for clients if the student compromises the client's safety. The instructor has an obligation to dismiss the student from the clinical area if a condition exists which compromises patient safety such as substance abuse, physical illness, emotional instability or inadequate preparation for clinical. Fatigue is a leading cause of nursing errors. It is recommended that students do not work after 11:00 pm before a clinical day.

Clinical laboratory provides the opportunity to learn to care for clients in a real-life situations. Students can expect to be assigned to one or more clients with conditions or symptoms similar to those being taught and discussed in class. Thus, it provides the opportunity for students to test out the theory and principles being taught, as well as apply this information to the assigned clients.

However, students should recognize that the textbook and classroom present a "pure" situation since only one condition or client care situation is discussed at a time. Clients rarely, if ever, present with clearly defined pathology and many have multiple disorders. Therefore, the real situation may be more complex than the text and serious investigative effort must be used to relate the pathology to the condition, plan, and provide the appropriate care.

All faculty are licensed RNs in Maryland. The faculty are experienced and knowledgeable about the usual problems with which most clients present. They are entrusted by the hospital and the school to allow you to practice skills in a real client situation in a safe manner. Faculty supervise the practice of skills and assist the student in applying theoretical and scientific basis for care.

Faculty Responsibilities

It is the faculty's responsibility:

1. To guard the client's safety. The faculty represent expert practice and to that extent protect the client from anticipated errors. Therefore, the faculty will supervise all activity related to client care.
2. To guide the student through client care situations appropriate to the level of instruction and according to students' ability. Referrals will also be given for further study to increase the learning opportunities.

Student Responsibilities

It is the student's responsibility to be prepared for clinical each day in the following manner:

1. Neat and well-groomed. Read the uniform code prior to coming to the clinical agency to be sure you are complying.
2. Go to the clinical agency in sufficient time to adequately prepare to care for the assigned clients. This includes:
 - A. Thorough review of the client's chart
Reviewing the pathology, medications, and nursing care in textbook.
 - B. Preparing a plan of care.

When you finish with your preparation, the student should ask, "Do I have sufficient information to safely care for this client?" If the answer is no, then pursue additional information.

3. Seek supervision from your instructor for all assigned tasks which are new and you have not been given permission to do unsupervised.
4. Report all changes to your instructor. Do not utilize staff for supervision unless so directed.
5. Document all care and pertinent observations.
6. Report to appropriate nurse when leaving unit.
7. The use of cell phones on the clinical units is prohibited since they can interfere with much of the biomedical equipment in use. In an emergency, it is the student's responsibility to communicate appropriate phone numbers should someone need to get in touch with them.

Clinical instruction provides opportunities for the student to develop as a professional nurse, to observe how to function in a health care setting with peers and other members of the health care team, and to learn the practice of nursing. It is an opportunity to gain trust with your client and members of the health care team. The client must be able to trust that you will carry out the procedures accurately, that you report the results accurately, and that you will do all you can to help him get well and learn to stay well. Your peers must be able to trust the results you report without rechecking. It is an awesome responsibility to know that the care that you give may determine the next step in the client's treatment plan.

Evaluation of clinical competence is an opportunity for you to assess how much you have learned and to plan future learning. It is a time to reflect on your accomplishments and plan improvements in the care you give. Clinical competence encompasses client-centered assignments including direct client care and the assigned related papers -- such as interaction notes, assessment papers, care plans, dosage tests, or other similar assignments. As you evaluate the care you give, the expertise of the faculty member who is your clinical instructor will be used to also evaluate the care you give. Faculty are responsible for monitoring your progress and keeping you informed of your progress.

Each student is seen as an individual with individual needs. Faculty plan assignments and evaluate care that is given based on the needs evidenced by the student.

Students exhibiting unsafe care, unprofessional approaches, and poor progress will be informed and observed very closely. Faculty may restrict your assignment to provide opportunities to other students and assure safe care to clients. This close supervision should not be misconstrued as "picking on the student" or a "personality clash" but an opportunity for improving safe practice and to ensure the safety of the client.

For students who are progressing well, faculty may allow more opportunities for developing advanced skills and independent practice.

It is impossible to develop clinical skills away from the clinical area. Therefore, every student must attend every assigned clinical laboratory. Should an absence be unavoidable, the student will be responsible for contacting the appropriate person and completing an alternate assignment as given by the clinical instructor.

The Maryland Board of Nursing requires that students will always be physically and mentally capable of clinical practice. In order to comply with this requirement, information concerning a student's health status may be requested from a physician or another caregiver. The Health Form identifies minimal activities that a nurse should be able tolerate in a normal clinical day, these include minimal weights to be lifting, walking, standing. Additionally, if a student appears to be unable to give safe care after arriving on the clinical unit (because of intoxication or any other incapacity), he/she will be dismissed from the clinical site and receive an Unsatisfactory (U) for the clinical day.

If at the end of the clinical experience for any course, the student's skills are safe but limited, the clinical instructor may require the student to show evidence of work as a clinical nursing student before progressing to the next level.

CLINICAL TARDINESS POLICY

Students must **be present** for every assigned clinical day. **They must arrive on time and come prepared. Tardiness is defined as arriving 5 or more minutes after the assigned arrival time.**

For every **third** clinical day the student is late, the student will receive **one (1)** unsatisfactory (U), **which is equivalent to the grade for that clinical day.** At the discretion of the faculty, the student may be sent home **on any clinical day that they arrive late.**

CLINICAL ABSENCE POLICY

There are **no** clinical absences allowed due to the limited number of clinical days available for instruction and the achievement of course objectives. Any clinical absence constitutes a U (unsatisfactory) for that clinical day.

Students will not be penalized because of observances of their religious holidays when these days conflict with clinical practice or other academic assignments. See the College policy and Nursing Program's implementation plan regarding observance of religious holidays on page 40.

ABANDONMENT

Abandoning an Assignment is defined as:

- Leaving a clinical site or simulation experience without faculty authorization before the assigned time of departure;
- Failing to notify the assigned faculty of the intent to leave;
- Refusing to accept or complete an assigned patient care assignment without discussing concerns with the clinical instructor; or
- Failing to provide for the continuity of patient care when responsible for direct or delegated nursing activities.

Students enrolled in any nursing program option (i.e. PN, ADN, LPN-RN) are expected to always demonstrate professional responsibility and commitment to patient safety. Abandonment of an assignment is strictly prohibited and constitutes a serious breach of professional conduct. Any student who abandons an assigned patient, clinical group, simulation, or classroom assignment without notifying and obtaining permission from the clinical instructor/faculty member will be dismissed from the nursing program.

EMERGENCY SITUATIONS IN THE CLINICAL AREA

In the interest of student and client safety, it is the responsibility of the BCCC nursing faculty to determine that each student is emotionally and physically prepared to perform the nursing care activities of the clinical rotation. Therefore, if student emergency situations arise, the faculty must handle the situation(s) appropriately and in a timely manner. The following guidelines will assist the faculty in handling student emergency situations and will ensure that the work of the clinical day is not disrupted.

1. The student will be removed from the clinical area **when deemed necessary** by the clinical instructor.
2. The student will be accompanied by the clinical instructor to the Emergency Room or the place where intervention will take place.
3. **After the student is accompanied to the Emergency Room or place of intervention, the clinical instructor should return to the nursing unit or area of clinical teaching.**
4. The students' progress should be monitored in the Emergency Room or place of intervention during the clinical day.
5. The Program Coordinator **must be** notified of the emergency as soon as possible.
6. The student must present a health clearance form from his/her primary care provider after the emergency incident has been resolved.

Policy for Attendance in Clinical Areas on Bad Weather Days

On days when the College is announced closed, students will not report to the clinical area and their clinical laboratory class will not be held. When the College announces delayed openings, the following directives will apply:

1. If the College announces it is opening more than two hours after your clinical session begins, the clinical session for that day will be cancelled.
2. If the College announces a delayed opening of two hours or less from the beginning of your clinical laboratory session, you will meet at your assigned clinical agency at the time the College opens.
3. If the delayed opening is prior to the beginning of your clinical session, you will meet at your clinical laboratory session as usual.
4. If a clinical group is in the clinical laboratory on an evening schedule and the College closes early, it will be the prerogative of the instructor to dismiss the group prior to the completion of the laboratory session.

Clinical Grades

The clinical laboratory portion of each course will be graded with an "S" (Satisfactory) or a "U" (Unsatisfactory). A student who receives a final clinical grade of unsatisfactory in the clinical area will fail the course and receive a failing grade (F) in the course. A detailed explanation of computation of the clinical grade is provided on each nursing course syllabus.

Grade Interpretation

S – Satisfactory – means that the student has successfully met the objectives of the planned clinical laboratory sessions.

U – Unsatisfactory – means that the student has not successfully met the objectives of the planned clinical laboratory sessions or has missed a sufficient number of laboratory days and is unable to meet the satisfactory clinical objectives.

Clinical Unsatisfactory Policy

The clinical unsatisfactory policy establishes consistency in awarding an unsatisfactory clinical grade for the clinical day.

1. If the student fails to demonstrate correct technique when performing a nursing skill/behavior already taught in a previous course, she/he will receive an unsatisfactory for the clinical day.
2. A student will receive an unsatisfactory for the clinical day if the client's safety is compromised.

3. A student will receive an unsatisfactory for the clinical day for unprofessional behavior, as determined by the instructor.
4. If the student fails to demonstrate correct technique when performing a nursing skill/behavior, she/he will receive an unsatisfactory for the skill.

An unsatisfactory clinical grade will be given based on the following:

- Four or more skills/behaviors for Nursing 120 on the same day constitutes an unsatisfactory for the clinical day.
- Three or more skills/behaviors for Nursing 122 on the same day constitutes an unsatisfactory for the clinical day.
- Two or more skills/behaviors for Nursing 218 on the same day constitutes an unsatisfactory for the clinical day.
- Two or more skills/behaviors for Nursing 222 on the same day constitutes an unsatisfactory for the clinical day.
- Two or more skills/behaviors for Nursing 220 on the same day constitutes an unsatisfactory for the clinical day.
- Three or more skills/behaviors for Practical Nursing 101 on the same day constitutes an unsatisfactory for the clinical day.
- Two or more skills/behaviors for Practical Nursing 105 on the same day constitutes an unsatisfactory for the clinical day.
- Two or more skills/behaviors for Practical Nursing 110 on the same day constitutes an unsatisfactory for the clinical day.

UNIFORM CODE

Students must wear their BCCC nursing uniforms on class and clinical days. Failure to comply is a violation of the nursing program's professional code of conduct.

Uniforms – Women (Teal ADN students; khaki PN students)

Length – skirt one to two inches below the knee Emblem/patch – worn on the left sleeve.

BCCC Picture ID badge

Slacks – not tight with ample room to perform without fit-related restrictions.

Stockings – White hose with no runs. Plain white socks may be worn with pantsuits only.

Hair – Neat, off-collar daytime style. Hair ornaments are not appropriate. White headress/covering may be worn to satisfy religious requirements.

Make-up – May wear a moderate amount of daytime cosmetics. **No** false

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eyelashes or eyelash extensions can be worn.

Nails – Nails must be trimmed to 1/8” of the fingertip and neat. Nail polish, if worn, must be of a neutral or pale shade. Nail designs, acrylic nails, etc. are prohibited.

Jewelry – Plain, unadorned wedding bands. No decorative rings or other jewelry. Watch with plain unadorned band only. One earring per ear is allowed. Earrings should be gold or pearl button type only. Body piercing rings/adornments and tattoos must not be visible.

Shoes – White, polished, of professional design with toes and heels enclosed. Athletic shoes may be worn if they are all white leather, clean and professional looking with clean shoelaces.

Laboratory Coat – ¾ length, white, emblem on left sleeve. Lab coats may be worn to give client care. Lab coats must be worn in the hospital when getting assignments.

Undergarments –A full-length non-cling slip must be worn under the uniform dress.

Maternity Uniform – Should a maternity uniform be needed, it must be the appropriate color for the program course and follow all the previous guidelines.

Uniforms – Men

Pants – teal for ADN students, khaki for PN students

Top – teal for ADN students, khaki for PN students professionally cut Socks – white

Emblem – worn on left sleeve Pin/badge – worn on left side

Hair – Neatly groomed, off-collar and away from the face style. Excessive lengths are to be avoided. Mustaches and beards are to be neatly trimmed.

Nails – Must be clipped and neat. See nails, previous page.

Jewelry – Watch with plain unadorned band only. Plain unadorned wedding bands are permitted. One earring per ear is allowed. Earrings should be gold or pearl button type only. No decorative rings or other jewelry. Body piercing rings/adornments are not allowed.

Shoes – White, polished, of professional design with toes and heels enclosed. Athletic shoes may be worn if they are all white, leather, clean, and

professional with white shoelaces.

Laboratory Coat – $\frac{3}{4}$ length, white, emblem on left sleeve.

Dress for Nursing 222 – Mental Health Portion (Care of the Client with Mental Health Problems) – Students will wear their lab coats over appropriate professional dress in the clinical setting. No jeans, cut-offs, heels, sandals or revealing attire. Shoes, not sneakers, with enclosed heel and toe are to be worn.

Garment Care:

All nursing student uniforms must be clean, neat and altered to fit weight gains or losses. Uniforms should be free of tobacco-smoke, pet-hair, cologne and other scents. Pants should be hemmed so that they do not touch the floor.

General Uniform Information:

Each student must carry as part of the uniform:

1. one note pad
2. appropriate writing utensils
3. one watch – with second hand (no digital watches)
4. one pair of bandage scissors
5. one stethoscope
6. Kelly clamp as specified by course
7. identification badge with student's name and picture must be **worn** at all times

NOTE: UNIFORMS and LAB JACKETS can act as FOMITES, that is, articles which can transmit infectious organisms. Therefore, it is advisable that they be covered on route to and from the clinical agencies and changed at the earliest opportunity at the completion of a clinical laboratory.

All visible tattoos must be covered.

Nursing Media Center Guidelines

1. Smoking, eating, and drinking are strictly prohibited in the Nursing Media Center and Nursing Skills Lab.
2. Children are not allowed in the Nursing Media Center.
3. Profanity of any kind is prohibited.
4. All students are required to "sign-in" and "sign-out" for each use. In order to obtain any multimedia material, the student must have proper identification in the form of BCCC's college ID, driver's license, etc. There will be no exceptions.
5. The tutorial program must be returned to the center staff by the student who received the program.

6. No material of any kind may be removed from the center unless prior permission is given (selected study guides and other handouts are excluded from this rule).
7. Nursing Media Center programs should be requested by title or by content description.
8. **Students are not allowed to use the telephones in the center.**
9. All equipment must be turned off and materials handed in at least 10 minutes prior to closing.
10. Students are responsible for leaving their work areas clean, organized, machines off, and litter-free.
11. **Student(s) caught eating or drinking in the center will be denied privileges to use the center for the remainder of the semester.**
12. Student(s) who sign in for another student will lose laboratory time and/or privileges, as all students must sign themselves in and out of the center.
13. Students must sign out when leaving the center for lunch or other breaks and sign back in when resuming their actual studies.
14. **Students may not duplicate any software in the lab.** Duplication of software will result in dismissal from BCCC. This is a copyright infringement.
15. The Nursing Media Center is a **QUIET** zone. Treat it like a library. **Please keep your voices down.**

INFECTIOUS DISEASES GUIDELINES

Rationale:

To reduce the risk of communicable diseases/infections in the clinical setting. Activities used to prevent the spread of communicable diseases to students and instructors are maintained through control measures such as education, information sharing, and monitoring health care delivery practices.

Requirements:

1. In the first semester of the first clinical course, all students will be oriented to nursing program guidelines on infectious diseases.
2. Faculty and students will abide by the infection control policies of the unit and agency to which they are assigned. Standard/Universal precautions must be utilized to protect students and instructors. The use of standard precautions (which incorporates universal precautions), including appropriate handwashing and barrier protection, will reduce contact with blood and body fluids. The engineering controls (e.g., safety devices) and changes in work practices (e.g., techniques to reduce handling of sharps instruments) can reduce the frequency of percutaneous injuries.
3. Faculty and students will keep all information related to client's diagnosis confidential.

4. Faculty and students are to report immediately any exposure which involves contact with clients or with blood and other body fluids (e.g., needle sticks or cut with a sharp object). Contact of mucous membrane or non-intact skin or contact with intact skin when the duration of contact is prolonged (e.g., several minutes or more) or involves an extensive area, with blood, tissue, or other body fluids. Body fluids include: (a) semen, vaginal secretions, or other body fluids contaminated with visible blood, and (b) cerebrospinal, synovial, pleural, peritoneal, pericardial, and amniotic fluids.
5. An exposure/incident should be reported immediately to the clinical instructor or to the designated individual of the agency. An incident report should be completed when an exposure occurs. Each exposure incident should be evaluated by a qualified health care provider to determine the appropriate follow-up. The exposure incident, evaluation, follow-up recommendation and action should be documented according to Maryland Occupational Safety and Health (MOSHA) regulations. There are situations where post-exposure prophylaxis may be considered for the exposed individual.
6. Consultation with the health care provider within hours of the exposure allows decisions for treatment to occur without delay.
7. The exposure/incident report should contain the following information:
 - ◆ Date and time of exposure.
 - ◆ Details of the procedure being performed, including where and how the exposure occurred, the type of device and how and when in the course of handling the device, the exposure occurred.
 - ◆ Details of the exposure, including the amount of fluid or material and the severity of the exposure, depth of injury, whether fluid was injected, the estimated volume of material, duration of contact and the condition of the skin (e.g., chapped, abraded, or intact).
 - ◆ Details of the exposure source, whether the source materials contain HIV or other blood-borne pathogens, if the source is an HIV infected person, the stage of disease, history of antiviral therapy, and viral load if known.
 - ◆ Details about counseling, post-exposure management and follow-up.
8. A copy of the above-mentioned exposure/incident report is to be filed with the agency, according to policy; a copy of the incident is to be submitted to the Nursing Program Coordinator's Office at the College.
9. Faculty and students are to handle all uniforms which are contaminated with blood or body fluids as little as possible.
10. Place soiled clothing in a leak-proof bag, seal and launder as soon as possible.
11. Wear protective gloves when handling soiled clothing.

ASSISTANCE TO STUDENTS

If the student has a situation which requires intervention from a community social service agency, the following agencies may be called for assistance:

1. Baltimore City Department of Social Services
2. Baltimore City Urban Services Agency, Eviction Prevention Unit (Peoples' Court)

If a student has a documented disability, he/she may be eligible for accommodations. Please register with the Disability Support Services Center, Liberty Campus for determination of any accommodations.

Financial Aid

Information regarding financial aid for education may be obtained from the Office of Financial Aid – 410-462-8500.

References

During your study of nursing, you may need to request a reference to secure a job as a nursing student or, upon completion of the Nursing Program, as a nursing graduate.

References should be requested in writing and should include the name, title and address of the person who is expecting to receive the reference. Any special requests regarding the reference should also be in writing.

References

American Nurses Association. (2021). Nursing: Scope and standards of practice (4th ed.). Silver Spring MD: ANA.

Baltimore City Community College Code of Student Conduct, 2021 – 2022

Maryland Board of Nursing, Nurse Practice Act:

<https://mbon.maryland.gov/Pages/nurse-practice-act.aspx>

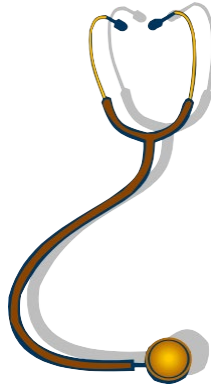
National League for Nursing. (2023, January). *NLN Vision Statement: Integrating Competency-Based Education in the Nursing Curriculum* (NLN Vision #21). Washington, DC: NLN.

The Nursing Program reserves the right to update and change the above policies at any time. If any changes occur, students will be notified and will require students to sign and date a new acknowledgement form. All nursing students are to read the policies and sign and date the acknowledgement form attached.



Associate Degree Nursing Program/ Practical Nursing Certificate Program

NOTIFICATION/VERIFICATION FORM



I have received a copy of the Nursing Student Handbook.

Signature:

Printed Name:

Date:

Current Nursing Course:
